



THE CABE, 39TH SESSION - JUNE 6-7, 1983

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Date



◆ WELCOME ADDRESS :

SHRIMATI SERLA GREWAL

EDUCATION SECRETARY GOVERNMENT OF INDIA

◆ Education Secretary, Government of India

◆ Respected Chairman, Professor Menon, Madhuri Behn Shah and Friends,

It is my very pleasant duty, Madam Minister, to welcome you as the Chairman of the Central Advisory Board of Education. On your behalf, as well as on my own behalf, may I welcome all present here to the inaugural session of this meeting.

I extend a very warm welcome to all the members of the Central Advisory Board of Education who are new members. This is the 39th session of our Central Advisory Board of Education, the highest body, advising government on important policy matters on education. Since the Board last met, a lot of important developments has taken place. Before the Board meets actually, as a prelude to the meeting of the Board, meetings of the State Ministers in charge of Education, and of the Education Secretaries are convened to consider policy in respect of education in the Plan period, and then the meeting of the Board takes place. We have thought it fit that after having these meetings, it would be appropriate for this highest august body to meet, deliberate and guide

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the course of the educational development in the country. Since the last meeting of the Board, a lot of new directions has been given to education. Education has been brought on the concurrent list, thereby making the Centre and States play a more active and coordinated role with regard to standards and quality of education. This has been found necessary because while there is a very great earnestness for improving the enrolment and expanding the number of institutions, it is all the more necessary that in the interest of integration and in the interest of quality, there should be uniformity in the country. Another impetus which education as a subject has received is on account of universalisation of elementary education getting included in the new Twenty-Point Programme. In the earlier Twenty-Point Programme, emphasis was laid on improving hostel facilities, book banks and other improvements in education in a very small way. For the first time enrolment as a basic need in the elementary sector was given attention and it was included in January, 1982 as point 16 of the new Twenty-Point Programme; greater attention was given to girls and women's education. It is in the last year that not only education, but also related social inputs got a greater importance and that also, I think is a very great step to bring education closer to health, family planning and social welfare.

For the first time special attention was paid to giving recognition to women in respect of development activities; women's education and human resources development came to figure as a

very important factor in the promotion of economic and social development. During the Eighties, however, new problems are being thrown up. We have recently got the Teachers' Commission set

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up. It was a great privilege for us that the Prime Minister addressed the Teachers' Commission. What the Prime Minister felt on the need to bring improvements in various fields of education, are placed in a small pamphlet which we have put in your papers to see. If you do not mind, I will read out two paragraphs of that which will indicate in which direction the thrust is required at this present juncture.

She has said : "Far greater attention has to be paid to primary education than to higher education. We are losing the whole generation of the people. Why should everyone go to the university ? Can we have a special test for recruitment to services without insisting on university qualification ? If a person does not want to do research why cannot he take to some vocational education or trade etc. It should also be possible for people who are taken to vocational courses to go in for higher education."

We have also put in everybody's folder the recommendations which were made in the Conferences of Secretaries in charge of Education, Technical Education and Art and Culture. This is an age of linkage. Education alone cannot move forward; we have to establish our linkage, our identity with other vital sectors. This august body, therefore, may like to look at these recommendations and give their views.

We are very lucky to have in our midst Professor Menon, who with his rich background and experience in the field of Science and in his capacity as Member in charge of Education in the Planning Commission, will

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give us a sense of direction as to how we should go about in our educational activity. We are lucky to have Professor (Mrs.) Madhuri Behn Shah, who is not only an eminent educationist but also the Chairman of the University Grants Commission. She would indicate to us in what directions we should go in the field of higher education. Education is one stream. It has different steps and stages. We have to see how the quality has to be improved in each segment-whether it is primary education or secondary education, vocational education or technical education or even higher education. All these are integral parts of the whole. Each has to be given importance. How that importance is to be given, I will request our respected Chairman, Mrs. Kaul, Minister of State, who has steered the destiny of the Ministry in the last three years with her dynamic vision and her considerable infusion of confidence amongst her officers. I feel that there is great need for such relationships which only makes one give one's best. I would request the Chairman to give her directions to this august body so that in course of these two days we should come out with something specific and help us move forward. The new Twenty- Point Programme has given us certain directions. Certain views have been expressed about higher education. Certain views exist about technical education All these are very sound views How each one has to be put in its proper place and perspective and which way we have to go, I will appeal to our Chairman to give her remarks on them whereafter the discussions can start.

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◆ ADDRESS BY CHAIRMAN :
SHRIMATI SHEILA KAUL
MINISTER OF STATE FOR EDUCATION
AND SOCIAL WELFARE GOVERNMENT
OF INDIA

◆ Minister of State for Education and Social Welfare

I join my colleague Shrimati Serla Grewal in welcoming you all to this Thirty-ninth Session of the Central Advisory Board of Education. As the Board has been reconstituted recently, I wish to place on record my deep appreciation of the valuable services rendered to the Board by the outgoing Members. I would also like to extend a warm welcome to all the new Members who have joined the Board and will be helping it to give a new thrust to the educational policies and programmes in the country. At this moment, it is but appropriate to recall respectfully the creative role of late Shri J.P. Naik, former Member-Secretary of the Board and the dedicated service rendered by him towards the development of this Board for nearly a decade. Indian education will always remain in debt to him.

As we look at the education world today, we find an intensive activity directed towards the reformation of educational aims, contents and methods. This activity corresponds to the vast changes that are coming over the society not only on account of an accelerated development of science and technology but also on account of an

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Increasing realisation that the potential of the human personality needs to be attended to with a greater seriousness and scientific sophistication. It is in this context that we need to look upon our own educational system in the country. In a recent informal meeting that the Prime Minister had with the Members of the National Commissions on Teachers, she reviewed a number of problems that confront educationists and policy makers. She underlined the need to change our system of education so that it could rightly be geared to the development of personality. In this context, she also emphasised the central importance of value-education. As a matter of fact, the themes she dwelt upon during this informal exchange of ideas are so relevant to our deliberations here that I have suggested that a copy of the gist of this exchange should be circulated to the Members of the Central Advisory Board of Education.

There are in our country three levels of educational problems. At the root-level, we have the problem that relates to the need to fulfil the mandate that has been given by our Constitution under its Article 45. This Article promised free and compulsory education for all children in the age-group 6 to 14 by 1960. Regretfully, despite all efforts, we have not been able to fulfil this commitment. The target date was first revised to 1970, then to 1976, and now again to 1990. Considering, however, that this particular problem has now been included in the Twenty-point

Programme, I feel reasonably confident that this time our date-line of 1990 will not need to be pushed further, and that we shall be able to fulfil our targets. At the same time it is clear that an unprecedented effort will be needed on the part of all of

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us to achieve our goals. In the first place, we shall have to strengthen the non-formal system of education, which we have put forward as an indispensable alternative system. Secondly, we must attend urgently to the need to provide schooling facilities as adequately as possible. And thirdly, we must aim at the universal retention by preventing drop-outs. I would also like to suggest that the learning materials which are being provided in the non-formal system will need a continuous evaluation and improvement. The notes on this point of the Agenda have spelt out in some detail the issues involved in realising the aim of universalisation of elementary education, and I am sure the Members of the Board will like to make comments on them and to put forward useful and practicable suggestions.

There is a close connection between the aim of universalisation of elementary education and that of the removal of adult illiteracy. In particular, we need to concentrate upon the adults in the age-group 15-35. As you know, we have chalked out a time-table so as to cover all the adult illiterates in this age-group by 1990. There are 11.55 crores adults who come under this age-group, and in the first three years of the Sixth Five-year Plan, approximately one crore adults have been enrolled under the Adult Education Programme. The rate of coverage is envisaged to increase year after year. However, in view of the enormous number involved, it is necessary to review the entire programme and work out strategies for achieving the goals laid down. Since this programme is also covered under the New Twenty-point Programme (Point-16), I have no doubt that a greater effort than ever before, will come forth from all concerned so

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that our targets are fulfilled. I have a feeling that we need a fresh look at the potentialities of the mass-media for adult education. Newspapers, particularly local newspapers, can play an increasingly important role in educating the illiterates. Radio and Television can also play a major role. There can also be massive cultural and exhibition programmes aiming at motivating the illiterates to learn as also to get them involved in the contents of learning. The involvement of voluntary organisations, universities and colleges as also of village teachers and agencies like Nehru Yuvak Kendra have to be energised to contribute to the success of the programmes. It is gratifying that the University Grants Commission has laid down a definite time schedule of expanding the adult education programmes through universities and colleges. I feel, however, that we need to go a step further and reiterate the need to establish strong linkages between the university curriculum and the adult education programme.

Very often we forget to underline the problems of post-literacy and follow-up programmes. But it goes without saying that the adult education centres should provide increasing facilities to the neo-literates so that they do not lapse into illiteracy for want of continued motivation and availability of learning materials. I am sure that the Members of the Board will like to suggest ways and means by which the neo-literates are constantly supported so as to make life-long education a reality in our society.

An important component of Point 16 of the Twenty-point Programme is related to the problem of girls' educa-

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tion. It is universally agreed that the growth and development of women's education is fundamental to our social regeneration. In fact, if we can ensure women's education by meeting the varied needs and challenges involved in it, we shall have provided to the posterity an unshakable foundation for a perpetual growth and development of the nation. I am happy to say that special programmes of education for women have been launched, which include non-formal education centres exclusively for girls, appointment of lady teachers, and construction of girls' hostels. As a measure to propel further our efforts for girls' education as also for strengthening facilities to ensure women's education at all levels, an idea has been mooted to set up a Standing Committee on Women's Education. You will find a mention of this particular matter in our Agenda as Item No. 9. If this idea of the Standing Committee receives the support of the Central Advisory Board of Education, I think, we shall have taken a major step towards ensuring a stable instrument that can keep the cause of women's education in the fore-front of our educational pre-occupations.

II

At the intermediate level our educational problems are those which relate to upgradation of courses, diversification of courses, vocationalisation of secondary education and others that provide the fundamental thrust to the quality of education. In this connection, a good deal has been done ever since the new pattern of education 10+2+3 was introduced in our country. The framework of this pattern provided a comprehensive scheme of subjects and underlined the need both of

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aesthetics and physical education. It also provided for a choice for students whereby education meant for vocational proficiency could be pursued by those who opted for it. Finally, it also provided a basic instrument for uniformity which is extremely important for the maintenance of standards as also for the mobility of students and teachers. It is gratifying that in spite of initial hesitation and lingering difficulties, this pattern of 10+2+3 is now increasingly becoming universal in our country. There is also a growing evidence of the fact that the quality of our education is improving, although I share the complaint made by a large number of parents in our country that the load which has been laid on the minds of our children is rather heavy. There is, I think, a legitimate ground for initiating an effort to review the prescribed courses of study with an objective to reduce the burden meaningfully. When we come, however, to the vocationalisation of the secondary education, we are constrained to admit that a great deal needs to be done. Apart from two or three States, systematic survey has not been undertaken so as to correlate the local needs with the contents of vocational courses. An undesirable pessimism has been allowed to grow in regard to the very idea underlying the proposal of vocationalisation. There are also, I admit, financial difficulties, which prevent the whole-hearted effort to make vocationalisation a reality. These are important issues, and I shall be thankful to the Members of the Board, if they devote some time to deliberate upon them and to Formulate practicable suggestions.

The new pattern has also necessitated a change in higher education. The University Grants Commission

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has already formulated a programme of restructuring the courses of higher education. Foundational courses which have been proposed will, if implemented with vigour and enthusiasm, provide to our youths a wide basis which is indispensable for counter-acting the disadvantages and problems of specialisation. The University Grants Commission has also

proposed a new combination of subjects so that students are able to blend theoretical knowledge with practical and applied knowledge. Reform in examination system is another major thrust of the proposals of the University Grants Commission. In the context of the deteriorating situation in the university campuses, the relevance of changes in the examination system cannot be over rated. In fact, it can be said that the present examination system is one of the major maladies of our entire education system. Pursuit of degrees, passing examinations and mechanical memorising have come to be looked upon as the central aims and processes of education. I believe that the University Grants Commission has attempted to provide suggestions to improve the examination system so that students are enabled to concentrate on the development of faculties and acquisition of authentic knowledge, which are the right aims of education.

III

Without going further into various other aspects of the problems at the intermediate level, I would now come to what can be regarded as the top problems of our education. These relate to the infusion of a new spirit among our students and teachers to pursue education for those objectives which are enunciated in our educational

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policy and which have been reiterated by all our leading educationists. Among them the most important is to place the theme of India and her cultural values as central to our entire educational endeavour. To be an Indian is important, but to feel proud of being an integral part of the vast, rich cultural mosaic that is India is even more important for all of us. The most important and sacred task of the teacher is to inspire among the youth a free man's worship of Mother India. And to realise this aim, what is needed is a massive spread of the knowledge of the aim of Indian Culture, its rich heritage and of the contemporary problems which we require to solve in order to bring about a brighter future for the country. It is in this context, that I invite the Members of the Board to suggest what changes we should bring about in our curriculum as also in what way should we utilise the mass-media such as radio and television. Closely connected with the theme of India is the theme of value- oriented education. The Prime Minister has been repeatedly stressing on the importance of inculcation of appropriate values. And when we speak of values we do not mean only what is understood by moral education. For, in addition to moral values, we have to emphasise also aesthetic values and values of physical education. Moreover, in India we have also throughout our history emphasised what can rightly be called spiritual values. As a matter of fact, the highest theme that we can present to the contemporary education is that of the need of the synthesis of science and spiritual values. In this context, we may recall what Pandit Jawahar Lal Nehru said in one of the Azad Memorial Lectures (1959) :

"Can we combine the progress of science and technology with this progress of mind and spirit

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also ? We cannot be untrue to science because that represents the basic fact of life today. Still less can we be untrue to those essential principles for which India has stood in the past throughout the ages. Let us then pursue our path to industrial progress with all our strength and vigour and, at the same time, remember that material riches without toleration and compassion and wisdom may well turn to dust and ashes."

IV

The foregoing review of the problems and priorities will reinforce the necessity of harnessing national resources--both human and financial--towards fulfilment of our educational aspirations. There are many areas in which the inputs are largely psychological rather than material or financial. For instance, if teachers are better motivated to teach and students are better motivated to learn, half of our problems will have found their solutions. And better motivation can be generated largely, by intensifying our aspirations and our will. There are, however, certain other aspects where material inputs are indispensable. This calls for a judicious but effective handling of the available financial resources. Efforts are to be made also for generating additional resources. A more subtle reappraisal of our priorities is also needed, and this will help us in planning for education with due weightage given to priority areas. We may also need to have detailed exercises of perspective planning which will enable us to have a more realistic estimate of the rate at which allocations for education could be increased year after year. There is no doubt that even with scrupulous

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economic budgeting, there is a need for higher allocations for education. At the same time we have to remember that the total budget allocation for education in both Plan and Non-Plan, have been increasing at the annual rate of 10 to 12 per cent, and currently the outlay on education--both at the Central and State level--is of the order of nearly Rs. 4000/- crores per year.

Again, if we consider successive Five-year Plans, we shall find that the order of investment in the educational sector is steadily growing from Plan to Plan, although the same would not hold true as far as ratio between the total Plan allocations to the educational sector is concerned. And when we consider the insistent needs of our immediate goals, larger funds will be required. To take the example of the goal of universalisation of elementary education, we find that the enrolment over successive Five-year Plans has increased from about 22 million to over 100 million. The average annual growth rate has increased from 23 lakhs during the Fifth Five-year Plan period to 40 lakhs in 1982-83. During 1983-84 it is likely to be around 50 lakhs. But it has to be recognised that to achieve universalisation by 1990, we have to be touching the annual growth rate of nearly 100 lakhs. It is thus evident that unless this performance is matched by adequate budgetary provisions, the expected levels of achievement are not likely to be sustained. The question, therefore, that we have to ask ourselves is whether some special arrangement can be devised to meet the situation. Perhaps the Finance Commission may provide for some special funding arrangement in its award for devolution of resources. I am sure the

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Members of the Board will like to make constructive suggestions on these issues.

I wish to thank you all for having come to this meeting and look forward to fruitful deliberations and concrete outcomes from this meeting. In conclusion, I can only commend to you the inspiring words of our Prime Minister, "We must strain every nerve to do better than our best."

With these words I declare the meeting open.

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think it is the first and foremost responsibility of the Central Advisory Board to alter this picture, with regard to priorities and policies

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at the Centre and in the States, and particularly with regard to those who handle the purse strings and the finances. Education is not the cake but the bread of life. We have to recognise that the most important resource a country possesses are its human resources; and human resources can be really effective only when one has educated human resources, qualified and skilled human resources; and only then can we use all other resources in the country in an optimum and effective manner to transform these into productive wealth and make them effective for all other aspects which constitute development. The Prime Minister, when she addressed the members of the National Commissions on Teachers said: "Our aim is development. The term "development" has so far been identified with economic development. Because of our poverty and backwardness economic development is important. But economic development by itself does not take a country forward." In emphasising this, I would like to add that economic development cannot take place without education. So, the first point we ought to emphasis at the Central Advisory Board of Education is the fact that education should be given its rightful place as one of the priority areas.

The second point I would like to make is that we have had by now extensive experience of our ongoing educational system, not only from the days before India attained Independence, but of the tremendous planned efforts with regard to education since Independence, i.e.. since 1947. We ought to seriously ask ourselves : What have we achieved ? Are we on the right path ? Is it purely a matter of extending what exists, of having so many more schools, so many more colleges, so many

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more universities, producing more of the same things ? Is it a matter of limitation in expanding the existing system ? Or are there basic and fundamental changes needed in approach, thrust, direction and quality ? We need to know the answers to these questions to prepare for the Seventh Plan. Groups must get together to answer these questions, not in great detail, but to arrive at a perspective. We must always remember that in the educational system, we are dealing with human beings. There is the educational pipeline of students in primary schools, in secondary schools, in vocational courses, in colleges in the Universities, etc. You can't suddenly change the thrust and direction of the system, because one is dealing with human beings who have expectations and aspirations and who plan on fulfilling these based on what they know and what exists. So we cannot make sudden changes. Changes have to be consistent with the time constant of the educational system; but we must aim at the sort of changes which will ultimately make education relevant and meaningful.

I would now like to make some basic points which are well-known to all those concerned with education but which can stand emphasis and repetition We must ensure that education is not mere pedantic transmission of knowledge. But that is the way it is today. This increases the load at all points, in textbooks, at examinations, of home work and so on as our stock of knowledge increases; it makes education uninteresting; the individual is taught a certain amount of facts and knowledge, but not how to acquire knowledge. In contrast, education should be concerned with the development of the human personality to its full height

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of giving rein to the intrinsic sense of curiosity that exists in the human being and allowing it to Rower, and encouraging the spirit of inquiry, of logical reasoning, the scientific method, and

rational objective thinking. Today, unfortunately, with the emphasis on knowledge oriented education rather than personality oriented education a large part of the educational effort has turned out to be irrelevant to the students, overloads them and is such that they are not interested in it. Indeed, instead of developing their personality it has tended to stunt their personality. The Prime Minister in her address to the National Commissions on Teachers said : "How do we bring flexibility to the educational system so that children learn what is relevant to them ? And there is an active link between the environment and the subject taught in the class rooms. There is also need to adjust school hours and holidays to suit local factors. The children should be available to help their parents in the field or at their home when they are needed." It is important for us to ponder seriously over these important aspects stated by the Prime Minister. Education should not be something which is Imposed from some capital city on a uniform faceless basis without flexibility. It is something which should be organically related to the environment, to the culture and to social structures of the community it caters to and, thereby contribute to human personality development.

The Hon'ble Minister Smt. Sheila Kaul has mentioned that Rs. 4000 crores are being spent each year on the education system of the country. It is the responsibility of those gathered here to ensure that this

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fairly large sum of money is spent meaningfully on behalf of the nation. Are we spending this in the right way ? Could we spend it differently to make it more effective ?

As a result of the value system which has been allowed to grow and procedures that are practised with regard to employment, there is today a situation wherein certification, credentials and degrees have become essential. This forces students into colleges, into universities and into taking up courses which they are not interested in, and which are not relevant to them and which are not relevant to society. As a result, increasingly we are spending money on higher education in a manner which does not lead to meaningful results for society. It is not that we have an excess of colleges or universities for the population of the country; far from it; it is that these are becoming increasingly irrelevant with lowered standards for the larger part of their outputs. On the other hand, there are aspects which relate to elementary education, to adult education, and removal of illiteracy, which are enormously important, for which money has not been available on the scale needed; but in these areas the programmes have generally been "more of the same" rather than with any innovation, or new orientation. We cannot say that we will not have more colleges or more universities or close down many that exist; that would not be feasible. What is needed is to promote relevant education at the lower levels, vocationalisation at all levels as well as through special programmes and value systems such that those who come out of the vocational system are regarded and rewarded, not only in financial terms and creative

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employment opportunities but in terms of their standing in society; it is extremely important that a trained and skilled carpenter commands the same prestige as a diploma holder in engineering or a graduate of a University; at present the latter remains largely unemployed or misemployed--but when employed command undue authority, power and standing in society. Education and its links to the other elements in human society, particularly the value systems need to be taken note of.

An aspect about the educational system which we need to emphasise is the demographic pressure. We have today a growth in population estimated to be just under 2%. All our efforts at development tend to be much less tangible because of this increase in population. It is for this reason that we have a major national effort relating to population stabilisation. What needs to be

emphasised adequately is that education is a very important component of any population stabilisation policy. Education has to have a high priority if we have to achieve success in population control.

I would like now to touch upon some of the topics listed in the agenda papers. First of all, I would like to congratulate the Ministry of Education on producing a very interesting and comprehensive, though brief, paper relating to the area of elementary education. As the Hon'ble Minister, Smt. Sheila Kaul has stated in her opening remarks, this is an area where responsibility has been enjoined by the Constitution; we have been unable to fulfil this responsibility up to now; we

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have now put a target date of 1990. There are several questions that come to my mind when I look at this area. First there is the question of the reliability of the enrolment figures. Second, I would also like a detailed consideration of the whole question of "dropouts". There is basically what some people refer to as a 'crisis of non-performance'. What are the actual drop-out figures and why do they arise; if we understand this we can proceed to deal with the problem. Third, there is the important point emphasised by the Hon'ble Minister, namely, target groups which have to be specifically identified; these target groups relate to girls, women, backward and rural areas, Scheduled Castes and Tribes, etc. We have to analyze the problems of Education in the case of these target groups. There is need for more detailed data analysis and planning relating to the catchment areas and the relevance of education in this area (and to the special target groups) to make it attractive and meaningful.

We can congratulate ourselves on the fact that we have impressive progress and that there has been enrolment as large as 40 lakhs; but this is no ground for complacency. Let us look at the overall figures. First we have set ourselves a target date, namely 1990, by which date we will try to fulfil our constitutional obligation. We will have about 160 million children in the age group of 6 to 14 by 1990, We do not have yet an age-wise break-up according to the new census projections; these are not available But if you go by certain fertility and mortality rates and so on, one can guess at this break-up on a rough basis. We had an enrolment of 90 millions at the beginning of the Sixth Plan and the enrol-

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ment at the end of the Plan will be almost 110 millions. Therefore, what we have to cover in the Seventh Plan, viz., 1985-1990, would be 50 millions. This is a very large number. We should be conscious of the magnitude of the problem before us.

I am very happy that the Hon'ble Minister made a reference to Prof. J.P. Naik, one of our very distinguished educationists, because in every discussion that I have had with him (and equally in his writings) he had laid great emphasis on optimal use of resources in the educational system and low cost relevant education. When we consider, the magnitude of the problem before us, we will realize that finances and management abilities required to implement these target's in the Seventh Plan will be more than that available, unless we introduce innovations to overcome the, present bottlenecks. The innovations will have to include much greater involvement and participation at the local level than hitherto. One cannot leave an area such as education which is so closely related to the needs, aspirations, culture and interests of local population entirely based on a system and financial allocations decided at distant levels such as the State or Central capitals. It is an area where achievements will depend on the extent of local involvement, local participation and local mobilisation of resources. This will be true of several other areas such as health, drinking water, etc. which affect the local community at grass roots level.

The Hon'ble Minister, in her opening remarks, had referred to the 10+2+3 system; and, there is a document on this which has been circulated with the agenda papers.

