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WELCOME SPEECH

SHRI K. N. CHANNA

Secretary.

Ministry of Education,

Social Welfare and Culture

On behalf of the Ministry of Education and Social Welfare and myself it is my proud privilege and pleasure to welcome you to this Thirty-seventh Meeting of the Central Advisory Board of Education. It is my good fortune that this meeting of the Board has come so soon after assumption of charge in the Ministry, for it provides me an excellent opportunity to benefit from the wisdom and wealth of experience of the members of this august body.

Sir, you had directed that this meeting of the Central Advisory Board of Education should be convened to consider the strategy of educational development that should be adopted in view of the extraordinary situation created by the economic difficulties through which the country is passing and the consequent financial stringency which we face. The Ministry, under your guidance, did some preparatory work on this subject and its findings and recommendations have been circulated to the Board in the Paper entitled : "*A Plan of Action—Some Suggestions for the consideration of the Central Advisory Board of Education*". We also convened a Conference of Education Secretaries and Directors of Education on the 1st and 2nd of this month, when this basic document and other suggestions made by the State Governments, Members of Board and others were considered. Copies of my address to the Conference as well as those of its recommendations have been circulated for the information of the members of the Board. In addition, the Education Secretaries and Directors of Education have also prepared draft Resolutions for the consideration of the Board which, I hope, will be found of some assistance.

Mr. Chairman, we are fortunate in having the benefit of the advice and guidance of an eminent educationist of your stature and experience. I am confident that you will be able to suggest some valuable guidelines for the development of education at this critical juncture. I am sure the Members of the Board are anxious to hear you. I would not, therefore, take any more time and request you, Sir, to deliver the Inaugural Address for the Thirty-seventh meeting of the Central Advisory Board of Education.

INAUGURAL ADDRESS

PROF. S. NURUL HASAN
Union Minister for Education,
Social Welfare and Culture.

I join my friend and colleague, Shri K. N. Channa, in welcoming you to this thirty-seventh meeting of the Central Advisory Board of Education. I extend a special welcome to those new members of the Board who have joined it since we met last in 1972. I also take this opportunity to place on record our sincere appreciation of the valuable services rendered to our work by those members who have since retired from the Board.

A Distressing and Traumatic Experience

We are meeting at a critical time and against a distressing background. The experience in educational planning during the last two years has not been dissimilar to what happened at the time of the formulation of the earlier Five-Year Plans. The gap between needs and aspirations on the one hand and the availability of resources on the other, which has been a common feature of all the Plans has, however, been widening with each successive Plan; and hence this experience of Plan formulation is becoming more distressing and traumatic as time passes. For the Fifth Plan, we started our exercise with great hopes and in high spirits and formulated a plan, not over-ambitious, which was estimated to cost Rs. 3320 crores for Education and Culture or roughly about 10 per cent of the total outlay of Rs. 32,000 crores which was then anticipated in the public sector of the Plan. When the document on Approach to the Fifth Plan was adopted, an outlay of Rs. 2200 crores only was indicated for Education and Culture. The Standing Committee of the C.A.B.E. then revised the earlier proposals, identified priorities within priorities, and prepared a modified but still viable and worthwhile Plan. The Draft Fifth Five-Year Plan made a further reduction and allocated only Rs. 1726 crores to education, although the total Plan outlay had

risen to Rs. 37,250 crores. The proportion of the allocation to Education to total outlay has generally been decreasing from Plan to Plan: it was 7.6 per cent in the First, 6.0 per cent in the Second, 6.8 per cent in the Third, 5.1 per cent in the Fourth and only 4.6 per cent in the Fifth Plan. But even this is not the worst of the story. The allocation for the first year of the Plan was originally fixed, when the budget estimates were sanctioned, at 10 per cent of the Plan allocation instead of the usual 14. But drives for economy started almost as soon as the budgets were passed and the reductions even in the approved allocations have been very large—from 20 to 50 per cent—and we have not seen their end as yet. We have also been informed that the allocations for the next year will be at the level of the current year. With the allocations for the first two years of the Plan being at this level, there is little likelihood of Education getting anywhere near the proposed outlay of Rs. 1726 crores over the Plan period. The Fifth Plan outlay on Education is thus proportionately the lowest on record. The situation becomes even more distressing because of the inordinate rise in prices. I must confess it is difficult to foresee when the situation will improve; and if past experience is any guide, one should not be surprised if the proportional allocation to Education goes down still further in the Sixth Plan.

This is indeed a grave situation for Education. It appears as if we have been forced into a situation of living almost exclusively for the immediate present and are unable to plan for the future. In spite of our conviction to the contrary, we seem to be drifting along a course of action which assumes that man can live by bread alone, little realizing that such a course would ultimately make bread itself more scarce than common. Quite rightly, there is a deep disappointment and concern over these developments in the government, the public and in the entire academic community. There is also a strong demand that we should make a concerted bid to secure greater attention, a higher priority and a larger allocation for the development of education. This should of course be done; and in this, the CABE has an important role to play. All the same, it is evident that these efforts can only have a marginal success. If man does not live by bread alone, he cannot live without it either; and in the extremely difficult economic situation through which the country is passing at present, Education will have to accept financial stringency as inescapable in the foreseeable future and live with it, like an arrow sunk deep in its chest, in spite of all the hurt it causes.

The New Strategy

What shall be our strategy and programme of action in a situation of this type? Continued lament, registration of protests or finding fault with different agencies is easy but will serve no useful purpose. It is also possible to call off the game, persuade ourselves that nothing can be done and to allow things to drift. This is no solution either because, in the absence of meaningful and adequate action, the stresses and strains within the educational system will continue to grow with the passage of time and magnify themselves several-fold. This will not only have serious social, economic and political consequence, but will also make future attempt at reform more costly and far more unmanageable. There is, therefore, no alternative to a brave acceptance of this challenge and to the planning and implementation of new strategies which will enable us to secure educational change and development in spite of the inevitable reduction in financial resources.

That the adoption of such a strategy is desirable will be immediately conceded. The main question, however, is: what is this strategy and how can it be implemented? It is this question which has been worrying all of us for quite some time now and the primary purpose of this Session of the Central Advisory Board of Education is to find some realistic and feasible answers to these questions.

This problem is being discussed widely by Ministers of Education, educational administrators, academics, public men and women, parents, teachers and students. I have been heartened by some features that have emerged from these discussions. The first is the continuing deep faith in education as an important instrument of social change which is found in all these different groups. If anything the recent events have deepened rather than shaken this faith. It is even more heartening that no one is prepared to accept the escapist or the defeatist position. In fact, many fundamental questions have been raised and worthwhile suggestions made for experimentation. For instance, the very basis of the formal system of education we have adopted is often challenged and there is a growing interest everywhere in all proposals of radical reconstruction. There is also an increasing interest in programmes of non-formal education or vocationalisation. The linking of the University degrees with job qualifications has also been challenged, and there is a rekindling interest in all alternatives, such as the scheme of basic education propounded by Mahatma Gandhi or the proposal for the introduction of work-experience made by the Education Commission. The very fact

that such ferment in thinking has been generated is evidence of some basic underlying vitality within the system; and for having led to these results, one might even look upon the distressing and traumatic experience of the last two years as a blessing in disguise. Be that as it may, this healthy reaction and academic ferment makes one feel that the time is ripe for designing a new strategy of educational development and that there are good chances of its successful implementation.

With these introductory remarks, let me try to describe some main features of the strategy of development which has emerged out of extensive consultations we have had.

Programmes of Qualitative Improvement

Since the over-all resources are limited, it is necessary to choose a few programmes of crucial significance and develop them in a big way. On this basis, the programmes of qualitative improvement at all stages of education will quite obviously rank very high. There are three main reasons for making this recommendation. The first is that the programmes of qualitative improvement are of the highest significance in *all* situations irrespective of the finances available. The second is that they do not, after all, require large financial investments and that the funds actually needed for them can be found even within our reduced financial allocations. The third is that these programmes basically need better planning and human effort rather than large monetary investments. If we have the will and take the necessary steps, it should be possible to mount a supreme effort in this direction and succeed in raising standards substantially in spite of the present financial stringency.

The most important qualitative reform is to transform the content of education. Education is a three-fold process: it imparts knowledge, teaches skills, both intellectual and physical, and inculcates values. As is well-known, the highest emphasis in the existing system is on imparting of information rather than on the process of learning; the teaching of essential skills receives little attention and priority; and the cultivation of values is generally neglected. It should be our endeavour, in the years ahead, to change this situation and to give greater prominence to the training of the mind, the teaching of skills and, especially, to the inculcation of values. Among the skills to be emphasized, mention may be made of self-study habits, problem-solving ability and the capacity to use of one's hands in socially-productive work. The Education Commission attached the highest importance to

the introduction of work-experience at all stages. The C.A.B.E. has accepted this recommendation and has also suggested that the introduction of work-experience in education must necessarily result in the educational institution concerned making some profit and thereby earning a part of its total upkeep. Among the values to be inculcated, emphasis should be laid on personal morality, commitment to society as well as to secularism, socialism and democracy and the acquisition of a rational and a scientific temper. From this point of view, curricula at all stages will have to be revised and modernized and integrally related to the environment of the learners.

Programmes of qualitative improvement succeed better when they are implemented together. It is, therefore, necessary that our attempts at transforming the content of education should be accompanied by other related programmes. These include : adoption of dynamic methods of teaching; improvement of textbooks and other teaching and learning materials; examination reform; and improvement of equipment and facilities in educational institutions. Side by side, steps will have to be taken to improve the pre-service education of teachers, and what is even more important, to provide them with continuous in-service education. Supervision will have to be improved through raising the quality of supervisory staff, provision of in-service education, and especially through the involvement of teachers. Programmes of institutional planning will have to be introduced. An intensive effort will have to be made to select a proportion of the total number of institutions and to upgrade them to higher levels of excellence. There should be at least one model school in each Community Development Block and at least one model Secondary School in each District. Adequate provision for scholarships and hostels should be made in these institutions to admit talented students from the weaker sections of the community, especially those who would not otherwise be able to avail themselves of the formal system of education. The facilities of these institutions should be utilised fully for providing in-service education to teachers of schools in the neighbourhood and their facilities should also be made available to the students of these schools.

There is one point which needs attention. In the past, the programmes of qualitative improvement were relegated to the second place and received only such allocations as were available *after* the needs of expansion were first met. In practice, this meant that programmes of qualitative improvement were neglected and received about 10 per cent or even less of the total alloca-

tion. If these programmes are now to be high-lighted as top priority, this policy will have to be reversed. An equivalent of about 20 to 30 per cent of the total Plan allocation would have to be first set aside for the programmes of qualitative improvement. We should then address ourselves to the question of the maximum expansion that could be secured within the balance of the resources available.

Elementary Education

The next programme to be highlighted would be the provision of universal education to children in the age-group 6—14 in a period of ten years or even less.

It has now become evident that this programme can never be implemented through the traditional model of the system of elementary education with its single-point entry, sequential character and full-time institutional instruction provided almost exclusively by full-time professional teachers. The Board has, therefore, recommended that a large non-formal element should be introduced within this system by adoption of multiple entry and the provision of part-time education for those children who, for one reason or the other, cannot attend on a full-time basis. The Board has also recommended that all teaching resources available in the community should be harnessed for the purpose on a part-time or a full-time basis so that the programme is developed fully with minimum additional investment. All these recommendations have been generally accepted. Unfortunately, their implementation shows large variations. Some States have started new and interesting programmes. I take this opportunity to congratulate those States on their initiative. I do hope that in all States such programmes would be developed on as large a scale as possible. The programme is needed in every part of the country but its urgency is greater in those States where there is a large leeway to be made as yet.

The adoption of these non-formal programmes at the elementary stage will have three major advantages. They will make elementary education available to the masses of people who live below the poverty line and who cannot afford to send their children to school on a whole-time basis. They will cut down the extent of stagnation and wastage very drastically; and they will also reduce the unit costs of extending elementary education and help to enrol a number of children who are now out of school in spite of the limited resources available.

The provision of universal elementary education can be further promoted if an intensive effort is made to utilise all the existing facilities to the best extent possible. For various reasons which need not be discussed here, there appears to be a considerable laxity in proper staffing of schools. There is a large number of schools which are apparently over-staffed, just as there are many others which are heavily under-staffed. A closer examination of the situation, however, shows that if the staffing and location of schools could be rationalised, it would be possible to enrol a large number of additional students even within the existing facilities and with the existing number of teachers. The buildings and equipment available could be used, in a shift system, to double enrolments with comparatively less additional investment. It would be highly worthwhile, therefore, for every State to examine fully how the existing facilities could be utilised to the maximum advantage for increasing enrolments. In the present situation of financial stringency, it is also obvious that every effort will have to be made to keep the total cost of programme down to the minimum. From this point of view, it would be necessary to slow down the expansion of the formal system of full-time instruction. Simultaneously, the non-formal education at this stage will have to be expanded on the largest scale possible. If necessary, recourse should also be taken even to such devices as an increase in the teacher-pupil ratio through the adoption of suitable measures, including the double-shift system in classes I and II.

A reference must be made here to another important programme of mass education, namely, the non-formal education of the out-of-school youth in the age group 15—25. This is a group of vital importance for every country from cultural, demographic, economic, political and social points of view. In India, it numbers about nine crores, of whom five crores are illiterate, and two crores are semi-literate. We do not have at present even a minimum communication with this significant group. It is, therefore, necessary to develop a programme of non-formal education for these young persons. The content of the programme will be broad-based and include: the upgrading of vocational skills, education for citizenship, family life education, functional literacy, programmes of sports, games and recreation and participation in community or national service. A start is proposed to be made immediately on a modest and experimental scale. It is, however, necessary to develop the programme in a big way within a few years. Adequate provision for this purpose will, therefore, have to be made in the State Plans.

Vocationalisation of Secondary Education and Adoption of the New Pattern (10+2+3)

The programme next in order of priority would be the vocationalisation of secondary education.

A major recommendation of the Education Commission was that work-experience should be made an integral part of all school education from Class I to X. This will develop skills in the use of one's hands, inculcate the dignity of manual labour and build up values and attitudes which would, not only improve the quality of general education which a student receives, but also help him in adopting a technological or vocational career. The Commission was also of the view that the best stage when an intensive programme of vocationalisation can be introduced is the higher secondary stage. It recognised that some vocational courses could be introduced even earlier at the lower secondary stage (Class VIII—X), but was of the view that the extent of such vocationalisation would be limited to about 20 per cent of the total enrolment. It also recognised that vocational or professional courses could form a part of the university stage also. But here too, the extent of such courses would be limited to about 10—30 per cent of the total enrolment. On the other hand, the possibility of vocationalisation at the secondary stage was large—to about 50 per cent of the total enrolment. Moreover, this stage was also the most effective stage of vocationalisation, partly because of the comparative maturity of the students and partly because the programme would be far less costly than at the university stage. That is why the Education Commission placed the highest emphasis on vocationalisation of the higher secondary stage of education.

The principal advantage of the programme of vocationalisation of secondary education is that it diverts a fair proportion of students into different vocations and thereby reduces the pressures on admission to the universities. That is why the implementation of this programme was accorded a very high priority by the Education Commission, and we should lose no time in implementing this recommendation.

The adoption of the 10+2+3 pattern has been recommended on several important grounds. It lengthens the duration of the school stage to twelve years so that that part of the present undergraduate stage which really belongs to the school can be taken out. Under the system, a student will be eighteen *plus*

or sufficiently mature to benefit himself from higher education. The reform would thus have the advantage of improving standards both at the school and college stages. Moreover, this new pattern will also reduce inordinate expansion of secondary education and also facilitate its vocationalisation. When secondary education forms a continuous course, two problems are created. The first is that, at the point of entry into the course, the student is too young to choose his career; and the second is that, once he enters the course, he has no alternative but to continue to the end, thus leading to unnecessary and inordinate expansion. On the other hand, if the secondary stage is broken into two parts at the end of Class X (10+2), both these difficulties are overcome. The student would now be required to choose his career at the end of Class X, or when he is about 16. This is a reasonable proposition. Moreover, in the next stage of two years, it is possible to provide alternative courses of two categories. In the first, he is intensively trained, for a period of two years, for university studies. In the second, he is trained, through courses of varying durations (1 to 3 years), for different walks of life. There has to be undoubtedly, the flexibility in the transfer of credits. That is why the problem of vocationalisation of secondary education and that of adoption of the common pattern have to be treated as a package deal and implemented simultaneously. The adoption of this pattern in all States of the country would incidentally create a uniform structure for the educational system which is a considerable advantage in itself.

