

**THE CENTRAL
ADVISORY BOARD
OF
EDUCATION**

THIRTY-NINTH SESSION
June 6-7, 1983
New Delhi,

ADDRESSES AND RESOLUTIONS



**MINISTRY OF EDUCATION AND CULTURE
GOVERNMENT OF INDIA**

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WELCOME ADDRESS

SHRIMATI SERLA GREWAL
Education Secretary, Government of India

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

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

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

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

For the first time special attention was paid to giving recognition to women in respect of development activities; women's education and human resources development came to figure as a very important factor in the promotion of economic and social development. During the Eighties, however, new problems are being thrown up. We have recently got the Teachers' Commission set

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

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

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

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

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

ADDRESS BY CHAIRMAN

SHRIMATI SHEILA KAUL

Minister of State for Education and Social Welfare

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

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

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

There are in our country three levels of educational problems. At the root-level, we have the problem that relates to the need to fulfil the mandate that has been given by our Constitution under its Article 45. This Article promised free and compulsory education for all children in the age-group 6 to 14 by 1960. Regretfully, despite all efforts, we have not been able to fulfil this commitment. The target date was first revised to 1970, then to 1976, and now again to 1990. Considering, however, that this particular problem has now been included in the Twenty-point Programme, I feel reasonably confident that this time our date-line of 1990 will not need to be pushed further, and that we shall be able to fulfil our targets. At the same time it is clear that an unprecedented effort will be needed on the part of all of

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

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

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

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

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

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

II

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

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

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

has already formulated a programme of restructuring the courses of higher education. Foundational courses which have been proposed will, if implemented with vigour and enthusiasm, provide to our youths a wide basis which is indispensable for counter-acting the disadvantages and problems of specialisation. The University Grants Commission has also proposed a new combination of subjects so that students are able to blend theoretical knowledge with practical and applied knowledge. Reform in examination system is another major thrust of the proposals of the University Grants Commission. In the context of the deteriorating situation in the university campuses, the relevance of changes in the examination system cannot be over rated. In fact, it can be said that the present examination system is one of the major maladies of our entire education system. Pursuit of degrees, passing examinations and mechanical memorising have come to be looked upon as the central aims and processes of education. I believe that the University Grants Commission has attempted to provide suggestions to improve the examination system so that students are enabled to concentrate on the development of faculties and acquisition of authentic knowledge, which are the right aims of education.

III

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

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

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

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

IV

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

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

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

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

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

With these words I declare the meeting open.

ADDRESS

PROF. M.G. K. MENON
Member (Education)
Planning Commission

Madam Chairman and Distinguished Delegates,

I am very happy to be here at this meeting of the Central Advisory Board of Education which is the highest level body in the country for educational policy and planning and which is meeting at, what I regard, as a most opportune moment. It is opportune because we have now completed three years of the Sixth Five Year Plan; we are now in the fourth year of the Plan and we have one more year of the Plan to go—1984-85. Thereafter, there will be a new Plan, the Seventh Plan, and if we are to prepare for that Plan and, in particular, aim for a new thrust in the field of education, rather than just work out some numbers relating to funds needed to keep various programmes going for obtaining approvals in legislatures, then we have a period of 18 months or so in which to analyze how we have progressed so far and where we should be going. This is, therefore, a most opportune moment to set in motion a series of steps which could be of great relevance to planning our educational system for the next five years of the Seventh Plan and beyond. I hope that important suggestions will

emerge from this body, which, as I said, is a unique forum of all those who are concerned with education, particularly at the political level—a forum of the Ministers of Education of the State Governments chaired by Minister of Education of the Centre along with various others who are concerned with education at the administrative levels, such as Secretaries of Education, Vice-Chancellors, Education Advisers, etc. We will shortly have the privilege of listening to Dr. Madhuriben Shah on aspects of the University system.

The first point I would like to emphasise concerns the importance of education for the nation and for development; and the priority we ought to attach to education. It seems to me that education is somehow taken for granted; and does not have a public visibility except when there is major frustration or indiscipline. In contrast, in a factory you can press a few buttons and we hear the clanging of machines and lights coming on and off and production taking place; you go to a power generating station and you see the motors and turbines rotating at high speeds and electricity being generated; you can see a rocket taking off; and similarly you can actually see a whole range of things in the areas of hardware. But education is somehow not tangible in that form. Each one of us has been through the educational system and is concerned about it from the viewpoint of our children. We know its importance for life and progress and yet there has been a tendency to regard education as a low priority item, as a luxury item or as an incidental item. I think it is the first and foremost responsibility of the Central Advisory Board to alter this picture, with regard to priorities and policies

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

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

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

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

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

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

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

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

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

An aspect about the educational system which we need to emphasise is the demographic pressure. We have today a growth in population estimated to be just under 2%. All our efforts at development tend to be much less tangible because of this increase in population. It is for this reason that we have a major national effort relating to population stabilisation. What needs to be emphasised adequately is that education is a very important component of any population stabilisation policy. Education has to have a high priority if we have to achieve success in population control.