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This system, if properly implemented, would take off the pressure from the university system, by ensuring that there are channels for training and career advancement for those who wish to branch off at the "10 level", at the "12 level" or go into the University system.

I would like to emphasise at this point the importance of "vocationalisation". I am afraid we have only paid lip service to this in comparison to its real significance and relevance for the country. For vocational education to take off, it is essential that there are fiscal rewards as also societal recognition for those who are in various so called vocational fields. Apart from taking load off the university system, vocationalization will ensure much greater relevant employment opportunities, both in the self-employed sector as well as in employment in important developmental areas. I hope the Hon'ble Minister from Tamil Nadu will say a little more about the efforts in Tamil Nadu relating to vocational education which I have been informed about that includes elements of vertical mobility and also attempts, in many places, to link vocational education with local factory and industrial systems. It is important not to treat vocationalisation as a separate compartment but to relate it organically with what exists in the vicinity such as local agriculture, forestry, industry, etc., and which alone can provide opportunities for real understanding and experience of practical situations.

I would like to also draw your attention to the fact that we have had, and continue to have, very significant developments in science and technology and possibilities arising out of these new advances. I am glad that there is a paper

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on broadcasting for education and development. I must say that we have not made much use of the radio so far compared to its potential. And, as things are going, we are unlikely to make use of television either. I would like to remind you that TV was introduced into this country not purely for entertainment purposes but in the first instance for agriculture with the Krishi Darshan programmes of Delhi TV. We have gone a long way since then, as you can see from the TV programmes that are currently on, but certainly not along the pathway of using the power of this powerful medium for development. It is not only TV, but a whole new range video cassette recorders and tape recorders, space broadcasting, cheap optical equipment and in general cost reduction with major enhancement of capabilities that have come up which should enable us to bridge this communication/education gap. These are clearly support systems. They are complementary to the educational system. They can increase the efficiency enormously with reduced costs in many cases, but they are not substitutes for the normal educational process with teacher-student interactions.

The Hon'ble Minister for Education made a remark about financial allocations. As you are aware, the total Plan outlay for the educational sector in the Sixth Plan is Rs. 2524 crores. Now certainly all that money will be available for education. It is unlikely that there will be any cuts in it during the Plan. In fact, the outlay for the first four years, including that for the current year (1983-84), is Rs 2066 crores e.g., four fifths of the allocation. Therefore, roughly, one has been spending on a fairly uniform basis about Rs 500 crores a year on the Plan side. The Hon'ble Minister also referred to the total

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figure of roughly Rs. 4000 crores per annum on education. This brings out that a large Part of our expenditure on education is essentially non-Plan (Rs. 3500 crore per year), and the Plan effort (Rs. 500 crores per year) is a relatively small part of the total effort. You cannot expect Plan allocations of such large magnitude as to alter the educational system through innovations and changes that can be brought about with these funds. What we have to do is essentially "zero based budgeting", which means a look at the total expenditure, which is Rs. 4000 crores a year on education, consisting of Plan plus non-Plan put together, and see what we are doing and accomplishing with those resources.

It will be difficult, at this stage in the Sixth Plan when three years are over, and allocations have already been made for the fourth year to accommodate totally new schemes or additions. But one could make a start next year, i.e , the last year of the Plan with regard to new thrusts that could carry over into the Seventh Plan and be relevant then. Our main efforts just now should be to examine what we are doing with the money already being spent and how effective it is in fulfilling our objectives for this sector and if not what changes need to be made to bring about effectiveness and relevance; we can then ask how much additionality is required which would make the Seventh Plan efforts very much more successful.





◆ ADDRESS : ◆ ADDRESS :
DR. MADHURI DR. MADHURI SHAH
CHAIRMAN CHAIRMAN
UNIVERSITY UNIVERSITY GRANTS COMMISSION

◆ Chairman University ◆ Chairman University Grants Commission

◆ Madam Chairman, Prof. ◆ Madam Chairman, Prof. Menon, Shri Thungon, Smt. Grew
the Central Advisory Board of Education and Friends,

While I was listening to the thought-provoking observations made by the Chairman, I covered the entire gamut of education and the basic philosophical considerations. Immediate impact on education at all levels, I was wondering whether I should only cover some of the issues which are of immediate concern to university education or should I cover some of the issues which are of long-term concern to education. I have a feeling that judging from newspaper reports of some universities having a strike or examinations being postponed, or being held six months after a crisis which has engulfed universities and colleges. It seems that higher education is in a crisis-situation. Let me hasten to say that fortunately for us all the universities are not in a crisis-situation as some of those which happen to make a crisis-situation at the same time, we cannot be complacent.

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No one would like to undermine the role of the universities in the socio-economic development of the country. Various schemes for national development have been implemented by personnel trained in universities and colleges. Never the less we ask ourselves the question whether the aspirations of the society, specially of our country like ours, are met by the response we get from the ever growing expansion of university education which we find amongst the young people, among leaders, amongst different States, different cities and even rural areas. It is obvious that standards of university education have deteriorated in the last two or three decades. A wide gulf between standards obtained in one university and the other. No one would not say that standards have deteriorated in all aspects. In fact, no system has been made so far to see whether the top 20 per cent, thirty years ago performed as well as the lowest 20% of today because we have opened the doors of higher education. There has been a phenomenal increase in numbers during the last three decades or so. A 3.5% rise every year in university and collegiate enrolment which has now stood at 5%. But what do you find? We find that a large number of universities come into existence even through Ordinances by the State Governments without perhaps adequate survey of the needs of the areas which they serve. I think objective criteria for the universities and colleges is a desideratum if you want to

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take care of the quality of higher education and want to economise and stretch every rupee that we spend to get the best results.

There are as many as a dozen universities today set up in different States which are yet to be declared fit by the University Grants Commission for receiving its assistance. There can be no Coordination without adequate consultation with the Central Government and the Commission before setting up new universities. I think we have to develop healthy conventions in this behalf so that we may be able to adequately support the new universities and simultaneously take care of the older ones. What has happened in our country is that we have been prompt in setting up new institutions and supporting them but at the same time allowed the older institutions which have really served the country effectively in the past to languish because of lack of support and due care. I think this is what needs to be changed. We want to introduce worthwhile economies in education and get the best results out of every paisa that we spend. There is another problem. If you think of 3.5 per cent rise in enrolment at the collegiate level and consider that 400 and odd new colleges have been started in the last 5 years, you begin to understand why there are about 1/4th of the colleges in the country which we can term as non-viable. This is one of the issues which takes us to the question of quality versus quantity because colleges and universities set up are without adequate preparation.

The quantum of knowledge as well as the new directions in which knowledge is increasing are new

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factors in the present situation. The result is that by the time a student enters the university and comes out after doing his Master's course quite a few of the things which he has learnt may have become obsolete. Prof. Menon was talking about the oil engines. I am reminded of my own nephew who became an engineer, came home and he could not even fix a small fan because the model of the fan to which he had been used in the engineering college was 25 years old and the new fan was something which he had never seen before in his laboratory. This shows the irrelevance that one finds in university education.

While everyone is conscious of this fact why is it persisting? What should we do so that we may bring in greater relevance? The Commission has outlined a programme for restructuring of courses, and for promoting use of modern methods of teaching and the preparation of materials but it is very difficult to change the conservatism obtained in universities and the attitudes of teachers who are already working in the universities. It is absolutely essential that we bring in much greater relevance in higher education, if it has to give a lead and contribute effectively to the developmental needs of our country. Restructuring of courses has taken place in a few universities.

There have been many fundamental changes like the core curriculum, the foundation courses and the applied courses. One of the methods of bringing in relevance is to enable the students to apply in the field what they learnt in the universities and colleges and to undertake research in areas which are useful. I do not

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deny the need for basic or fundamental research but at the same time, let us understand and appreciate that every student who joins a postgraduate course or a graduate course is not carved



◆ VOTE OF THANKS :
SHRI GANGADHAR MAHAPATRA
MINISTER OF EDUCATION & YOUTH
SERVICES GOVERNMENT OF ORISSA

◆ Minister of Education & Youth Services, Government of Orissa

Madam Chairman, Chairman, UGC, Secretary, Ministry of Education, Hon'ble Ministers of Education from various States, Education Experts and Advisers and Friends,

It is a unique opportunity for me to express our deep sense of gratitude and thanks to the Chairman, the Deputy Minister and the Chairman of the UGC for the efforts they have made for (convening this august body after a long lapse of time.

Madam Chairman, you deserve a special mention for providing a dynamic leadership in the educational expansion and planning, both qualitatively and quantitatively. We are specially grateful to you Madam, for your special emphasis on the value content of education, special attention to women's education, progressive vocationalisation at the secondary level and improvement of the standards of teaching at the university level. The concept of national planning in educational technology has also taken a concrete shape under your dynamic leadership. Your inspiring address has given us a sense of direction and has enabled us to meet the challenge of the complexities

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of education in the States and to fulfil the Constitutional commitment with a sense of devotion and urgency.

I am also grateful to the Chairman, UGC, for her contribution to improving standards in the University and the valuable contribution she has made during the last two days, in giving us a scientific analysis to the problems of University and cautioning us against proliferation of sub-standard universities. I hope we will come up to her expectations.

I am deeply grateful to the Secretary, Ministry of Education and her colleagues in supplying to us voluminous literature on various topics which has helped us immensely to contribute to the discussions. It has also helped us to agree unanimously to various problems. The drafting of the Resolutions has been well done. In these drafts many of our extreme views have been taken into consideration, and have also been given due weight.

I hope that this august body should meet at least twice in a Plan period so that we can have mid-term review of the targets and the achievements. It would also help us to take stock of the position

so that a greater sense of urgency and concern would be evolved for all of us. With these words, I again reiterate that your inspiring leadership will always encourage us to go ahead with the sole purpose of fulfilling the commitment that we have given to the people at large.

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7. While incentives may have special significance for difficult groups or in difficult areas, their relevance

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for promoting enrolment and retention in general cannot also be ignored. Nevertheless, the efficacy of each incentive will have to be evaluated. Depending upon the findings of such evaluation, the attempt should be to develop an optimum application of incentive schemes.

8. Relevance, quality and efficiency of the education system is as important, if not more, as its quantitative expansion. Many children do not join school or drop out of it prematurely because they find education in the formal system irrelevant and therefore unattractive. It will be necessary to decentralise the process of curriculum development so as to make education context-oriented and related to local situations and life needs.

9. Special attention will simultaneously have to be given to improve the quality and efficiency of education. This will require increased attention to training of teachers, upgradation of syllabi, development of textual materials, provision of teaching aids and equipment and suitable physical facilities

10. While every effort should be made to convert as many single- teacher schools into multi-teacher schools, it is necessary, at this point of time, to develop suitable modalities for improving the instructional programme of existing single-teacher schools.

11. The Board recognises the importance of 'No detention' policy for strengthening motivation of students and preventing frustration that occurs from early failure. In order, however, to ensure that systematic teaching and learning take place, the implementation of a liberal policy of promotion will require

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simultaneous adoption of a non-graded system as well as a system of continuous assessment of attainments.

12. The problem of meeting the building requirements of elementary schools has to be dealt with on a priority basis. Apart from making suitable provision in the budgets of the State Governments for construction of school building, it is necessary to tap all other available sources, e.g., National Rural Employment Programme, institutional finance, international funding and community participation. In the construction of school building advantage should be taken of the experimental work that has already been done at different places for reducing costs.

13. The inadequacy of the formal system to meet the educational needs of those children who, for various reasons are unable to enrol in the formal system or drop out of it prematurely, was stressed. In this context it is, therefore necessary to develop alternative strategies to provide educational opportunities to them. Among other things, they may include the establishment of non-formal education centres, increasing use of mass media communication, adoption of distance learning approaches, etc. They need to be adopted on a wider scale. In nonformal education it is necessary to constantly experiment with different approaches and consequently develop a variety of models.

14. In order to make various non-formal education models viable and attractive it will be necessary to ensure that students enrolled in these centres reach a level generally equivalent to

that reached by their counterparts in the formal system. From this point of view minimum

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learning competencies will need to be identified and suitable instructional programmes and textual materials developed in relation to them. It will be necessary to provide for suitable certification/accreditation mechanisms so as to allow mobility between the two systems.

15. Non-formal education, while providing the requisite literacy and numeracy, should also attempt at inculcating among the students skills which are useful in the production processes of the community. Such provision for skill training will make non-formal education more attractive and relevant to community needs. While in the programme of non-formal education various incentives like free text-books, free stationery, etc., have already been built in, it would be necessary to consider the provision of other incentives to students in these centres in view of the fact that the system caters to the educational needs of difficult groups/areas.

16. The development of elementary education cannot be achieved in isolation without taking cognizance of the factors determining the quality of life of the child, comprising his first primary physical needs of nutrition, immunisation and mother's care as also the sustenance he draws from the natural environment comprising flora, fauna, agricultural crops, animal life and the socio-cultural life- style of the community including varied traditional skills, festivals etc. Educational strategy should be evolved in conjunction with other development sectors which are focussing attention on child health and family welfare, environment, social forestry, agriculture, handicrafts small scale industry. It is, therefore, essential for the Departments of Education in the States to keep in

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close touch with and structurally inter-link their programmes with other agencies and programmes such as the ICDS and the IRDP etc. This would ensure an integration so necessary for ensuring organic growth of the students.

17. Recognising the need to assist States, which are at varying levels of development, the Board reiterates the following recommendation made in its 37th Session.

"The magnitude of the unfinished task in the provision of universal elementary education, both quantitative and qualitative, varies largely from State to State; and unfortunately it is very high in those State, which do not have adequate financial resources. The Board therefore, recommends that a new programme of Central assistance for provision of universal elementary education should be evolved in consultation with the States under which assistance would be made available to a State on the basis of (a) its needs, (b) its ability, and (c) its effort. No State should however, be eligible for assistance under this programme unless it puts in the minimum effort prescribed. The effort to be put in by the State as well as the Central assistance made available should be specifically earmarked for this programme."

◆ III. Removal of adult illiteracy

The Board takes note of the progress achieved in the field of adult education against tremendous odds and at

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the same time notes the enormous magnitude and complexity of the task ahead. Point 16 of the 20-Point Programme has laid down the goal of covering of all the adult illiterates in the age group 15-35 by the year 1990. About 11.55 crores adult illiterates would have to be covered while in the first three years of the Sixth Five Year Plan about one crore have been covered. This Would call for a substantial stepping up of the level of performance under this programme, with community participation on a mass scale.

The Board also notes that it is equally important that the learners do not relapse into illiteracy; this calls for qualitative upgradation of the programmes with special emphasis on post literacy follow up and continuing education.

The Board notes that the remuneration to Instructors and Supervisors in the adult education programmes as well as the provision for contingencies etc. are low and need to be considerably increased.

The University Grants Commission has already accepted the report of the Working Group for better involvement of students in higher education sector in Adult Education programme which has laid down a definite time schedule for action. The Board welcomes the proposal to involve colleges and students on a much larger scale than hitherto, and recommends that groups of students should work for a given period of time with an identified group of persons or a village for removal of illiteracy. Linkages should also be established between adult education programmes and the university curricula.

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The Board emphasises the importance of encouraging the participation of women in adult education programme through all means available. It notes that the imparting of vocational skills in women adult education centres has been particularly fruitful and recommends that such functional literacy education centres should be encouraged.

The Board also attaches great importance to the establishment of adequate linkages of adult education programmes with development departments and effective co-ordination with all the agencies which can contribute to adult education such as Integrated Rural Development Programme, Integrated Child Development Programme, National Rural Employment Programme, Agricultural and Animal Husbandry and Health Extension Programmes, Nehru Yuvak Kendras etc. In addition to establishing requisite machinery for coordination, it would be necessary to have definite guidelines issued to the functionaries of the respective development departments making it obligatory on their part to contribute actively to the quality and content of adult education programmes. In the case of illiterate workers employed in the organised sector-public and private, the managements should prepare and implement plans for literacy and continuing education of their workers so designed as to meet their specific needs. The Ministry of Education and Culture in collaboration with the Ministry of Industry, Employment and Training and other concerned Ministries and Departments should oversee these programmes.

The mass media facilities including satellite telecast should be fully utilised for providing adult and continuing education.

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Recognising the important role of both voluntary organisations and local bodies in promoting adult education, the Board recommends that the existing scheme for assistance to voluntary organisations should be considerably enlarged and made more liberal and diversified with a view

to giving a major impetus to voluntary effort in this field.

With a view to developing suitable teaching-learning materials in training of adult education personnel at all levels, the Board recommends that State Resource Centres should be set up in the States wherever they are not in existence at present, and the activities of such centres enlarged.

The Board realises that programmes on adult education on the lines envisaged above would call for substantial resource allocation by the Centre as well as by the States. It notes that although the Sixth Plan envisaged an equal contribution by the Centre as well as the States in this regard, some States were lagging behind. The Board urges the Centre and the State Governments to ensure considerable stepping up of allocation for the programme in the Central as well as the State Sectors, to make up for the shortfall so that at the end of the Sixth Plan period the States' commitments to match the Centre's efforts are fulfilled. Considering the magnitude of the problem ahead, the Board recommends that the low cost alternatives consistent with the requirements of quality and effectiveness of adult education programmes should be explored.

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◆ IV. Improvements In school education

The Board notes with satisfaction the special efforts made by various States to promote the quantitative growth and qualitative improvement of school education. In particular, it endorses the programmes related to girls' education and those meant to encourage the children of Scheduled Castes and Scheduled Tribes. The problems of children in hilly areas and in North Eastern States deserve special attention, and the Board underlines the need to augment financial help to solve these problems. Experiments such as those initiated by Maharashtra Government under the programme of Rapport-based school improvement seem to point to a way by which school and community can work together for the advancement of education. Such experiments should be encouraged and carried out in different parts of the country. Special emphasis should be laid on aesthetic education, and efforts should be made to train increasing number of students in music, dance and drama so that they may develop refined taste and appreciation of Indian artistic heritage. The Board reiterates that the development of scientific temper among students should also be given an intensive impetus and encouragement.

◆ V. Women's education



(10) Measures should be taken to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

(11) The whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age-group. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature.

(12) Recognising the holistic nature of proper child development, through integration of various inputs including nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education should receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible.

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(13) The new thrust in elementary education should emphasise two aspects: (i) universal enrollment and universal retention of children upto 14 years of age, and (ii) a substantial improvement in the quality of education.

(14) Provision should be made of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather, and the necessary toys, blackboards, maps, charts, and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible one teacher per class. Members welcomed unanimously their phased drive, symbolically called OPERATION BLACKBOARD to improve physical facilities in Primary Schools all over the country. Government, local bodies, voluntary agencies and individuals should fully involved with the programme of school improvements.

(15) A large and systematic programme of non-formal education should be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools. Much of the work of running NFE centres may be done through voluntary agencies and panchayati Raj institutions. The provision of funds to these agencies should be adequate and timely. The Government should take overall responsibility for this vital sector which is not yet fully established. The representatives of the Government of West Bengal emphasised that non-formal education should be treated as complementary to elementary education and not as substitute.

(16) The New Education Policy should give the highest priority to solving the problem of children dropping out of school and should adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass-roots level all over the country, to ensure children retention at school. This effort should be fully coordinated with the network of non-formal education. It should be ensured as suggested in the draft discussion paper, that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Like-wise, by 1995 all children should be provided free and compulsory education upto 14 years of age.

(17) Conscious internalisation of a healthy work ethos and of the values of a humane and composite culture must be brought about through appropriately formulated curricula. In the field of secondary education, vocationalisation through specialised institutions or through the refashioning of secondary education can, at this stage, provide valuable manpower for economic growth. Access to secondary education will need to be widened to cover areas unserved by it at present.

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(18) Most of the members welcomed establishment Novodaya Vidyalayas as pace setting institutions in various parts of the country on a given pattern, but with full scope for innovation and experimentation. The Education Minister West Bengal however expressed streamer reservations about the proposal, as serving the needs of small elite groups. The Education Minister, Andhra Pradesh suggested the use of regional language as medium of instruction in Navodaya Vidyalayas.

(19) Vocational education should be a distinct stream intended to prepare students for identified occupations spanning several areas of activity. These courses should ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII. The objective of promoting better integration of vocational education at all levels, including the industrial Training Institutes (ITIs) was welcomed. The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government should, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Appropriate programmes might also be started for the handicapped. Graduates of vocational courses might be given opportunities for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses. Non-formal, flexible and need-based vocational programmes should also be made available to neoliterates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons ---- Special attention in this regard will be given to women.

(20) The proposal to cover 10 percent of higher secondary students under vocational courses by 1990 and 25 percent by 1995 was endorsed. It was emphasized that all steps necessary should be taken to ensure that a substantial majority of the products of vocational courses acquire a certain minimum level of professional skills and competencies as would facilitate their employment or self-employment. A review of the courses offered should be regularly undertaken. Government shall also review its recruitment policy to encourage diversification at the secondary level.

(21) In the context of the unprecedented explosion of knowledge, higher education had to become dynamic as never before, constantly entering uncharted areas. The Conference emphasized the need for taking urgent steps to protect the system from degradation. In view of the mixed experiences with the system of affiliation, autonomous colleges might be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of

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of autonomous departments within universities on a selective basis may be encouraged. It might also be ensured that autonomy and freedom it related to accountability. Courses and programmes might be redesigned to meet the demands of specialisation better. Special emphasis should be laid on linguistic to competence. There should be increasing flexibility in the combination of courses. The need for effective coordination higher education institutions at the State Level, through Councils of Higher Education received emphasis. The UGC and these councils should develop appropriate mechanisms to keep a watch on standards.

(22) Research in the universities should be provided enhanced support and steps should be taken to ensure its quality. Suitable mechanisms might be set up by the UGC for coordinating research in the universities, particularly in thrust areas of science and technology, with research undertaken by other agencies. Effort may be made to encourage the setting up of national research facilities within the university system, with proper forms of autonomous management Research in Indology, the humanities and social sciences may receive adequate support. To fulfil the need for the synthesis of knowledge, inter-disciplinary research should be encouraged. In the context of India's ancient fund of knowledge and the need to relate it to contemporary realities effort might be made to develop facilities for the intensive study of Sanskrit and other Classical languages.

(23) In the interests of greater coordination and consistency in policy, sharing of facilities and developing inter-disciplinary re- search, a national body covering higher education in general, agricul- tural, medical, technical, legal and other professional fields will need to be set up.

(24) The Open University system had been initiated in order to augment opportunities for higher education and as an instrument of democratising education. The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, would be strengthened. The instrument of open and distance learning will have to be developed with care and extended with caution.

(25) A beginning might be made in delinking degrees from jobs in selected areas. The proposal cannot be applied to occupation - specif- ic courses like Engineering, Medicine, Law, Teaching, etc. Similarly, the services of specialists with academic qualifications in the human- ities, social sciences, sciences etc. will continue to be required in various job positions. The de-linking might be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a refashioning of job-specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary pref- erence for graduate candidates.

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(26) Concomitant with de-linking, an appropriate machinery, such as a National Testing Service, should be established, in appropriate phases, t conduct tests on a voluntary basis to determine the suit- ability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation.

(27) The pattern of the Rural University would need to be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro- planning at grass-root levels and the transformation of rural areas. Institution and programmes of Gandhian basic education should call for support.

(28) The Conference considered it essential to took at technical and management education together, in view of their close relationship an complementary concerns. The reorganisation of Technical and Management Education should take into account the anticipated scenario by the turn of the century, with specific reference to the likely changes in the economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology.

(29) The Conference emphasised the need of suitably appraising the Community Polytechnic System and strengthening the same to improve its quality and widen its coverage.

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

(31) High priority should be given to modernisation and removal of obsolescence. However, modernisation will need to be undertaken to enhance functional efficiency and not for its own sake or as a status symbol. Institutions may be encouraged to generate resources using their capacities to provide services to the community and industry. They may be equipped with up-to-date learning resources, library and computer facilities. Adequate hostel accommodation may be computer facilities. Adequate hostel accommodation may be provided, specially for girls. Facilities for sports, creative work and cultural activi- ties may be expanded.