This reform has already been approved by the Board and included in the Resolution on the National Policy on Education. It has also been implemented in Kerala, Andhra Pradesh and Karnataka. It is under implementation in Assam, Maharashtra, Gujarat, West Bengal, Jammu and Kashmir and the Union Territory of Delhi. Other Governments are giving their serious attention to it. A stage has, therefore, been reached when it is possible to carry out the reform in all the States in the course of next few years. What is needed is a vigorous and time-bound programme of implementation.

Youth Services

Yet another programme which must be emphasised, in spite of all constraints on resources, is that of youth services whose primary objective is to enable the young to participate in nation building activities. Here, three main proposals have been made. The first is that of Nehru Yuvak Kendras. About a hundred of

these Kendras have already been established; and very soon there would be a kendra in every district. We are planning to set up an organisation of the Nehru Yuvak Kendras as an autonomous Society. Broadly, the organisation will be on a two-tier basis—a General Policy Coordination Council—which will be the general body of the organisation and will include Ministers of the State Governments in charge of Youth Affairs. The General Policy Coordination Council will have a smaller Executive Committee for the day-to-day management of the Society. These will be supported at the State level by State Committees presided over by the State Ministers concerned and District Committees with the respective District Magistrates as Chairman advised by Councils of youth representatives so that full involvement of youth is ensured.

The second programme covers the National Service Scheme which is now in operation, at the under-graduate stage, in the colleges and universities. Efforts have to be made so that the scheme is integrated with the university and college curricula and the U. G. C. has already referred this to the subject panels. Another important aspect of this scheme is the organisation, during vacations, of special camping programmes. During the current year, for instance, an education camping scheme entitled "Youth Against Dirt and Disease" has been launched and designed to mobilize large groups of student youth. The intention is that this camping programme should be utilised for leaving behind definite community assets in rural areas where such camps are organised. We count on the support and cooperation of the State Governments to ensure the success of this scheme.

The third programme is the National Service Volunteer Corps Scheme which is proposed to be developed, during the Fifth Plan Period, somewhat on the lines of the NCC. It envisages that each graduate student volunteer would be paid a stipend of Rs. 175/- per mensem during the period of one year and that such volunteers would be utilised for various tasks of national service which would suit their own field of specialisation. Money for such stipends would have to come from different approved schemes of the Central and State Governments. Some of these volunteers could be utilised for the programme of non-formal education including functional literacy. The programme is expected to begin with about 20,000 graduate volunteers and gradually rise to about 1,00,000 by the end of the Fifth Plan. We look forward to your cooperation and collaboration in the successful implementation of this programme.

The Ministers of State Governments in charge of Sports, the All India Council of Sports and the representatives of State Councils of Sports have met in the last two days and have decided to provide for mass-participation in sports. I hope the Board will accept their recommendation that games/sports/physical culture be made compulsory in schools and provided for in colleges.

Linear Expansion of Secondary and Higher Education

The last programme to which I will make a reference is the regulation of the linear expansion of secondary and higher education.

At present, the expansion of secondary education has been far too unplanned and haphazard. There are a very large number of small, uneconomic and inefficient secondary schools. Steps will have to be taken to regulate the establishment and proper location of new secondary schools and even to rationalise the existing ones. If proper emphasis is laid on maintenance of standards while establishing new secondary schools or granting recognition to them, a good deal of the expansion of secondary education would automatically be controlled.

In higher education, more drastic steps will have to be taken to regulate enrolments. There should be considerable restraint in the establishment of new universities. New colleges should not be established except in areas which are largely under-developed. Every effort should be made to create institutions which are sufficiently large in size to be academically viable and economical. To safeguard the interests of students from the weaker sections of the community and especially Scheduled Castes and Scheduled Tribes, seats should be reserved for them in all full-time institutions of higher education in proportion to their population, and due provision should be made for scholarships and hostels. At the same time, the non-formal system should also be encouraged on a large scale to meet the needs of workers and of those who are desirous to receive higher education but cannot take advantage of full-time institutions. For this purpose, the proposal to establish an 'open university' at the national level is under consideration. In addition, there should be facilities for correspondence education in a university in every region. Similarly, all Board and University examinations should be thrown open to private candidates.

It is felt that measures of this type would create considerable saving in funds which are now allocated for linear expansion at the secondary and university stages. These could be available for vocationalisation, adoption of new pattern and programmes of qualitative improvement.

An Appeal

Friends, I would like to end with an appeal to all of you, to the academic community of teachers and students and to the members of the public interested in education.

The country is passing through very difficult economic conditions at present. This has placed the programmes of educational development under a severe financial constraint and it appears that education will have to live with this situation for quite some time to come. We as educationists cannot accept an escapist or defeatist policy and sit idle or write off all reconstruction of education. It is our duty to convert this difficulty itself into a challenge and an opportunity. This can be done if the following steps are taken :

First : We should try to mobilise the maximum resources possible, even under the present situation, by making the fullest utilisation of existing facilities and non-plan funds, by utmost measure of economy, by reducing unit costs, and by supplementing the plan allocations through community support and receipts from production programmes.

Second : We should concentrate our efforts on a few major programmes of identified significance and priority. Among these, mention may be made of the programmes of qualitative improvement, universalisation of elementary education, vocationalisation of secondary education, adoption of new pattern (10+2+3) and youth services, including the development of a programme of non-formal education for out-of-school youth in the age-group 15—25.

Third : The exclusive emphasis on the formal system of education must be given up, and a large element of non-formal education should be introduced within the system. At the elementary stage, the multiple-entry system and programmes of part-time education will have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement should be given for programmes of self-study.

Fourth : The linear expansion of secondary and university education should be regulated and the emphasis should be on creation of institutions of optimum size which are both economical and efficient.

Fifth : We must create a climate of enthusiasm and sustained hard work in all educational institutions through a deep involvement of teachers, students and the community in all programmes of educational reconstruction. In fact, the emphasis should now be on human effort which, apart from being an end in itself, can also make up a good deal for the inadequacy of financial resources.

It is the responsibility of Government, of the Ministry of Education at the Centre and the Departments of Education in the States, teachers, students and the leaders of community in all walks of life to support and develop this comprehensive programme. Let us all work together and strive to rise to the occasion.

VOTE OF THANKS

SHRI MALLIKARJUNA SWAMY

Education Minister

Karnataka

On behalf of the Members of the Central Advisory Board of Education, I deem it my pleasant duty and proud privilege to propose a vote of thanks to you, Mr. Chairman, for the excellent leadership you have provided for the discussions of the Board.

Sir, in your inaugural address, you have given us sufficient food for thought to help us to plan our educational programmes during the Fifth Plan period. We all agree with you in what you have said about the distressing and traumatic experience we have had during the last two years and we also appreciate the measures you have indicated and the new strategy you have proposed to continue the development of education in spite of financial stringency.

We specially appreciate the stress you have laid on programmes of qualitative improvement and on the establishment of a model primary school in each Tehsil and a model secondary school in every district.

The emphasis you have laid on mass education has left a deep impression upon our minds. We agree with you on the priority that has to be accorded to the spread of elementary education and on the urgency of introducing non-formal programmes within the formal system.

We also agree with the proposal for the development of a programme of non-formal education for young persons in the age-group 15—25, and for the expansion and improvement of the programme of the Nehru Yuvak Kendras.

The stress you have laid on vocationalisation of secondary education, on the introduction of work-experience and the adoption of the new pattern of 10+2+3 is equally important. These programmes will revolutionise our educational system. Sir, your emphasis on the development of education, not only as the training of the mind, but also as the training of the hand and the inculcation of values of democracy secularism and socialism, will find full support from the Board.

On behalf of myself and all of us, I assure you, Sir, that when we go back, we will take all the necessary steps as indicated by you to translate the recommendations of this Board into action.

I once again thank you profusely, Mr. Chairman, on behalf of the members of the Board and myself.

ADDRESS

SMT. INDIRA GANDHI

Prime Minister of India

I came here not with the intention of speaking to you but of listening to what you have to say. At the same time, I can claim that I am familiar with points which you are going to raise, because I know the points which have been made on other educational forums, and have been ventilated from time to time in the press. Some of these are included in the resolutions which are before you. I came here mainly because Prof. Nurul Hasan said that my not coming would give an impression that I was not interested in education. But nothing can be farther from the truth. I am passionately interested in education, and education has been one of my major interests ever since I myself was a student.

I can say I was dissatisfied with the educational system not only in India but also in Switzerland and France or in England where I was educated. Dissatisfaction with the educational system is not confined to our country. The reason is that society and the world have been changing very fast, and the educational changes and experiments that are being carried out in different parts have not been able to catch up with the changing needs, particularly of the young people, or even to project before young people what is expected of them. That does not mean we have to give up the effort. There is no doubt that drastic change is necessary and I am glad to see that the Education Ministry here and the Education Departments in the States have been giving earnest attention to this problem. I am glad about some of the programmes which have been started and other programmes which are planned. I do not think that all of you, or I, or the students, will be satisfied with the changes which you have proposed. At the same time, we must take cognizance of the fact that you cannot have a major dislocation of the existing situation straightway. You have to proceed in such a way that whatever you do has some effect but does

not dislocate the whole educational system. Teachers, students, parents and we ourselves know that even when there is a small dislocation it becomes an occasion for agitation on a small or big scale, and I do not think that education can afford any more agitations.

I have not come here—and may disappoint you in this—for making any announcement about funds, or restoration of cuts ! I see on the dais Shri V. C. Shukla and Prof. Chakravarty from the Planning Commission and I have no doubt they will have made a note of the points that you have suggested. Prof. Nurul Hasan knows that I am one of the staunchest champions of his programmes in the Cabinet. But we do have difficulties and the nation today is faced with an extremely tight financial position. But nobody can say that a programme is less important because it receives less money. When it comes to the question of priorities, the first priority is to meet the food shortage and scarcity of essential commodities. Therefore, agriculture, and industry which goes to help agriculture, will have to have first priority. I know that this is somewhat at the cost of the future. Nobody should want to sacrifice the future, but you cannot build the future unless you have a solid present. You have to build your foundation, raise the walls, and have the first storey, and then build a palatial building which you have dreamt of. But I do agree that the Planning Commission and the Finance Ministry should make every effort possible to get whatever money is available or can be saved from other items and to put it into education. Only the other day I was meeting people from Health. We cannot say that health is less important, because if you do not have health, you cannot have education, and people cannot derive any benefit from education. There are so many problems which are interlinked and which are extremely important to our present and future. We are trying to solve them through a balancing act—balancing between all of these—and we request your co-operation and understanding in helping us to get out of this period. It is not a long period but, while it lasts, it is certainly going to impose hardships on us all.

I shall not go into the details of the cuts but I was told that the Education sector is receiving more or less what it got in the last year of the Fourth Five-Year Plan. It may not be adequate. I am not arguing that point. But material inputs are only a very small part of any educational activity. There is considerable scope for originality, or creativity and for fresh thinking. We need to improve our teaching materials and our

training techniques. The courses which are prevalent in many places as I said earlier are out of date and need revision and there are many other improvements which can be made. Material shortages which exist today should make us more conscious of the genuine need for qualitative improvement in education. Some of the ideas which we heard just now and which I find in your Resolutions are very good and I should like to lend them my full support. For instance, the co-existence of the formal and non-formal education, creating different points of entry is important. It is perhaps a self-evident statement that education is a life-long training. What education we give at the primary or elementary or secondary or higher levels of education is really a preparation for what we shall learn when we leave these institutions and what we are capable of learning when we leave them.

If you are short of something, there are two ways of handling the situation: either we say we do not have it and there is nothing we can do, or look around and see what we can use. At our end, we can certainly see that rupees or even paise can be diverted from other programmes, but at your end, at the district level, at the village level, you can see what can be used. I spoke about materials. We sometimes think of materials in terms of particular things which are laid down in known international system, ignoring what is available and what is familiar to the child in his environment. At the school which I attended, when we were learning mathematics, we were learning it not in rupees and annas but in pounds and pence. Arithmetic becomes very much more difficult if we learn it through unfamiliar things. Had it been through rupees and annas and pies, which we saw everyday, it would not have been difficult. Everything in education whether mathematics or any other subject, should be based on the child's surroundings. This is the approach in Basic Education, where you bring in local crafts. But unfortunately, it became narrow and stilted and confined to a few crafts, not necessarily taking into account the whole of the community which surrounded the school. But some thing like Basic Education is essential.

I want to tell you something from my own experience in my Swiss school. It was an exceedingly expensive one; it was not a school for ordinary people. But the school had a large farm attached to it and all of us had to work on the farm. Depending on the season, something or other was done outside school hours. It was not playing around with some thing, but

exceedingly hard work from early in the morning. If there was an unexpected frost we had to get up at two o'clock in the morning and put small stoves in the middle of trees in the orchard to keep the temperature high so that frost would not affect our apples. We did not think it any hardship. We were proud of it. Outside of our area there were vineyards. They did not belong to the school. But when it was the season to pick the grapes, the farmers did not get sufficient labour. So all the institutions round about were given holidays for about a week and we worked in the vineyards from six in the morning to six in the evening without coming home. We were given two or three sandwiches packed from the school, and of course we were given as many grapes as we could possibly eat, and we helped the farmers out. And this was from the age-group 6 upwards. The enjoyment was great and I can tell you that we looked forward to the work and we enjoyed it particularly because we were so closely involved with the community. And while we were there, we learnt a lot of things. Sometimes we decided that on a particular day everybody was going to learn German and conversed in that language. That way we learnt an extra language. I do not think it is hard to learn another language. Suppose in a non-Hindi State, people speak in Hindi. You may not become experts in grammar, but you can have a working knowledge. This should in fact be the way in which languages are learnt. Everybody should not aim at becoming an expert. Later on, you may learn the grammar. In my school days, we did not take extra time to learn a language, but we learnt it while we did something else.

One of the points made here was about curtailment of higher education. Every foreign adviser who has come here has advised us to curtail higher education and we all agree. But education has become a status symbol and whether you can bypass the problem merely by giving scholarships, I do not know. It is for each State to judge the situation. The people of the weaker sections will say: the higher classes who could afford it have had higher education for many years and now when opportunity comes for other people to get it, you shut the door. A way out has to be found. I do agree it does not help every student to go to the university but then it must be on the basis of non-discrimination.

Then there was a suggestion about compulsory national service. I might tell you that some years ago when I met

students of Delhi University, a fairly representative group from different colleges, most of them supported this idea. There were only one or two who said they would not support it. When I mooted this idea, which was long before I became Prime Minister, I was told it had been tried out in one State and was found to be very expensive. Why should it be expensive? Can you not have a scheme where certain people go to rural areas and some help is given to them by those in the rural population who can afford? There are large parts of the country where some rural people can afford to pay for services rendered. Apart from work on the farm, students may do teaching work and so many other social service tasks. They can undertake other things which are necessary services and not in order to kill time but because it is something which is needed by society.

The Education Minister of U.P. spoke about involving small children in doing things. I have read that in China the smallest children do something which is needed in the nearby farms or factories. Either they will cut square pieces of card-board or something which immediately goes straight from the school to the factory nearby. I am sure we can link up the needs of the field and of the industry which may be situated round about. Again, I may go back to the memories of my Swiss school. Although it was a school for rich people, we were not allowed to throw away even a bit of string or any paper anywhere. If you got a parcel, you had to open the string and the parcel paper or cloth without cutting it, and everything that came out from it had some use. The habit of not wasting anything was inculcated in the students. I find that the poorest countries seem to waste more than countries which could perhaps afford it. This habit of mind must be worked into the system. Even today when there is so much paper shortage, we find we are wasting so much paper. The Prime Minister of Sri Lanka was here a few days ago. They had paper shortage and they declared that there should be no loss of paper and they began paying 35 Ceylonese cents per kilogram of waste paper. The whole place became clean. Earlier there were pieces of paper all over the beaches but today there is hardly any work for the Municipality, because children are collecting paper from all over. So we must see how we can get over the difficulties and shortages.