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

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

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

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

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

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

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

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

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

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

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

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

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

I would also like to draw your attention to another aspect which we have neglected to a great extent and tragically so; and that is the leadership of the future. Many many of our brightest, the most brilliant and

talented, for a variety of reasons, do not come through the system as it exists as leaders in their areas of interest and capability. At each stage, in the primary schools, in the secondary schools and in university system, we have outstanding individuals who get removed from the mainstream either because they cannot afford to go through the system or if they go through they get transferred in a manner in which their *real* interests and capabilities are not developed. We have to consider ways and means whereby we can identify this leadership and develop it. This is not elitism in any sense of the word; it is a matter of seeing that those who have capabilities, are provided opportunities to develop them not for personal self-aggrandisement but because they are part of the country and rich resources; and we must use our resources in the best possible manner and this must be done in the case of all resources including intellectual.

I would have made some very general remarks on this address. To me, the most important point is that we have to be introspective and self critical. We have to ask ourselves what we should do with the system that exists to make it more relevant, to make it far more interesting, to reduce costs and involve community participation. And, finally how do we alter value systems in society so that education as a human resource development activity can lead to meaningful and gainful creative employment of relevance to national developmental efforts.

ADDRESS

DR. (MRS.) MADHURI SHAH
Chairman
University Grants Commission

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

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

No one would like to undermine the role of the universities in the socio-economic development of the country. Various schemes for national development have been implemented and are being implemented by personnel trained in universities and colleges. Nevertheless, it is time that we ask ourselves the question: whether the aspirations of the society, specially of a developing country like ours, are met by the response we get from the ever growing expectations and aspirations of university education which we find amongst the young people, amongst the political leaders, amongst different States, different cities and even rural areas. It is often said that the standards of university education have deteriorated in the last two or three decades, that there is a wide gulf between standards obtained in one university and the other. No one can deny that. But I would not say that standards have deteriorated in all aspects. In fact, no systematic study has been made so far to see whether the top 20 per cent, thirty years ago performed as well as the top 20 per cent, today, though I must admit that the lowest 20% of the past performed better than perhaps the lowest 20% of today because we have opened the doors of higher education and there has been a phenomenal increase in numbers during the last three decades or so. It used to be 14-15 per cent rise every year in university and collegiate enrolment which has now stabilised at about 3.5%. But what do you find? We find that a large number of universities come into being, some even through Ordinances by the State Governments without perhaps adequate preparation or adequate survey of the needs of the areas which they serve. I think objectivity in opening up of universities and colleges is a desideratum if you want to

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

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

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

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

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

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

deny the need for basic or fundamental research but at the same time, let us understand and appreciate that every student who joins a postgraduate course or a graduate course is not carved out for research, and, therefore, the courses need a change, just as we need to have a change right at the school stage. Take elementary education. What is it that we need to add in elementary education? Do we need to learn more of science, or more of language and mathematics? At the school level, we try to teach to the middle level in a class of 50, while philosophising that individual differences exist in all children and no two children are the same or similar to one another. We switch on our radio at the stroke of ten when the class starts and the teacher goes on hammering the same old thing to all the 40-50 children in the class. What is needed is the development of innovative materials and teaching practices which would take care of multi-level learning capabilities and which will also take care of the individual differences among school children.

This would also take care of the gifted children because we do not want to think of vertical mobility only where the child is promoted from one class to another but also of horizontal growth. Now what have we provided in our educational system at the school level for horizontal growth? Is our curriculum a two-tier or three-tier curriculum for every standard? It is necessary that in certain classes we have a curriculum for standard 1, 2, 3, 4 or even 5, 6, 7 which is a basic curriculum. In addition to it, the teacher should build up, and should be enabled to build up, on that curriculum some thing more which would be suited to the needs of gifted

children and to modify the same to meet the needs of the slow learners. What we need today is a wide spectrum of learning experiences which should cover the entire system of knowledge which is applicable at that particular level of learning.

VOTE OF THANKS

SHRIMATI SHEILA KAUL

Minister of State for Education and Social Welfare

Friends,

It has been a great pleasure for me to have you with us for these two days. The cooperation which you have extended has made everything very smooth and your suggestions as to how we should proceed with education have been very useful. I hope that when you go back to your States and we go back to our Ministry, we should have become a little wiser. I thank you very much for your patience and for your being here with us. Once again I thank you very much.