(32) The role of the teacher especially the performance of multiple roles: teaching, research and development of learning resource material, extension and administration or managing the institution was emphasised by the members. Initial and in-service training may be made mandatory for faculty members and adequate training reserves provided. Staff Development Programmes may be integrated at the State and coordinated at regional and national levels.

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(33) The All India Council for Technical Education will need to be vested with statutory authority for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining party of certification and awards and ensuring the coordinated and integrated development of technical and management education Mandatory periodic evaluation might be carried out by a duly constituted Accreditation Board.

(34) Provision of improved students services and insistence on observance of acceptable norms of behavior; provision of a threshold of facilities to institutions; and creation of a system of performance appraisals of institutions according to standards and norms set at the National or State levels, received special emphasis.



want these committees to be more and more active. As such I would seek your constant cooperation and support and valuable advice."

Concluding his address, he referred to the feeling that the allotment of funds for education for the next year has been inadequate. In this connection he stated that there was no need

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for pessimism or frustration as resource constraint has affected all sectors including education, due to the severe drought situation in the country. "What is required is a long-range commitment to the cause of education and determination to follow the resolve and implement the programmes which have been designed after long deliberations" he concluded.

The full text of the Union Minister for Human Resource Development Inaugural Address is appended at Annexure II.

Thereafter the Minister requested the Union Education Secretary to appraise the Board of the detailed progress made with regard to the implementation of the National Policy on Education.

Education Secretary told the conference that the year 1987-88 was practically the first year for the implementation of the National Policy on Education. He said that with the full cooperation of the State Governments and the efforts of the Union Department of Education the entire allocation of Rs. 800 crores allocated for the Education sector was likely to be spent during the year. Out of this, Rs. 85 crores had to be diverted to Non-Plan side to cover expenditure on account of revision of pay-scales for teachers. As against the Rs. 100 crores allocation for Operation Blackboard, Rs. 99.98 crores had been utilised. As many as 101,861 schools have been covered, 34,157 teachers appointed and 1429 Blocks and Municipal areas covered. He stated that the State Governments had responded quite satisfactorily to the implementation of the revised scheme of Non-formal Education as well. Approximately 25,000 new NFE Centres had been sanctioned to be implemented by the State Government agencies and 12,000

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through 177 voluntary agencies. Against the target of 2.00 lakh NFE Centres, the achievement was 1.95 lakhs. While quantitative spread had taken place on expected lines, much more effort would need to be made towards quality improvement and creation of a new management system.

Referring to the massive programme of functional literacy envisaged in NFE, now called National Literacy Mission, he stated that the Mission aimed at extending functional literacy to 30 million persons in 15-35 age-group by 1990, and another 15 million by 1995.

Concluding his report, the Education Secretary said "There is need for caution against any complacency, whatever might be the performance in terms of achievement of physical and financial targets. A review and assessment of performance in Education is an extremely complex process. On the one hand, we need to have an effective management information system, right from the grassroots level, to understand what exactly is happening. Simultaneously, we have to create a system of accountability of the entire education system to the parents and the community, for whom the system exists. An even more complex aspect is to measure achievement with reference to learning and behavioural changes of the learners. We are still quite far from creating this kind of accountability and system of evaluation. However, our sights are clear and we intend every bit to adhere to the letter and spirit of the Education Policy and move towards achievement of the goals spelt out in it on the advice and direction of this Board".

The full text of the Union Education Secretary's report is appended at Annexure III.

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Thereafter the Minister for Human Resource Development invited members to participate in the deliberations.

Prof. It D.S. Kothari congratulated the Government for the strides it had made in the implementation of the National Policy on Education in a single year. He stated that since a major responsibility for implementation rests with CABE, a mechanism should be set up by which the CABE members could be involved in a greater measure and could have direct inter-action with the community of teachers and students. He recommended the setting up of a National Council for common school system which is basic for national integration. For imparting moral education, Gandhiji's teaching of truth and ahimsa should be made part and parcel of the curriculum in every class starting from KG. Referring to the present age as scientific age and the necessity for understanding of science through symbols, he stated that there is a need for introduction of Roman alphabets even from primary classes as the Roman letters are internationally the symbols used for scientific terms. He pleaded for special attention to the gifted and talented children.

Shri Kanti Biswas, Education Minister, West Bengal observed that the condition that the construction of school buildings should have been completed for release of grant by the Centre for Operation Blackboard should be relaxed. The Central Government should provide for earmarked fundings under NREP/RLEGP for this purpose. The condition that only schools in the selected blocks should be covered under the scheme of Operation Blackboard should also be relaxed. The UGC should reconsider the stand taken

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regarding the Vidyasagar University as the suggestions made by the UGC go against the Gajendergadkar Committee recommendation. He further stated that while there is a 16% increase in the Central Budget in 1988-89 over the previous year the budget on education has remained the same. The share of education is only 2% of the total budget. This should be sufficiently enhanced. Committed Expenditure of the State Governments should be made part of the terms of reference of 9th Finance Commission as was the case in the 6th, 7th and 8th Finance Commissions. The Agenda Papers of the CAPE Conference should be circulated well in time.

Dr. Nagendra Jha, Education Minister, Bihar recounted the steps taken by the State Government in the implementation of NPE. These include selection of 120 blocks covering 13,270 schools under Operation Blackboard. Training of 73,300 teachers in the last two years, setting up of task force for opening DIETs, running of 56 RFLP and 256 State Adult Education projects, Opening of 23 Navodaya Vidyalayas so far, Opening of 56 girls high schools thus providing one girls high school in each block, and proposal to set up two autonomous colleges in each University. He also made the following suggestions:- 50% Central assistance should be provided for construction of school buildings under OB, 50 additional RFLP Projects should be set up in Bihar and L.N. Misra University which was set up in 1972 may be recognized by the University Grants Commission.

Shri Arun Kumar Kar, Education Minister, Tripura stated that one Committee each under the Chairmanship of Education Minister and Chief Secretary have been set up for monitoring the implementation of NPE in Tripura. He further stated that the

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North East Council has agreed to bear a portion of expenditure on construction of School buildings and pleaded for Central assistance for this purpose also. For guidance and consultancy for Vocationalisation. the State Government is utilising the services of Engineers India Limited. Project report for setting up of two DIETs has been prepared in the State. The State Institute of Education is

converted into SCERT. Three thousand teachers have been given orientation in the last two years. The new curriculum for the primary classes has been formulated and a task force has been set up for declaration of autonomous colleges in the State.

Smt. Chitra Naik emphasized the need for introducing Open Education System at the Secondary and the Middle stages. Educationalising work and vocationalisation of education, she said, should be attempted in a larger scale. She further stated that the coordination and integration of health education and social welfare component must be achieved at the grass root level. Experimentation in a big way should be attempted in this area. She concluded by saying that a strong support structure should be developed for non- formal education as in the case of adult education.

Shri Khurshid Ahmed, Education Minister, Haryana informed the Board that the State Government has established Navodaya Vidyalayas in 9 out of the 12 districts; 2 DIETs have been set up and 5 more are proposed for the next year. The State Government has gone in a big way in respect of school complexes and at present there are 850 school complexes in the State. He further stated that the State Government gave a lot of importance to

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girls education and recently set up two Primary schools exclusively for girls. He however suggested that 80% of the Central assistance for implementation of UGC scale for University and College teachers should be extended even beyond the 7th Five Year Plan. He also pleaded that the students coming from the NFE stream should not be denied admission in the Navodaya Vidyalayas.

Shri Raghavachari commended the role of CABE and its Committees in the recent Wars. He suggested the setting up of a CABE Committee in the context of the 9th Finance Commission. Referring to the service conditions of the School Teachers he pleaded for uniformity throughout India. A sub-committee of CABE may go into this problem. He also wanted that a time limit should be fixed for the State Governments to send a reply to the CBSE in respect of schools applying for affiliation. If no reply is received in reasonable time, the CBSE should assume the concurrence of the State Government.

Shri K.N. Upreti, Minister for Education Sikkim listed the steps the State Government had taken to implement the National Policy on Education which include the special steps taken to improve hostel facilities for SCAT children, special coaching facilities for SC/ST student and those who are physically and mentally handicapped. He said that one Navodaya Vidyalaya has been set up in the State but the teachers posted there do not know the local language and this would create problems and may not be conducive to effective functioning. He informed the Board that the State Government was of the opinion that there is no need for DIET in each District and State Institute of Education should serve the purpose. He also informed that the State Government has

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decided to establish a State Advisory Board of Education to review the over-all development of Education in Sikkim.

Shri Brindaban Goswami, Education Minister, Assam, gave a length, the salient features of the programme of implementation of the NFE in his State. He stated that the State Government had decided to introduce vocational education in 10 schools in each district during 1987-88 and 1988-89 and has submitted necessary proposals to the Government of India. Regarding Integrated Education for the Disabled he stated that a Cell has been set up to conduct a survey. In the meantime, a special school for the handicapped 15 proposed to be set up. The State Government will submit a scheme for special assistance for setting up the special school for the handicapped. Regarding Navodaya Vidyalayas he stated that the State government has yet to take a decision in this matter. He however

reiterated the State Government's view that the regional language should be a medium of instruction even at +2 stage in addition to English and Hindi.

Shri K. Krang, Minister for Education, Government of Arunachal Pradesh stated that in his State, the vocational subjects have been introduced in schools in three districts offering 17 courses. He also recounted the steps the State Government have taken to implement the National Policy on Education.

Prof. Udgaonkar stated that although there was substantial increase of allocation of funds last year, there was no increase whatsoever next year. The implementation of the NPE therefore was bound to be affected. He pleaded for the improvement of science

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education and wanted relaxation of the rules for CBSE affiliation in respect of private and unaided schools. He observed that the progress in granting autonomy to the college was very slow. Another CABE Committee should look into the structure of Universities, the essentiality of affiliation and grant of autonomy. He also suggested that the progress report should be summarised in a tabular form in future meetings of the CABE.

Dr. Jeevraj Alva, Minister for Higher Education, Karnataka pleaded for enhancing the allocation for education not only in the Centre but also in the State. He stated that the shortage of funds has been one of the main causes for their inability to improve the quality of education or in promoting excellence. He further observed that parity in University Teachers salaries cannot be maintained unless Centre lends a helping hand to the States. The Central Government should consult the State Governments before the revision of the scales of pay of teachers. The textbooks, he said, needed urgent revision because they reflected the western culture. He also felt that the knowledge of local language for the teachers of Navodaya Vidyalayas was absolutely necessary.

Shri Bansilal Dhritlehra, Minister for Education from Madhya Pradesh gave details of the steps taken by the State Government to implement the National Policy on Education. These included the opening of 20,000 NFE Centres, 20 Navodaya Vidyalayas, 3 Academic Staff Colleges in 3 Universities, 3 Women's Polytechnics, free supply of textbooks to SC/ST students and covering of 20% blocks for Operation Blackboard.

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Prof. Syed Hasan wanted education to be a mass movement. He stressed the need for publicising the achievements in education by organising Public meetings, Teachers meetings, Student meetings and Educational Melas. He concluded by saying that a CABE Committee should be formed for a coordinated effort to take education to the masses.

Dr. Aram stated that there is no awareness among the masses about the National Policy on Education. He also felt that the scheme of autonomous colleges had not taken off and no decision has been taken about rural universities.

Dr. Girija Vyas, Minister of Education, Rajasthan spoke about the low level of literacy in the State. She mentioned about the introduction of girls attendance scholarships in the State for improving the coverage. She informed the Board that 12,000 school buildings have been constructed in the State under NREP and RLEGP. As regards non-formal Centres she mentioned that out of 10,000 centres as many as 3,000 were opened exclusively for girls; 23,121 teachers were given orientation. Navodaya Vidyalaya have been established in 17 Districts and 5 more were to be opened during the current year. Nine DIETs have been opened in the current year.

Prof. Yashpal, Chairman, UGC mentioned about the problem of UGC in handling the teacher's

strike. He said that the Higher Education was highly subsidised in India. He also admitted that the UGC was not the major financer for higher education as it was not spending more than 10% of the total amount spent on higher education. He drew the attention of the Members to the problem of students' and teachers' unrest. He advised the representatives of

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the States to make advance preparation before opening any new university. To reduce the burden of Central and State Governments because of highly subsidised higher education in India, he suggested introduction of a system of granting loans to needy students by State Governments for pursuing higher education.

Smt. Rajendra Kumari Bajpayee, Union Minister of State for Welfare stressed the need for improvement of educational status of SC/ST, minorities and handicapped. She mentioned that there were as many as 1.2 crore handicapped in the country. She stressed the need for training facilities for handicapped for helping them to get jobs, In this connection, she appreciated the major role of voluntary Agencies who had been running most of programmes for handicapped. She also favoured the programmes on Integrated Education for Disabled. About SCAT she mentioned that her Department had recently revised the guidelines for award of post-matric scholarships for SC/ST students. The amount of the scholarship had been increased from Rs. 150/- to Rs. 200/- per month for classes VI-X and the income limit of parents had also been raised from Rs. 500/- to Rs. 1000/- per month. She sought the cooperation of State Education Departments for the construction of Hostel buildings for SC/ST students. She emphasized the need for involving voluntary agencies and community for the improvement and development of education- She pleaded for the introduction of moral education. In this context she mentioned about the current problems of drug addiction and alcoholism among the youth.





◆ MINUTES OF THE 44TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT VIGYAN BHAVAN, NEW DELHI ON 13TH AND 14TH SEPTEMBER, 1988 UNDER THE CHAIRMANSHIP OF SHRI P. SHIVA SHANKAR,

Hon'ble Minister for Human Resource Development, Govt. of India.

The Central Advisory Board of Education had its 44th meeting in the Vigyan Bhavan, New Delhi on the 13th and 14th of September, 1988. Shri P. Shiv Shankar, Honourable Minister for Human Resource Development presided.

Particulars of the participants are furnished in Annexure 1.

2. The Board, before commencing official business, paid homage to the memory of the education specialists/administrators who died while on duty in the plane crash that occurred at Bangkok on the 9th of September, 1988. (Particulars of the deceased and whose names were referred are furnished in Annexure 2).

3. Shri Anil Bordia, welcoming the members of the Board and the invites, made the following introductory remarks:

The year 1987-88, having been the first effective year of implementation of National Policy of Education (NPE), 1986, and resource constraints having emerged in a significant way, the CABE should go into how the Policy could be implemented as originally envisaged. New bodies like the all India Council of Technical Education (AICTE) and the National Literacy Mission Authority (NIMA) had come into existence. The National Council of Higher Education and Joint Council of Vocational Education were being established. So, systems should be brought into force for getting reports to CABE from these bodies even if reports are being furnished by CABE's own Committees. About Rs.340 crores had been provided to the States during 1987-88 for implementation of NPE Schemes. States had considerable carry-over funds out of this. An equal amount would be provided during the current year (1988-89). Effective use of these funds by the States should be urged and discussed by the CABE.

4. The Minister for Human Resource Development, then, gave

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his address. He observed that Education was central to human resource development and that, after

adoption of the ME, the role of CABE had become much more crucial. Education, having, been brought, under the concurrent subject, the Centre and the States had come to share responsibilities. States should prepare reports of implementation of NPE and furnish the same. The question of monitoring of implementation of NPE had also been discussed by the State Education Secretaries and Directors, on 12th September, 1988. The Minister also presented, briefly, the principal recommendations of the CABE Committees, referring to the following:

◆ Elementary Education

- Continued funding of Operation Blackboard, NFE, etc. Schemes during the VIII Plan.
- Continued funding, significantly, of Operation Blackboard from NREP/RLEGP.
- Careful monitoring of progress towards Universalisation of Elementary Education.

◆ Housing

- Construction of cluster of houses in rural/urban areas.
- Financial assistance for teachers to construct their own houses.
- Involvement of CAPART and Voluntary Agencies in provision of houses to teachers.

◆ Scheduled Castes/Tribes/Handicapped

- Micro-Planning
- Recruitment of teachers from SCs/STs.
- Expansion of facilities for SCs/STs
- Preparation of primers in tribal languages.
- Special Schools for the severely handicapped.
- Integrated education for the mildly handicapped.

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◆ Vocationalisation

- States should exhibit greater progress, considering that 1000 Schools had been covered: 3000 courses approved; and Rs.32 crores provided.

◆ Languages

- Third language to be considered a pedagogic necessity.
- Survey to be undertaken of third language teaching.

5. The Minister mentioned that three CABE Committees could not meet since March, 1988, and that they should come into systematic action too.

6. Calling upon the need for quality improvement in Higher and Technical Education, the Minister wanted the AICTE and UGC to perform a close supervisory role. He wanted the strong discouragement of ill- equipped and inadequate colleges. Further, he urged for intensification of research in the Technical Educal Sector.

7. The Minister concluded his address after calling for pursuit of the mass campaign under the National Literacy Mission.

8. Before general discussions started, the CABE placed on record its appreciation for the services rendered by Shri P.V.Narashimha Rao in his erstwhile capacity as Minister for Human Resource Development and Chairman of the Board.

9. Then, the minutes of the 43rd meeting of the CABE were confirmed subject to incorporation of the modifications in terms of emphasis that had already been suggested in writing by the Education Minister of West Bengal, Shri Kanti Biswas.

10. The 'Action Taken Report', having been circulated, was taken as read.

11. The Chairman, assuring that a summary each of the written statements of State Ministers of Education (as had been received) would be appended to the minutes (Annexure 3), called for brief presentations by the various states.

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12. The Education Minister of Arunachal Pradesh made the following points:-

_ Arunachal Pradesh would provide funds for Operation Black-board under NREP/RLEGP;

- More financial as instance should be given by the Centre to educationally backward States for clearing back-logs of primary schools without building infrastructure;

- Appreciation of flexible UGC norms for Higher Education;

- Assistance to be provided to Arunachal Pradesh under Border Area Development Scheme;

- Full assistance for NFE Centres in educationally backward States; and

- Early provision of buildings, teachers and teaching aids to Navodaya Schools.

13. Professor Kothari called for the following:-

- Education being taken seriously;

- Giving concern for the people, providing, Indianised education with importance for India's own languages and heritage

14. Shri Kanti Biswas, Education Minister of West Bengal made the following comments:-

- In the Education sector, without adequate resources, physical targets may not be achieved;

- In the VIII Plan, 6% of the national income should be ear-marked for education; CABE should recommend accordingly; per capita expenditure on Education should be as envisaged in the Kothari Commission report

- Provision for Technical Education has come down in 1988-89. This trend should be corrected.

- Ten percent of Plan allocation should be for education as

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envisaged in early stages by personalities like Maulana Abul Kalam Azad.

- System of capitation fees in the academic would should be put an end to.

- Vidyasagar University in West Bengal should be provided resources by UGC without insistence on removal of statutory provisions for the University's democratic system of governance.

15. Prof. Yashpal (Chairman (UGC) presented the following suggestions to CABE:

- While Education should be Indianised, it should also adapt itself to the changes in the world, Autonomy for academic institutions becomes relevant in this context;

- Non-viable colleges should be strongly discouraged by the States themselves;

- Existing colleges should be upgraded;

- Education should be connected with all sections of the society; it should be a societal system; and

- Passion for implementation of NPE should be kept alive by acting on the spirit of the Policy.

16. Education Minister of Kerala made the following observations:

- without adequate finances, NPE schemes cannot be implemented;

- While education has become a concurrent subject, responsibilities are yet to truly become concurrent;

- Performance of AICTE, it should be ensured, does not become available obstructionists;

- Survey is being made in Kerala of literacy levels covering people upto 50 years of age with the help of University students and KANFED;

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- Vocationalisation Scheme of Kerala deserves to be cleared by the Government of India in quick time; employment for vocational graduates still remains a problem;

- Three language formula should be seriously implemented in CBSE affiliated institutions;

- Centres of excellence identified in existing institutions should be encouraged and developed

- While Kerala has high literacy rate, Technical/Technological institutions in Kerala are not commensurate, in terms of numbers, to the level. of school going population (while Kerala is literate

it is not necessarily educated);

- Proposal of Kerala government to set up three Polytechnics and a women's polytechnic should be cleared by Govt. of India. Certain other Projects of Kerala are pending too. Delays should be avoided;

- Finance Commission's recommendation for funds for school buildings does not cover Kerala and, hence, measures for assisting Kerala are required.

Education Minister, Kerala also thanked the Chairman, UGC for according full recognition to Mahatma Gandhi University.

17. According to Education Minister, Karnataka, Methods of teaching, and books produced should be interesting to the school children

18. Education Minister of UP mentioned the following:

- Emphasis given for Elementary Education and Adult Education has indeed been the right approach; Pre- Primary education should be given importance too by integrated on and co-ordinated action as between Education and Health and Family Welfare Departments; efforts could be made to Provide access for education through ICDs projects Anganwadis.

- Secondary schools for girls should be established; Women's Polytechnics are important too.

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19. Education Minister, Himachal Pradesh requested for:

- Financial assistance for providing school infrastructure for middle schools too.

- Adequate financial allocations for technical education, failing which Industrial revolution in the country may not be feasible.

20. Education Minister, Rajasthan, explained the programme of State for involving village level 'Shiksha Karmis' for providing education at the door steps of the people so that the problem of teachers not taking up employment in villages is solved.

21. He also called for assistance for Higher Education under the Border Area Development Programme.

22. Further, he reminded that Sanskrit education also deserved financial assistance

23. Rajasthan being a very vast state with a large population, according to him, also deserved Technical Education institutions including Polytechnics.

24. Shri Aram called for Public involvement in implementation of NPE as in policy formulations. The other points he urged were:

- involvement of Universities in the national Literacy Mission;

- The Gandhian component of NPE should be seriously followed up and Rural Universities should be encouraged;

- emphasis on character development through value education

25. Smt. Nirmala Deshpande wanted encouragement of Indian languages in Education. She also said that foreign language Education need not be confined to European languages alone. According to her vocational education should mobilise involvement of agencies like KVIC.

26. Minister of Education for Maharashtra gave a resume of steps taken by his State in implementing some NPE schemes. He called for good educational infrastructure for the schools of SCs/STs/Minorities.

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27. Shri Sunil Dutt pointed out to the deterioration in Education Standards. He called for emphasis on value education.

28. At this stage the Board adjourned for lunch after announcement of arrangements for Group discussions. Details of these arrangements are furnished in Annexure 4.

29. On 14.9.88, at 12.30 pm consideration of reports of the various groups that had been formed on 13.9.88 started, To begin with, the group report on Technical Education was Presented, covering Research and Development, monitoring and AICTE. A copy of this report is furnished in Annexure 5.

30. Smt. Nirmala Deshpande, responding to the report, pointed to the need for halting brain-drain. Shri Kanti Biswas mentioned that ever 2000 researchers were going out of India, half of them to U.S.A., and were not returning to India either. (Prof. Ashok Chandra clarified that the organisation TIFAC could help in identifying technologies which would have pollution implications so as to avoid picking them up. According to him, only development of research infrastructure could help the halting of brain drain over a period. He also referred to researchers going abroad for personal gains and better living). Prof. Yash Pal wanted performance in the area of research, cutting across departments. The national Research Council/ Foundation should play an integrating role in this respect. It is not so much a question of merely creating an institution, Prof, Yash Pal also referred, in this context, to inter-University Centres. The crux of the matter was accessibility to the existing research facilities for the best of talents. in the country.

31. Then, the group report on Adult Education was presented. A copy of their group report is Presented in Annexure 6.

32. With reference to the report, Dr. Sudhir Roy called for compulsory involvement of all teachers, students and researchers in the mass Programme for eradication of illiteracy, He wanted mass-media support also.

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33. Shri Raghavanchari wanted involvement of teachers and students even by suspending teaching work in educational institutions for about a year. He also emphasised production of teaching/learning in the mother-tongue.

34. Research in the matter of Education Technology for adult literacy was emphasised by Shri Habeeb Tanveer.

35. Smt. Agarwal, Education Secretary, Haryana enquired how the teaching period requirements (completion of syllabus) or the students could be taken care of if academic time of the students were to be taken for adult literacy work.

next (for copy Annexure 9 may be seen).

51. The following discussion ensued on this report:

- Development and study of tribal language should be emphasised in the report.

(Education Minister, Kerala)

- Teachers of severely handicapped are not adequately remunerated. Regular scales of pay should be evolved and made applicable to them.