I am one of the foremost critics of the education system. But I must say that in spite of all its shortcomings, it is produc-

ing some very fine young men and women. We are producing some of the top scientists of the world for whom there is great demand. In fact, we are trying desperately that they do not leave the country. We are producing good engineers, we are producing good scientists and we are producing people who are good in every sphere. So we cannot say that the system is entirely bad. But some people are able to take advantage of it and others are not and we should try to find out how we can alter the situation by making the necessary changes. There is also the question of mobile schools. I hope you are paying attention to it. Most of our tribes are settling down but some of them are still nomadic and they do need some education. We are now on the verge, not only of the changes which you are suggesting and new ideas which may come as a result of this meeting, but we are on the verge of experiments such as the use of satellite communication. This can be useful only if the thinking at the local level is updated to meet it. Otherwise, if you have to give the same old education through the satellite, it is not going to take us very much forward. It is a question of creating an attitude of mind where young people become more self-reliant, more involved with what is happening not only in their district, their State, their country but, I would say, what is happening to mankind as a whole, because that link is also one which is strengthening now. This is a revolutionary change. It is very expensive. I do not know how much we can do as that will make obsolete many of our traditional methods of instruction.

But when I talk of outdated methods, not all old methods are outdated. We find there were many things in the old Ashram system or traditional system which have good points and I think that our education should always be a blend of whatever is good in any system anywhere in the world and which is relevant to our country and to our needs.

Somebody made the point, and I fully support it, that when we think of money for education we do not usually think of more teachers, better teachers, but we think of more buildings which use concrete, steel and cement. As I am never tired of saying to the Education Minister, most of the schools I went to were in the open air, especially those in Poona and Santiniketan. If by chance there was rain, we moved to the verandah and studies continued there. I do not think it made any difference to the teaching. I am not saying we should not have buildings but we must try to find out how to do without

certain things. Secondly, we should see how local materials can be used and whether other institutions can rent the rooms for classes. All the time we should have a spirit of resourcefulness and find out what can be used that is not being used. A lot of buildings and entertainment places that may not have a performance more than once a month can be utilised for the purpose. I think there is need for a certain amount of co-ordination which must be worked out so that no place is wasted.

We need to take a positive outlook so that we can give students an opportunity of meaningful participation in the affairs of our education. Some of the youth programmes seem to have a rather negative attitude and are keeping them out. Youth programmes must have a content of nation building. There is no shortage of programmes to which attention of the young people can be attracted in an organised manner and where they can make useful contribution. We must give them a more meaningful role in a manner which will encourage them to respond. This changing of pattern to 10+2+3, or whatever it is, may have relevance to you sitting here. But the students are not enthused by this kind of change. It appears to them only superficial. It is important how you do these new things. But how you put them to young people is more important still. Change must be clothed with some purpose.

I do believe that any new approach to education should appeal to students. I cannot agree with the growing tendency of considering young people to be the best authorities on education. More students today like vocational bias given to education, and a certain kind of vocational training is absolutely necessary. Job orientation must be there, devised on the basis of future needs, so that it helps them to get jobs. At the same time, education is something wider than merely enabling a person to earn his livelihood. Today one job is available, but after five years it may not be available. So there must be some sort of basic training which should enable a person to adapt to the changing needs. The real purpose of education is to enlarge the intellectual horizon and emotional activities so that we have not only better workers, but also better human beings who are mature and who can face the growing challenges.

And I may tell you that these challenges are not going to decrease, but are going to increase. Constantly, new problems are

coming up and new difficulties have got to be faced. Education, as was rightly said by one of our friends, is not only preparation for life but very much a part of life. So, students today cannot be isolated nor can they be deprived of learning. If you keep all these things in mind, you will give them something which will enthuse our young people and also those who teach them. Not only that, but it will create an opportunity for other people who would like to come and learn because we must not reduce education to young students. It is also meant for adults and adult literacy programmes are very important. There is genuine need for adult education, that is, helping people to know about problems; about local problems, their own problems, as well as national and international problems. Recently, an educationist from another country, who is working out some such scheme, told me of his experiences how they mix a class of illiterate people and the professors. This helps to bring out fresh ideas. Those who are uneducated and who have no knowledge are also able to express an entirely fresh outlook. It comes from and it helps the professor.

Education is not a narrow field. It relates to everything that we are doing or hope to do in our country and education is meant for building the future India. In this task I wish you all good success.

ADDRESS

PROF. S. CHAKRAVARTY

Member, Planning Commission

I am very grateful to you for giving me an opportunity of saying a few words on this occasion. You have already touched upon the most important problems in your Inaugural Address and the Prime Minister has also spoken about them. I would not like to repeat the suggestions which have already been made. I also hope you will not ask me to say anything specific on funds. Plan funds for 1974-75 were decided upon after a very lengthy discussion with the State Governments and the various Ministries of the Government of India. But, certainly, it should be our endeavour to do as much as we can in terms of finances even though we are faced with a very difficult economic situation.

On this particular occasion, I would like to mention a few points which are connected with priority in the area of educational planning. This I believe to be particularly important since the Annual Plan discussions for 1975-76 are coming up soon. First of all, it is quite clear that in education the distinction between Plan and non-Plan outlays does not now have the significance it had some time before. This has been made clear in the various meetings repeatedly. Therefore, the possibilities cannot now be viewed strictly by Plan only but we have also to look to non-Plan side. The adjustment on the non-Plan side is much more difficult. The purpose of such meetings should, however, be to indicate the methods by which some of the usual rigidities on the non-Plan side can be relaxed. I would be very grateful if this Board gives some thought to this problem. Unfortunately not much work has been done so far.

I now come to this question about the priorities in the area of education. Here again some very valuable points have been made in the last few years. The co-existence of formal and non-formal education, multiple entry system, etc. are all very important points which have been made out and accepted in the Plan. But I am sorry that we are still going by enrolment in setting the target. We must take into consideration drop-outs. A very large amount of expenditure, which is investment expenditure, is going waste because of these drop-outs. This is borne out by data which are currently available. Methods of reducing wastage require utmost attention of the Board. This may require very detailed classification which is not yet available.

Another kind of problem which seems to me even more overwhelming is a persistent refusal to relate inputs and outputs. Usually units are used as a measure of output. This is quite incorrect. So long as separate input and output measures are not introduced, you cannot be cost-effective. Here again, I would say that the Board should pay some attention. I would also add that while the problem of elementary education is being emphasised, we still do not have any statewide strategies worked out in relation to the quantitative terms. We do have a picture on the All-India level but we do require the statewide picture inasmuch as detail as we can. These are matters which, in my humble opinion, require very careful consideration. The Annual Plan discussion is an exercise in terms of money and agreement is reached even where it is recognized that much of it will not be spent in the way it was agreed to in the discussion. I therefore suggest that specific strategies for different States should be identified and reflected in Plan discussion. Problems of implementation in regard to non-formal education, etc. should be highlighted and the Board may like to make certain recommendations in this regard. There are of course other problems, the solution of which does not lie in the sphere of education but outside. But they should not be slurred over on that score.

The expansion of secondary and university education has been highlighted. The kinds of problems that this has thrust upon us have not been taken note of properly. I think we repeatedly keep on talking about them. It is not because of lack of funds but because we are not willing to tackle them that the problems continue. It seems to me that discussion on the problems of education, isolated from those of the rest of the society is really an exercise of very limited significance. Therefore, I

think in this particular context, the relation between the Education Ministry and the Chief Ministers, between Education Ministry and the rest of the Government, all these relationships, need to be fully explored. Otherwise you will face, I am afraid, the repetition of the same mistakes.

The statistics for the States leave much to be desired. They are very good for descriptive purposes but for an analytical purpose, you will find them of very limited value. This is another area to which I would like to draw your attention.

I would like to place emphasis on the multi-level planning in the area of education, particularly with reference to the importance of district planning, when you are wanting to impart a new bias to general education. I am afraid very valuable ideas suggested in the lectures would not be of much help and we will be where we are unless we do detailed planning on the grass roots level.

I do not want to take more of your time. If tasks are identified in relations to the detailed programme, I think we can go a long way. At least in those areas where everybody is agreed that a much better thrust has to be made, much attention to details should be given, much more attention to administrative efficiency is required and if we do not do these things, very little is going to be achieved.

I would strongly urge that this financial stringency should be converted into an opportunity where a more careful analysis of specific objectives is made and the most effective methods of achieving them are evolved.

ADDRESS

PROF. SATISH CHANDRA

Vice-Chairman

University Grants Commission

Mr. Chairman, I wanted to make some points regarding the higher education sector. Some papers regarding the priorities of the UGC and the work which the UGC has done during the past two or three years have been placed on the table. The papers include UGC's guidelines on autonomous college for supporting research in natural sciences, social sciences and humanities, and examination reforms. So I will not take your time in going through the points raised in the papers.

Mr. Chairman, the priorities of the UGC for the V Plan are consolidation and restructuring of education, reform of the examination system, the introduction of autonomous colleges and restructuring of the syllabi. The questions of examination reforms and autonomous colleges have been widely discussed in the press. In order that this matter may be taken to the wider community and the wider community support these programmes, the UGC has held a series of regional workshops. The first was held in the South in Madurai, the second in Ahmedabad and the third at Chandigarh. Generally speaking, these workshops have supported and welcomed the scheme of examination reforms and autonomous colleges. As far as examinations are concerned, Mr. Barrow has emphasised that changes at the top are necessary, otherwise there is considerable pressure at the higher secondary level to continue the present system of examinations. Since there are large number of universities and each of the university has special problems, the UGC selected a dozen universities so that change of the examination system could start somewhere. I am glad to report to this August Assembly that the semester system and internal assessment have been introduced in a number

of universities, particularly in the unitary universities. In the affiliating universities we have tried to introduce the question bank system.

The idea of the question bank system has sometimes been misunderstood. The broad idea of the system is that while the questions as a whole may be known to students, the students would not know which particular question they would be asked to answer. The provision of a question bank with the help of experts in the field and students would ensure that the questions reflect the new developments in the subject, cover relevant and significant aspects of the course, and are properly framed. The scheme can be implemented in a variety of ways by dividing the questions on various cards which a student could choose at random, or by including in the question paper not only the questions contained in the question bank but new questions to test the creativity of the student etc. The question bank, of course, would have to be reviewed and restocked every 2-3 years. The basic idea is that the element of chance which is so strong in the present examination system should to a considerable extent be taken away. The system would also enable a much greater degree of decentralisation of the examination system and could perhaps be worked with less supervision as at present. Apart from the 12 universities selected by the Commission for experimenting with the examination reform, any other university which shows an interest can be included. A number of universities such as the Jawaharlal Nehru University, the Aligarh Muslim University, most of the Agricultural Universities and Engineering Colleges and Technical Faculties in the existing universities have already shifted to the internal assessment system coupled with the semester system. It is expected that during the next session many more universities will opt for this system.

The guidelines regarding autonomous colleges are placed on the table before you. While strongly favouring the concept of academic autonomy in viable college the Commission considers it wrong to induce colleges to ask for autonomous status merely by dangling money in front of them. We have therefore made it clear that only marginal financial support may be available for colleges opting for autonomy. Secondly autonomy does not mean that all authority would pass to the Governing Bodies of the colleges. The academic functions will have to be entrusted, in large measure, to the academic staff of the college. In other words, the teachers in the college will be asked to assume a greater responsibility.

A suggestion has been made that the Central Government or the UGC should directly establish autonomous colleges. The Commission has however made it clear that it does not favour the establishment of new colleges in the name of autonomous colleges. Existing institutions which have a competent staff, a good governing body and which has maintained a high standard of teaching and research will be considered for an autonomous status. I am glad to inform this house that the UGC has already received a number of proposals from various universities in the States for giving autonomous status to colleges in their jurisdiction. The UGC is actively considering these proposals. In a number of States where both the colleges and the universities are keen for autonomous colleges, existing legislation is a hindrance. It is hoped that State Governments would suitably amend the existing University Acts to make a provision for autonomous colleges.

We have elsewhere discussed the problem of making the courses more relevant to social needs. The Commission is strongly of the opinion that this programme can only be successful if autonomous status is given to viable colleges. It is only then that instead of every college teaching the same course they would be enabled to embark upon new courses and new approaches relevant to the needs of the community around a particular college.

The problem of giving a rural orientation to higher education has been discussed by Government and various agencies for a long time. UGC has appointed a Committee to go into the matter with the help of experts drawn from Agricultural Universities and other concerned agencies. An important point which the Committee has made is that it would be wrong to demarcate colleges in the urban and the rural sector for purposes of giving an orientation of the syllabi towards rural problems. Academically, colleges with a strong faculty which may be located in towns may be better equipped for giving a new direction to the syllabi than the rural colleges which generally form the weakest link in the academic chain at present. Secondly, parents of students studying in the rural colleges are not prepared that their wards be given a type of education which is different from the one given to students in the cities. The courses would therefore have to be devised in such a way that any student which takes these courses would be eligible for admission to higher courses offered by specialised institutions. Perhaps this could be done by determining a core content which could be common to all and subsidiary courses which would

be elective. The U.G.C. is considering the matter further and hopes to communicate the details to various institutions in the near future with a view to implementation.

The question of work experience and vocationalisation has been discussed in the country at great length. Broadly speaking, the Commission is of the view that job-oriented courses should not displace academic courses, but diploma courses of a vocational character may be provided either at the higher secondary or at the under-graduate or at the post-graduate level. The U.G.C. is already supporting such diplomas in a number of universities. The Commission is also considering the manner in which the present courses could be made more relevant and the students be trained to apply their theoretical knowledge to practical problems. In a number of universities, production units have been established so that students may learn to integrate theory with practice and learn the dignity of labour. However, in view of the limited financial resources likely to be made available to the U.G.C. during the Fifth Five Year Plan, schemes of establishing production units in the various universities can best be worked on an inter-sectoral basis. I hope that various Ministries dealing with medium and small scale enterprises would come forward to share in these projects.

The question of salary scales for university and college teachers has been raised by a number of speakers. The U.G.C.'s proposals are in line with Government's earlier decision that the salary, emoluments and status of teachers in society should not be inferior to that of Central Government employees. I have no doubt that the revised salary scales will play an important role in inducing the right type of people into the teaching profession. I hope that despite difficulties, the States will implement the new salary scales accepted by the Central Government on the recommendation of the U.G.C.

Finally, Mr. Chairman, I like to inform the house that in its guidelines for the Fifth Five Year Plan, the U.G.C. has emphasised that during the Fifth Plan it would give greater emphasis in developing human resources rather than physical resources such as buildings. Universities have been informed that in the assistance provided to them by the U.G.C. the building components should not exceed 25 per cent. Circulars on similar lines have been sent to the colleges as well. This is in keeping with the Government's decision and the exhortation of the Prime Minister that sources should not be used in setting up elaborate buildings.