(Education Secretary, Orissa)

- There are difficulties in expanding BADEP to border areas

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other than the present ones, Now, the programme has application to areas on sensitive parts of the border.

(Adviser-Planning Commission)

- Ashram Schools deserved to be emphasised from the point of view of education of tribals in particular.

(Education Secretary, Bihar)

52. Finally, the group report on Elementary Education was presented. (For copy, Annexure 10 may be seen)

53. The following comments on the report emerged:

- Suitable curricula should be developed for primary and elementary levels for use in the Non-formal Sector for ensuring same attainment level as in the formal system. (Education Secretary clarified that according to NPE the objective should be to achieve comparable levels of attainment in the NPE Sector).

(Smt. Chitra Naik)

- Library and book production and adult literacy should be inter-woven (Smt. Chitra Naik agreed too), with micro-planning; a Secretariat of CABE could be established to look into financial aspects of implementing CABE recommendations. (Education Secretary observed that under the adult literacy programme (through JSNs.) and under the "Operation Blackboard", library facilities and provision of books are taken care of.)

(Dr. Chatopadhyaya).

- For UEE, local authorities should be deeply involved; a machinery for redressal of grievances of teachers has to be established; RLEGP/NREP funding of School buildings should be Centrally ensured. [Education secretary wanted appropriate decisions at State level itself for draft of funds from RLEGP/NREP resources released to the State]

(Education Secretary, Tamil Nadu)

- As mid-day meals have been found to influence attendance and retention in Schools, Special funding should be provided for including from the World Bank Source.

(Education Minister,. Kerala)

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- Predominance should be given for girls' Centres under NPE programme.

(Education Secretary, Orissa)

- Foster-parent Scheme should be conclusively endorsed for adoption and implementation.

(Adviser, Planning Commission)

54. On the request of Minister for Human Resource Development, certain general remarks were made by educationists -

- One of the basic features of the NM is removal of formalism - de-emphasising of formal schools, books, courses etc; particularly in this context, involvement of the people and a multiplicity of agencies becomes important; participative management of education with the co-operation of teachers and students is important too, education has to be multi-disciplinary as well; quality of education has to be adequately assessed.

(Prof. Rais Ahmed)

- Flexibility in education should be maintained to keep track of the vast changes in knowledge.

(Prof. Kothari)

55. All the Group Reports were adopted taking into account, the various comments mentioned above, Group reports appended reflect the amendments that arose out of the above comments and as finally adopted by the CABE.

56. In his concluding remarks, the Chairman made following observations:

57. Our education has not changed in substance in the

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post independence times, Our educational system has to be modulated and articulated to cater to the needs of the Society so that educated unemployment doesn't become a problem. Consciousness in the children regarding a certain linkage between their education and their aim in terms of their future needs, has to be developed.

58. The meeting ended with a vote of thanks to the chair moved on behalf of the Board by Shri Kanti Biswas, Education Minister, West Bengal.

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ANNEXURE I

16. Shri S.K. Handa,
Director (T)

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17. Shri K.M. Acharya,
Director(TE)

18. Shri S. Vedantham,
Director (T)

19. Shri C.R. Pillai,
Deputy Secretary (EE)

20. Smt. Kiran Dhingra,
Deputy Secretary(EE)

21. Shri Narendra Nath,
Deputy Secretary (AE)

22. Shri N. Tirkey,
Deputy Education Adviser(T)

23. Shri I.B. Sangal,
DEA (T)

24. Shri S.N. Chakraborti,
DEA(T)

25. Miss Mina Ahuja,
DS(P)

26. D.K. Panwar,
PS to HRM

27. Smt. Vimala Ramachandran,
Consultant (WD)

28. Mrs. S.Brar,
Deputy Secretary

29. Shri M.C. Jain,
Under Secretary(P)

30. Shri Geeta Ram,
Under Secretary(AE)

31. Shri A.K. Mehra,
Under Secretary(S)

32. Shri B.P. Sharma,
AFA

33. Shri R.S. Dua,
AFA

34. Ms. L. Sailo,
US

35. Shri V N. Dutta,
AEA(T)

36. Shri S.C. Sahai,
Deputy Director.
37. Shri G. Balachandran,
Deputy Director.

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38. Shri S.K. Grover,
Desk Officer
39. Shri Vijay Bharat
AEA(T)

Directorate of Adult Education

1. Shri Anil Sinha,
Director.
2. Dr. V. Venkataseshiah,
Addl. Director.
3. Shri R.S. Mathur,
Joint Director.

PLANNING COMMISSION

Shri M.R. Kolhatkar,
Adviser (Education)

MINISTRY OF WELFARE

Shri R.K. Saiyed,
Additional Secretary.

MINISTRY OF PROGRAMME IMPLEMENTATION

Shri R.K. Mahajan,
Consultant

REPRESENTATIVES FROM STATE GOVERNMENTS

ANDHRA PRADESH

1. Shri R.V. Vaidyanatha Ayyar,
Education Secretary.
2. Shri K. Pradeep Chandra,
Deputy secretary, Education.

ARUNACHAL PRADESH

Shri A.P. Srivastava,
DPI

BIHAR

1. Shri R.C. Vaish,
Additional Commissioner.
2. Ms. Neelam Nath,

Director, Adult & NF Education

3. Shri M.P. Shukla,
Director, Secondary Education,

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4. Dr. Dharendra Prasad,
Director, SCERT.
5. Shri R.P. Sinha,
Deputy Director (Primary)

GOA DAMAN & DIU

Dr. Gopal Singh,
Lt. Governor.

GUJARAT

1. Shri K.D. Buddha
Additional Chief Secretary.
2. Shri A.J. Shukla,
Director, Adult Education.
3. Shri P.M. Parmar,
Joint Director, Higher Education.
4. Prof. N.R. Dave,
Director, Technical Education.

HARYANA

1. Ch. Khursheed Ahmed,
Education Minister.
2. Mrs. Kiran Aggarwal,
Education Secretary
3. Shri S.S. Kaushal,
Director, Education
4. Shri Chander Bhan,
Additional Director, School Education.
5. Shri M.P. Mittal,
Joint Director (VE)
6. Dr. Vidya Bhushan,
Joint Director (HE)
7. Dr. M.L. Ghingan,
Dy. Director (HE)

HIMACHAL PRADESH

1. Shri Sagar Chand Nayar
Education Minister
2. Shri Attar Singh,
Education Secretary
3. Shri N.R. Pathak,

Director, Education

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4. Shri S.K. Bahl,
Director, Primary Education
5. Shri Mohinder Singh,
Dy. Director, (TE)

JAMMU AND KASHMIR

1. Shri Vijay Bakaya,
Education Secretary
2. Shri G.P. Singh,
Director (SE)
3. Shri A.S. Bhatt,
Director (TE)

KARNATAKA

1. Shri S.K. Das,
Education Secretary.
2. Shri M. Madan Gopal,
Director (AE)
3. Shri B.N. Krishna Murthy,
Director (TE)

KERALA

1. Shri K. Chandrasekharan,
Education Minister
2. Shri M.S.K. Ramaswamy,
Commissioner, Education.
3. Shri Ram Singh,
Special Secretary, (GE)
4. Shri Thomas D. George,
Director, Collegiate Education.
5. Shri K.V. Madanan,
Addl. DPI
6. Dr. R. Jayaraman,
Director (TE)
7. Shri N.P. Mathew,
APS to Minister.

MAHARASHTRA

1. Shri Kamal Kishore Kadam,
Education Minister.

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2. Prof. Javed Khan,
Minister of State Par Education
3. Shri V.R. Dravid,
Education Secretary.
4. Smt. K. Bansal,
Secretary (TE)
5. Shri K.P. Sonawane,
Deputy Secretary, Education
6. Shri R.S. Jambhule,
Director, Education
7. Shri K.M. Aedam,
Director (VE) & Trg.)
8. Shri V.R. Nagpori,
Director, SCERT
9. Shri Vasanth Patil,
Director, (AE)
10. Shri B.B. Chopane,
D.T.E., Bombay.

MADHYA PRADESH

1. Shri Bansilal Ghritlehre,
Education Minister.
2. Shri Sharad Bohar,
Principal Secretary.
3. Shri T.N. Srivastava,
Commissionor, Public Instruction.
4. Shri Vinod Chaudhri,
Commissionor, Public Instruction.
5. Dr. U.S. Pathak,
Addl. Director (HE)
6. Shri P.P. Singh,
Joint Director (SE)
7. Shri Dilip Mehra,
Addl. Secretary, Tribal Welfare.
8. Shri O.A. Keshwani,
Addl. Director or Technical Education.
9. Shri K.D. Saksena,
Principal Secretary, Labour and Man-power Planning.

MANIPUR

Shri Y. Erabot Singh,

Education Minister

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MEGHALAYA

1. Shri J. Dhohrmen,
Education Minister
2. Shri T. Aonok,
Special Secretary.
3. Shri R.N. Dutta,
Joint DPI

NAGALAND

1. Shri P. Talitemjen Ao,
Education
2. Shri I. Yanger,
Director, Higher and Tech. Education.
3. Shri Telitsupa,
Addl. Directory, Education.
4. Shri T. Ao
Addl. Director, Education.

ORISSA

1. Shri J.M. Das Mohapatra,
Education Minister
2. Miss F. Topno,
Minister of State for Education
3. Shri P.M. Mohapatra,
Education Secretary.
4. Shri D.K Nanda,
Education Secretary.
5. Shri B.B. Das,
Director (TE)
6. Shri R.K. Nanda,
Director (T & AE)
7. Shri S.C. Dash,
Director SCERT

PUNJAB

1. Shri Rajan Kashyap,
Education Secretary.
2. Dr. Manmohan Singh,
Director, (TE)
3. Shri Mohan Singh,
Director, SCERT.

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4. Shri Pritam Singh,
DPI, Primary Education.
5. Shri Pritam Singh,
DPI, Colleges.
6. Shri Pritam Singh Bhupall,
DPI Punjab.
7. Shri Balraj S. Hundal,
Daputy Secretary (VE)

RAJASTHAN

1. Shri B.D. Kalla,
Education Minister
2. Dr. Girija Vyas,
Minister of State for Education
3. Shri P.B. Mathur,
Education Secretary.
4. Shri S.M. Mehta,
OSD, Education
5. Shri S.L. Tak,
OSD, (TE)
6. Smt. Satyavani Sharma,
Director, College Education
7. Shri Lalit K. Panwar,
Director, Primary & Secondary Education
8. Shri C.S. Mehta.
Director(AE)
9. Shri G.P. Sharma,
Asst. Director/DOE
10. Shri R.R. Harsh,
PS to Education Minister.
11. Shri B.S. Rathore,
Asst. Director(P)

SIKKIM

1. Shri K.N Upreti,
Education Minister
2. Shri Tashi Tobden,
Secretary, Education.
3. Shri M.C. Mathur,
Director of Education
4. Shri T.C. Agnihotri,

Joint Director

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TAMIL NADU

1. Dr. H.B.N. Shetty,
Education Secretary
2. Shri T. Natchimuthu
Director (EE)
3. Shri V.A. Sivagnanam,
Directore (NFE)
4. Dr. P.S. Subramanian,
Directore, College Education,
5. Dr. N.M. Singaraj,
Asst. Director (TE)

TRIPURA

1. Shri Arun Kumar Kar,
Education Minister
2. Shri A.K. Mangotra,
Education Secretary
3. Shri H.S. Dhar,
Hindi Education Officer.

UTTAR PRADESH

1. Smt. Swarup Kumari Bakshi,
Education Minister
2. Shri Prem Narain,
Special Secretary, Education
3. Shri J.V. Gupta,
Director (TE)
4. Dr. L.M. Dey,
Dy. Director (TE)
5. Dr. L.P. Panday,
Director, SCERT
6. Shri D.P. Khandelwal,
Director, Education
7. Shri Shardinadu,
Deputy Secretary, Education
8. Dr. B.M.L. Tivari,
Director (HE)
9. Shri G.V. Pant,
Addl. Director, Education

WEST BENGAL

1. Shri Kanti Biswas,
Education Minister

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2. Shri Md. Abdul Bari,
Minister-in-charge of Mass Education
3. Shri A.K. Chatterjee,
Secretary (HE)
4. Shri N.K.S. Jhala,
Secretary (SE)
5. Shri N.L. Basak,
Secretary, NASS Education Extension Deptt.
6. Shri S. Ghosh,
Director(SE)
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Director (TE)
8. Shri M. Ray,
Director (AE)

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Councillor, Education.
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Resident Commissioner.

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1. Shri P.K. Verma,
Home Secretary, Chandigarh Admn.
2. Smt Kuldeep Kaur,
DPI (S), UT.

DELHI

1. Shri Kula Nand Bharatiya,
Executive Councillor, Education
2. Shri G.K. Bhattacharya,
Education Secretary
3. Shri B. Prasad,
Secretary & Director, TE.
4. Shri S.K. Shukla,
Addl. Director
5. Dr. K.S. Bhandari,
Director, SCERT
6. Smt D.R. Unnithan,
Principal, State Institute of Education.

LAKSHADWEEP

1. Shri M.P. Bansal,
Director, Education.
2. Shri P.R. Narayanan,
Information Officer

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PONDICHERRY

1. Shri S. Krishnan,
Education Secretary.
2. Shri A. John Louis,
Joint Director, Education
3. Shri M.S. Krishna Murthy,
Addl. Director (TE)

NON-OFFICIAL MEMBERS

1. Shri Sunil Dutt,
Member of Parliament
2. Ms. Meira Kumar,
Member of Parliament
3. Shri Habib Tanvir,
Naya Theatre.
4. Dr. Hakim Syed Khaleefatullah,
President, Central Council of Indian Medicine.
5. Shri V.P. Raghavachari,
Progressive Educational Herald,
6. Shri Syed Hasan,
Director. Insan School, Purnea
7. Dr. M. Aram,
Former V.C
8. Dr. D.P. Pattanayak,
Dir., CIIL, Mysore
9. Prof. Rais Ahmed,
Former U.C.
10. Smt. Nirmala Deshpande,
Social Worker.

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

1. Prof. Satya Bhushan,
Director
2. Shri R.P. Singhal,
Fellow
3. Shri R.P. Singhal,

Executive Director

4. Shri P. Govinda,
Fellow

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1. Prof. P.L. Malhotra,
Director
2. Prof. H.S. Srivastava,
Dean, Academic

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3. Prof. A.K. Mishra,
Head, Deptt. of VE
4. Shri K. Ramachandran,
Reader

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Particulars of persons who died in the Plan crash at Bangkok on 9th September, 1988.

- | | | |
|----|--|-----------|
| 1. | Shri D.R.Bansal,
Director(s),
Deptt. of Education,
New Delhi. | Leader |
| 2. | Dr. S.K.Saini,
Reader, Population Education cell,
DESSH, N C E R T, New Delhi. | Dy.Leader |
| 3. | Dr. R.M.Mishra,
Director, Population Education Cell
and Principal, State Institute of
Education, Allahabad-211002. | |
| 4. | Shri H.S.Gill,
Director, SISE & Population Education
Project,
Co. No. 66-67, Sector 17-A,
Chandigarh-160 017 | |
| 5. | Shri A.Ramakrishna Rao
Director, DSERT, & Karnataka,
Population Cell, B.P.Wadia Road,
Rasarangudi, Bangalore-560 004. | |
| 6. | Dr. B.K.Bali,
Director, SCERT(H.P.) & P.E.Cell,
Solan-173212 (H.P.) | |
| 7. | Dr. I.P.Mowani
Director State Institute of Education
and Population Education Cell
Ra-khad, Ahmedabad-380 001 (Gujarat) | |
| 8. | Prof. Talitsuba,
Director, P.E.Cell and Joint Director,
SCERT, Nagaland
Kohdama-797001. | |





THE CENTRAL ADVISORY BOARD OF EDUCATION 45TH

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◆ MINUTES OF THE MEETING

The 45th Meeting of the Central Advisory Board of Education was held at IIT, New Delhi on July 6-7, 1989 to discuss the crucial areas of Education under the Chairmanship of Shri P. Shiv Shanker, Minister of Human Resource Development.

Particulars of the participants are furnished in Annexure-I.

2. The Board, before commencing official business noted with deep shock the passing away of renowned educationist and member of the Board, Dr. (Mrs.) Madhuri R. Shah. The Board condoled her death and placed on record its sympathies to members of the grieved family and the educational community at large. The members stood in silence for two minutes to pay their homage to the departed member.

3. Shri Anil Bordia, welcomed the members of the Board and invitees to the meeting and made his introductory observations, to begin with.

4. He gave a resume of the discussions held at the meeting of education officials from the States and Union Territories held one day prior to the C.A.B.E meeting. He also highlighted the financial requirements in the perspective VIII Plan to tone up implementation of the new Education Policy. He expressed concern at the reduced number of teaching days in the educational institutions due to strikes by students and teachers.

5. He, then, invited the Chairman to deliver his key-note address. Inaugurating the Conference, Shri P. Shiv Shanker, Union Minister of Human Resource Development called for speedy execution of the programme to fulfil the national commitment for universalisation of Elementary Education. Recalling

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the egalitarian objectives of the Adult Literacy Programme, he emphasised the need for enforcing the quality of its implementation. Professionalisation of Teacher Education, enactment of a Central Law for the establishment of National Council of Teachers' Education, Vocationalisation of post-secondary education to ensure employability of school graduates, orderly performance by the University system and efficient functioning of the All India Council for Technical Education were some of the other important strategies suggested by him for toning up the educational system. The Minister also called for close monitoring of programme for the benefit of SCs/STs, minorities and women. Referring to the Constitution (Amendment) Bill on Panchayati Raj Institutions, the Minister said that education was an important component of the powers, functions and responsibilities which were proposed to be devolved on the Panchayats. In this context, he said that a document on education management had been remitted back to the C.A.B.E Committee on Management of Education for its re-examination to make it consistent with the decentralisation drive.

6. The Minister urged the State Ministers to vigorously take up the scheme vocationalisation of school education so that a sizeable number of students can branch off to self-employment after

passing out of the school. The Minister concluded, his address by requesting the Conference to go into the parameters for securing external funding for education to combat resource constraints. He mentioned that financial assistance was being sought from the World Bank to revitalise and modernise technical education.

After Chairman's inaugural address Consideration of Agenda items was taken up. (Agenda of Conference at Annexure II).

7. Then, the Minutes of the 44th meeting of CABE held on September, 13-14, 1988 were confirmed.

8. The 'Action Taken Report' (Agenda item No. 2) having been Circulated was taken as read.

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9. The Chairman called for brief presentation by various States. The Education Minister of Gujarat mentioned that his State was not receiving any upgradation assistance for construction of school buildings under the formula adopted by the Ninth Finance Commission. He was of the view that upgradation assistance for construction of pucca school building should be given to all States according to their needs. He was happy to state that Academic Calendar had been restored in all universities in the State with public support and cooperation of the teaching and non-teaching employees of various educational institutions. The educational needs of religious and linguistic minorities in Gujarat were receiving support of the State Government. He expressed satisfaction on the progress of the Border Area Development Programme in the two border districts of Gujarat.

10. The Education Minister of Haryana also requested for higher allocation of funds by the Ninth Finance Commission for construction of school rooms under the Operation Blackboard. She apprehended that the proposal for setting up a National Council for Teachers' Education may delay sanctioning of new institutes in the State. She cited the delays that were being experienced in the context of the functioning of the All India Council for Technical Education. Stressing for more allocation, she pointed out that after introduction of Jawahar Rozgar Yojana, it would not be possible to construct school rooms because of reduction in the allocations to the State.

11. The Jammu & Kashmir Education Minister observed that literacy rate in his State was only 26% against the national average of 36%. He stressed the fact that Jammu & Kashmir was an educationally backward State and urged for special central assistance to fulfil the objectives of universalisation of education.

12. The Andhra Pradesh Education Minister was of the view that in the VIII Plan Operation Blackboard should continue as a centrally sponsored scheme and that its scope should be further expanded. She said that while priority should necessarily be for completing Operation Blackboard, as presently envisaged,

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it should not be limited to single teacher schools in the VIII Plan. She emphasised the need for a meaningful partnership between the Centre and the States in the area of education, as envisaged in the National Policy on Education. She also supported the proposal to set up National Council of Teachers' Education. She urged the Ministry of Human Resource Development to persuade the Planning Commission and to ensure that all the NPE schemes were continued as plan schemes in the VIII Plan. Speaking on the autonomous colleges, she said that 21 colleges had been given autonomous status in her State. She wanted that action should be expedited to give recognition to

technical institutions already started. She alleged that although Government of Andhra Pradesh had abolished the system of capitation fee, some institutions started by the so-called minority communities were playing foul. She requested for the establishment of more and more women polytechnics and desired that the scope of the Apprenticeship Act should be widened to bring in more and more industries under its purview.

13. Dr. K. Shiva Ram Karanth spoke on educational reforms. He expressed his concern about the preliminary stages in education of the child. He spoke at length on the content and process of elementary education and the need to make learning child-oriented and learner-relevant. He said that the present-day text-books based on prescribed curricula created error of subjects taught and not interest for knowledge in the young. He said that we should allow the child to learn about the world around him. The Education Minister of Kerala then spoke and he also stressed the need for the continuation of the scheme of Operation Blackboard during the next Plan period. He said that the three language formula which had not been implemented previously in the country over the years and which had been recommended in the National Policy on Education must be implemented. He was happy to say that in Kottayam District in Kerala, it had been possible to eradicate illiteracy completely and in Ernakulam District full literacy campaign had been undertaken and it may be possible to achieve full literacy in Kerala by 1991. He expressed the view that funding for technical education should

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be increased considerably. Several proposals sent to AICTE way back in 1987 had not yet been cleared. It was necessary that AICTE responded one way or the other. He requested that Kerala be included in the first phase of the proposed World Bank projects as the State was backward in the area of technical education.

14. The Education Minister of Orissa said that Orissa was one of the educationally backward States with a large illiterate population, particularly among women, scheduled castes and scheduled tribes. The programme of universalisation of elementary education assumed greater significance for the State in this context. The Operation Blackboard programme had given a great fillip to elementary education and the State had been able to sincerely implement the programme. Referring to preschool education, she urged that Central Government should allocate greater number of ICDS projects in order to expand the activities of pre-school education in the State. She requested for finalisation of the guidelines for constitution of District Boards of Education, with a view to decentralising the administration of educational institutions in the State and also strengthening grass root level institutions. She also requested for sanction of greater number of RFLPs in the State of Orissa without insisting upon the matching share of the State, considering the constraints of plan funds at the disposal of State Government. She urged that the Central Schemes and the Centrally sponsored schemes should continue in the VIII Plan period.

15. The Minister of State for Welfare, Mrs. Rajendra Kumari Bajpai, expressed concern that due to lack of education and proper qualifications, it was difficult to fill all the vacancies in respect of scheduled castes and scheduled tribes.

16. Bihar Chief Minister, Shri S. N. Sinha, while giving details of the implementation of the New Education Policy in his State, also undermined the need for more funds for the construction of school buildings. Referring to the problem of heavy drop-outs and the resultant low rate of attendance in the school system, he said that this problem could not be evaluated in isolation

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but must be analysed, keeping in view the socioeconomic factors, growth of enrolment of girls,

scheduled castes/scheduled tribes etc. He said that new strategies would be needed to tackle the problem of drop-outs. He also said that the scheme of autonomous colleges had not made much head-way as the Federation of University and colleges teachers had some reservations on the issue, which were being sorted out by fresh dialogues with them. He suggested that mid-day meals programme may be started as a Centrally Sponsored Scheme for tribal sub-plan and the areas which had sizeable populations of scheduled castes and scheduled tribes. He said that his State was not permitting mushroom growth of technical education institutions. He suggested that organisational machinery should be created at the State level which may be funded by AICTE/Ministry of Human Resource Development in order to effectively monitor and implement the provisions of AICTE Act as the State Government on its own would not have infrastructure required for the purpose. Referring to the vital role of technical education in the coining years, he said that the technological scenario of the world was changing at a phenomenal pace, specially in the fields of information, communication, electronics, biotechnology, genetics, material sciences etc. and that technical education needed a thorough review at the national level so that curriculum, courses and studies were restructured.

17. The West Bengal Education Minister expressed his disappointment over the allocation of funds for several schemes including women's education in union education budget this year. He wanted 10% of the VIII Plan out-lay to be earmarked for education. As for external funding, he said that this should be considered with utmost caution as there was a scope of infiltration of anti-national element, alongwith financial assistance.

18. The Education Minister of Maharashtra said that AICTE should process proposals received within a time-frame of three months. The State Governments should have the freedom to make changes/adjustments in the interest of students. He added that Maharashtra was in need of a technological university.

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19. Replying to some of the points raised, the Chairman explained that the matter of giving higher priority to construction of primary school buildings under the new JRY had been taken up with the Department of Rural Development and as a consequence, in their revised guidelines, this item had been given high priority. He trusted that the difficulty in construction of buildings would therefore not be as large as previously anticipated. He also explained the procedure of releasing grants to voluntary agencies for various educational programmes. By and large grants to them were given only after State Governments' views had been ascertained. He elaborated that in Andhra Pradesh, the Ministry was proposing to set up a committee to visit and inspect all voluntary agencies that had been sanctioned assistance.

Summary of the written statements of State Minister of Education (not highlighted above are appended in Annexure III).

20. The Board adjourned for lunch after announcement for arrangements for working group discussion. Details of these arrangements are furnished in Annexure IV. After lunch, the groups met separately to consider various issues and to prepare their reports.

21. On the 7th July, 1989, the Board met in its plenary session to consider the reports of the various working groups that had been formed the previous day. To begin with, the Chairman invited Prof. Yashpal, Chairman of the Group on Higher Education to present his report. After the presentation of the report by Prof. Yashpal, a few suggestions were made by the Members of CABE which were incorporated in the report of the group and the report was adopted. A copy of the report is furnished in Annexure V.

22. Thereafter, Dr. M. S. Adisashiah presented the report of the group on Adult Education (National Literacy Mission). A copy of the report is presented at Annexure VI. The Chairman congratulated and thanked the group for a clear and analytical report. The report was adopted by CABE.

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23. Report on the group on Elementary and Teachers' Education was presented and unanimously approved for adoption. A copy of the report is at Annexure VIII.

24. Then, reports of groups on Education of Disadvantaged SCs/STs, Women and minorities, handicapped and Border Area Development (Education) Programme BAD(E)P], Secondary Education and Technical Education were endorsed by the Members of CABE. A copy of each report is at Annexures VIII, IX & X respectively.

25. On the request of the Minister of Human Resource Development, certain general remarks were made by the Educationists. Dr. M. Adisashiah pleaded for a cautious approach in regard to making NCTE a statutory body. He cautioned against undue centralisation, which in his opinion was not very sound, educationally.

26. Shri Raghavachari made the following points:-

- Move for a statutory NCTE deserves to be endorsed. It would also help in raising teaching to the status of a profession which is a must.

- There should be an arrangement by which teacher educators periodically go back to teach in schools.

- In the existing teacher education programmes, pedagogical sciences do not find a proper place. This should be rectified, and an Institute of Pedagogical Sciences should be set up as an adjunct to the NCTE.

27. All the group reports were adopted taking into account the various comments made in the preliminary session. Group reports appended reflect the amendments that arose out of the comments and are as finally adopted by CABE.

28. In his concluding speech the Chairman thanked all the members for the exemplary and enthusiastic participation in the CABE Meeting and said that this meeting was held on a very crucial occasion when the proposals for VIII Five Year Plan were

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being formulated and very useful consideration had been given by all to the diverse subjects. This, he said, would go a long way in strengthening the hands of the Ministry to push forward its proposals before the Planning Commission.

The meeting ended with a vote of thanks to the Chair.

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◆ AGENDA FOR THE MEETING (ANNEXURE

S. No. and Item

1. Confirmation of the minutes of the meeting held on September 13-15, 1988.
 2. Action taken report on the minutes of the meeting held on September 13-15, 1988.
 3. Review of the implementation of the National Policy on Education with special reference to
 - (i) Pre-school Education-Control and regulation over nursery schools;
 - (ii) Status of elementary education as well as its perspective for VIII Five Year Plan;
 - (iii) National Literacy Mission, and perspective for the VIII Plan;
 - (iv) Teacher education, including NCTE;
 - (v) Recommendations of CABE Committee on housing facilities for women teachers;
 - (vi) Secondary education, including;
 - Vocationalisation
 - Science Education
 - Education Technology
 - Environmental Education
 - (vii) Higher Education, including restoration of academic calendar, number of teaching days, autonomous colleges, examination reforms.
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- (viii) Technical Education, covering AICTE, Perspective for Technical Education during VIII Plan, Community Polytechnics and thrust areas;
 - (ix) Education for SCs/STs/Minorities and disadvantaged sections; and
 - (x) Resources for Education including external funding;

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◆ SUMMARY OF WRITTEN SPEECHES OF STATE MINISTERS OF EDUCATION (ANNEXURE - III)

◆ Shri Brindaban Goswami, Education Minister, Government of Assam

Assam continues to be one of the nine educationally backward States of the country inspite of the efforts made by the Government of Assam, particularly in the wake of the NPE, 1986. The economy of the State continues to be grim, owing mainly to the repeated floods. The resources available are simply not adequate for bringing about the desired changes in the quality and structure of education. in the State.

The main constraints for non-realisation of targets for enrolment are mainly lack of provision of schooling facilities, teaching learning materials, unsatisfactory school building etc. These facilities could not be provided as required for want of allocation of fund.

The financial assistance from 8th Finance Commission, NEC and DRDA towards construction of school building had been none the less significant. Decentralised planning which was started from 1987-88 in the State will be a major thrust during the VIII Five Year Plan period particularly in the Elementary level of education.

Under the scheme of improvement of science education during 1987- 88, an amount of Rs. 282.70 lakh has been sanctioned by the Government of India.

The Regional Committees of AICTE which provided opportunities for discussions on various problems needed to be reconstituted and reactivated without further delay. The draft VIII Plan for technical education in Assam had been formulated

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in conformity with the NPE, the Programme of Action and as per decision of the CABE.

Incentive Schemes like supply of books and uniforms, coaching classes had been implemented to benefit SC/ST/minorities etc.

◆ Shri Kanti Biswas, Education Minister (P&S), Government of West Bengal

The Ministry should think of some legislative measures which will regulate the mushroom growth of undesirable socalled centres of pre- school education. To achieve universalisation by the target dates, we, will have to make provision for dealing with the present back-log alongwith the

additional numbers that will accrue on account of growth of population. Several incentive programmes like free text-books for all in the Primary Classes, Mid-day Meals, School Dress etc. had gone a long way in increasing retention rate in the primary level. Although there had been no comprehensive survey for ascertaining drop out rates, yearly information from grass root levels had shown that at present drop-out rate in the primary level is definitely much lesser than 50.62%. Building facility needed to be provided to all our schools. Appropriate awards for the same, should be obtained from the IX Finance Commission. Replacement of RLEGP and NREP by Jawahar Rozgar Yojna may adversely affect the construction of primary school buildings.

Immediate steps should be taken to include the scheme of DIET in the VIII Plan. The State of West Bengal needed assistance for twelve other DIETs.

The AICTE had been vested with statutory powers. This would probably help to curb the mushroom growth of technical education institutions on high fee/capitation fee basis, specially in the southern and western parts of the country.

In order to implement the policy, the National Seminar on Resources for Education recommended additionality of funds.

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The Steering Committee of the Planning Commission, unfortunately, recommended for lesser amount than required. As a result, various important sectors of the Policy had to confront a severe set-back.

It was high time to see whether the promised 6% of the National Income would be earmarked for education in the Eighth Five-Year Plan. Here also the share of States/Union Territories vis-a-vis that of Centre was a serious question.

◆ **Shri Gegong Apang, Chief Minister and Minister for Education, Government of Arunachal Pradesh**

The CABE may consider work-able schemes with 100% Central assistance, particularly for the under privileged communities living in inaccessible areas of the country.

It is essential that the scheme of Operation Blackboard should continue during the VIII Five Year Plan also to cover the schools in the remaining blocks and, the financial limit on equipment should be revised according to the current, market price. The importance of Non-Formal Education, particularly for achieving the objectives of Universalisation of Elementary Education (UEE) needed no emphasis. However, to make it workable in the areas where rate of literacy is very low, whole time instructors for running Non-Formal Education Centres should be appointed with full Central Assistance; otherwise, the backward areas would remain backward.

In order to make learning effective, Adult Education Centres should be strengthened with modern educational technology. Equipments like video-film and Radio Cassette Tapes etc. should be provided. In tribal and backward areas, most of the teachers are brought from other parts of the country. It is essential that housing facilities are provided to the teachers near the schools.

The newly established Arunachal University had been maintaining its academic calendar to ensure atleast 180 teaching days.

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◆ Shri Arun Kumar Kar, Minister-in-charge of Education, Government of Tripura

The National Policy on Education 1986 had placed before the country a strategy for facing the challenge of Education. Obstacles are there but we will certainly overcome them with strong determination and a sense of education.

The State Government had laid special emphasis on the eradication of illiteracy among women. Projects under Voluntary Agencies and ICDS would cater to the needs of women among illiterate population. The Government attached high priority to programmes aimed at Women's equality. The Government had also taken measures to integrate the physically handicapped, in the matter of Education, with others.

Top priority should be attached to Technical Education during the VIII Plan.

New programmes were being undertaken to attract children from SC/ST, minority communities to educational institutions and to ensure their retention. Reservation provisions in Government and Government aided Institutions were scrupulously followed. Interest of linguistic and religious minorities were being protected. Selected ST boys and girls were sent to institutions of excellence outside the state at Government cost.

The Government have of late sponsored a programme for establishment of a High school, a vocational training centre and other social welfare units under the auspices of Ramkrishna Mission in the State.

◆ Shri Chamberline B. Marak, Minister of State for Education, Government of Meghalaya

The diminutive size of the State is only matched by the magnitude of the problems in the area of Education. Meghalaya is a hilly State predominantly inhabited by the tribal communities which comprise 80% of the population. Its undulating terrain, demographic position, transport bottlenecks and socioeconomic conditions are what chiefly constitute the impediments

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for fast development in all sectors. The State Government was making a massive effort, geared for removing the peculiar difficulties of the region. It had published a White Paper on Education in 1988 consistent with the policies and objectives of the National Policy on Education.

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◆ COMPOSITION OF VARIOUS WORKING GROUPS (ANNEXURE-IV)

S. No.	Name of Group	Name of Chairman	Names of Rapporteurs
(1)	(2)	(3)	(4)
1.	Elementary & Teacher Education	Shri J.N. Das Mohapatra Minister of Education Government of Orissa, Bhubaneswar.	1. Shri S. C. Behar, Special Secretary, Deptt. of Education Govt. of Madhya Pradesh, Bhopal. 2. Dr. J. S. Rajput, Joint Educational Adviser, Deptt. of Education, Ministry of H.R.D.
2.	Secondary Education	Shri Kanti Biswas Minister of Education, Government of West Bengal, Calcutta.	1. Dr. H.B.N. Shetty, Secretary, Govt. of Tamil Nadu Madras. 2. Dr. (Mrs.) D. M. de Rebello, Joint Secretary(S), Deptt.of Education, Ministry of HRD.
3.	Higher Education	Prof. Yashpal, Chairman, U.G.C. New Delhi.	1. Shri T.N.Jayachandran, Commissioner & Sec- retary, Deptt. of Education, Govt. of Kerala, Trivandrum. 2. Shri Abhimanyu Singh, Director (U), Deptt. of Education, Ministry of HRD.

(1)	(2)	(4)
4. Technical Prof. Education	P.N. Srivastava Member, Planning Commission, New Delhi.	1. Prof. Ashoka Chandra, Educationl Adviser (Technical), Deptt. of Education, Ministry of HRD. 2. Shri S. K. Handa, Director of Technical Education, Govt. of Punjab, Chandigarh.
5. Adult Education (National Literacy Mission)	Dr. M. Adishesiah Member, CABE.	1. Shri P. M. Mohapatra Secretary, Deptt. of Education & Youth Services, Govt. of Orissa Bhubaneswar. 2. Shri L. Mishra, Joint Secretary (AE), Deptt. of Education, Ministry of HRD.
6. Education of the disadvantaged (SCs/STs, Women, Minorities, the Handicapped) and Border Area Development Programme (BADEP).	Dr. (Smt.) Rajendra Kumari Bajpai Minister of State for Welfare, Govt. of India New Delhi.	1. Shri S. Gopalan, Addl. Secretary, Deptt. of Education Ministry of HRD. 2. Shri R. V. Vaidyanath Ayyar, Secretary, Deptt. of Education, Govt. of Andhra Pradesh, Hyderabad.



monitored by a Committee presided over by the Vice-Chancellors at the university level, by the State Councils of Higher Education at the State level and the UGC/Central Government at the national level.

(iii) State Councils of Higher Education

The Group reiterated the need for expediting the process of setting up of State Councils of Higher Education in all the States as per the revised guidelines circulated by the UGC.

(iv) Qualifying Test for Teachers

The Group unanimously supported the proposal to have a national qualifying test for appointment of lecturers in universities and colleges. The national level test will be conducted, by the UGC. It was agreed that the State Governments would be free to conduct their own test which would be accredited by the UGC. The tests conducted by any of the States would be recognised by other States or the UGC. The Group emphasised the need for finalising the modalities by the States as early as possible so that all recruitments after 1-1-1990 are made from candidates who have been declared as qualified in the tests.

(v) Examination Reforms

The Group was of the view that it is desirable to vigorously continue efforts in the directions of examination reforms by all the States/Universities. A view was also expressed that supplementary examinations should be abolished and there should

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be no gaps between examinations. Internal assessment credits and grading should also be given their due place in the scheme of evaluation.

(vi) Promotion of Distance Education

The Group emphasised the importance of distance education and expressed the hope that adequate resources would be made available in the VIII Plan for a substantial increase in the enrolment in the Open University System.

The Group commended the network approach for pooling and sharing of courses between Open Universities. The cooperation extended by State Governments in establishing Regional and Study Centres of IGNOU was appreciated.

The Group felt that to promote student mobility the possibility of transfer of credits from the conventional universities to Open Universities and vice-versa should be explored.

In Addition to the above view/recommendations, the following points were also made :

- (i) The Central Universities should be unitary;
- (ii) Colleges should not be allowed to be established without adequate provision for funding and basic infrastructural facilities.

PARTICIPANTS IN THE GROUP ON HIGHER
EDUCATION

6-7 July

IIT, New Delhi

1. Prof. Yashpal
Chairman, UGC
New Delhi
Chairman
2. Shri T. N. Jaichandran
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Rapporteur
3. Shri Abhimanyu Singh
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4. Ms. Shobhana Joshi
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7. Shri Brindaban Goswami
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8. Shri B. B. Sahay
Principal Secretary (Education)
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9. Shri Arvind S. Sanghvi
Minister of Education
Government of Gujarat.
10. Dr. M. L. Jhingan
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11. Shri Attar Singh
Secretary Education
Government of Himachal Pradesh
12. Shri Ajit Kumar
Commissioner & Secretary Education
Government of Jammu & Kashmir
13. Shri G. P. Singh
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14. Shri K. P. Nair
Special Officer, Deptt. of Collegiate Education
Government of Kerala

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15. Prof. D. Eswarappa
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16. Shri C. K. Jayaswal
Education Minister
Government of Madhya Pradesh
17. Shri P. P. Singh
Jt. DPI
Government of Madhya Pradesh
18. Shri T. S. Gangte
Director, Higher Education
Government of Manipur
19. Shri G. P. Wahlang
DPI, Government of Meghalaya
20. Shri Lalawia
Director, Higher & Technical Education
Government of Mizoram
21. Shri G. S. Das
Director, Higher Education
Government of Orissa
22. Shri Mohan Singh
Director, Public Instruction College
Government of Punjab
23. Shri P. B. Mathur
Commissioner & Secretary Education
Government of Rajasthan
24. Dr. P. S. Subramanian
Director of Collegiate Education
Government of Tamil Nadu
25. Shri Manik Dev
Member of Tripura University Council
Government of Tripura

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26. Mrs. S. K. Bakshi
Minister of Education
Government of Uttar Pradesh
27. Shri P. C. Sharma

Secretary Education
Government of Uttar Pradesh

28. Dr. B. M. L. Tiwari
Director, Higher Education
Government of Uttar Pradesh
 29. Shri A. K. Chatterjee
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 30. Shri G. K. Bhattacharya
Secretary Education
Delhi Administration
 31. Prof. S. K. Khanna
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 32. Dr. S. P. Gupta
Additional Secretary
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 33. Dr. P. H. S. Rao
Joint Secretary
UGC, New Delhi
 34. Shri D. P. Hira
Joint Secretary, UGC
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 35. Dr. Sudhir Roy, M.P.
Member CABE
 36. Shri S. S. Bal
Guru Nanak Dev University
 37. Shri Rais Ahmed
Member CABE
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38. Prof. K. S. Karanth
Member CABE
 39. Dr. V. Natarajan
Director
Association of Indian Universities
 40. Prof. G. Ram Reddy
Vice-Chancellor
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◆ **REPORT OF THE WORKING GROUP ON ADULT EDUCATION (NATIONAL LITERACY MISSION) (ANNEXURE-VI)**

Chairperson

Dr. M. Adiseshiah.

Rapporteur

Shri P. M. Mohapatra, Secretary, Education & Youth Services, Government of Orissa.

Shri L. Mishra, Joint Secretary (AE) and Director General (NLM), Department of Education, Ministry of Human Resource Development, New Delhi.

The Group adopted Agenda Item No. 3 circulated for the Conference of CABE as the main document for its deliberations and proceeded with this Item under the following 3 heads:

- (i) Achievements during 1988-89.
 - (ii) Operational problems and constraints.
 - (iii) Strategy for 1989-90 as also for the VIII Plan period.
- (i) Achievements of NLM during 1988-89

The group noted with some amount of satisfaction and appreciation the achievements in the various fields as brought out in the document. It particularly noted with satisfaction that dedicated and sincere efforts have been made to enlarge the base of the hitherto government funded programme into a 'mass programme' with involvement of voluntary agencies NYKS, students and non-student youth at the school and college level, members of disciplined forces, ex-servicemen, prison management and staff, other NGOs like Rotary Club, Lion's Club and 48

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JAYCEES, banks and cooperatives, SVPs. It also noted with satisfaction the pace and progress of some of the special campaigns launched through Gujarat Vidyapeeth in Gujarat; Andhra and Bombay University; Schools of the Union Territory of Delhi; Kerala Sastra Sahitya Parishad Ernakulum; NSS in Kottayam; Shanti Ashram in Coimbatore; Mass Mobilisation and Campaign in Karnataka Whole Village Literacy Campaign in Rajasthan; Programme for Complete Eradication of Illiteracy in the 20 blocks of West Bengal with involvement of Panchayats. It also noted the substantial progress which has been achieved in designing a package for improving the pace and content of learning, media coverage and support and technology demonstration.

(ii) Operational problems and constraints

Notwithstanding the progress which has been achieved during 1988- 89, the Group noted that certain problems and constraints continue to inhibit the effective implementation of the Mission. In addition to the constraints listed in the main document, the Group identified the following constraints :

(a) Questions continue to be raised even now about the need for and relevance of adult literacy. There are lot of misconceptions about the definition of an 'adult' and the 'age group' of the clientele of the Mission. These questions partly stem out of the cynicism and scepticism and partly out of the information gap. The group strongly felt that it is high time that such debates which are totally unnecessary should come to an end and the need for and relevance of adult literacy as an effective tool of communication, of sharing knowledge, information and skills and of effective participation in the affairs of the family, society And the nation should be accepted beyond doubt. The Group felt that both traditional and non-traditional media and particularly Press, AIR and Doordarshan have

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an important role in dispelling such mistaken notions and information gaps and to inform and create a more positive public opinion in support of literacy.

(b)The Group noted With regret that adult education programme was being implemented in isolation as Govt. departmental Programme and that it was not treated as the 'key to the success' of other development programmes. The Group strongly feels that all development departments and functionaries must accept adult education as their own programme and an intensive awareness should be created to that effect through appropriate orientation and sharing of information amongst the functionaries at all levels through appropriate means.

(c) The Group noted that low motivation of the functionaries and the learners and absence of a conducive environment were major constraints for implementation of any adult education programme, It, therefore, felt that no literacy programme should be launched without creating the necessary environment and without adequately tackling the problem of motivation of the animators and learners. It felt that the programme can be made more attractive if a linkage with vocational skills conforming to the needs of the clientele could be introduced by drawing, if necessary, resources from different sources.

(d) The Group noted that excessive reliance was being placed at present on (a) Centre Based Programme funded and controlled by the Government; (b) Government funding of various other components of the programme; and (c) Game of number on various aspects of implementation of the programme. In the process, there is an inherent

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danger of the programme acquiring too much of a formal character which is the opposite of what is needed in a "People's Mission" or Programme. A number of areas in the Mission could be operationalised through mobilisation and voluntary involvement of people and the community instead of banking heavily on government funding for such

(c) The Group strongly reiterates the National Literacy Mission is a product of the commitment made in the National Education Policy and the Programme of Action formulated there under and Approved by the Parliament which pledges the whole nation to the task of eradication of illiteracy

and, therefore, the Ministry of Human Resource Development, and the Planning Commission should honour their commitment by making available funds for full requirement of the Mission in both the Phases. The State Governments should also provide adequate financial resource support to the Mission.

(f) The Group noted the special constraints in imparting training to a large number of animators and AE functionaries in large State, like-Uttar Pradesh, in view of the limited title factor, limited infrastructure and paucity of resources.

(iii) a. Strategy for 1989-90

The Group endorsed the strategies which have been outlined for bringing about improvement in the pace and quality of learning, massive involvement of students, area focus on educationally backward pockets, involvement of Shramik Vidyapeeths, and Voluntary Agencies, standardisation, management, and complete eradication of illiteracy concept in selected areas. Additionally in order that the Mission becomes a truly "people's mission", the Group recommends that-All literate employees in the Central and State Government offices, Central and State

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public sector undertakings, all nationalised banks and cooperative institutions, teachers of primary, secondary and higher secondary schools and colleges and universities and of all aided ,educational institutions should be mobilised to impart literacy under the Mass Programme of Functional Literacy. In regard to mobilisation and involvement of VAs, the group recommends that whenever and wherever projects are sanctioned in favour of VAs including NYKs, complete information should be made available to the State Government and the State Mission Director for better coordination.

b. Strategy for the 8th Five Year Plan

The goal for the VIII Plan is to make 50 million illiterate adults + the new entrants + the backlog from the 7th Plan period literate. For this, the globally funding would be of the order of Rs. 1500 crores.

The Group discussed the strategy to be pursued for attaining the goal under the following heads:

(I) Involvement of students and all sections of the Society;

(II) Flexibility in duration of learning;

(III)Evaluation of learning outcome; and

(IV) Post literacy and continuing education.

◆ I. Involvement of Students and others

The Group carefully considered all implications of the proposal for massive involvement of students in NLM which was made in the Plenary Session of CADE meeting on 6th July (Morning) and came to the following conclusions :

(a) Imparting of literacy should be made an integral part of the curriculum at the school (from Class IX up- wards) and the collegiate level as is being initiated in West Bengal.

(b) There are at present 40 lakh students in universities/ colleges and 140 lakh students in schools (class IX to XII). Twenty percent of these students from

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educational institutions on a selective basis should be involved fully in NLM during 1989-90 with the objective of involving the `entire student community' from Class IX upwards from 1990-91 and onwards. All implications of the above proposition should be clearly worked out and the message must be widely disseminated through extensive use of media to inform the public, opinion that such involvement is possible and is capable of yielding the desired results.

(c) Organisations of teachers and students at all levels-all India and state should be consulted for their full involvement and participation in the programme.

(d) A detailed Action Plan, both at the macro and micro level should be formulated involving the following components :

(1) Environment building;

(2) Survey, selection of the area of operation and identification of clientele;

(3) Identification of master trainers and volunteers;

(4) Training;

(5) Production and supply of Literacy Kits to the volunteers;

(6) Actual imparting of literacy;

(7) Evaluation of learning outcome and reporting.

(e) The Mass Programme of Functional Literacy should broadly continue in its present form but its coverage would be intensified. In respect of student volunteers in urban based educational institutions, they should adopt a `specific area' of operation which is near to the institution and students who reside and study in rural areas should work for adult illiterates of those areas or neighbouring areas.