ADDRESS

SHRI OM MEHTA
Minister of State
Ministry of Home Affairs

I am extremely grateful to the members of the Board for having given this opportunity to me for placing before this august assembly of educationists, scholars and administrators, the educational problems of the Scheduled Castes and Scheduled Tribes who are one of the most deprived sections in the community. I am extremely sorry that I have not been able to participate in the deliberations yesterday because of some other pre-occupations. I am extremely gratified to note that a number of members have expressed their deep concern for the education of the Scheduled Castes and Scheduled Tribes and have made important contribution to their cause. I need not state the obvious before this learned assembly that education is the most important element in the development of any community particularly when it is faced with a new situation with which it is not familiar. In particular I may invite your attention to the more backward tribal areas where new developmental programmes are being taken up. These areas are being thrown open to the influences of modern administrative, economic and social processes. These communities are in face to face with a completely new situation which is beyond their social control and even beyond their comprehension. Ignorance is the biggest reason for weakness and knowledge is power. Therefore, the more articulation begin to take advantage of the simple situation in the backward areas. Our developmental effort designed for the benefit of the more backward people may, in this situation on the contrary, result in some disadvantage. In this context, take any criteria, education emerges as the most important and crucial investment. It is of late that the role of education as an investment in human resources has been increasingly recognised all over the under-

developed and developed countries. In India we are faced with a peculiar situation where the explosion of higher education has raised some important questions about the utility of present pattern of outlays in education as investment for economic growth. However I may submit that the problem of education so far as Scheduled Castes and Scheduled Tribes are concerned has to be viewed in a different context and not in terms of the general and average situation as it obtains in the country. Process of change has a differential impact on various sections of a community. Certain aspects may even have adverse consequences for certain sections. In the case of the backward areas and people education is the most important communication channel for the beneficial aspects of the processes of change. If this complimentary role is not assumed by education, by an educational effort suited to the needs of these areas and people, a selective process, which may favour only those influences which may benefit the vested groups, may dominate. This will be detrimental to the balanced development of the society. Therefore, not only is investment in elementary education, or a broader form of citizen education, will be an economic investment for these communities but an investment for building up the society and an investment which will help them to maintain their balance in the face of new situation which is now largely beyond their comprehension.

Although the spread of education in the country as a whole has been quite fast in the last two decades the spread of education amongst the Scheduled Castes and Scheduled Tribes has been quite uneven. In some areas and some groups the results are commendable. However, in other areas much remains to be done. It is in this context that a national policy was adopted which aimed at 100 per cent enrolment for the age-group 6-11 by the year 1978-79 & 50 per cent enrolment in the age-group 11-14 by that date. This decision marks a change in the educational strategy in which a time bound and fast enough pace of advancement has been accepted for even the most backward and the most deprived sections of the communities. It also implicitly accepts the responsibility for the provision of all inputs which may be necessary to achieve these objectives as a time bound programme.

As you are aware the Fifth Five Year Plan also makes a clear departure in the strategy of development of backward classes. The responsibility of development of these communities has now been squarely placed on the general sector programmes. This

question was discussed in very great detail in the Standing Committee of the C.A.B.E. last year which made a number of far reaching recommendations. Mr. Chairman, Sir, it was under your dynamic leadership that firm foundation of the new strategy was laid and each Ministry and State Department was requested to review the position with regard to the S.Cs. and S.Ts. and chalk out suitable programmes so that the targets which have been set are achieved not only in statistical terms but in reality with reference to each group and each area no matter how backward or remote the area is. Your leadership in this regard makes a very important departure in our whole process of planning and implementation. There has never been any iota of doubt with reference to the high priority which all concerned with national development agreed to accord for the development of Scheduled Castes & Scheduled Tribes. At this stage I may invite your attention to one of the most ambitious programmes which has been in operation in this field *viz.* a guarantee of suitable scholarship at the post-matric stage for all eligible candidates belonging to Scheduled Castes/Tribes. This is one scheme which is an open ended one and the planned outlays do not determine the number of beneficiaries but, on the contrary, the number of beneficiaries determine the plan outlay. The number of scholars benefited under this scheme would have crossed 3.75 lakh mark during the current year. The Government have recently substantially revised the rates of scholarships for resident scholars and for courses. The girl students have been allowed an additional increase. The following table gives the comparative rates of Post-matric scholarships :

	Ol		New				
	Day Scholar	Resi- dent Scholar	Day Scholar		Resident Scholar		
			Boys	Girls	Boys	Girls	
Undergraduate General	27	40	1st year	40	50	70	80
			2nd year & after.	45	60	75	90
Engineering	60	75	1st year	75	85	125	135
			2nd year & after.	75	90	125	140

	Old			New			
	Day Scholar	Resident Scholar		Boys	Girls	Boys	Girls
M.A. & Post-graduate	35	50	1st year	50	60	80	90
	—		2nd year.	55	70	85	100
M.Sc.	35	50	1st year	60	70	90	100
	—		2nd year.	65	80	95	110

The total investment on post-matric scholarships during the Fifth Plan period may be of the order of Rs. 200 crores. Such a huge outlay on one single programme clearly shows the concern of the National Government to tackle the problem of educational development of the weaker sections of the society. However at this stage I may invite your attention to rather unbalanced growth of education at the primary and middle school level. The effort to precisely assess the problem of elementary and middle school education for tribal areas and for the Scheduled Castes is aimed at giving form and content to the declared policy of the national government. In pursuance of this policy the Planning Commission have requested the various State Governments to prepare sub-plans for tribal areas. They have also requested that a suitable strategy for the dispersed Scheduled Castes and Tribes population outside the tribal areas should also be evolved. I am grateful to the State Governments who have spared no effort and prepared the sub-plans for tribal areas. I understand that a suitable strategy for the students belonging to S.Cs. and S.Ts. is also being separately worked out. I may take this opportunity of inviting your attention to the urgency in the matter and request to complete the exercise as soon as possible.

The educational effort so far as the S.Cs. and S.Ts. are concerned has to be somewhat different than for the general areas. In the case of advanced groups and areas a demand for education is already there. Establishment of an educational institution itself is sufficient to attract the children from the advanced communities because their parents are interested in their education. This is not the case with the poorer section

of the community. The message has as yet not reached the more backward tribal areas where the citizen is still not very much aware about the practical utility of education. Thus, a number of socio-economic factors are coming in the way of members of Scheduled Castes and Scheduled Tribes in sending their children to schools. In many cases it is sheer economic hardship. Therefore, a universal educational programme at the elementary stage in the case of these communities has to be a much more than a mere opening up of an educational institution. The students belonging to these communities may have to be provided with free text books, mid-day meals and in the case of girls even a pair of uniform. As they grow old and become an economic asset to the family, it may be necessary that they are provided suitable scholarships and stipends in higher classes. It has to be ensured that if we cannot compensate the family at least education should not be a burden on a poor family. In the case of tribal areas it may be further necessary that at the middle school and high school level adequate hostel facilities are also provided. Unless this package of special assistance programmes is provided an institutional net-work itself will not be much of help. It is commonly observed that in some tribal areas much of the institutional capacity remains under utilised.

The importance of these programmes is generally appreciated and the State plans also make provisions for them. In some States the schemes have a universal coverage. In many States, however, there is a very small percentage of students benefitted. The result is that only those groups who are in a position to cross the first two hurdles of primary and secondary schools, are eligible to take the benefit of post-matric scholarships. Although it may be desirable to have universal coverage at the primary and middle school levels also it may not be possible to do so with limited resources. However, it will be essential to evolve a suitable strategy so that all assistance is made available to the weakest sections and the most backward areas even amongst the Scheduled Castes and Scheduled Tribes. Such a strategy will need a very careful analysis of the field situation.

It is also generally accepted that Ashram school is more suitable to the tribal areas. It may be desirable to have Ashram Schools but the question is whether we can have a universal coverage with a scheme which is extremely expensive. Here again a suitable strategy is called for. I would submit for your consideration to make a distinction between Ashram Schools as an essential element in the strategy for universal coverage and

as an additional facility to the poorer sections of the community. In its former role an Ashram school will be necessary in those sparsely populated areas which cannot support even a single teacher school. Only when the requirement of such areas has been satisfied can we think in terms of Ashram School as an additional benefit to other areas where a primary school can otherwise serve.

There is also a tendency to substitute resource consuming programmes where administrative stream-lining would be the real answer. For example, in the sparsely populated tribal areas single teacher schools are inevitable. What is necessary is that these single teacher schools are subjected to the discipline of a centrally located well staffed primary school and they are not allowed to exist in isolation free of any administrative control and discipline. In some cases there is a tendency to open Ashram School and discontinue single teacher schools. You have to consider that this really means withdrawal of even elementary facilities from the more backward areas unless you have ensured that Ashram Schools or residential schools can cater to the entire child population in that region.

I may also invite your attention to the special requirement of these areas so far as educational content is concerned. The Prime Minister yesterday made a reference to her own work experience in a Swiss school which she attended. The syllabus and educational content of our schools is tending to be uniform and generally takes for granted a certain background which is not available to the students belonging to the tribal areas. It will be necessary that we take into account the environment and background of students in each specific area and prepare suitable reading material for them which may be meaningful to them. The educational content also should aim at giving the tribal communities an idea of the increasing new contact. Their world view may have to be influenced delicately by educational inputs which may be so structured that it is within his comprehension and yet adds to his knowledge. In fact the problem of the more backward tribal areas, who have to telescope millenia into a few decades, is a challenge to the educationists. The problem is as to how without disrupting the socio-economic structure we can introduce the tribal community to the modern life. I may invite your attention to the new strategy of tribal development which provides a very wide frame for working in these directions. I hope this august assembly will ponder on these points and provide some guidelines for future work.

School timings, vacations etc. also need a review. Educational sessions and timing in the tribal areas are the same as for the advanced areas. As Prime Minister yesterday referred to her experience where the school was closed when the local economy required the help of the child. Similarly, in the tribal areas it is during the minor forest produce collection season that labour is most scarce and there should be a vacation. Similarly it could be considered whether in those areas where pucca buildings cannot be provided on a priority basis, rainy season could be treated as vacation the school session starting after the rains. All these points can be considered only if the rigid uniformity is not enforced in the case of tribal areas and the educational system is evolved with reference to the specific problem and condition of each of the regions for which we are now preparing integrated tribal development projects.

I may also refer to you the problem of teachers. Many of the teachers who belong to other areas do not know the local dialects. They are unfamiliar with their local customs. The result is that the teacher finds himself alienated in the society in which he is working and is not able to influence it. It will be necessary that the selection methods for teachers, their qualifications etc. are changed in respect of these areas. I am happy to note that you have been considering all these questions and have also been thinking of introducing multi-point entry in the educational stream, as also informal education. Any effort which tries to bridge the gap between the backward areas and communities on the one hand and advanced areas and communities on the other is most welcome. I hope a suitable programme of the informal education which prepares the citizen for the new challenge is formulated. I may however stress here that informal education can be an important supplement to formal education but can not be substitute for it. There should be a suitable blend of formal and informal educational inputs in all these areas.

I may also invite your attention to the duplication of efforts which sometimes goes on in the tribal areas. Sometimes there are more than one institution in the same area under different names or run by different institutions. Although in theory a pre-primary and primary institutions have different target groups, in the more backward areas there is hardly any difference. Any programme always starts from more advanced areas but by the time it reaches the most backward regions it loses its force. Thus one may find many programmes in the more accessible villages in

tribal areas but none in the more remote ones. Yesterday Dr. Malcolm S. Adiseshiah had emphasised that innovation may not be attempted with additional resources and must start with the existing institutions. I whole heartedly agree with him in respect of tribal areas. Innovation by rationalisation of the existing institutional frame work in the tribal areas may be taken up forthwith. There should be one frame for educational programme and no duplication. I may commend for your consideration that the pre-primary and primary educational institutions may be combined in these areas. It will be useful if husband wife teams are appointed in these areas to such institutions where the minimum educational qualifications of the wife may not be insisted upon. Grades/salary depending on qualifications may be given. Such teams will solve a number of problems at the same time. When a teacher does not live with the family in the more backward areas he tends to be absent from there. There is no communication between him and the community at the social level. If a couple lives in the area a more intimate relationship is likely to develop. It is also well-known that girls education is extremely undeveloped in these regions. The very presence of a lady in the educational institution will attract the girls to the school. It is also well-known that girls are kept behind to look after their younger children. If the pre-primary section is combined with the primary unit the girls can also bring their younger brethren who can go to the pre-primary section. This will also help the young to get used to the school and admission in primary section will not be a problem. There are some of the ideas which I wanted to share with you. I hope the problem of the tribal areas and the backward communities will be examined by you in the context of local situation.

The question of resources is also an important one. As have already submitted, the new strategy places the entire responsibility on the educational sector for this purpose. The question of allocation for the educational sector is important but the still more important aspect is that what attention is being given to the education of these poor sections, from the funds which are available. I am happy that the question of resources also came up for discussion in the Education Secretaries Conference. It is for you Sir, to have an overall view of the total situation and evolve a strategy so that the targets which we have set for ourselves are achieved in a stipulated time. If necessary, the existing pattern of assistance

may be reviewed so that the vast difference between the educational level of the Scheduled Castes and Scheduled Tribes, on the one hand and the advanced areas and communities on the other is removed as early as possible.

Before concluding, I may mention here that the Central Government will start consultation with the concerned Ministries and authorities regarding the recommendation of delinking University degree with the job under the Central Government.

RESOLUTIONS

adopted by

The Central Advisory Board of Education
(37th Session)

I. *Thanks to the Prime Minister* : The Board places on record its deep gratitude to the Prime Minister for her support to the current attempts at educational transformation and for her assurance that Government accords high priority to them. The Board assures the Prime Minister that the academic community and all those concerned with educational planning and administration would spare no effort in improving the relevance and productivity of education so that it becomes a more effective instrument to develop the personality of the students and to secure social and economic development.

II. *Financial Allocations* : The Board recognizes that, in the severe economic crisis through which the country is passing at present, education, like other sectors, will have to bear its share of economy cuts. The Board would, however, like to draw the attention of Government to the close link between education and socio-economic progress and point out that the disproportionately severe cuts now imposed on education will ultimately harm the long-term interests of the nation. The Board, therefore, expresses the hope that larger resources would be made available to education as soon as possible. It also urges that the allocations for 1975-76 should be adequately higher than those for 1974-75.

The Board recommends to the Central and State Governments that the following steps may be taken forthwith to ensure that the best possible educational progress is still achieved in spite of the present economy cuts :

- (i) By reviewing all non-Plan expenditure with a view to eliminating programmes and practices which are

no longer relevant and using the funds for new programmes or for supporting existing programmes which are in need of additional funds;

- (ii) By pooling non-Plan and Plan funds together so that any economies on the non-Plan side become available for developmental activities;
- (iii) By making a more effective use of teaching personnel;
- (iv) By better use of available buildings and equipment to accommodate more students or to develop new programmes; and
- (v) By mobilising community support to supplement Plan allocations.

The Board is of the view that an initiative in the matter should be taken by the Central Government so that the State Governments may also follow suit.

The Board also recommends that the highest emphasis should be placed on institutional planning (as well as planning at district and regional levels) and the maximum use of human effort which, besides being an end in itself, can also make up, to a large extent, the shortfall in financial investment.

III. *General Strategy*.—The Board had recommended, in its last meeting, a balanced overall strategy of educational development which had been further modified by the Standing Committee to suit the allocations then proposed. Still further modifications of these proposals have now become necessary in view of the severe constraints on available resources. After taking all aspects of the problem into consideration, the Board now recommends that the following strategy may be adopted, both at the Centre and in the States:

(1) The haphazard and unplanned expansion that now takes place in secondary education should be controlled through proper planning and location of new secondary schools, rationalisation of existing institutions and maintenance of proper standards. In higher education more drastic steps will have to be taken to regulate enrolments. There should be considerable restraints in the establishment of new universities and if a decision becomes inevitable, the criteria prescribed by

the UGC should be strictly adhered to. New colleges should not be established except in areas which are largely under-developed. The maintenance of standards should be insisted upon. Emphasis should be on achieving expansion through existing institutions and through non-formal channels, care being also taken to see that the access to higher education of women and of weaker sections of the community is increased. These measures would create considerable saving in funds now meant for expansion of facilities in secondary and higher education. These could be utilised for vocationalisation, adoption of the new pattern and programmes of qualitative improvement.

(2) There should be a concentration of effort on a few major programmes of identified significance and priority. These may include : universalisation of elementary education, programmes of qualitative improvement, vocationalisation of secondary education, adoption of the new pattern of 10+2+3, development of youth services and a programme of non-formal education for out-of-school youth in the age group 15—25.

(3) The exclusive emphasis on formal system of education should be given up and a large element of non-formal education should be introduced within the system. Multiple-entry and programmes of part-time education have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement given for programmes of self-study. All State plans should henceforth include programmes of non-formal education as an integral part of educational provisions, and suitable machinery be set up in each State to formulate, devise and implement programmes of non-formal education, including functional curricula, integrated and inter-linked with the formal system.