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◆ II. Flexibility in duration of learning

While endorsing the duration of learning mentioned in the, main document, the Group took note of the peculiarity of geographical, topographical, environmental and other agro-climatic variations obtaining in different States and regions as also the constraints and peculiarities in teaching learning of women, certain special ethnic groups and disadvantaged sections of society, like-Scheduled Tribe community and felt that we should not be overly obsessed with the duration of learning as long as the pre-determined levels of literacy and numeracy continue to be achieved even with a reduced duration `but with an improved pace and effectiveness'.

◆ III. Evaluation of learning outcome

The Group noted and welcomed the specific recommendations made by the Working Group set up by the Directorate of Adult Education, Government of India and adopted in the 10th Meeting of the Executive Committee of the NLMA as have already been brought out in the main document regarding introduction of an 'integrated technique' of learning involving:

- (a) Preparation of the NLM primer in 3-parts to represent three different grades/levels of learning.
- (b) Integration of the technique and agency of evaluation of learning outcome and the tools thereof.
- (c) Improvement of the pace, content and quality of learning to improve motivation for better retention and application of the literacy and numeracy skills by the learners.

The Group noted that sincere efforts need to be made to introduce this innovative technique all over the country and urged that We should create a state of physical, intellectual and pedagogical preparedness for all the institutions/agencies and functionaries who will be involved in preparation of the new material, its try-out and its adoption.

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◆ IV. Post Literacy and Continuing Education

The Group noted with satisfaction that 20,000 JSNs have been set up under RFLP, SAEP, VAs, NYKs, University sector etc. by the close of 1988-89. Keeping in view the actual expectation of setting up 60,000 JSNs by 1990 and 1,00,000 by 1995, the Group feels that JSNs should be set up in large number as a 'community institution' by pooling of resources from a variety of sources instead of looking up to Government as the sole source of funding. However, the Central Government should make sure that funds are made available fully in time at least for the first two years of the 8th Plan period to ensure that an effective linkage is established through these JSNs between Basic Literacy, Post Literacy and Continuing Education.

◆ PARTICIPANTS IN THE GROUP ON NATIONAL LITERACY MISSION

6-7 July, 1989

IIT, New Delhi

- | | |
|---|------------|
| 1. Dr. M. S. Adiseshiah | Chairman |
| Chairman | |
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| Madras | |
| 2. Shri Lakshamidhar Mishra | Repporteur |
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| National Literacy Mission | |
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20. Shri V. A. Sivagnanam
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21. Miss Gauri Dhar
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25. Shri P. Mathews Samuel
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26. Shri Rakesh Jain
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31. Shri N. R. Pathak
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32. Shri C. S. Mehta
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◆ **REPORT OF THE WORKING GROUP ON ELEMENTARY AND TEACHERS EDUCATION (ANNEXURE-VII)**

The Group was Chaired by Shri J. N. Das Mohapatra, Hon'ble Minister of Education, Orissa. Shri S. C. Behar Principal Secretary, Government of Madhya Pradesh, Education Department and Dr. J. S. Rajput, Joint Educational Adviser, Ministry of H.R.D., acted as Rapporteurs. The list of participants is appended.

The draft report of the Working Group on Early Childhood Education and Elementary Education, set up for the, formulation of 8th Plan formed the basis of discussions of the group. we are, therefore, in this report, highlighting major issues on Which the Group feels the need for some modifications, to bring in more emphasis, or bring in new elements not included in the working group report. Our report therefore, has to be considered in addition to and as a supplement to the working group report.

While generally endorsing the major thrust and the broad recommendations, the following points need highlighting :-

1. In the context of universalisation of elementary of edu- cation, the target will not only be the obvious one of enrolment of all children aged 6 into class I, but with equal or more emphasis of their retention and achievements through 8 years of schooling so that they complete elementary education by the time they, are 14 years old. At the same time, acknowledging that it will take some years still before we can bring drop-out rates, under, control, we must include in our target all children dropping out of school before class VIII, and formulate strategies that will reach education to them before, they are, 14 years old. Wherever possible, for the young drop-out (age 8- 11 years) the aim should be to import 8 years of elementary level

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education by re-entry into the formal school or by comparable education with 5 years in the NFE stream. For the older dropouts (11- 13 years), the target should be primary level education and for the child on the threshold of adulthood (13-14 years), functional literacy.

In short, our focus will not only be children of 6 years of age or thereabout, but children in the entire age group from 6 to 14 years to ensure that they receive 8 years' of schooling or the maximum possible, looking to their age, through the formal system or the non- formal system or by a combination of formal and N.F. system by lateral entry into the formal system after attaining necessary level of learning through non-formal system. For those who are at the upper limit of the age group (6-11), attempts should be made to give them as much education as possible but at least functional literacy to ensure that they are no ionger required to be taken care of by Adult Education system after they reach the age of 15 and above.

2. The implications of this strategy for N.F. education was stressed. Since the approach suggested

can succeed only when Non- Formal Education can ensure comparably levels of learning, there is a need to strengthen Non-Formal Education for upper primary and to provide for different models with appropriate facilities.

3. The strategy of micro-level planning is fully endorsed. It is however, suggested that urban areas particularly slums may also be brought within its ambit so that working children and other deprived groups could be taken care of.

4. In micro level planning, the school complex & DIET will have to play a special role. They will provide technopedegogic support. The school complex will be directly involved to ensure proper school mapping survey and micro planning.

5. The need for Village Education Committee was unanimously endorsed. It was suggested that in its composition in addition to the members suggested in the working group report,

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representatives of Scheduled Castes/Scheduled Tribes and minorities depending upon the demographic composition of the village should be included.

6. It is also emphasised that the Village Education Committee should really be formed for a village or villages depending upon the catchment area of the institution. The group also feels that the Village Education Committee should also be encouraged to organise local financial resources for the institution.

7. The group strongly feels that to enable micro-planning there is need for administrative support and strengthening. The coordinator at the school complex and the Headmasters of the institution were considered necessary for the purpose. In this context, the, Group endorses the recommendations contained in the draft report regarding school complexes and designation of headmasters in primary and upper primary schools.

8. The Group strongly feels that the post of Headmaster should be recognised as crucial, should be given adequate financial and administrative powers and should be trained to provide academic and administrative leadership.

9. The group view is that school complex is an important and natural unit for both academic and administrative requirement of the school system. The school complex can play a very vital role in continuously upgrading the knowledge and skill of the teachers by working as a forum for teachers to meet for periodic discussions of their problems and to get acquainted with the latest trends in their discipline. The utilisation of the mechanism of teachers' centre was stressed as an interim measure to be integrated with school complex system once established even as an alternative a few States having a strong traditional network of teachers' centre.

10. The group feels that at the State Level there should be enough flexibility about administrative arrangements in terms of having different Directors for different stages of education so, that each State depending upon its local conditions may have an arrangement that suits it best. However, the group endorsed

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the suggestion of the working group that at the district level there should be a special officer for elementary education.

11. After some discussion about the age of entering into primary schools, the consensus was that children should enter into primary school at the age of 5 plus, the reference date being a date around the beginning of the session.

12. In addition to the continuous and comprehensive internal evaluation by the teachers there will be testing of minimum levels of learning at the end of classes III, V and VIII. However, there are two opinions as to whether the testing be done at the end of class II or III. The testing at the end of class III would primarily be for diagnostic and remedial purpose, and not for detention. The testing at the end of class V and VIII would serve both purposes diagnostic as well as evaluative. Hence, those who do not come up to the determined minimum levels of learning will be given remedial coaching to enable them to achieve the levels. Those who are not able to achieve the minimum levels even after a retest may have to repeat the class. This testing at the end of class V and VIII would also involve the staff from the school complex.

13. The group also endorses the suggestion of a National Programme of Evaluation in which a national level sample testing would be conducted for students of classes 5 and 8 only in order to enable the teachers, students and institutions compare their standard and performance to the national level as also to enable an assessment of programmes and policies initiated for improvement of quality. This will be in addition to the teacher constructed tests which will be administered internally unitwise and at other times.

14. The group also endorses the view that in elementary schools, the system of assignment of marks should be done away with and only grades be given because the marking system creates avoidable strain and tensions and frustrations in the life of young children.

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15. The need to test non-scholastic achievements is stressed. In order to have a continuous and comprehensive evaluation of such abilities as social and personal, the involvement of village level education committee and school complex was considered useful. It was also suggested that the school complex may have surprise test in order to ensure steady progress towards attainment of minimum levels of learning.

16. The problem of unbridled proliferation of pre-school institutions in the private sector particularly in the urban areas was viewed with concern and the group feels that there is a need to evolve a system of regulating and controlling, if necessary in stages. The alternatives of registration, redefining primary education; to include pre-primary education institutions were suggested. The consensus was that since it is a new area it will require consideration and examination in-depth in view of varying conditions in different parts of the country.

17. The suggestions regarding expansion of Operation Black-board of upper primary schools, provision of additional teachers, and moving towards a norm of one teacher to every class were endorsed. However, great concern was shown regarding the financial burden and cost on the State Government for construction of classrooms and buildings. The group very strongly feels that a strong case should be submitted to the Finance Commission to provide full support to the State Governments in this important and difficult area.

18. The group very strongly and emphatically recommends that all the centrally sponsored schemes started in the 7th Plan must be not only continued in the 8th Five Year Plan but should also be provided with substantial resources and are expanded. In this context, concern was also expressed about the burden on the State Government of the recurring cost of the centrally sponsored schemes taken up during the 7th Five Year Plan. The group strongly recommends that

this burden must be taken care of either by appropriate recommendations of the Finance Commission or in the plan sector of the 8th Five Year Plan.

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19. Recognizing the highly complex nature of socio-economic and psychological problems which have made the constitutional objective of universal elementary education so far elusive as also the massive financial and human resources required to achieve without further delays, the objective, as also the need for harnessing in an integrated fashion, the full potential of the variety of technologies, the group recommends that the possibility of adopting the mode, spirit and culture of a mission for universalization of elementary education be explored, so that a technology mission on universal elementary education could be initiated in the Eighth Five Year Plan.

◆ TEACHER EDUCATION

◆ Recommendations

- (1) The proposal to confer statutory status on the NCTE was unanimously endorsed and it was urged that this process be completed at the earliest. The composition of the statutory NCTE should be so laid down that it has adequate representation not only from the Central Government/organisations but also of State Governments/organisations and experts.
- (2) The approach spelt out in the Chapter on Teacher Education in the Draft Report prepared by the 8th Plan Working Group on Elementary Education was endorsed with the observation that in the 8th Plan, an adequate programme must be taken up for developing professionally competent and motivated teacher educators and their continuing education, including periodic stints in schools for remaining in touch with reality.
- (3) The system of posting and transfer of teachers is crucial to streamlining the educational delivery system specially at the school level. Therefore, norms for transfers of teachers should be finalised by the concerned CADE Committee.

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- (4) In States and UTs which have a substantial backlog of untrained teachers, Governments concerned should take steps to eliminate such backlog in a time-bound fashion.
- (5) Once the NCTE acquires statutory status, it should take up the question of correspondence teacher education courses on 'top priority' and should take urgent steps in regard to such courses in the interest of maintenance of quality of teacher education.
- (6) The NCTE should also accord high priority to devising a structure and content for Teacher Education programmes to be conducted in DIETs, the status of the qualification to be awarded at the end of them and of candidates passing out with such qualifications. It was felt that the NCTE could be urged to make an annual report on the subject to the C.A.B.E.
- (7) In various in-service training programmes and particularly PMOST, duration should be kept flexible depending upon the objectives of particular programmes. Pedagogy of multi-grade teaching and other matters of immediate relevance to the teachers must form part of such in-service training programmes.
- (8) The group strongly feels that for providing leadership at the State level to this sector of teacher

education as also for improvement in quality of school education, the SCERT has a very crucial role to play. Hence, the centrally sponsored programme of assistance for strengthening SCERT required to be scaled-up substantially and operationalized urgently.

(9) The working group endorses the approach spelt out in the report of CAGE Committee on Housing Facilities for women teachers and commended it for approval by the Board and subsequent implementation.

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◆ PARTICIPANTS IN THE GROUP ON ELEMENTARY/ TEACHER EDUCATION

6-7 July, 1989

IIT, New Delhi

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| 5. Shri K. M. Acharya
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| 6. Shri A. K. Mehra
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| 8. Shri S. Mohapatra
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◆ REPORT OF THE CABE GROUP ON EDUCATION OF THE DISADVANTAGED (SCS, STS, WOMEN, MINORITIES AND THE HANDICAPPED) AND BORDER AREA DEVELOPMENT PROGRAMME (BADEP) (ANNEXURE-VIII)

The CABE Group constituted in the 45th Conference of the Board to get into "Education of the Disadvantaged" and BADEP met on the 6th and 7th of July 1989 under the Chairmanship of the Hon'ble Minister of State for Welfare.

The Group kept in view the various on-going programmes which are under implementation for the benefit of the target groups and reviewed the report of action taken on the recommendations of the 44th Conference of the CABE.

The Group's report based on the present status of implementation of the programmes for the target group is presented below :

◆ Education of the SCs and STs

The Fifth All India Education Survey (1986) does reflect significant improvement in the enrolment of SCs/STs vis-a-vis the situation that obtained at the time of the Fourth Survey as per information furnished below

Stage	Increase in enrolment in all areas	Amongst	
		SCs	STs
Primary	26%	49%	62%
Upper Primary	62.3%	102%	126%
Secondary	80.8%	121%	124%
Higher Secondary	127.5%	132%	185%

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The above data are in index of higher pace of improvement amongst SCs and STs, compared to overall improvement. This is also indication of the usefulness of our policy approach. However, much needs to be done yet to improve enrolment of SCs and STs and their retention. There is also need for significant improvement in coordinated efforts and effective implementation of all programmes meant for the Educational development of SCs and STs. This is feasible only if there is clear insight into the situation actually obtaining on ground. In specific terms :

-The State Governments have different committees, at different levels to monitor the progress of programmes for the disadvantaged groups--SCs, STs, minorities, etc. However, what is needed is a central nodal agency in each State to compile all the information available so that the same could be furnished to the Government of India in the joint monitoring proformae that have already been devised. The State Governments can also suggest further improvements for these proformae in case they consider it necessary.

-Reports are being furnished on the same subject by State Government to different Central Departments- Education, Welfare, Programme Implementation, etc. The question of rationalising this deserves to be looked into so that the situation of reporting on the same subject to more than one agency at the Centre, possibly in more than one format, is avoided.

-State Governments do have a policy of reservation for women as well as for SCs/STs. However, specific information on the number of SC/ST teachers actually appointed is not readily available. This information should be collected and furnished-including in respect of teachers appointed under Operation Blackboard from time to time.

-Wherever qualified SC/ST candidates are not available, suitable relaxation in qualification should be

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given for the less qualified. They should also be given proper in-service training to equip them with teaching skills, apart from facilities for acquisition of formal qualifications.

-A regular system of reporting to Government of India on actual reservation should be established.

-In tribal areas, 90 per cent assistance may be given to States under the NFE scheme, irrespective of whether the Centres concerned are exclusively for girls or co- educational centres.

-Action has been initiated in ten States for establishment, under a crash programme, of NFE Centre in SC/ST habitats with a population of 200 or more where schools do not exist. This programme should be implemented within the datelines envisaged. There should be co-ordination, in implementing this programme between different Departments of the Central, State and District levels.

-Early decisions should be taken on the question of enhancing the quantum of post-matric scholarship as also the increase in ceilings for deciding eligibility.

-Polytechnics may be established in tribal areas; and for this purpose an appropriate scheme may be brought under implementation during VIII Plan.

-The Ministry of Welfare may examine whether under their scheme for providing assistance to voluntary agencies to run residential schools/hostels for girls, particularly those belonging to SCs and STs, could be given 100% of running expenses as against partial assistance now being given.

There should be two way consultation between the Central Institute of Indian Languages and the State Governments whenever text-books including primers in spoken languages are prepared for the purposes

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of use by tribals before they switch over to the regional languages, medium of education.

◆ Women's Education

As in the case of SCs, STs, there has been significant improvement in enrolment of girls also over the 1978 levels. 36% of improvement at Primary Stage, 64% at Upper Primary Stage, 74% at Secondary Stage and 132% at Higher Secondary Stage. Still, girls trail far behind the boys in enrolment. Specific steps required are :

- Under the Non-formal Education Programme, already 2.41 lakhs Centres have come into existence. Out of them Centres accounting for 30% of the total, are exclusively girl's Centres. In order that the gap between boys and girls in elementary level schooling is filled, there should be a larger number of exclusive girls Centres. In order that Non-Formal Education becomes more interesting to the students and becomes a base for acquiring vocational skills at later stages, work experience also may be suitably integrated with teaching of general subjects.

- Incentive allowances for ensuring attendance for retention of girls in schools are now being given in certain States. There is need for undertaking a study of the cost of such schemes and their impact on school attendance by girls. The Department of Education should undertake a study of such schemes and report to the next meeting of the CABE.

- The earlier recommendation of the CABE for close coordination between the Department of Women and Child Development and the Department of Education in the matter of providing support services to facilitate girls attending schools has to be brought under implementation. For example, access to child care facilities attached to primary schools may be provided so that girl student can leave their siblings in such facilities, when they attend schools.

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- There is also need for linkages at grass-root level, between ICDS as well as health programmes, and primary Education.

- AICTE should expedite clearances for pending proposals to establish women's polytechnics.

- The recommendations of the CABE Committee on housing facilities for women teachers headed by the Minister of State for Science and Technology should be implemented. That is, housing facilities may be provided on "cluster" basis, preferably in a big village or nearby town to take care of security aspects, Funding, as recommended by the CABE Committee, may be through various sources- budget sources as well as sources of housing financing agencies. Preference may be given to remote, hilly and inaccessible areas including Border Areas where the felt needs for housing would be of a very high order.

◆ EDUCATION OF MINORITIES

The State Governments should take action on all the POA provisions which deal with special programmes for minorities-that is, wherever action has not been taken so far. Action is required on priority basis on the following:

- Establishment of cells for coordinating the programmes for minorities.
- Establishment of an institutionalised system for compilation of statistical information which is to be furnished to the Commissioner for linguistic minorities.
- Survey of availability of text-books in minority institutions.
- Establishment of in-service training facilities particularly in SCERTs.

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- Appointment of regional language teachers.
- Remedial coaching in minority managed educational institutions.
- Introduction of vocational courses specially suited to the needs of minorities.
- Establishment of crafts training institutes.
- Issue of guidelines to State Governments for recognition of minority managed educational institutions should be expedited, particularly considering the fact that only 5 States are reported to have framed guidelines. The guidelines are also necessary for ensuring a certain degree of uniformity in the implementation of the policy of protecting the constitutional rights of the minorities to establish and administer educational institutions. The Ministry of Welfare and the Department of Education, together, are already working on broad policy guidelines and principles within which State Governments could frame detailed guidelines.
- The State Governments should ensure quick, disposal of applications from minorities for recognition of their educational institutions.
- The Department of Education should document information on NFE/AE Centres already established in areas of minority concentration. This information should also be updated from time to time.
- Modernisation of education in Madrasas and Maktabas by introduction of teaching of Science, Mathematics, Vocational subjects etc. should be attempted with the consent and cooperation of the concerned managements.
- A study of the impact of Community Polytechnics on the acquisition of skills by minorities and consequent improvement in their employment status should be undertaken.

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◆ EDUCATION OF THE HANDICAPPED

The Group notes that the Ministry of Welfare are already examining the question of enhancing emoluments of the teachers serving in institutions catering to the handicapped students at par with those of regular teachers in integrated schools. The Group recommends that decision on this should be expedited.

◆ **BORDER AREA DEVELOPMENT PROGRAMME (BADEP)**

- People living in areas close to the international border suffer from serious handicaps in the area of education. The benefits of the Border Area (Educational) Development Programme which is now under implementation, have not yet started flowing. The same should continue to be implemented as a Centrally Sponsored Scheme with 100% assistance during the VIII Plan as well. Substantial allocations should be made too.
- In addition to other components under BADEP, particular attention needs to be paid for provision of housing for teachers posted in border areas. This would ensure availability of teachers in schools located in border areas.

◆ **General**

- The NCERT has undertaken several activities for the benefit of the disadvantaged like-
- Studies on educational achievements of SCs/STs.
- Preparation of primers/text-books.
- Production of exemplar materials on womens' equality.
- Training of minority teachers, principals and managers.
- Identification of learning disabilities of handicapped children.

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- Training of teachers of the disabled.
- Video programmes and computer assisted programmes for the education of the disabled.

The above NCERT activities should be reviewed by the CABE Committee on SCs/STs and other educationally deprived groups. The Committee may also go into how NCERT Programmes could be integrated with those of the States and vice-versa.

Fisher folk in many parts of the country are educationally backward and are deprived. They also often live in inaccessible areas. During VIII Plan, educational programmes for them should be developed too.

◆ **PARTICIPANTS IN THE GROUP OF SC/ST/MINORITIES/ BORDER AREA DEVELOPMENT**

(EDUCATION) PROGRAMME

6-7 July,

IIT, New Delhi

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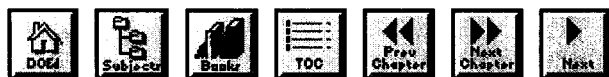
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21. Mrs. Nirmala Deshpande
Member CABE





◆ REPORT OF THE GROUP ON SECONDARY EDUCATION (ANNEXURE - IX)

Chairman :

Shri Kanti Biswas
Education Minister (P&S)
Government of West Bengal

Rapporteurs :

- (1) Dr. H. B. N. Shetty
Education Secretary,
Government of Tamil Nadu
- (ii) Dr. (Mrs.) D. M. de Rebello
Joint Secretary (S)
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◆ RECOMMENDATION OF THE GROUP ON SECONDARY EDUCATION

The Group of the CABE which met to discuss secondary Education had a very interesting and thought-provoking session. It was the opinion of all the members that, although most of the individual schemes had not really taken off so far, the schemes themselves are essential for the improvement of meaningful education at the secondary level and should be continued. What was needed was to identify the restraints in the implementation of the programme and their solutions. After animated discussion in which different points of view were expressed, the following consensus emerged.

◆ VOCATIONALISATION OF EDUCATION

2. It has been estimated in 1985 that about 71% of the educated unemployed are those who have passed the Secondary/ Higher Secondary Examinations. Against this background the 80

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need for vocationalisation of education becomes most apparent. Vocational, education reduces the pressure on the Universities for admission thereby contributing to the unemployment of graduates, by making students employable after the +2 stage. The National Policy on Education has laid down a target of diversification of 10% students at the higher secondary stage to the vocational stream by 1990. Though there has been some progress in this direction-notably in the

case of some states like Haryana, Tamil Nadu, Andhra Pradesh, Maharashtra, it has not come to the accepted level. The main reasons for the shortfall are :-

- (i) inadequacy of the course content itself;
- (ii) the courses are not organised after a detailed survey of the requirement of jobs which results in wastage of trained manpower;
- (iii) the training given for a period of 2 years is at times found to be not adequate; and
- (iv) the parents have not taken kindly to vocational courses hoping that graduation would get their wards better job opportunities.

3. The time has come to take a serious look at the vocationalisation of education so that a second stream of education is developed with all the required inputs to make it acceptable and worthwhile to the community. While conceding that linkage with employment is a crucial variable it was realized that vocational education cannot be a guarantee for employment. It increases the employability of youth, it increases the prospects and opportunities for employment, but as in the case even of persons with the most sophisticated training, it cannot guarantee employment to all.

4. Vocational Courses can be made more acceptable by adopting the following approaches :

1. By restructuring the courses so that atleast 70 % of the time is given to specialisation in the vocational subjects.

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2. The courses are matched with demand in the market so that frustration among the trained students is avoided. The Committee noted that there was acute shortage of trained manpower in the fields of dairy development, paramedical skills, and computer technicians. Vocational courses in these areas should be given priority since students will find ready employment opportunities.

3. By improving the training facilities making full use of the assistance given by the Government of India for equipment, construction of sheds, training of vocational teachers and so on.

4. By giving adequate publicity to the efficacy of vocational education.

5. In order to provide better employment opportunities the service and recruitment rules at all levels will need to be suitably modified, making graduates of the vocational stream eligible for employment. Some states have already done it and this should be emulated by others. For those students seeking self-employment, administrative and financial support should be provided, particularly from banking institutions.

6. The success of vocational education will greatly depend upon its acceptance by the industry. The credibility of the training is linked with its quality which should be of acceptable standard.

7. The absence of an appropriate management structure for looking after vocational education is one of the most important reasons for its poor implementation. It is, therefore, recommended that the management structure sanctioned to States/UTs is created without any further delay.

8. The committee strongly recommends that the trades notified under the Apprenticeship Act may

be enlarged to include a number of new vocational courses started under the Vocationalisation Scheme. It will be necessary to strengthen the

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Regional Boards of Apprenticeship Training to handle these additional courses.

9. The Committee felt that there is an inadequate number of competent teachers to handle vocational courses. The Committee was of the opinion that in order to supplement the availability of trainers, teachers could be employed on a parttime and contractual basis drawn from local practitioners in the respective trades. This would also facilitate an evaluation at regular intervals of the relevancy and need for continuing certain courses.

10. Initially public sector undertakings, but eventually other industrial houses, should communicate their skilled manpower requirement to the concerned education authorities, so that the needed vocational courses could be organised on a sponsorship basis with full funding. Students so trained will have to be employed by the industry concerned if they are of the required standard.

11. There should not be any difference in the certificates issued to those passing the +2 level either through the general stream or the vocational stream. The Committee felt that bridge courses for a period of upto one year in some professional institutions should be organized for upgrading their skills, if required. A small percentage of seats in professional colleges should be reserved for students passing +2 through the vocational stream.

12. The Committee also felt that the Government of India should examine the establishment of vocational schools in different parts of the country for imparting specialised courses for which there is a great demand in the country. The examination conducted at the end of the such courses will also be at the +2 level and the certificate awarded will be the +2 certificate. There should be no duplication between these courses and those of ITIs and Polytechnics.

13. The Committee noted that there are several success stories in the area of vocational education within India but exchange

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of information regarding these achievements is almost totally absent. Administrators and Planners, and perhaps even some teachers responsible for organising vocational education should be given the opportunity of visiting successful states within India. In some cases it was also recommended that certain foreign countries should be visited where successful experiences in vocational education would help us to make the scheme work better in India.

14. The Committee recommends that in selected areas the question of introducing vocational courses after class VIII can be considered since a number of children do not continue their studies beyond class X and it would be useful for them to have employable skills.

15. The Committee felt that reduction of the language load on students in the vocational stream may be considered so that more time is available for specialisation.

16. The Committee recommends that in addition to conducting courses in the traditional trades, encouragement for starting innovative programmes in vocationalisation should be given.

17. Vocational Courses have tended to have an urban bias. To overcome this bias an, ad hoc

group had been set up by the CABE Committee on vocationalisation to study the special inputs required to popularise and make more effective vocational courses in the rural areas. The recommendations of the ad hoc group as accepted by the expert group were generally endorsed by the present Group on Secondary Education. Similarly the recommendations of the ad hoc group on Vocational Courses for Women as accepted by the expert group were endorsed by this group on secondary education.

18. Finally, in respect of Vocational Education it was the unanimous resolution of the Committee that the scheme should be continued as centrally sponsored during the Eighth Five Year Plan. The Programme has not yet taken off and discontinuance of central assistance will spell the doom of the scheme.

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◆ Improvement of Science Education in Schools

19. The Committee felt that the scheme is very useful but there are some bottlenecks which require to be removed to make the scheme really effective in bringing about a qualitative improvement in the teaching of science in the schools.

20. It is imperative that the teachers in science are given adequate training. It was brought to the notice of the Committee that some of the States have lagged behind in implementation as they have not made adequate provision in their budget for meeting TA/DA expenses of the teachers to be trained. Request was made for financial assistance from the G.O.I.

21. The core design for teachers training also has not been developed in many States. Unless this is completed there is no purpose in giving only the equipment and materials, as it is only adequately trained teachers who can make effective use of this equipment to bring about qualitative improvement in the teaching of the science.

22. It would be desirable if the District Resource Centre to be set up under the scheme are located in colleges or any corresponding Institutes rather than Secondary/Higher Secondary schools. This would not only ensure linkage between the higher education sector and the school sector but would also ensure better academic capability. Only in exceptional cases should secondary/higher secondary schools be recommended for setting up of District Resources Centres.

23. The Committee was of the unanimous opinion that the Scheme for the Improvement of Science Education in schools must be continued in the 8th Plan as a centrally sponsored scheme.

◆ Educational Technology

24. The Committee re-endorsed the statement in the NPE, 1986 that "modern educational technology must reach out to the most distant areas and most deprived sections of beneficiaries.

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simultaneously with the areas of comparative affluence and ready availability". Educational Technology has two components :

- (a) development of a system approach, planning etc.
- (b) application of hardware-TV, Video, Computers, etc.

25. While it is easy to bring in the services of the hardware, the planning process takes a long time. Educational technology by itself will have little impact without the availability of the necessary management infrastructure and basic minimum facilities in the schools. There is also an urgent need for large scale generation of quality software in the regional languages.

26. The Committee recommends that all-out efforts should be made to optimise the time available for the broadcast of educational programmes. The transmission schedule of the educational programmes should be chalked out in consultation with the concerned states/UTs.

◆ General Observations

27. Certain recommendations common to all the above mentioned programmes are listed below :

1. Greater flexibility in the purchase of equipment/materials that exists at present.
2. The need for ongoing monitoring and evaluation of schemes.
3. The imperative need to continue the schemes as centrally sponsored schemes during the 8th Five Year Plan.

◆ Three Language Formula

28. This issue was discussed in the context of representations received from certain sections of the public questioning the present policy of making English a subject to be taken compulsorily at the X Class Public Examination. After considerable discussion it was resolved to reiterate the three language policy in the country with the proviso that the students should pass in any two of the three languages.

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◆ Examination Reform

29. The Group did not have the time to discuss the question of Examination Reform in detail. However, it reiterated the need for examination reform in pursuance of the directives of NPE 1986. It recommended that the Universities and Boards may take concrete steps towards introducing.

(a) grading and sealing.

(b) continuous comprehensive evaluation concerning both scholastic and non-scholastic aspects of pupil growth with a separate certificate.

◆ PARTICIPANTS IN THE GROUP ON SECONDARY EDUCATION

6-7 July,

IIT, New Delhi

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Chairman, CBSE

27. Shri Hakim Syed Khaleefathullah
Member CABE

28. Dr. S. Priyokumar Singh
Member CABE

29. Shri Y. P. Bhaskar
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30. Shri Kiran Karnik
Director
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◆ REPORT OF THE GROUP ON TECHNICAL EDUCATION (ANNEXURE - X)

Chairperson

Prof. P. N. Srivastava, Member, Planning Commission.

Repporteurs

1. Prof. Ashoka Chandra, EA(T).
2. Shri S. K. Handa, Director of Technical Education, Punjab.

The Group discussed the various achievements, trends, issues and problems relating to technical education laying greater emphasis on functioning of AICTE, maintenance of standards and quality improvement, resource mobilisation for strengthening technical education, salary scales of polytechnic teachers and management of the system. The Group had the wise counsel and guidance of the Hon'ble Ministers of Education of Kerala, Andhra Pradesh and Madhya Pradesh.

The Group welcomed the statutory status conferred on AICTE and noted that:

- AICTE has started creating an overall impact on the technical education system by regulating unrestrained growth of institutions and courses and developing guidelines, norms and standards for courses, curricula etc.
- The Council has been able to clear a good number of proposals received from the State Governments with all the details and data required for such clearance;
- There is however dissatisfaction in serveral cases with regard to the delay in clearing proposals still

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pending with the Council which was for want of adequate information on employment potential, availability of funds under the State plans, lack of trained teachers and other resources needed for the proposed new courses and new institutions.

In consideration of the above, the Group recommended that

- The State Governments may send only such proposals which are essential and for which provisions have been made in the State plans. The proposals should also be thoroughly scrutinised at the State level before the same are forwarded to the A.I.C.T.E. The AICTE may prescribe formats for submitting proposals of various categories.
- Meetings may be held between the Council and the representatives of the State Governments to

consider the pending proposals and reach an understanding on them on the basis of their need, relevance and their place within the overall development of technical education in the country/states. There should be adequate flow of information from the AICTE to the State Governments.

The State Governments may expedite sending the lists of suitable persons for consideration of their nomination to the various bodies of the Council, the early constitution of which would enable the Council to undertake speedy clearance of proposals.

◆ Maintenance of Standards

- The Group observed that there is need for pursuit of excellence and of technical education in the country. The funds available must, therefore, be judiciously invested on consolidation; Modernisation and quality improvement of the ongoing institutions/programmes.

- Realising the importance of achieving a wide- spectrum logical capability as early as possible,

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additional funds must be raised for starting new courses/programmes in the frontier and emerging areas. However, the group endorsed that the emphasis must lie on consolidation of existing institutions, modernisation and quality improvements rather than on expansion of the system. This was particularly important in the context of limited availability of resources and the high cost of setting up new institutions.

- In consideration of the above, the Group recommended that all steps must be taken to improve the budgetary allocation for technical education. The State Governments should also take early steps to constitute Council of technical education which should, in close collaboration with AICTE, work in the direction of. bringing about improvements in planning, and monitoring execution of programmes/ institutions in their respective States.

◆ Resource Mobilisation

The Group observed that the State and Central Governments may not be in a position to provide all the money required for the continued growth and development of technical education in the country. In this context, the Group recommended that the possibility of raising additional funds from external sources and raising of tuition fees be considered with the proviso that students coming from all the weaker and poorer sections of the population be given freeships/scholarship equivalent to the amount of fee charged. The Group also welcomed the possibility of a World Bank Project for strengthening of the technical education system. In this context, it was recommended that external funding to normal plan provisions should be treated as additionality. Similarly, funds generated by institutions through consultancy, testing etc., should be allowed to be used by the institutions for developmental purposes, without adjusting them against the available budgets of the institutions.

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◆ Salary Scales of Polytechnic Teachers

The Group noted the information provided, at the request of some States, on the pay scale recommended by the Dogra Committee and subsequently by the empowered Committee for

Polytechnic teachers and observed that

-There is strong case for improving the pay scales of Polytechnic teachers. It was also noted that the new statutory AICTE has, as a general measure, accepted the decisions/recommendations of the previous AICTE. It was explained that the Central Government was not in a position to provide financial assistance for implementing the polytechnic scales and that the States may take their own decisions and implementing new scales. During the discussions it emerged that some States have already accepted in principle the scale suggested by the empowered Committee and have at some levels improved upon them.

The Group, however desired that the statutory AICTE may communicate the pay scales suggested by the empowered Committee to the States. It also pleaded that the Central Government may consider providing some financial assistance towards implementing the pay scales for polytechnic teachers.

◆ Management of the System

The Group noted that a functionally viable management system is essential for ensuring effective implementation of various schemes. In this context, the Group recommended that the State Directorates must be strengthened urgently to enable them to undertake the multiplicity of tasks expected of them. The State Government representatives also strongly voiced the view that manpower resources at the Centre, particularly in the AICTE should also be strengthened on a priority basis.

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◆ Weaknesses/Imbalances

The Group took note of the weaknesses and imbalances that have crept into the system over the years and suggested that corrective steps should be taken through appropriate State, Regional and AICTE forums. The Group also discussed a proposal articulating a need for enlarging the scope of apprenticeship training under the Apprenticeship Act to cover new target Groups and to provide powers at the State level. In this connection, the Group recommended that the matter may be considered by the Central Apprenticeship Council in greater detail and for powers to be given at the state level, a resolution be sent to the AICTE for its consideration.

Other items on the agenda on weaknesses and perspectives for the VIII Five Year Plan was not discussed in detail but the group endorsed the items.

◆ PARTICIPANTS IN THE GROUP ON TECHNICAL EDUCATION

6-7 July, 1989

IIT, New Delhi

1. Prof. P. N. Srivastava
Member Planning Commission

Chairman

2. Prof. Ashok Chandra

Rapporteur

Education Advisor (Technical)
Department of Education

3. Shri S. K. Handa Rapporteur
Director (Technical Education & Indl. Trg.)
Government of Punjab

4. Dr. K. Gopalan
JEA(T)
Department of Education

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5. Prof. S. K. Srivastava JEA(T)
Department of Education

6. Shri I. B. Sangal Director (T)
Department of Education

7. Shri S. Vedantam
AAA(T)
Department of Education

8. Shri V. N. Datta,
DEA(T)
Department of Education

9. Shri S. D. Awale
DEA(T)
Department of Education

10. Shri S. N. Chakraborti
DEA (T)
Department of Education

11. Shri Vijay Bharat
AEA(T)
Department of Education

12. Shri M. M. Chaudhary
AEA(T)
Department of Education

13. Shri M. L. Gilautra
AEA(T)
Department of Education

14. Smt. Y. Sita Devi
Education Minister
Government of Andhra Pradesh

15. Shri A. V. R. J. Sarma
Joint Secretary
Board of Intermediate
Education Government of Andhra Pradesh

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16. Shri K. Pradeep Chandra
Director (TE)
Government of Andhra Pradesh
17. Shri T. R. Agnani
Education Secretary
Government of Gujarat
18. Shri A. K. Srivastava
Director (TE)
Government of Goa
19. Shri D. M. Talwar
Additional Director (TE)
Government of Haryana
20. Shri R. K. Aggrawal
Director (TE)
Government of Himachal Pradesh
21. Shri B. K. Battacharya
Commissioner & Secretary (Education)
Government of Karnataka
22. Shri K. Chandrasekhran
Minister (Education)
Government of Kerala
23. Shri R. Jayaraman
Director (TE)
Government of Kerala
24. Shri C. K. Jayaswal
Education Minister
Government of Madhya Pradesh
25. Shri S. N. Rao
Principal Secretary (Man Power)
Government of Madhya Pradesh
26. Shri G. T. Ramlekhi
Deputy Director (Tribal Welfare)
Government of Madhya Pradesh

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27. Dr. A. S. Khanoeja
Director (TE)
Government of Madhya Pradesh
28. Shri B. B. Chopane
Director (TE)
Government of Maharashtra
29. Shri B. M. Mukherjee
Controller of Technical Education
Government of Manipur

30. Dr. R. N. Hazarika
Additional Director (TE)
Government of Meghalaya
31. Shri N. K. Lalwia
Director (Hr. & TE)
Government of Mizoram
32. Shri I. Yanger
Director (TE)
Government of Nagaland
33. Shri B. Pande
Joint Director (TE)
Government of Orissa
34. Shri S. L. Tak
Director (TE)
Government of Rajasthan
35. Shri T. Subbarao
Technical Teachers Training Institute
Government of Tamil Nadu
36. Shri S. P. Chakravarti
Additional Director (Hr. Ed.)
Government of Tripura
37. Shri Brijesh Kumar
Secretary (TE)
Government of Uttar Pradesh

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38. Shri L. M. Vyas
Special Secretary (TE)
Government of Uttar Pradesh
39. Shri J. B. Gupta
Director (TE)
Government of Uttar Pradesh
40. Shri D. C. Das
Director (TE)
Government of West Bengal
41. Shri B. N. Krishnamurthy
Director (TE)
Government of Karnataka



◆ MINUTES OF THE MEETING OF THE CABE HELD ON 2ND MARCH, 1994

The 50th Meeting of the Central Advisory Board of Education (CABE) was held in the Commission Hall No. 5, Vigyan Bhavan, New Delhi on 2nd March, 1994 under the Chairmanship of Shri Arjun Singh, Minister of Human Resource Development. The list of participants in the meeting is at Annexure-I The agenda of the meeting is at Annexure- II. List of documents circulated in the meeting is at Annexure-III.

2. Before the proceedings of the meeting started, the participants observed one minute's silence to condole the death of Shri Raj Mangal Pandey, former Minister of Human Resource Development and former chairman of the CABE. A copy of the condolence resolution is at Annexure-IV.

3. Welcoming the members of the CABE and invitees to the meeting, Shri S. V. Giri, Union Education Secretary and Members-Secretary of the CABE, said that this meeting of the CABE was exclusively for discussing two very important reports, viz., (i) Report of the National Advisory Committee set up in March, 1992 to suggest way and means to reduce academic burden on school children while improving the quality of teaching and (ii) the Report of the CABE Committee on sports and physical Education. Shri Giri mentioned that the decision to set up the National Advisory Committee, popularly called the 'Yash Pal Committee' after its Chairman Professor Yash Pal, former Chairman of the UGC, was to address the concerns expressed at various fold from time to time regarding excessive academic burden on school students due to non-renewal of school curricula, unsatisfactory school facilities and inadequate teacher performance and the resulting erosion in quality of learning. The Committee held wide-ranging consultations and invited views from the students, teachers, parents and general public. Shri Giri mentioned that the Committee's in July, 1993, was discussed at meeting of the CABE held on 15th The CABE then felt that the report discussed and debated because of the crucial nature of the recommendations and the fundamental nature of some of the viewpoints expressed in the report. Shri Giri added that the general feedback received in the Ministry was that most of the States had held workshops and seminars as part of such debate.

4. Shri Giri also referred to the Report of the CABE Committee on Sports and Physical Education. He said that the Committee was set up under the Chairmanship of Shri K. P. Singh Deo. Minister of Information & Broadcasting, to examine and suggest measures for both students and teachers to take up physical education activities and for development of low-cost sports and physical education infrastructure. The report was circulated in the last meeting of the CABE but could not be discussed, Shri Giri pointed out that the report contains many recommendations which have no financial implications and on which it should be possible to arrive at a consensus.

Shri Giri also said that a major concern coming up in all meetings to education was the follow up of EFA proposals. Both elementary education and adult education came within the ambit of EFA. He also referred to the decision in the recent Chief Ministers' Conference held on 15th February, 1994 to give EFA the highest priority and to provide support for that in terms of decentralised management, increased resource and improved monitoring mechanisms.

6. In her address, Km. Selja, Deputy Minister of Education and Culture said that the transaction of

school curricula was coming more and more under public scrutiny. The concerns about deterioration in educational standards in schools were no longer confined only to the body of educationists but have become an important issue for parents. Therefore, the Government as well as the teaching community had now become much more accountable to the general public than in the past. Km. Selja added that the Yash Pal Committee recommendations on reducing the quantum of school textbooks and homework were of great significance. She stressed that learning should be a joyful experience, and the classroom environment should be relevant to the children in order to reduce the drop-out rate particularly of children belonging to the disadvantaged section. Referring to the holistic nature of education of which a school forms just one part - the family, nature and community being the others, she said that compelling the child to spend more time with the text-books deprived him or her of the pleasure of learning for other sources. She expressed confidence that in many recommendations of the Yash Pal Committee a national consensus could be forged for early action, while in a few of them there might be practical difficulties in implementation. The text of the speech of Km. Selja is at Annexure-V

7. Shri Mukul Wasnik, Minister of State of Youth Affairs and Sports welcomed all members and stated that the National Sports policy emphasized the need for making sports and physical education an integral part of the curriculum in schools and colleges but very little had been done to translate the policy resolve into practical action. He said that any programme of action for improvement of sports in the country should recognize the basic fact that the playing population of our country was very small and that we need to expand its size. He also mentioned that an important aspect in sports promotion was the health and physical attributes of the child and only healthy children possessing good motor qualities could develop into good sports persons.

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8. Shri Wasnik added that emphasis on physical education at the early stage of education would make students take to sports and games as a career. He observed that the recommendations of the committee set up by the CABE to examine the constraints like non-availability of play fields, sports equipment, trained instructors and coaches, were well thoughtout and practical. He pointed out that the committee's recommendation to make sports a compulsory part of the curriculum and assign at least 40 minutes every day can be implemented by all States immediately and added that, it is necessary to provide a system of evaluation, to assess the fitness and overall participation of the child in physical education and sports throughout the year.

9. Shri Wasnik appreciated the pragmatic view taken by the Committee of providing physical education training to all teachers, through pre-service and in-service education courses and suggested that DIETS and B. Ed. colleges and the Department if necessary, should come forward to train the trainees. The Department of Youth Affairs and Sports could offer the training facilities available at LNCPE at Gwalior and Trivandrum, to DIETs.

10. While referring to the setting up of a sports Fund through equal contribution by the Centre and the States and also collection of sports fees from students for creation of sports infrastructure in schools, the Minister said that Government of India hoped to make its contribution in a small way during 1994-95 and emphasised the need to make a beginning by the states too.

11. Shri Wasnik also stated that all the State Governments should at least identify one school per district as sports school for nurturing talented sports-persons. He also mentioned about the Committee's recommendation to impart Yoga practice from secondary school onwards. He requested the State Governments' support in implementing the report which will ultimately raise the standard of Indian sports. The text of Shri Wasnik's address is at Annexure-VI.

12. Welcoming all the members of the Board to the 50th meeting of the CABE Shri Arjun Singh, Chairman, CABE in his inaugural address noted that this was golden jubilee meeting of the CABE and said that it would be in the fitness of things if this meeting could become historic. Underlining the urgency in coming to grips with the situation the Board wanted to address itself to, Shri Arjun Singh invited attention of the members of CABE to the considerable public attention that had been focussed on both the issues under consideration. He noted that there was a very strong public opinion to support the Government's resolve to implement Yash pal Committee recommendations and, therefore there was an urgency for action in the matter. Shri Arjun Singh noted that a sizeable and meaningful debate in most of the States had taken place about recommendations, of Yash Pal Committee. Observing that implementation of the recommendations would give an entirely new orientation to elementary education in the country he felt that the State-level seminars and workshops were essential in order to gain popular acceptance of the recommendation. He therefore, felt that just in case the seminars and workshops had not been held in some States, another meeting of the CABE could be held in the next couple of months or so to discuss the response from such States.

13. Referring to the Report of the CABE Committee on Sports, Shri Arjun Singh said that the initiative in this regard had come from the Prime Minister himself at a meeting of the Sports Authority of India about 5-6 months ago. He also drew attention of the Members to his promise in the last CABE meeting that the report would be discussed in a meeting of the Board early so that implementation could begin from the next academic year.

14. Shri Arjun Singh mentioned that during the last six months there had been a heightened national interest in Education, particularly after the last meeting of the National Development Council, which had brought Education and all its attendant subject to the Centre-stage of our national development. Recalling the 'Education For All' Summit of nine high population countries held in December last and adoption of the historic Delhi Declaration, Shri Arjun Singh mentioned that in the Conference of Chief Ministers held on 15th February, 1994 as a follow-up to the EFA-9 Summit, the resolve to increase the investment in education to 6% of the GNP from IX Plan onwards was announced and this resolve was included in the Address of the Hon'ble President of India to both House of Parliament. After this quantum jump in investment from the present level of 3.7% of GNP to 6%, the plea of inadequacy of funds as an impediment in the way of educational improvement would no longer be valid. As such, it was high time for identifying the qualitative tasks and physical targets to be accomplished within a definite time-frame so that people's expectations from the Government in school education could be fulfilled. The text of the Speech of the Chairman is at Annexure-VII.

15. After the inaugural address of the Chairman, the minutes of the previous meeting were considered. On a query from the Chairman, Education Secretary mentioned that comments of only one member, Dr. Shankar Dayal Singh, were received on the Minutes of the previous meeting. Subject to the comments of Dr. Shankar Dayal Sing, the minutes were confirmed.

16. The Chairman then requested Prof. Yash Pal to briefly introduce the report of the National Advisory Committee on school curriculum load for discussion. Prof. Yash Pal emphasised the need to initiate some concrete action urgently He invited specific attention of the members to the following concerns of the Committee :

(i) A lot of problems in school education arose from the fascination of curriculum and textbook developers with explosion of knowledge' and the urge to 'catch-up' with western nations. The retention capacity of the human brain being limited, continuous storage of increasing- information in the child's brain would be impossible. Assessment of children on the basis of their capacity to remember

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information should go away. The emphasis should, therefore, shift from 'storage capacity' to building up the 'capacity of students to navigate through information'.

(ii) School textbooks are written by the experts in respective subjects and not by the school teachers; the fondness of the experts with their respective subjects lead to multiplicity of topics in the textbooks resulting in the textbooks being incomprehensible to the children for whom they are meant.