(4) A climate of enthusiastic and sustained hard work should be created in all educational institutions through a deep involvement of teachers, students and the community in all programmes of educational reconstruction.

IV. Universalisation of Elementary Education (Age Group 6—14) : (1) The Board recommends that in view of its vital significance, the programme of providing universal elementary education for the age group 6—14 should be pursued relentlessly in spite of financial stringency and fully implemented within a period of ten year at the most. The highest emphasis will

have to be placed on extending the programmes to girls and to weaker sections of the community, especially the Scheduled Castes and the Scheduled Tribes.

(2) The Board is convinced that the goal of universal education cannot be realised through an exclusive reliance on the formal system of education with its single point entry, sequential character and full-time institutional instruction with full-time professional teachers. The Board, therefore, recommends that a radical reconstruction of the existing system should be carried out through the adoption of multiple-entry system and a large scale programme of part-time education for those children who cannot attend schools, for some reason or the other, on a whole time basis. Programmes for such reconstruction should, therefore, be drawn up, in all States, and their implementation should begin from the next academic year at the latest. A massive programme of educating public opinion in favour of these changes should be launched by the Central Government, State Departments of Education, State Institutes of Education, the Inspectorate and the teaching community. The State Departments of Education should make special efforts to orient the teachers to meet the new challenges. The curricula needed for the purpose, the necessary learning and teaching materials and techniques will have to be immediately prepared by the State Institutes of Education.

(3) Every State should set up a Working Group to prepare a concrete and realistic programme for provision of universal elementary education within its areas in a period of ten year. This programme will have to be made financially feasible through an intensive utilization of existing facilities, the introduction of non-formal elements within the existing system and by adopting, if necessary a higher pupil-teacher ratio. These plans should be ready within a period of six months at the latest.

(4) 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 States 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.

V. *Programme of Qualitative Improvement* : (1) The Board recommends that programme of qualitative improvement should receive the next highest priority. In the past, they were relegated to the second place and received only such allocations as were available after the needs of expansion were first met. This policy will now have to be reversed. An adequate proportion of the total plan allocation would have to be first set aside for the programmes of qualitative improvement. We should then address ourselves to the question of the maximum expansion that could be secured within the balance of the resources available, through formal or non-formal means.

(2) A transformation of the content of education at all levels and in all forms is the most important programme of qualitative improvement. There is need to place greater emphasis on the process of learning, on the development of skills (such as the self-study habits, problem-solving ability and the capacity to use one's hands in socially productive work) and inculcation of nationally accepted values. Education has also to be closely related to the immediate social and national environment and made to assist in the solution of problems now facing the country.

(3) Programme of qualitative improvement form a package deal. These include : adoption of dynamic methods of teaching; development of curricula; improvement of textbooks and other teaching and learning materials; examination reform; improvement of pre-service education of teachers and provision of in-service education; improvement of supervision and adequate provision of equipment and facilities in all educational institutions.

(4) The Board welcomes the strategy for the development of higher education outlined by the UGC which lays emphasis on consolidation, examination reform, emphasis on research and selective development of institutions, including recognition of autonomous colleges. It specially welcomes the proposals to restructure the courses with a view to linking them closely with the problems of the local community.

(5) Since programmes of qualitative improvement depend essentially on human effort by teachers, students and the community, a system of institutional planning should be universally adopted as early as possible.

(6) In view of the limited funds available, a programme of institutional improvement may be started on a selective basis. The facilities of these upgraded institutions should be made available to the students of schools in the neighbourhood and also utilised for providing in-service education to their teachers.

VI. *Vocationalization of Secondary Education* : (1) The Board welcomes the proposal made by the All-India Council for Technical Education to set up a National Council of Vocational Education and State Councils of Vocational Education. These Councils will coordinate the vocational education and training of all departments of Government (including agriculture and health) and of industry and function as a clearing house of ideas and information.

(2) The Board recommends that the new courses to be designed for vocational education should take into account the needs of skilled personnel as well as the existing programmes and facilities. In designing these courses, there should be considerable freedom, elasticity and experimentation; and wherever possible, non-formal educational methods, particularly correspondence and evening courses should be used. Particular attention and emphasis should be given to organising agricultural and allied vocational courses, especially in the rural secondary schools. There should be provision for transfer of credits from academic to vocational courses and vice-versa.

(3) The Board strongly recommends that there should be intensive and coordinated utilisation of available institutional resources such as I.T.I.s and Polytechnics (including personnel and equipment) and plan and non-plan funds, whether under government or in the private sector.

(4) The Board is of the view that the amount of Rs. 10 crores provided in the Central Plan for the introduction of vocational courses at the higher secondary stage is extremely inadequate and recommends that it should be substantially increased.

VII. *Adoption of the Uniform Pattern (10+2+3)* : The Board notes with satisfaction the progress made in adoption of the uniform pattern (10+2+3) in the different States and recommends that steps should be taken to implement this programme in all States as soon as possible. Central assistance should be available for this programme.

VIII. *Out-of-School Youth* : The Board welcomes and endorses the strategy proposed by the Ministry of Education for providing programmes of non-formal education to out-of-school youth in the age-group 15—25 and recommends :

(1) that adequate financial allocations be made in the State plans for non-formal education for the age-group 15—25 on the basis of well-defined norms set up by the State Government (broad guidelines on the subject may be given by the Government of India);

(2) that the programme should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for participation in developmental activities;

(3) that during the current year 1974-75, all efforts be made to begin the programme in (a) one district in each State with Central assistance and (b) at least one additional district with State funds; and

(4) that by the end of the Fifth Plan an effort should be made to cover at least six to seven million illiterates in this age-group.

IX. *Adult Education* : Programmes of adult education are of great significance for the success of the programme of universalisation of elementary education as well as for securing intelligent participation of the people in all programmes of national development. They should, therefore, be developed on a priority basis. In particular, the Board recommends that the Functional Literacy Programme which represents the single largest on-going effort of intensive non-formal education linked to a developmental activity, should be strengthened and expanded; and that similar functional literacy programmes should be developed in relation to other developmental schemes appropriate to rural and urban situation. The Board further recommends that the adult education programmes should form an in-built part of every developmental activity whether in the rural, or urban, public

or private sector, and that every Central and State Ministry/Department should make appropriate provision in the respective scheme.

X. Education of Scheduled Castes and Scheduled Tribes :

The Board emphasises the need for special measures to speed up the spread of education among Scheduled Castes and Scheduled Tribes. A distinct strategy should be evolved for achieving the educational targets in regard to children belonging to the Scheduled Castes and Scheduled Tribes and high priority should be given to all such programmes in the Central and State Plans. Special coaching and guidance schemes should be developed for Scheduled Castes and Scheduled Tribes children. Sub-plans for tribal areas should be prepared expeditiously. While the implementation of these programmes should be emphasised, and should on no account be held up, the Chairman should be requested to appoint a committee to study the special programmes essential to meet the needs and aspirations of the Scheduled Castes and Scheduled Tribes.

XI. Special Problems of Hill, Desert and Tribal Areas :

The Board recommends that in view of the specific problems of the hill, desert and tribal areas, special programmes should be developed to meet their needs. In particular, it is necessary;

(a) to work out detailed plans for the development of education in these areas, on the basis of the data available from the survey recently organised by the NCERT and the Hill States (the results of which are expected shortly);

(b) to establish Ashram Schools and Mobile Schools on a priority basis;

(c) to relax selectively the ban on the construction of buildings, creation of posts etc. recently imposed, in view of the need for building up requisite infra-structures in these areas;

(d) to ensure that the limited budgets of the smaller hill States are not unduly affected by economy cuts; and

(e) to overcome the administrative hurdles and to expedite sanction of schemes in regard to the smaller hill States.

XII. Health Education : The Board recommends that health education be given due importance in the various types of educational programmes of the country. From this point of

view, it is necessary to include a health education component in the programme of education for various age groups by:

(1) integrating health education into the curriculum of schools and teacher training institutes;

(2) preparing health education materials for teachers, students, youth and parents, such as, text and supplementary reading materials, guide and resource books, teaching aids and mass media, etc.;

(3) training education and health personnel associated with these programmes; and

(4) establishing effective coordination between education, health and allied agencies at all levels of administration.

XIII. Games, Sports and Physical Education : The Board accepts the recommendation made by the State Ministers of Sports and suggests that adequate provision for games, sports and physical education should be made in all educational institutions.

XIV. Student Amenities and Services : The Board recommends that emphasis should be placed on the provision of amenities and services to students such as hostels, text-book libraries, day-study centres, games and sports, scholarships, and extra-curricular activities.

XV. Pre-School Education and Integrated Approach : The Board reiterates its earlier recommendation (adopted in the thirty-sixth session) on the development of programmes for the pre-school child and recommends the development of a multiple approach to education based on integrated centres offering the following :

(a) creche and *balwadi* which would take care of the needs for physical, mental, emotional and social development of children below 6, and at the same time release the older child, especially girls, for education;

(b) primary education, part-time or full-time, formal or non-formal for children aged 6—14; and

(c) adult education, including literacy and non-formal education, for women, youth and older dropouts.

XVI. *Nehru Yuvak Kendras* : The Board recommends that the programme of Nehru Yuvak Kendras should be improved and expanded, with greater involvement and participation of State Governments. An appropriate organisation to achieve these objectives should also be set up.

XVII. *NSS and National Volunteers* : (1) The Board recommends that programmes of National Service for the students should be considerably enlarged. The possibilities of making the programme universal and compulsory and integrating it with the under-graduate curricula should be explored. In the meanwhile, the existing co-curricular programmes under the Scheme should also be strengthened and the special camping programmes such as 'Youth Against Dirt and Disease', should be maintained and expanded.

(2) The scheme of National Service Volunteers should be introduced as early as possible.

XVIII. *Cultural Programmes* : (1) The Board affirms the principle that unless culture permeates all aspects of education and scientific disciplines there will be no comprehensive reorientation of the educational system. It accordingly recommends that: (a) cultural content of curriculum for pre-school, primary, middle, secondary and higher secondary stages should be developed; (b) extra-curricular cultural activities should be encouraged in schools and in all institutions of higher studies; and (c) extra-curricular studies conducive to cultural development should be encouraged by improving library facilities.

(2) The Board recommends that the Archaeological Survey of India and other large museums should take the initiative in arranging for the more effective display of their collections, through State, University and Municipal museums. With their assistance, the museums should endeavour to create among the people, especially the young, an awareness of and interest in our cultural heritage.

(3) The Board recommends that immediate and effective steps should be taken to ensure the security of art treasures and antiquities. For this purpose, it urges the Central and State Governments to take urgent action for the early enforcement of the Antiquities and Art Treasures Act, 1972.

(4) The Board recommends that the Central Department of Culture and the Lalit Kala Akademi should take active steps and provide adequate funds to encourage the traditional artists and to develop their creative talents.

(5) The Board recommends that the Central Department of Culture and Sangeet Natak Akademi should divert funds to provide greater encouragement to folk dance and music rooted in the cultural traditions of our country.

(6) In view of their inestimable value in improving the quality of life and their vital importance in nation-building, the Board recommends that the meagre allocations made to cultural programmes should not be reduced further in spite of the financial stringency and wherever possible, these should be increased.

XIX. *R and D Cess* : While noting that scientific research in the universities has expanded a great deal during the last decade and large number of scientists are engaged in research projects which are of considerable national economic significance, the Board observes that research facilities in university should be in consonance with the importance of the work undertaken and scientific talent available. The Board, therefore, recommends that substantial funds should be made available for R & D in the universities and the universities should receive a proportionate share of the funds obtained by Government from the proposed R & D cesses on industries.

XX. *Implementation* : The Board is of the view that as a result of the detailed and prolonged discussions spread over the last two years it has been possible to evolve an appropriate new strategy for the development of education and its broad outline has also been clarified. A time has, therefore, come to work out concrete programmes in all their details and to begin implementation without any further delay. The Board, therefore, recommends that the emphasis should henceforth be on vigorous and sustained implementation of policies, which have already been agreed upon. From this point of view, the Board makes the following recommendations:

(1) The coordination between the Centre and the State Governments in respect of curriculum development, examination reform, improvement of textbooks, streamlining of educational structure and educational planning has been increasing over the years. The tempo thus gained should now be put to the maximum use for the purpose, not only of educational reconstruction, but also of national integration.

(2) Standing Committees of the Board should be set up for major programmes to be implemented. They should meet frequently to guide the development of the programmes entrusted to them and to coordinate action at the Central and State levels and also to assess the extent to which the priorities laid down by the Board are being observed in practice. There should be regular regional meetings at the level of Education Secretaries and Directors of Public Instruction.

(3) The N.C.E.R.T. has an important role to play in developing programmes of qualitative improvement at the school stage and in providing academic guidance and support to the State Departments and Institutes of Education. In particular, the N.C.E.R.T. should take initiative in developing curricula, teaching and learning materials, and development of appropriate techniques for programmes of non-formal education at elementary and secondary stages and in vocational courses at the school stage. Its existing programme in the field of curriculum development, examination reform, preparation and improvement, of textbooks and other educational materials and teacher training should be strengthened and expanded.

(4) The National Staff College for Educational Planners and Administrators should provide programmes for orientation to senior officers of the State Education Department on a regional and national basis. Its activities in this field should be supplemented by the State Institutes of Education, which will provide similar training to all the remaining inspecting and supervisory staff in the States.

(5) There should be adequately staffed Planning and Evaluation Wing headed by a senior officer in the Education Department of each State. The present system of collecting educational statistics should be revised, emphasis being placed on output data, and the statistical machinery should be suitably strengthened for the purpose. The quality of supervisory and inspecting staff should be improved and innovative practices like the school complexes should be adopted.

(6) Teachers have a very important role to play in planning and development of education. They are the principal instruments who work with the community on one hand and the students on the other. The role of students also is no less important. A radical programme of educational reconstruction of the type that is now visualised can ever succeed without the

enthusiastic cooperation of the teachers and students. Every effort should, therefore, be made to involve teachers deeply and intimately in educational planning and development. Students should also be involved, especially at the university stage.

(7) The programme of educational reconstruction, which is now proposed, cannot be implemented unless it receives intelligent and enthusiastic support of the entire community. A massive programme of educating public opinion on the subject should, therefore, be launched in all parts of the country.

XXI. U.G.C. Scales of Pay : The Board recommends that in view of various implications of question of pay scales of College and University teachers, the Chairman is requested to convene a Conference of all State Education Ministers to examine this question.

MAJOR ISSUES RAISED IN THE DISCUSSIONS

In the course of the general debate on the Board's agenda, held on the 4th and 5th of November, 1974 several major issues were highlighted by the participants. These have been briefly summed up in the paragraphs that follow.

Education Minister, Tamil Nadu.—(1) It is necessary to take serious note of the failure to implement the constitutional directive regarding universal education for children in the age-group 6—14 and chalk out a plan of action here and now for achieving this goal at least in the next ten years if not earlier. We will have to adopt a suitable approach and strategy and there should not be any let up in our efforts. We should adopt a variety of ways and means and exploit all resources available, human as well as material. The urgency of the issue makes us welcome the approach that has been suggested regarding non-formal education. It is very necessary for drop outs or for those who have been compelled to stay out of schools for economic or other reasons. Let us at the same time continue our system of formal education. We should have, instead of one-point of entry, the multiple entry system. Non-formal education or part-time education or whatever you may call it, the new programme seems to be the only solution. It can form the main stream of educational planning. In this context I must stress proper planning and implementation which is very important. Services of teachers on a part-time basis may be utilised after they have been suitably trained and appropriate methods otherwise should be adopted. The national service scheme may be linked up with this programme. Curriculum should be oriented to meet the new requirements of the system. Above all, educational administration should be effectively geared to the fulfilment of the tasks ahead.

(2) The second issue that also merits immediate attention is needless expansion of higher education quantitatively, this

unplanned growth of colleges without any meaningful relevance to enrolment. Time has come to try a halt to this. This does not and should not mean any curtailment of the opportunities in higher education which are open to scheduled castes, scheduled tribes or other weaker sections. Courses in higher education should be closely related to social needs for different types of skills.

(3) UGC should involve State Governments in the scheme of assistance to colleges, and seek the concurrence of the universities concerned.

(4) Indian scholars of eminence working in foreign universities should be requested to work in our universities as on sabbatical leave. We should commend this scheme to the States and request the UGC also to assist it. Non-formal methods of higher education are capturing the imagination of all those who are in the new frontiers of knowledge. In the United States, there is the open university as well as in the United Kingdom.

(5) We are indeed gratified to learn from the Minister of Education that he is proposing to establish an open university in our country. This scheme is welcome.

Education Minister, West Bengal.—(1) The basic issues in education all relate to students. Over the years, the extent and quality of facilities provided to the students has deteriorated. The composition of our students has also changed in the meantime and we now have large numbers of students from poor families. The need for student services has thus increased in significance and urgency. A substantial part of our expenditure on higher education should therefore be reserved for student welfare.

(2) There should be greater coordination between the plans for employment and plans for education. Educated unemployment is not merely damaging but also dangerous. A competitive examination system should be introduced for all private sector jobs and a certain proportion of these should be reserved for good students from colleges and universities.

Education Minister, U.P.—(1) Education should be closely related to life, and be in tune with the society. The school programme should be closely linked with agricultural, industrial and

commercial activities, so as to inculcate dignity of labour and love for manual work among students. No student should be awarded a degree or certificate without having put in rural and manual work. Youth should also undertake literacy programme.

(2) In Uttar Pradesh a Committee has been set up to suggest practical steps for coordination of general and vocational education. In junior and senior basic schools much success has been achieved in a new programme of socially useful productive work. After a point, say High School, students should be guided to enter courses according to their aptitudes.

(3) Military training should be made compulsory. Simple Yogic exercises be also introduced.

(4) New Universities are still required in certain areas. In Uttar Pradesh, in view of its population and regional needs, new universities are being opened. They will help to remove regional imbalance, and in the development of the economy. Special subjects will be provided for the same.

(5) Curricula and text-books should be revised to inculcate proper attitudes and national integration. Curricula should be uniform throughout the country, and in tune with the new social ideals and values. History and language lessons should highlight struggle for freedom and Gandhian thought. In U.P. text-books are nationalised up to class VIII and it is proposed to continue the process of nationalisation to higher secondary classes.

(6) Reform of examination should be taken up simultaneously in all the States. In higher classes open book system of examination may be introduced.

(7) Special efforts should be made for guiding and assisting the students of the weaker sections of society (Scheduled Castes and Tribes) to take up higher studies in special subjects in science and technology.

Education Minister, Maharashtra.—(1) Year after year, workers and artisans like carpenters or masons are running away from the villages to the towns and cities. This depletes the rural areas and creates problems for urban areas. The rural areas therefore need non-formal education interlinked and integrated with formal education so that these drop-outs could be looked after and turned into skilled workers.

(2) All States have taken up the new pattern of 10+2+3. The intention is to reduce the rush to the universities. The two-year period is most crucial because a considerable amount of diversification can be effected therein. In Maharashtra, we have identified about 140 different training programmes at this stage. This would require a complete structuring of higher secondary education and considerable amount of funds.

Education Minister, Himachal Pradesh.—(1) The hill areas have special problems because of the nature of the terrain and sparsity of population. The programmes of non-formal education with mass media will be useful. In addition, residential and mobile schools are needed.

(2) Special effort has to be made, in the hill areas, to preserve the traditional culture of the people and to vocationalize education with special emphasis on animal husbandry, horticulture, intensive agriculture and cooperation.

(3) Facilities for higher education in the hill areas are inadequate and should be expanded.

(4) The hill areas whose own resources are meagre will need special financial support.

Education Minister, M.P.—(1) Educational planning is essentially long-range. This only means that we have no time to lose. Education does need a higher priority.

(2) Special assistance must be earmarked for backward areas, otherwise they will never be able to come up to national standards.

(3) What is now going on in the country is a battle to capture the minds of the younger generation. We must act quickly and properly in this so that the energy and idealism of the youth is harnessed for the services of the country.

Dr. M. S. Adishesiah.—(1) There is no use in trying to plan on the basis of G.N.P. percentage and bemoaning the denial of these sums. This futile approach needs to be abandoned.

(2) There is immediate need to spell out, in detail, the programmes of non-formal education from the primary to the

university stages. Their organizational and financial implications should be carefully spelt out and only on this basis should requests for funds be justified.

(3) It is wrong to assume that the existing system should go on as it is and that additional funds have to be found for all new schemes. Educational Development is not a product of financial additionality. All innovations that need priority should be immediately met from existing resources by cutting down dead-wood. An initiative in this may be taken by the Union Government which may save, to begin with, one or two crores of rupees from its existing budget and make them available as grants to State Governments in proportion to the extent they also save money from such existing budgets for new and priority programmes.

Mr. Dugh.—(1) I welcome the scheme of non-formal education. In small States like Meghalaya, there may be a difficulty in preparing the needed text books. The scheme will also help universalization of education in the age-group 6--14.

(2) Our education should emphasize work-experience in agriculture (school gardens have an important role in this). The system should be flexible, not rigid. National service programme should be extended and ultimately made compulsory.

(3) Education should promote national integration. There should be a regional institute for teaching Hindi in the Eastern region.

Dr. Sivanandan.—(1) There are many competing priorities for the limited resources available. We should therefore be very careful when we ask for additional funds for education.

(2) Will the standards in formal and non-formal education be comparable? Let us be careful in this.

(3) Teacher training and improvement of administration need attention on a priority basis.

(4) Population and family planning education has to be appropriately provided for.

(5) The problem of examination reform needs careful planning and follow up.

(6) We should encourage job-oriented education and self-employment.

Smt. Mina Swaminathan.—(1) It appears that the Board decides upon priorities which are not followed up. Either the Board should enforce its decisions or decide to wind itself up.

(2) Programmes for the pre-school child should not continue to be neglected. We should try to do the best we can within the financial resources available.

Education Minister, Orissa.—(1) In order to bring up the backward State to the national level, an equalization fund should be created by the Centre.

(2) The scheme of autonomous colleges is very important. There should be at least one autonomous college in each State.

Dr. Bhabatosh Dutta.—(1) There is a close inter-dependence between education and other plans—neither of them can succeed in isolation. When the education plan is cut down, we must also look very carefully into the cuts or otherwise of the plans of other sectors as well.

(2) Non-formal education is essential. But let us not forget that it is far more difficult to organize than formal education. If we do not pay adequate attention to this, our investment in non-formal education will be counter-productive.

Prof. M. V. Mathur.—(1) We cannot bypass the need for expansion. As funds are limited, non-formal education offers a way out. But it needs very effective implementation.

(2) There is no dearth of ideas. Most of them cannot, however, be implemented unless the teachers are properly trained and involved.

(3) We must now stress, not only what we put into the educational system, but also what we get out of it.

(4) An over-emphasis on mere structure, whether 10+2+3 or any other, is undesirable.

G. Ramachandran.— (1) The list of programmes which can be implemented without additional funds (or with marginal additional investment) should be prepared and given priority for implementation.

(2) The student has become conscious and he will throw out this educational system unless it is properly reformed. There is special need to improve the quality of education.

(3) The foundation of the present education system is so shaky, so unreal that it cannot bear the high benches of education. Child education, elementary education, pre-school education are all neglected. There is very little provision for adult education and illiteracy, instead of being reduced, is actually increasing, on the roof of the educational system. Such a system can never survive; nor can secondary and higher education come into their own.

(4) There is no work-experience anywhere in the educational system.

(5) The real challenge before us is to make education real, make education genuine, and to make the people of India love the system of education so that students will run into the stream instead of running away from it.

Dr. Prasad.—(1) Agriculture must find a dominant priority while introducing work-experience and vocationalization of courses specially in rural schools. At the primary stage the aim of work-experience programme in agriculture should actually be to make the children aware of the world of agriculture around them; arouse curiosity in them to know more about it; and develop elementary knowledge of agriculture. At the middle stage level the students should get some knowledge and skill in agriculture and develop conviction for agriculture as a worth-while occupation. At the high school level, in order to give some basic knowledge and understanding for scientific cultivation, the students should be given simple agricultural projects—vegetable cultivation, crop growing etc. The agricultural club activities can be profitably introduced at this stage.

Besides, the agricultural school teachers should be curious enough to involve students in on-going agricultural development programmes and activities in the villages in a manner that they

develop better appreciation of and knowledge about the latest in agriculture.

The training of agricultural school teachers in the concept and method of work-experience as also vocational courses in agriculture will be a must for giving this venture a practical shape. The proposal of the ICAR to initiate teachers training for the teachers of the Krishi Vigyan Kendras can be taken advantage of in this regard.

Dr. Sihare.—The problems of the weaker sections of the community are neglected. In spite of all that is being done—and this is a good deal—these people are not getting full benefit out of these programmes. There is plenty of talent among them which is being wasted. There should be a special commission to look into this problem with at least 50 per cent members belonging to these sections.

Dr. N. D. Sundervadivelu.—(1) If we could educate our people, create proper opinion, the public would stand by us and would welcome non-formal education, if not as equal to formal education, at least as something which is better than no education. So we welcome supplementing formal education with non-formal education.

(2) The greatest tragedy of the post-independence era is the complete failure to recognise the need and value of adult education. The experience of functional literacy programmes in Tamil Nadu is good. If the problem of parental education is tackled through functional literacy, the ice would have been broken and the programmes of universal elementary education can succeed.

(3) In the neighbourhood of Coimbatore, a college has been started last year; and from the beginning, the college authorities undertook to secure part-time jobs for all the 300 students enrolled in the college. The responsibility for this is taken by the college. They changed the timings of the college from 8.30 a.m. to 1.30 p.m. From 3 o'clock, every student (that is the condition proscribed for admission) goes to foundry automobile workshop, farm, cooperative store and all of them worked throughout the year. That is the only college out of 168 colleges in the Madras University that did not ask for condonation for shortage of attendance for any student. It only shows that academic interest and financial interest are not conflicting. Such experiments need to be multiplied.

(4) The Madras University has introduced 16 job-oriented courses.

Prof. Raja Ram Shastri.—(1) The rural young should be in a position to have work experience in their own traditional surroundings and in their own families, together with their schools where some traditional occupations and some new ones may be developed side by side. Unless such a programme of general development including educational and economic development is taken together and taken forward, nothing will come out of this idea of work education or basic education. Real work education is needed and because we do not have real work, we do not have real education. The whole point in this proposal is that there should be a planning of economic and educational development in which students have real work experience.

Prof. V. V. John.—(1) As we have a representative government, it is subject to all kinds of pressures. It has therefore designed institutions like the UGC which need not be subject to pressures and can take unpopular decisions. But the whole game is lost if UGC takes populist positions. We can never improve the standards through such an approach.

(2) Let us have great restraint while establishing new universities.

(3) There has been a great deal of talk about part-time education. What else do we have in our colleges and universities at present? If one thinks of career education without interfering with the present curriculum, one can easily add it to the curriculum. This has been demonstrated by a college in Poona which has managed to do the normal four year course in 1-1/2 years and has utilized the rest of the time for career training and its graduates have no problem of unemployment. There is a project beyond mere job training and demolishes the automatic distinction that we have built up between learning and work. This is the best way to oblige every university to introduce an element of career training. Let us not call it vocationalisation. It is something which involves, not preparation for a job but the creation of a new psychology among our young people. To learn to work while learning is itself the highest form of education. It would be discovered that there is vast possibility of an expansion of this programme without adding to the real work load of students.

Adviser to Governor of Gujarat.—The allocations to the neglected sectors of cultural development, particularly, archaeology, the preservation and development of monuments, Museums, libraries, art galleries and of youth welfare, physical education, games and sports, NCC, NSS, etc. are quite inadequate, especially if we compare them with the original proposals. The provision of Rs. 120+Rs. 20 crores for these activities should, therefore, be retained.

In 1974-75, the budget provisions for these are even more meagre and these important sectors may lose further in 1975-76. It is necessary to protect them and to see that greater attention is paid to these sectors atleast in the remaining four years of the Plan period. They should not continue to suffer for want of fund.

The Plan provision of Rs. 40 crores should be retained for youth programmes, sports, games, NCC, NSS, physical education etc.

Education Minister, Andhra Pradesh.—(1) Redoubled efforts will have to be made to achieve the goal of universal elementary education within the next ten years from now. It is conceded on all hands that this cannot be realised through the present practice of exclusive reliance on the formal system of education with its single point entry, sequential character and full-time professional teachers. Therefore, a major thrust has to be in the direction of reconstruction of our formal system of education so as to include as large an element of non-formal education as possible.

(2) Pre primary education cannot be ignored for long. Not much attention has been given to this in the past. It is time that some concerted efforts were now made in this regard.

(3) The cultivation of values has been greatly neglected and the result has been a terrible decline in moral values. We find that the sanctity of the examination system has been terribly eroded and malpractices are far too common. This trend has to be reversed and the sanctity of academic life restored. Otherwise, the whole system of holding examinations becomes a farce. If we have to build up national character, we will have to start the process right in our schools, beginning from the pre-primary schools. The children will have to be trained in the ideals of democracy, secularism and socialism.

(4) The greatest danger to our present system is going to be the massive assault on it (and its rejection) by the student community. We should act with a sense of urgency and do something in this vital area so that the student would become employable and a useful member of the community when he comes out of the school or college.

(5) The Government of Andhra Pradesh proposes to bring before the next session of the Assembly a Comprehensive Education Bill. Experts have worked over this project for quite some time now and the bill, besides regulating the private educational institutions, seeks to lay down certain basic minimum educational standards in each sector of education.

Mr. A. E. T. Barrow.—(1) The educational system has feet (Pre-primary and primary) of clay. But neither breast and arms (secondary education) is of silver nor head (university education) of fine gold. We need reforms at all stages but the most crucial are those at the pre-primary and primary stages.

(2) We welcome the decision to carry out certain reforms in higher education and that certain universities are going to use grades instead of marks. It has been said that the Central Board of Secondary Education also is going to use the grade system. One must be on guard to ensure that the students do not suffer in admissions to important courses. Here the Central universities can give a lead.

(3) Basic education will not succeed unless we educate the parents on the subject. There is a pressure to over-emphasize academic subjects all the way down. One cannot improve education unless something is done at the top institutions.

(4) We must have autonomous schools. nursery schools. Let them work in their own way.

(5) The Central Universities should give some lead in introducing new courses for the 10+2+3 pattern.

(6) Let our sports be broad-based in the villages, in the schools so that our sportsmen will come up in the competitions and give us the requisite standards that we require for international sports.

Shri Parashar.—The unrest among the students is growing. The teachers, policy makers, and planners in education have not risen to the occasion and taken the necessary steps.

(2) Primary and secondary education should be given greater importance.

(3) At present, Central responsibility in education is not being clearly defined.

(4) When opening new central universities, the needs of places which have been neglected so far should be taken into consideration.

(5) The college and university teachers are highly agitated over the fact that retirement age has been reduced and there is no uniformity even in the case of Vice-Chancellors. Unless there is a feeling that uniformity is being observed in the retirement of everybody concerned, there is bound to be trouble.

(6) A well-regulated and co-ordinated effort is required for the education of scheduled castes and scheduled tribes in all the three spheres, medical, engineering and general education.

(7) The teacher-pupil ratio or the desirability of having a certain amount of enrolment for a particular institution (may be primary, higher secondary or a college) should not be applied to hill areas. There should be special allocation for hill areas and a special cell in the Ministry of Education.

Education Minister, Punjab.—(1) In Punjab, the primary schools have taken particular interest in science education and during the course of next year, each one of our schools will have science kits devised by UNICEF and NCERT. We have also taken steps for training of primary teachers for teaching of science.

(2) We have set up a separate cell within the Directorate of Education for social education. No programme of social education can achieve any progress unless, in addition to making the person literate, it also offers him knowledge of things of immediate concern. We have, therefore, provided for subject matter specialization in agriculture, co-operation, land and revenue management, animal husbandry etc. and for preparation of relevant literature.