(iii) Load of non-comprehension, which was more serious than the gravitational load of weight of textbooks, had arisen due to their content being unrelated to the immediate environment of the child.

(iv) The hierarchical structure of educational authorities did not allow the school teachers to voice their opinions adequately. The teachers were consulted in textbook preparation only occasionally.

17. Prof. Yash Pal urged that the child should be at the centre of the processes of curriculum development and textbook preparation. Agreeing with the Minimum Levels of Learning (MLL) approach, Prof. Yash Pal pointed out that even in that approach the side-effects of 'explosion of knowledge' and 'catching-up' syndromes ought to be taken into account. He urged for a careful consideration of the Committee's recommendation for keeping textbooks in schools as school property and their issue to the students by rotation. He felt that this was a highly cost-effective device in view of the enormous expenditure being incurred in supply of textbooks to all the children. Referring to the Committee's recommendation for limiting CBSE-affiliation to Kendriya Vidyalayas and Navodaya Vidyalayas, he said that though he did not feel very strongly about this recommendation, the desirability of prescribing to all States uniform textbooks having no local relevance and, their becoming heavy due to their incomprehensibility to local children should be kept in view. Lastly, he urged the setting up of a Committee to examine utilisation of the 'Gram-SAT' channel for creation of child-centred social ethos in the country.

18. Shri Sikander Bakht, Member of Parliament stated that the metropolitan city of Delhi has only two stadia and there are not enough playgrounds/playfields. He urged for shifting the emphasis from construction of stadia to provision of play grounds. No Player can be produced without proper playgrounds playfields. He suggested that sports equipment should be given free of cost to the players. He also approved the recommendation to prescribe a period of 40 minutes in schools in the morning for physical training. He criticised the functioning of the sports federation where bureaucrats are functioning as office bearers and stated that the federations should be kept free from politics. He was of the view that after the talent is identified intensive training should be given and coaches should be provided for the players, individually. He also suggested that the maximum age limit for the players should be fixed, i.e., 20-25 years, so that chance could be given to the other players also.

19. Referring to Yash Pal Committee's recommendation for setting up education committees at village, block and district levels, Shri Salim Zakaria, Minister for School Education, Maharashtra informed the meeting that Primary Education in Maharashtra had already been transferred to the Zilla Prishad and Secondary Education to the private educational institutions. He said that this decentralisation had given a big impetus to provide access at the villages, particularly in hilly and tribal areas. He mentioned that two State-level seminars were organised jointly by NCERT and SCERT, Pune and the views emanating from the seminars sent to the Central Government. Referring to the committee's concern for the burden of homework, he said that the teachers should devote more time to help the students to complete their homework in the school itself. As regards

the Committee's plea for adequate programme of teacher preparation, Shri Zakaria mentioned the intention of the State Government to cover 40,000 primary school teachers through inservice training from this year.

20. Shri Arun V. Divekar, Sports Minister Maharashtra said that in Maharashtra promotion of sports was given due importance from the primary school level. He stated that children were given proper guidance so that they can become better sports persons in future. He suggested that every taluka and district should have sports complexes. These complexes should be provided with equipments and coaches and Government of India should come forward with guidelines in this regard. He was of the view that proper training in sports to the children could be given especially during the Diwali or summer vacations.

21. Prof. Ponnusamy, Education Minister, Tamil Nadu mentioned that the Yash Pal Committee report was discussed by the five different group of school teachers and members of parent-Teacher Associations. Agreeing with the Committee's recommendation for involving school teachers in preparation of school syllabi and textbooks, he felt that the teachers should be encouraged to take into account the local needs while doing so. He also agreed that the text-based and quiz-based questions should be replaced by concept based questions. He also made a plea for adoption of seminar system in examinations to lessen the burden on students.

22. Referring to the Report on Sports and Physical Education, Prof. Ponnusamy said that in Tamil Nadu, a separate syllabus for Physical Education had been framed for students studying from standards I to V and 2 periods were allotted per week for Physical Education from Standards VI to XII. Apart from this children from Standard I to XII play, games for one hour after school hours. In order to impart effective physical education, trained physical education teachers in High Schools and Physical Directors in Higher Secondary Schools have been appointed. To encourage active participation of students in sports and games, the State Government conducts every year two State level competitions namely, Bharathiyar Day Games and Republic Day Sports and Games and the winners and runners-up are provided with Rs. 600/- and Rs. 400/- scholarships respectively.

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23. Prof. Ponnusamy also stated that there were 4 Government aided Sports Schools with Sports Hostel and 5 Government Sports Hostels for bringing about excellence in children in sports and that the State government also intended to open more sports schools and hostels. With Central assistance, 200 men and women physical education teachers have been trained for two months in Yoga at Vivekananda Kendra, Kanayakumari and Yoga has been made a compulsory physical education subject in the Syllabus.

24. Prof. Ponnusamy further said that the State Government had introduced a Rural Sports Centre Scheme to tap rural talent. Four acres of land in each block Headquarters would be identified and a 400 metre track would be laid to develop rural sports and games. A grant of Rs. 10,000/- per block for essential materials as well as a coach would be provided to the Rural Sports Centre which in turn would be linked with High Schools in that Block to provide intensive coaching to pupils of those schools. To encourage and develop talented athletes, a State level sports hostel for excellence is to be established where 50 selected talented athletes in the age group of 16-20 will be given specialised coaching and special diet.

25. Shri Mahendra Singh, Minister of School Education, Madhya Pradesh informed the CABE that a number of workshops involving educationists, teachers, teacher-educators, administrators and parents were held in the State to deliberate upon the report of the Yash Pal Committee and their observations would be sent to the Government of India within a month. He assured that the

State Government would accord priority to reducing the curriculum load on school students and in adopting a child-centred and activity based approach. Referring to certain specific recommendations of Yash Pal Committee, he made the following observations :-





◆ II. AGENDA FOR THE MEETING

Item 1. Confirmation of Minutes of 49th Meeting of CABA.

Item 2. Report of the National Advisory Committee on Reduction of Academic Burden on the school students.

Item 3. Report of the CABA Committee on Sports and Physical Education.

Item 4. Follow-up Action on EFA-9 Summit.

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◆IV. SPEECH OF KM. SELJA, DM (E&C) THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT

I join Education Secretary in extending a warm welcome to you all. Though all subjects of today's deliberation have great relevance for our education system, I will confine, my observations to the report of the National Advisory Committee on reducing the burden of school students.

Qualitatively, education continues to cause serious concern. The issue of falling standards of achievement in intellectual, moral and ethical spheres calls for immediate scrutiny. To know the reasons of this deterioration in educational standards, we may have to wade sometimes in shallow water; sometimes in deep. What happens in school is now more open to public scrutiny than ever before. This openness will become more formal as the search for effective schools and effective teaching becomes more intense. It is expected that parents will become, more and more conscious of what goes on inside the classroom. What was once restricted to be a debate amongst professionals may have a much larger audience now. It is in this context that the discussion on the report of Professor Yashpal Committee become relevant.

The recommendations of the Advisory Committee on reducing the quantum of textbooks home work, etc., are of great relevance. Learning has to become a Joyful experience. This is necessary to ensure reduction of the dropout rates. Making the school and the classroom attractive is particularly relevant to the disadvantaged sections of society. Most, of the children from these sections are first generation learners. It is our duty to ensure that education is a smooth process for them.

There is also a tendency to burden Students in the lower classes with home work. I feel that we should discourage this totally. Education is not a more textual learning. A child learns from his family, from elders from friends, from the surroundings and from nature. When we compell the child to spend time with textbooks and notebooks at home also, we are taking away from the child the joy of being one with, nature or the opportunity to learn from the surroundings.

The need to make the learning process a joyful experience is certainly not in question. The Yashpal Committee's recommendations cover various aspects of the issue and I am sure you would have studied and examined them in depth. There may be practical difficulties in implementing some of the recommendations; there may be certain recommendations which are not acceptable to all; but I am sure there are many recommendations on which we can forge a consensus and start implementing right away.

With these words, I wish the discussions all success.





◆VII. SPEECH OF SHRI ARJUN SINGH, MINISTER OF HUMAN RESOURCE DEVELOPMENT

I welcome you all to this golden jubilee meeting of the Central Advisory Board of Education (CABE). As you are aware this meeting is being held in the backdrop of two important conferences. In December 1993, India was privileged to host the Summit of nine high population countries in New Delhi. It adopted the historic Delhi Declaration which re-affirms our faith and commitment to achieve Education for All. As a follow up of the EFA 9 Summit, a Conference of Chief Ministers was held on 15th February, 1994. This Conference has now put education firmly on the central stage of the developmental agenda of the country and has given a clear message that both at the national and state level, there is a strong and unwavering political will be removing the curse of illiteracy from this country.

All along our efforts have been towards physical expansion and we have tended to equate quantity with quality neglecting somewhat the area of delivery of services. What has been happening in our classrooms has been mere transmission of knowledge from the teacher to the student. This state has to change. The child is not a mere receptacle. Education has to be child-centred; it should stir his creative potential, develop his cognitive and non-cognitive faculties. For this purpose we have to pay attention to the nature of the curriculum, the design and content of textbooks and the system of examination, etc. I am sure that a wide ranging debate has been held on the very useful recommendations of the Yashpal Committee since our last meeting in October 1993 and that we will now be able to come up with consensual recommendations on the report so that some concrete action can be initiated urgently.

I need hardly mention to you about the need for greater encouragement to sports through the educational systems. The report of the CABE Committee set up for examining and suggesting measures for making sports and physical education, including yoga an integral part of the learning process at all stages is before you for consideration. Quite a few of the committee's recommendations have no financial implications. The Committee has also made certain recommendations, which have financial implications. You may give these recommendations your serious and objective consideration and advise on the practical measures we should take.

I hope that we will be able to take some key decisions on the recommendations made in the two reports in this meeting which should lead to an improvement of quality of education and sports in this country. Once again I welcome you all.





◆VIII. WRITTEN STATEMENTS OF STATE EDUCATION MINISTERS AND OTHER MEMBERS OF CABE.

1. Dr. P. V. Ranga Rao, Education Minister, Andhra Pradesh.
2. Shri R. K. Khrimey, Education Minister, Arunachal Pradesh.
3. Shri Vinaykumar P. Usgaonker, Education Minister, Goa.
4. Shri E. T. Mohammed Basheer, Education Minister, Kerala.
5. Smt. C. Nagamma Keshavamurthy, Education Minister Karnataka.
6. Shri Salim Zakaria, Minister for School Education, Maharashtra.
7. Shri Prabhakar Dharkar, Minister for Higher and Technical Education, Maharashtra.
8. Shri I. Imkong, Minister of School Education, Nagaland.
9. Shri Mahendra Singh, Minister of School Education, Madhya Pradesh
10. Dr. Henry Lamin, Minister in-charge, Meghalaya.
11. Shri C. P. Majhi, Minister for School and Mass Education, Orissa.
12. Prof.K. Ponnusamy, Minister for Education, Tamilnadu.
13. Shri Anil Sarkar, Minister for Education Tripura.
14. Shri Anisur Rahaman, Minister of State for Primary, Secondary & Madrasah Education, West Bengal.
15. Statement of Smt. Amarjit Kaur , Chairman, Central Social Welfare Board, New Delhi.

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◆ Speech of Dr. P. V. Ranga Rao, M.A., Ph.D. (Political Science) M. A. (Indology), L.L.B. & B. J. Minister for Secondary Education, Archaeology & Museums

I must, at the outset, thank the Hon'ble Minister for Human Resource Development for having

convened this meeting of the Central Advisory Board of Education (CABE) to discuss two important reports concerning education. Sir, you deserve to be richly complemented for having focused world's attention on EDUCATION FOR ALL in December, 1993 through the historic EFA Summit resulting in the Delhi Declaration as also the nation's attention through the Chief Minister's conference in February, 1994. We are certain that under your stewardship, the goal of Education For All will be a reality. I must also thank, you for having made CABE a vibrant body, meeting at regular intervals to discuss various issues that require a consensual approach.

Both the reports-the Yashpal Committee Report on LEARNING WITHOUT BURDEN, including the Chaturvedi Group report and the Report of the CABE committee on Physical Education and Sports have been received with interest in our State. I am happy to inform you that we have had a very interesting and lively debate on the first report through five zonal workshops. A State level workshop was held on 21st February, 1994 which I had the pleasure of chairing. A wide cross section of the society participated in the deliberations. While there was general appreciation of the concerns expressed by the Yashpal Committee and the recommendations made thereon, it was also felt that the Committee covered a wide range of issues, each of which perhaps once again requires detailed examination at least at the State level in order to achieve the objectives envisaged. Nevertheless, the Yashpal Committee Report has helped to turn our attention once again to some of the vital issues. We are in broad agreement with the Chaturvedi Committee report. In fact, we have already taken action to implement some of the recommendations. In this regard, mention must be made of the efforts being made by my department to generate textbooks for classes I and II through the Teacher centres in each district. We hope to have the manuscripts very shortly whereupon the process of evaluation and testing will be undertaken. There is no doubt that involvement of teachers with the right expertise will go a long way to improve the standard of text books and delivery of education, Expert academicians will continue to be associated with the design of curriculum, syllabus and textbooks.

We also share the concern about the need for adequate teacher training both pre-service and in-service. We are happy to inform that all our 23 DIETs are functional. As regards in service training we have designed a proposal for establishment of sub-DIETs where teachers would be trained once in 3 to 4 years. These sub-DIETs are expected to provide systematic and periodic in service training to teachers. leading to improved teacher competencies.

This proposal was sent to the Ministry of HRD for necessary approval. We have also sent another proposal for strengthening of SCERT. I do hope these proposals will meet with your approval shortly. I am also happy to inform you that the Andhra Pradesh Primary Education Project being implemented in the State, has as its main objective the improvement of teachers' skills in order to make the classroom attractive so as to reduce, the dropout rate and enable the attainment of the minimum levels of learning. The evaluation of this project has indicated a very positive results. One of the significant aspects of the APPEP is the Teacher centres which we propose to further strengthen during the course of next year.

While we agree that the existing norms for Teacher: Pupil ratio should be enforced, bringing the ratio down to the level of 1:30 will be fraught with considerable financial implications. We have not yet eliminated the problem of multi-grade teaching and multi-grade classroom in our schools. It is therefore, essential that we should focus our attention on these issues which, incidentally, will also have the effect of improving the teacher : pupil ratio.

A pioneering effort in Andhra Pradesh has been the A.P. Open School which has succeeded in giving education to working children and particularly those in backward areas. Currently, its operations extend to 60 mandals in five districts. This experiment which is unique in the country has the twin advantage of enabling children to learn at their own pace and a novel system of examination where the children are examined every trimester. The results of A.P. Open School

have been very encouraging. We are anxious that the benefits of this system should be available throughout the State so as to serve as an effective model of Non-formal education and to particularly subserve girls as well as children of the weaker sections, among whom the dropout rate is higher. In this direction, we have already sent a proposal for Central assistance for establishing 13,800 centres. I earnestly request you to kindly give your concurrence to the said proposal before the end of the current financial year.

Andhra Pradesh is a pioneering State also in so far as Audio-visual education is concerned. The main problem in Audio-visual education is however twofold. Firstly, while Government of India make provision for Colour TV sets, it makes no provision for supply of video cassettes. I request that the Government of India may provide money for the same. We have necessary infrastructure in the form of the State Institute of Educational Technology (SIET) to produce the necessary films. In fact, a large number of films are being produced and being telecast in the Teleschool programme. Government of India's assi-

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stance in supplying of video cassettes will therefore go a long way in improving the, efficiency of Audiovisual technology. Likewise, Audio cassettes also require to be supplied. The second constraint is the training of teachers in handling audio-visual technology. As we have observed in the programme Operation Black Board, orienting teachers' skills takes time.

I am happy to inform you that the report, of the CAGE Committee on Physical Education and Sports was also discussed at the State level Workshop held at 21-2-94. We are in general agreement that Physical education and sports must form an integral part of education and that a specific and adequate time should be kept aside everyday for this purpose. This should however be without adversely affecting the academic time-table. We are also in agreement with the recommendation that sports competitions should be organised at various levels and that mass participation activities may be organised periodically in schools and colleges. The proposal for annual physical fitness test for all students and teachers is good in principle but has to be planned and implemented carefully. In the setting up of standards, the test should be so designed as to promote physical fitness consciousness among teachers rather than being a unitive measure. Likewise, care should be taken to avoid imposition of physical fitness standards on children and teachers with delicate constitutions.

The recommendations of the CAGE Committee that every institution should charge certain monthly fee for sports would perhaps be difficult to implement. This is a delicate matter which requires careful consideration. We are in agreement with the recommendation of the Committee that Yoga should be introduced from secondary stage onwards. In fact, our Chief Minister has already announced on 14th November, 1993 that Yoga would be introduced in all High schools from, the year 1994-95. Accordingly, we are drawing up of a programme of training atleast one teacher in every High school in Yoga. The recommendations of the Committee for starting of special schools with provision of infrastructure and coaches is indeed welcome. This would however require financial assistance from Government of India. The Committee itself however stated that it would acquire certain additional expenditure. I request you, sir, to take this up as a Central scheme, so that we can immediately identify suitable schools.

In conclusion, we agree with the spirit of the recommendations of both the Chaturvedi Group on the Yashpal Committee report and the report of the CAGE Committee on Physical Education and Sports. Details will have to be worked out, which will take some more time. I request that Government of India may formulate suitable central schemes so that the state Government can be

given necessary financial assistance.

I thank you for giving me this opportunity for presenting our views.

◆ ADDRESS OF SHRI R. K. KHRIMEY, MINISTER FOR EDUCATION, SCIENCE & TECHNOLOGY GOVERNMENT OF ARUNACHAL PRADESH

I am happy to be present in this august gathering today to share my view points with all of you. It is indeed a matter of deep satisfaction that this meeting of Central Advisory Board of Education is taking place soon after a historic meeting on very vital educational matters under the Chairmanship of our Hon'ble Prime Minister on the 15th of last month. The enlightening directions given by the Hon'ble Prime Minister will be followed in letter and spirit. I also join hands with all for Human Resource Development and his Ministry for very sustained efforts to give momentum to the cause of educational reconstruction in the country.

For certain constraints, I could not be present in the last meeting of the Central Advisory Board of Education on 15th October, 1993. However, I had sent my detailed response to the agenda items and I am sure, the enlightened members have found some time to glance through the same. I take this opportunity to mention once again that the educational scenario in Arunachal Pradesh is first undergoing a refreshing transformation and among other things the concept of quality education is capturing the imagination of the people. The overall literacy percentage is no longer in a dismal state and I am confident to mention that in another three to five years, the male and female literacy ratio will almost be at par.

Our esteemed Chief Minister has already focused light on diverse areas of educational scenario and Arunachal Pradesh in the last conference of Hon'ble Chief Ministers on 15th February, 1994. I am, therefore, refraining from going into all the details. I, however, repeat for the benefit of all concerned that we are trying our level, best to build in Arunachal Pradesh the clement of coherence in the overall administrative structure of education. We are in tune with the National Education Policy and we firmly believe that the basic goal of Education for All will be achieved only when formal, non- formal and adult education components are viewed as one composite unit. The literacy movement in Arunachal Pradesh is having all the political support and our drop-out rates are coming down gradually.

Our response to all aspects of educational reconstruction will soon be highlighted in our State Programme of Action. We hope to complete this exercise in another two months time. Our response will be on the basis of our realistic appraisal of the ground realities and on the basis of what we should actually aim at for the betterment of our educational prospects in the next two decades.

Now on the first agenda item pertaining to the report of the National Advisory Committee on reduction of academic burden, on the school students, I had submitted my response partially in the last meeting of the Central Advisory Board of Education through circulation of my address. We, in Arunachal Pradesh have had a close look at the basic recommendations of Professor Yashpal Committee and the subsequent effort made by the Ministry of Human Resource Development Group to have a realistic appraisal of the Committee's recommendations. While appreciating the broad based recommendations of the Committee we find that the recommendations made by the Ministry of Human Resource Development Group have taken into consideration the ground realities. The current education scenario of the country requires a practical approach on the subject. We also feel that it may not be desirable to encourage only the group activities and do away with all individual achievement and rewards, Moreover, involvement of teachers in the

curriculum framing is no doubt a good idea but for various important factors decentralisation of curriculum framing beyond the state level will not be realistic proposition. Recently, a group of senior education officers in Arunachal Pradesh has also gone through the recommendations of Professor Yashpal Committee which are indeed laudable in objective. However, taking a pragmatic view of the ground realities, the education officers have more or less sided with the view points expressed by the Human Resource Development Group for implementing Professor Yashpal Committee recommendations in a meaningful manner.

We are in agreement with Professor Yashpal Committee that formal class room teaching at preschool stage is some-what counter - productive for sustaining the interest of the child. We are emphasis- ing on the medium of play for spontaneous and all round development of the children. We are somewhat handicapped also in this area as we are not having many trained teachers to take care of early childhood education. But, in any case, we have taken note on this aspect and we would like to see our children in Arunachal Pradesh more joyful in years to come.

The reduction of academic burden on the school students is also being given a careful thought in Arunachal Pradesh. We are slowly and gradually trying to reduce this burden. A number of supplementary books in various classes are being dispensed with. It is, however, felt that the basic idea of a national core curriculum has its own value and the NCERT curriculum for the school stage has been accepted by all the states including Arunachal Pradesh. Much interference of substantial nature in this area does not appear to be possible at this stage.

Similarly, we also agree that the voluntary organisations with a strong commitment to education have distinct role to play for educational advancement and we

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are giving whole hearted support to this cause. However the fact remains that barring institutions like Ramakrishna Mission, Bonyi Polo Mission, Swami Vivekananda Shiksha Kendra etc. we do not have any other solid voluntary organisations in Arunachal Pradesh. Then again, we are also in agreement with the recommendation that sufficient contingency amount should be placed at the disposal of the heads of schools for purchase, repair and replacement of basic equipments.

Our norms for granting recognition to private schools are also on sound lines and we certainly do not want commercialisation on this account. The use of electronic media to make educational programmes available to the students and teachers is also being encouraged as a progressive measure. By and large, we have no basic area of disagreement with regard to the enlightened suggestions emanating from the National Advisory Committee and the further realistic assessment made by the Ministry of Human Resource Development Group.

In respect of the second agenda item regarding the report of C.A.B.E. Sub-Committee for Integrating education with Sports and Physicals education-I would like to make certain observations. The basic report has been made available to us only very recently and we are currently carefully going the details for our practical response in the context of Arunachal Pradesh as on date and Arunachal Pradesh in next two decades. Undoubtedly, the report is a comprehensive one and Hon'ble Members who worked so very hard in submitting this comprehensive report deserve our appreciation. The recommendation that low-cost sports and physical infrastructure should be developed in schools and colleges should receive our whole hearted support . The optimum utilisation of the infrastructure will also be necessary for becoming cost effective. An important recommendation of the Sub- Committee is that physical education and sports should be made a compulsory part of the curriculum and assigned atleast 40

minuts everyday preferably as the first period daily. An other recommendation of the Sub-Committee, we find, is that all subject teachers in schools should be trained as physical education teachers. These recommendations are quite important and will surely be given definite importance in Arunachal Pradesh to the extent found feasible right now. We have our own problem areas. Our infrastructure for games and sports is not adequate and in the hilly region of the state, most of the schools do not have proper play ground. The re- commendation of the committee or collection of some sort of monthly fees from the students for procurement and replacement of sports equipments is no doubt a practical one. The recommendation for setting up of a special fund on fifty-fifty basis by the Govt. of India and the State Govt. concerned for sports infrastructural and organisational work is certainly a sound one. But for a remote and developing state like Arunachal Pradesh, the sharing pattern between the Centre and the State under this scheme should be eighty-twenty as a measuse of practical necessity. Further, the recommendation of the Committee to identify talented youths of the school for competent coaching and for providing proper facilities in selected schools to bring them at national/inter-national standard is again welcome.

With these words, I now end my submission. My grateful thanks to all of you for allowing me to share my thoughts with you. I am sure, the deliberations of this august body will result in very fruitful action.

**◆ | SPEECH DELIVERED BY SHRI VINAYKUMAR P.
USGAONKER, GOA. MINISTER FOR EDUCATION, ART
AND CULTURE**