(3) We have also drawn up a scheme of having some schools to be called 'experimental schools'. We are proposing to put more highly qualified staff in these schools, equip them with audio-visual aids and also give them certain amount of freedom in making their own syllabii and choose their own books. Each of these schools will have an Advisory Committee consisting of parents and other important persons of the area so that they could also have a hand in determining what the child should learn.

(4) Our view is that in actual practice work experience has not been able to make much head-way. We, therefore, propose that for three years in the Middle stage, use of basic hand tools would be a compulsory subject. During the Matric/Higher Secondary stage the student will have the choice from various subjects offered. At this stage there will be more emphasis on non-engineering subjects, to avoid duplication of facilities available on ITIs and Polytechnics. The programme is being extended to universities also.

(5) There should be no duplication of youth programmes, they should be integrated with community development work; and their institutional frame-work should not be isolated from the existing State structure in terms of control and supervision.

Prof. V. B. Singh.—(1) The machinery for educational planning, both at the Central and State levels should be made more effective. There is great need for coordination between different Ministries and Departments.

(2) The problem of student unrest deserves greater attention. The report of the Committee does not do full justice to it.

(3) There is great discontent among the student community due to unemployment, the main reason being that education is not relevant to our needs. After having their degrees and diplomas, the students are not in a position to find employment. I would urge the Board to so plan our education that it becomes relevant to the needs of the time.

(4) Plans should be formulated for reducing drop-outs and spreading literacy among adults.

(5) The Central Government had set up a committee on examination reform which has given its report. The recommendations of the Committee have been circulated to the State Governments for implementation. If this is done, much of the discontentment of the student population will be removed.

Shri G. R. Damodaran.—(1) Most of us are in favour of changeover to the pattern of 10+2+3 and vocationalization of secondary education.

(2) The polytechnics and ITIs in our country involving an investment of some crores of rupees have been under-utilised, while we are introducing vocationalization, more careful thought should be given to full utilization of these facilities.

(3) The programme of autonomous colleges is welcome.

(4) Teachers must be fully consulted and involved in educational planning and implementation.

Education Minister, Haryana.—(1) We agree that every effort should be made towards more intensive utilisation of the existing resources inclusive of the raising of teacher-pupil ratio. Greater reliance has also to be placed on alternative arrangements like informal and part-time education. Haryana has already taken elementary steps in this connection. We have introduced an experimental scheme of informal education to 9-12 age group. We are also in midst of preparation of syllabii and technology to introduce a new course (spread over a year or two) for the children in the age group 13-15. We hope that we will be able to launch this programme also from the coming year. We find that this is not only a cheaper programme but also a more relevant programme for those young people who cannot otherwise get education.

(2) We have started a mass programme of teacher education in the State. This year alone we provided for a one month orientation programme for about 20 per cent of all the teachers in the State. I am happy to say that every participant in the programme appreciated this idea and responded to it. This is going to be a continuous feature, so that after a lapse of 4-5 years each teacher is given this inservice training.

(3) The importance of youth programmes, particularly of National Service Scheme in implementing also the goal of universal education, needs to be highlighted.

(4) The idea of constituting an All India Council of Vocational Education at the Centre with similar organizations at the state level is welcome. But this need not necessarily be linked up with the pattern of 10+2+3.

(5) The importance of greater involvement of radio also in our mass education programmes needs to be highlighted.

(6) The mushroom growth of new colleges should be firmly stopped. We have taken a decision from this year to permit no more educational colleges and purely arts colleges, except in backward areas. The condition about endowment funds has also been significantly stiffened.

(7) Steps should be taken towards de-linking of degree from employment.

Smt. Kamla Bhatia.—Health Education programmes are important for the all-round development of children. Emphasis should be laid on imparting scientific health knowledge and on building up desirable health attitudes and practices. A system should be developed under which children are observed by teachers to detect signs and symptoms of deviations and defects from the normal and referred to health personnel/authorities for follow-up and treatment. For proper utilisation of resources, we need a coordinated programme between health, education and other allied agencies. *Health Education should form an integral part of educational programmes for all categories.*

Education Minister, Rajasthan.—Our traditional forms of art and culture such as those in dances music, drama or handicrafts are being neglected. It is necessary to provide adequate funds to support them. Otherwise their valuable inheritance of ours is likely to be lost for ever.

Shri G. L. Bakshi.—It is not correct to say that the Central Board of Secondary Education is going to abolish examination from next year. The system that is under consideration is that instead of giving marks, the grading system should be introduced. New curricula are being introduced. An earnest effort to implement the proposal is needed. Instead of highlighting difficulties, we should see what best can be done in view of the facilities available. So far as IX and X standards are concerned, there are no problems at the moment. But there are some problems for the XI and XII classes. These can be solved in about two years time when the stage for change comes.

Shri Om Mehta.—(The speech was read and attached)

Shri Rais Ahmed.—(1) The content of education is most important. We have to show that education is useful to the community. It is only then that the parents will send their children to the Centres of Work and Centres of Service, which will also become Centres of Education.

Non-formal education calls for much greater organisation than formal education. As has been pointed out, Agriculture, Health, Community Development and various other agencies have programmes; even the Ministry of Education has a large number of programmes like Nehru Yuvak Kendras, National Service Corps and so on. The efforts of all these organisations will have to converge on an area and a high degree of local organisation is needed. Unless we take steps to identify the areas which they would like to develop as project areas for the development of non-formal education, and unless we are able to set up suitable committees of the people of the community, and unless this work is done in the next few months, we will find that people will be talking about the failure of the system and the results will be negative. Implementation and organisation need great emphasis in the new concept of non-formal education.

INAUGURAL ADDRESS

SHRI K. N. CHANNA

Secretary, Ministry of
Education, Social Welfare & Culture

I have great pleasure in welcoming you to this Conference. I am grateful to all of you for having responded to our invitation and come for a rather longish stay in Delhi. I look forward to fruitful discussions in this Conference which will not only help the deliberations of the Central Advisory Board of Education, but also assist all of us in improving educational administration, both at the Centre and in the States.

As you are aware, I joined my present post in the Ministry of Education recently. During this short period, it has not been possible for me to visit the States or to study the vast educational problems on the spot. I must confess that I am not in a position to suggest any magical solutions for the intricate problems that we face in the field of education. What I propose to do in this inaugural address, therefore, is to share with you my concern for some aspects of these problems. I shall then assume the more appropriate role of a listener and a learner and try to benefit from your combined experience and wisdom to evolve policies and programmes for the consideration of the Central Advisory Board of Education.

Financial Stringency

One thing which is worrying all of us at the present juncture is financial stringency. The country is now passing through an extremely difficult economic situation created, among other things, by a spiralling inflation. Government has, therefore, been compelled to cut down its expenditure drastically, and, as might be anticipated, the axe has fallen heavily on all plan expenditure, and particularly on the non-core sector under which Education happens to be classified at present. The finances available to us have, therefore, been greatly reduced. We began our discussions regarding the Fifth Plan two years ago when the Central Advisory Board of Education approved of a plan

for Education and Culture with a total outlay of Rs. 532) crores. This was successively reduced till we now have a total plan outlay of Rs. 1726 crores only and there are possibilities that even this might get reduced further. Meanwhile, the prices have risen steeply so that the reduction in actual programmes, such as appointment of additional teachers, establishment of new schools, construction of buildings or purchase of equipment, is even greater than the reduction in the financial allocations. This has been a disappointment to all of us. What is more distressing is the possibility that this financial stringency is likely to continue for quite some time.

This situation poses a difficult challenge. On the one hand, the unfinished tasks in the field of education are indeed many and these are becoming more and more urgent as time passes. As they can be ignored only at great national peril, we shall have to do our best to accomplish them. On the other hand, the actual financial resources available are getting reduced, and their purchasing capacity is being attenuated further through a rise in prices. We have to find a way out of this dilemma.

It is necessary to realise that there are no easy solutions. It has been suggested, for instance, that some of the present financial difficulties could be overcome through liberal Central assistance for specific programmes. It would appear that this proposal is based on a misconception. It is not as if there is no money in the States while all of it is readily available at the Centre. The plain fact is that financial stringency afflicts both the Centre and the States.

We shall have to continue to strive to mobilise the maximum financial resources possible in support of Education. There is a strong feeling among the public and the academic community that Education has been accorded a much lower priority than it deserves in the matter of financial outlays. We must, therefore, try our best to see that this priority is raised to the extent possible. We shall also have to raise additional resources to supplement the inadequate Plan allocations through local taxation, community contributions and donations, and receipts from productive effort. But this may not be enough. Our efforts in this direction will have to be supplemented by other related and important measures. For instance, we may have to take steps to reduce the unit cost of Education. Priorities may have to be redefined. A rigorous scrutiny of the Plan schemes may have to be undertaken and available resources will have to be

concentrated on the implementation of a few major programmes of significance rather than scattered thinly over too many schemes, including some of relatively lower priority. What is even more important is that we shall have to mobilise human effort to make up for the shortfall in financial outlays.

Whatever the methods that may be adopted—and these may vary from State to State in keeping with local conditions—there must be agreement on one issue: we shall not slacken our efforts at the reconstruction and development of education under any circumstances.

Elementary Education

What are some of the major programmes on which it is desirable for us to concentrate?

From the earlier deliberations of the CABE, I find that the highest priority has been accorded to the provision of universal education in the age group 6—14 before the end of the Sixth Plan. A major question for us to consider is whether we modify our targets and postpone the achievement of this goal to a later date or modify our strategy and insist on reaching this goal within the next ten years.

In the papers circulated for the consideration of this Conference, the following three major proposals have been put forward for modification in the strategy :

(1) We should be able to enrol a fairly large number of additional children even in the existing institutions. This will imply better administration, an intensive utilization of existing facilities, and, if necessary, even the adoption of a larger teacher-pupil ratio.

(2) We should adopt the programme of multiple entry and part-time education in a big way, especially in the age-group of 11-14. Apart from a sizable reduction in unit costs, this will bring into schools large numbers of children from poor families who are required to work and who would otherwise remain outside the system. The programme will also provide adequate educational opportunity to all children who drop out at various stages on account of poverty. It will thus eliminate a good deal of wastage that now occurs in the system. Obviously, this is a programme for part-time students and we shall have to utilize the part-time services of a large number of persons—teachers as well as others—to promote it.

(3) The programmes of national service which have to be developed for young persons who have completed secondary school or college, may be linked up with programmes of expansion of elementary education by providing suitable opportunities to National Service Volunteers to work as teachers in primary and middle schools.

These are the basic issues and, ultimately, our success in providing universal elementary education in the age-group 6—14 during the next ten years will depend upon the extent to which we carry out these major changes. I realise that there will be several problems involved in the implementation of these recommendations. It is also obvious that there will be no common or uniform solutions which can apply to such widely different situations as those in Kerala and Tamil Nadu on the one hand, and Bihar and Rajasthan on the other. It is, therefore, necessary for each State to evolve its own programmes and strategies appropriate to its own situation. But while the strategies may vary, the provision of universal education at an early date is worthwhile and should, under no circumstances, be abandoned. It is, therefore, our responsibility to evolve a realistic and practicable policy in this behalf and to implement it effectively. I shall welcome your concrete suggestions on the subject.

Secondary Education

In the field of secondary education, it is my understanding that three main issues need urgent attention.

The first relates to expansion. It has been argued that a linear expansion of secondary education has been over-emphasised in the plans, as they now stand, and that a large amount has been allocated for the purpose. You will agree that there has been considerable unplanned and haphazard expansion of secondary education in the past and that there are far too many uneconomic and small secondary schools at present. A time has, therefore, come when we should change this policy and regulate the establishment and location of new secondary schools and even rationalise the existing institutions. This will also conserve considerable financial resources which could then be utilised for programmes of vocationalisation, for adoption of the new pattern, or qualitative improvement.

The two other major programmes in secondary education—and these will have to be discussed together—are vocationalisa-

tion and the adoption of the common pattern of 10+2+3. The desirability of these measures is generally accepted. They will help to divert a fair proportion of students in different walks of life and thereby reduce the pressures on admission to the universities. They will also help to improve standards, both at the school and the university stages. While the adoption of the pattern may require some non-recurring investment, the measure will ultimately result in a reduction in recurring expenditure. There is, therefore, need to implement these programmes on a priority basis. I am glad that some States have already implemented the reforms and some others have initiated steps towards its implementation. It is obvious that a good deal of elaborate preparation is needed for a successful implementation of these programmes. This only implies that we must begin the preparation without any further delay. I would, therefore, welcome all practical suggestions from the point of view of implementing both these reforms as soon as possible.

Higher Education

The most important issue in higher education relates to the regulation of total enrolments. Ever since Independence, higher education has been expanding rapidly at almost 10—13% per year. There has been some evidence recently of a slight decline in this growth rate; but it is still high. As you all know, this rapid expansion leads to deterioration of standards and accentuates the difficult problem of educated unemployment. In the fifth Plan, therefore, suitable measures will have to be adopted to regulate enrolments. It has been suggested, for instance, that no new full-time institutions of higher education, except in under-developed areas where an irrefutable case can be made for them, should be established. It will also be necessary to promote the development of large institutions which tend to be both economical and efficient. The interests of the weaker sections of the community, and particularly of the Scheduled Castes, Scheduled Tribes, and the first-generation learners, will have to be protected and their access to higher education increased through measures like reservation of seats in full-time institutions, coupled with adequate programmes of scholarships and hostels. It is appreciated that pressures for expansion of higher education are strong and that it is not easy to resist them. All the same, regulation of further expansion of higher education is a programme of great significance and priority. I should like to benefit from your experience in the matter and from your suggestions to achieve this objective.

Programmes for Youth

Problems of youth have been increasing in urgency and complexity in recent years, and must be tackled on a priority basis. This is particularly important in higher education where the incidence of student unrest is growing. Steps will, therefore, have to be taken for better provision of amenities and services, and for improving teaching.

It is also necessary to look after the needs of the non-student youth, both in urban and rural areas. Proposals included in the Fifth-Year Plan for the development of programmes of non-formal education for the out-of-school youth in the age group 15—25 are, therefore, welcome and should receive adequate attention.

There are three main proposals of youth welfare and services included in the Central sector. The first is that of the Nehru Yuva Kendras where the target is to establish one Kendra in every district during the Plan period. The second is the establishment of the National Service Volunteer Corps under which graduate students will be given a monthly stipend of Rs. 175/- and required to work in specific programmes for the period of one year. The third is the National Service Scheme including programmes of vacation camps, like 'Youth Against Dirt and Disease'. For the successful working of these programmes, we need your cooperation and collaboration. In addition, we also expect that appropriate plans of youth welfare and services should also be included in the State Plans to supplement our efforts.

Programmes of Qualitative Improvement

The programmes of qualitative improvement have an obvious priority. However, when there is a fight for resources, the programmes of linear expansion somehow manage to get the lion's share of the allocation and programmes of qualitative improvement tend to be driven to the wall. In the Fifth Five Year Plan, we must not allow this to happen. After all, these programmes are not dependent only on a large-scale monetary investment; and if we can somehow provide about 20 to 30 per cent of the total Plan allocation for programmes of qualitative improvement, appreciable progress can be made. But to do so, it may be necessary to regulate linear expansion of educational facilities and to adopt non-formal programmes in a big way.

The programmes of qualitative improvement, among other things, include : improvement of curricula, adoption of dynamic teaching methods, improvement of textbooks and other teaching and learning materials, examination reforms, improvement of supervision, and bringing the school and the community closer together in mutual programmes of service and support. It is also essential to improve selectively a few institutions to higher levels of efficiency and to make their facilities available to teachers and students of schools in the neighbourhood. These programmes essentially require the mobilisation of human effort, the dedicated and sustained effort of students, teachers and the members of the community. This is precisely the challenge to the State Education Departments. I shall be greatly interested to know from you the measures that are being proposed to mobilise this human effort and to bring about marked qualitative improvement in education in the next few years. This is also an area in which our considered recommendations will have to be highlighted.

We at the Centre shall be too happy to assist you to improve standards of education. Our principal instruments for the purpose are the N.C.E.R.T. and the National Staff College. Brief notes on the programmes which these organisations are proposing to develop to assist you have been circulated. We shall be grateful for your comments and suggestions regarding the manner in which the work of these organisations can be closely dovetailed with that of the corresponding organisations at the State level so that we are in a position to help you more effectively in the realisation of our common goals.

Educational Administration

Improvement of educational administration is our major responsibility. Let us not ignore the fact that the educational system is now under serious stresses and strains and often on the verge of a breakdown. The educational process of proper teaching and learning does not take place in many class-room situations. Students' attendance is often bogus and inflated. Many educational institutions remain closed for long periods of the year, on account of disturbances. Examinations are not often held in time, and adoption of malpractices on a large scale has become widespread and often created law and order problems. Unrest, both among teachers and students, is increasing and interfering with the quiet pursuit of education. There is a growing discontent among the public about the efficiency and

performance of the education system. In these circumstances, it is incumbent on us to see that the quality of administration is improved and that certain minimum standards are maintained in all educational institutions. Unless this is done, all talk of reform or further development is meaningless and additional investments into the system will merely add to the existing waste. It is necessary to discuss this problem in detail and to evolve concrete suggestions and programmes to improve educational administration.

One aspect of educational administration which deserves special attention is the need to provide proper leadership in all programmes of educational development. The initiative for this will have to come from the top : the Education Secretaries, the Directors of Education, and the State Institutes of Education. It will also be desirable to involve the universities in programmes of school improvement and thus bring in a new and able leadership into the picture. The inspecting staff will have to be properly chosen and adequately equipped for the purpose. The teachers will have to be involved closely in planning and implementing programmes of educational reform so that a considerable part of the leadership needed will come from the teachers themselves. Needless to say, the students also will be involved in the programme, especially in higher education. Special efforts will also have to be made to bring the leaders of the community in closer contact with the school system to provide the necessary popular and political support to programmes of education reconstruction. These aspects of the programme have been comparatively neglected in the past and will need greater emphasis in the years ahead.

Collaboration between the Centre and States

We are anxious that the Centre and the States should work closely and continuously together in planning and implementing programmes of educational development. Education is constitutionally a State subject, but it is also a matter of national concern. What happens in one State or one part of the country, has its own repercussions in all other parts as well. If the best results are to be achieved, therefore, it is necessary that the Centre and the States should work together as partners in the endeavour. The main purpose of the CARF and of the periodical Conferences of Education Secretaries and Directors of Education is to help in this direction. I, however, feel that, while these periodical deliberations have their own important role, we

must also involve supplemental methods of deliberation, cooperation and collaboration which will keep us in close and constant touch. I shall be grateful if the Conference finds some time to discuss this important issue.

Conclusion

I do not think I should take any more of your time. Like all new comers to any field of activity, I have begun to see the problems that beset it rather than the solution to these problems. You will, therefore, pardon me if I have merely shared my concerns and questions with you and not indicated the answers. For answers, I want to draw on your vast experience and benefit from your learned guidance.

As civil servants, we have a two-fold role to play. We shall have to assist, first of all, in the formulation of an appropriate policy which will help us to get over the present crisis; and once the policy is formulated, we shall have to do our best to implement it. Our deliberations today and tomorrow will have to be centered round these two major issues and, let us hope, will bring forth useful recommendations for the considerations of the Central Advisory Board of Education.

Before I close, I should like to thank you, once again, for your cooperation.

RESOLUTIONS

accepted by
The Conference of Education Secretaries and
Directors of Public Instruction/Education

1. A Plan of Action

1.1. The conference broadly approves of the overall strategy of educational development outlined in the address of the Chairman and approves of the five point plan of action suggested by him.

2. Elementary Education

2.1. The conference resolves that, in view of its vital significance, the programme of providing universal elementary education for the age group 6-14 should be pursued relentlessly in spite of financial stringency and fully implemented within a period of ten years at the most.

2.2. The conference is convinced that this goal cannot be realised through the present practice of an exclusive reliance on the formal system of education with its single point entry, sequential character and full-time institutional instruction with full time professional teachers. The conference, therefore, recommends that a radical reconstruction of the existing system should be carried out through the adoption of multiple-entry system and a large scale programme of part-time education for those children who cannot attend schools. For some reason or the other, on a whole-time basis. Programmes for such reconstruction should, therefore, be drawn up immediately in all States.

2.3. A massive programme of educating public opinion in favour of these changes should be launched by the State Departments of Education, State Institutes of Education, the Inspectorate and the teaching community. The State Departments

of Education should make special efforts to orient the teachers to meet the new challenges.

2.4. The new curricula needed for the purpose, the necessary learning and teaching materials and techniques will have to be immediately prepared by the State Institutes of Education. The NCERT should take an initiative in this matter on the basis of priority and give guidance to the State Institutes of Education.

2.5. Every State should set up a Working Group to prepare a concrete and realistic programme for provision of universal elementary education within its area in a period of ten years. This programme will have to be made financially feasible not only through the introduction of non-formal elements within the existing system, but also by more intensive utilization of existing facilities. Side by side, steps will have to be initiated to prepare district plans and ultimately even village level plans. In these plans, the highest emphasis will have to be placed on extending the programme to the girls and to the weaker sections of the community, especially the scheduled castes and the scheduled tribes. In tribal areas, priority will have to be given for creation of facilities for formal education as a first step in the provision of universal education through both formal and non-formal channels.

2.6. The magnitude of the task which is yet to be accomplished in the provision of universal elementary education varies largely from State to State and unfortunately it is very high in those States which do not have adequate financial resources. The conference recommends that a new pattern of assistance should be evolved for universal elementary education under which special funds should be earmarked by the Centre to the States.

3. Secondary Education

3.1. The Conference welcomes the proposal made by the All India Council of Technical Education to set up a National Council of Vocational Education and State Councils of Vocational Education for coordinating the vocational education programmes of various departments of the Government and of industry. The National Council of Vocational Education may act as a clearing house of ideas and as the main agency for dissemination of information of Works done in this field in the States.

3.2. The conference recommends that the State Departments may take into account the impediments which are coming in the way of the adoption of the 10+2+3 pattern and the introduction of vocational courses. They may also work out their requirements of funds and prepare a working paper on this for the consideration of the Central Government.

3.3. The conference recommends that additional funds be provided to the State Governments for the adoption of the new educational pattern of 10+2+3.

3.4. The conference feels that the amount of Rs. 10 crores provided in the Central plan for the introduction of vocational courses at the higher secondary stage is inadequate and recommends that this amount should be substantially increased.

3.5. The conference is of the view that, in the matter of introduction of vocational courses, the approach should be experimental and the State Governments should have freedom to make modifications suiting the socio-economic conditions prevailing in the State.

3.6. The Conference urges that equivalence of credits should be provided between vocational and academic courses to facilitate transfer from one course to the other.

3.7. The Conference stresses the need for a pooling up of the resources and for making coordinated utilisation of the plan and non-plan funds provided for vocational education and training by different departments of Government as well as in private sector. The new courses to be started should take into account existing facilities to meet the needs of skilled and middle level personnel in the concerned districts/States.

3.8. The Conference strongly recommends that State Departments should explore the possibility of using non-formal educational methods, particularly correspondence courses and evening classes, for imparting vocational education. NCERT may work out model curricula and syllabi for such courses and provide guidelines to the State Departments.

3.9. The Conference urges the State Departments and Boards of Education to implement the plan of action for examination reform contained in the Government of India Paper: "Examination Reform—a Plan of Action".

4 Higher Education

4.1. The Conference endorses the suggestions contained in the note on "Higher Education during the Fifth Five Year Plan" and recommended that keeping in view the magnitude of the tasks to be performed, the Plan allocations for higher education, both in the Central and State Sectors, should not be less than those provided in the Budget Estimates for 1974-75. The Conference would also emphasize in particular the need to develop Correspondence Course on a large scale.

4.2. Considering the restraint on resources and the need for maintenance of standards, as well as to safeguard against unplanned growth of universities and colleges, the guidelines provided by the University Grants Commission for establishment of new universities should be strictly observed.

4.3. The Conference feels that no new college should be started. There may, however, be need for starting colleges in backward areas on special considerations and also for giving opportunities for higher education to the weaker sections of the community. The location of such colleges should, however, be carefully planned so that they become viable units.

4.4. The courses in the colleges should be related to the socio-economic needs of the area.

4.5. In order to give a more balanced academic programme to the students in a society, which is being increasingly brought under the influence of science and technology, some universities may try to develop new types of science-*cum*-humanities courses programme at the under-graduate level.

4.6. Post-Graduate education should be provided, as far as possible, in university departments, post-graduate centres and through a coordinated programme by groups of colleges.

4.7. Special efforts may be made to diversify general education courses in arts, science and commerce, particularly at the under-graduate level, so as to relate these to national problems and to employment opportunities. Such courses, as far as possible, be planned in collaboration with the appropriate industries, trade and business organisations in the neighbourhood.

4.8. Research programmes in universities should be more and more related to the socio-economic and other needs of the area, region and the country.

4.9. In the matter of U.G.C. grants to universities, priority should be given for restructuring and reorganisation of courses and examination reforms.

4.10. It was noted that in the case of U.G.C. grants for development of colleges, a considerable element of matching share was involved. In view of this and the fact that some of the schemes involving recurring expenditure would become the liability of the State Governments at the end of the Plan period, it was necessary that they should be associated while considering the Plan proposals of the colleges. It was suggested that while submitting their applications for U.G.C. grants to the universities, the colleges should simultaneously submit a copy of the scheme to the State Governments who will communicate their views to the concerned university and these views should be incorporated in the recommendations of the university to the Commission. A time schedule should be worked out for each university, so as to ensure that applications are received by the U.G.C. in time.

4.11. The Conference feels that the scheme of revision of pay scales of university and college teachers announced by the Central Government would have many sided implications and problems and, therefore, felt that these may be discussed in detail by the C.A.B.E.

4.12. The Conference endorses the recommendations made in the U.G.C. paper in "Examination Reform—A Plan of Action". Universities and colleges should be encouraged to undertake reforms and due assistance should be given to the universities for introducing them.

5. Non-Formal Education

5.1. The Conference welcomes and endorses the strategy proposed by the Ministry of Education of providing programmes of non-formal education to adults, with priority emphasis on the age-group 15—25. It recommends :

- (a) that all State Plans should henceforth include programmes of non-formal education as an integral part of educational provisions;

- (b) that suitable machinery be set up in each State to formulate, devise and implement programmes of non-formal education integrated and inter-linked with the formal systems;
- (c) that adequate financial allocations be made in the State plans for non-formal education for this age-group on the basis of well-defined norms set up by the State Government (guidelines on the subject may be given by the Government of India);
- (d) that the programme should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for informed participation in developmental activities;
- (e) that by the end of the Fifth Plan an effort should be made to cover at least six to seven million illiterates in this age-group ;
- (f) that during the current year 1974-75, all efforts be made to begin the programme in (a) one district in each State with central assistance and (b) at least one additional district with State funds.

5.2. The Conference also recommends that the Functional Literacy Programme which represents the single largest ongoing effort of intensive non-formal education linked to a developmental activity, should be strengthened and expanded; and that similar functional literacy programmes should be developed in relation to other developmental schemes appropriate to rural and urban situations;

5.3. The Conference further recommends that the adult education programmes should form an in-built part of every developmental activity whether in the rural, or urban, public or private sector, and that every Central and State Ministry/Department should make appropriate provision in the respective scheme.

6. Youth Programmes

6.1. The Conference lays special emphasis on the development of programmes for and by youth and recommends that these

should be developed in the Fifth Five-Year Plan on a priority basis. In particular, it makes the following recommendations :

- (a) The programme of Nehru Yuvak Kendras should be developed further. The involvement of the State Governments in the formulation and implementation of this programme should be deepened. An appropriate organisation to achieve these objectives should be set up.
- (b) The National Service Scheme which is also a programme of qualitative improvement, should have a priority on available resources. The present tempo of the programme, including the special camps, should be maintained and expanded. An effort should be made to see that every student who wishes to participate in the programme is provided with an opportunity to do so.
- (c) Each State should utilise at least 1000 graduate volunteers in their various development projects on a stipendiary basis. Suitable arrangements for orientation and training of these volunteers should be made and for this central assistance would be provided. Suitable incentives, including some weightage in recruitment, should be given to such volunteers by way of recognition of their services.

7. Education of Scheduled Castes and Scheduled Tribes

This Conference considers the spread of education amongst the scheduled castes and scheduled tribes as of vital importance for the development of the society and also the national economy and recommends that highest priority should be accorded to all such programmes in the educational strategy of each State. While appreciating the steps taken for the preparation of sub plans for tribal areas and the continuance of the post-matric scholarships the Conference also recommends that—

- (a) the sub-plans which are at various stages of preparation should be got completed with expedition and speed so that they are put on the ground during the current year itself;
- (b) the special coaching and guidance schemes intended for Scheduled Castes and Scheduled Tribe students should be implemented forthwith;

- (c) a distinct strategy should be involved for achieving educational targets in respect of children belonging to scheduled castes and scheduled tribes.

8. Strengthening of Educational Administration

The Conference emphasises the need for strengthening educational administration from the planning upto the implementation and the evaluation stage, particularly in view of the increasing responsibilities to be shouldered and the new challenges to be met by the educational administrators during the Fifth Five Year Plan period and recommends that—

- (a) there should be a sufficiently staffed Planning and Evaluation Wing headed by a senior officer in the Education Department of each State;
- (b) there should be a Statistical Organisation in the Education Department from the district level upto the State level in order to collect, collate and process data for realistic planning and effective implementation of educational programmes ;
- (c) there should be adequate strengthening of supervisory and inspecting staff. At the same time, innovative practices like school complexes and greater delegation of powers should be adopted;
- (d) in order to ensure an integrated approach to problems of Educational Administration, suitable steps should be taken to coordinate the activities of all departments concerned both at the State and National level.

9. Cultural Programmes

9.1. The Conference reiterates the views expressed at its last meeting particularly the principle that the spheres of science, education and culture are not exclusive and that unless culture permeated all aspects of education and scientific disciplines, it will not be able to effectively reorient the basic values in the educational system. The Board accordingly recommends—

- (a) That the cultural content of the curriculum of the pre-school, primary, middle secondary and higher secondary stages should be developed;
- (b) that extra-curricular cultural activities should be encouraged in schools and in all institutions of higher studies;

- (c) that extra-curricular studies conducive to cultural development should be encouraged by improvement of library facilities.

9.2. The Conference also recognises the need to make available for public view and appreciation, to the greatest extent possible, the vast heritage of sculpture, painting, manuscript and other works of art. The importance of museums in creating among the people, especially the young, interest in our cultural heritage has not yet been fully appreciated. The Archaeological Survey of India and various other organisations as well as some of the large museums have collections which are far in excess of what they can display.

9.3. The Conference recommends that the State Governments, large Municipal bodies and Universities should set apart adequate accommodation for museums and create facilities for better appreciation of objects of art.

9.4. The Conference also recommends that the possibility of utilising for the purpose palaces and other large houses which are not required any more for residential purposes should be explored.

9.5. The Conference would urge the need for immediate steps to ensure adequate security arrangements to prevent damage, theft or substitution of exhibits. That the Archaeological Survey of India and other organisations and large museums should lend on a tenure basis exhibits from their surplus collection and arrange for periodic verification of such loaned exhibits. High priority should be given to the implementation of the Antiquities and Art Treasures Act 1972 with a view to checking the loss of valuable art treasures.

10 Coordination and Collaboration between Centre and States

The Conference records its sense of appreciation of the growing coordination between the Centre and the State Governments in respect of curriculum development and reform, textbook evaluation, streamlining of educational structure and educational planning. It recommends that the tempo gained by this close cooperation between the States and the Centre is put to maximum use not only for the purpose of educational reconstruction but also for national integration. This Conference further recommends that in order to achieve better coordination, there should be regular and periodical meetings both at regional and national level.