VOTE OF THANKS

SHRI GANGADHAR MAHAPATRA
Minister of Education & Youth Services,
Government of Orissa

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

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

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

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

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

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

I hope that this august body should meet at least twice in a Plan period so that we can have mid-term review of the targets and the achievements. It would also help us to take stock of the position so that a greater sense of urgency and concern would be evolved for all of us. With these words, I again reiterate that your inspiring leadership will always encourage us to go ahead with the sole purpose of fulfilling the commitment that we have given to the people at large.

RESOLUTIONS ADOPTED BY THE CENTRAL ADVISORY BOARD OF EDUCATION

(Thirty Ninth Session—June 6-7, 1983)

I. Planning of educational resources and advance preparatory action for the Seventh Plan

In the opinion of the Board, convening of the 39th Session of the C.A.B.E. is timely, in that it provides an opportunity to take stock of achievements so far made during the Sixth Plan period, review the policies and strategies adopted, and initiate advance preparatory action for the Seventh Five-Year Plan especially in the context of the targets to be achieved by 1990—both in respect of universalisation of elementary education and removal of adult illiteracy under Point No. 16 of the New Twenty-point Programme. The Board also takes note of the fact that the 1981 census has indicated that the magnitude of the tasks ahead is likely to be considerably larger than envisaged earlier.

Consequently, the programmes of the Seventh Five-Year Plan have to be substantially accelerated both in the fields of universalisation of elementary education and adult education.

Education should be given high priority in the Seventh Five-Year Plan.

The Board recognises that this would call for a large allocation of funds and massive mobilisation of resources at all levels and recommends, inter alia :—

- (a) that the Eighth Finance Commission be requested to provide special grants to meet the special needs of all States, particularly the educationally backward States which cannot be expected to be met through the normal process of Plan and Non-Plan allocations. The enormous problem of provision of facilities specially school buildings should be similarly tackled through special grants by Finance Commission as otherwise it would be impossible to remedy the accumulated backlog in this regard;
- (b) that the Central and State Governments should provide significantly enhanced allocations for education with high priority to elementary education and girls' education and the removal of illiteracy;
- (c) that in recognition of the importance of local and community participation in strengthening the infrastructure and facilities for education, especially school buildings, active involvement of Panchayats and other local bodies, parent-teacher associations and other voluntary agencies should be encouraged;
- (d) that the resources base for education be diversified through institutional finance and utilisation of programme funds such as National Rural Employment Programme;

- e) that the need for the optimum use of existing resources and for devising viable alternatives involving low cost technologies be given priority;
- (f) special efforts be made to review existing Non-Plan expenditure to ensure maximum returns therefrom ;
- (g) that special allocation be provided in 1984-85 for advance preparatory action for the Seventh Plan, in order to ensure a good start for the programmes of the next Plan.

II. Spread of universal elementary education for the age-group 6-14

1. The Board notes with satisfaction the pace of progress achieved in increasing enrolment in elementary classes as part of the New Twenty-point Programme. However, in view of the enormity of what remains to be done in terms of numbers, and bearing in mind the other dimensions of the problem viz., retention and successful completion, it cautioned against complacency. The Board emphasizes in this context that the coverage henceforth shall be of difficult target groups and/or backward areas.

2. Consistently with this focus on difficult target groups and/or backward areas, there is need for micro-level planning. For each of the areas/groups so selected for special attention, specific programmes/projects will

have to be formulated with reference to their needs, resources, and constraints.

3. Recognising the limited potential of the conventional education system to cater to such special requirements, the Board emphasises increasing resort to innovations. Accordingly, in-depth studies will have to be commissioned at different places to develop suitable approaches/strategies.

4. It was noted in this context that over the years, a number of innovative projects had been implemented for testing out various concepts and techniques. Some of these are now available for wider adoption not only for the difficult groups/areas, but also for the improvement of the general system.

5. Among the target groups, education of girls requires special attention, particularly because of the significant impact that their education has on promotion of family planning, child care, and general improvement in the quality of life.

6. Special incentives will have to be provided to encourage girls to enrol in schools/non-formal education centres and suitable changes in staffing policies and procedures will have to be introduced to augment the availability of women teachers, particularly in rural and difficult areas. The relevance of early childhood education centres for enabling girls to attend schools has also to be recognised.

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

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

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

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

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

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

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

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

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

14. In order to make various non-formal education models viable and attractive it will be necessary to ensure that students enrolled in these centres reach a level generally equivalent to that reached by their counterparts in the formal system. From this point of view minimum

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

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

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

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

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

“The magnitude of the unfinished task in the provision of universal elementary education, both quantitative and qualitative, varies largely from State to State; and unfortunately it is very high in those 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.”

III. Removal of adult illiteracy

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

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

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

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

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

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

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

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

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

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

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

IV. Improvements in school education

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

V. Women's education

1. Special efforts are required for accelerating the pace of education of girls/women. The Board recommends that the following measures be taken :

- (i) Special inputs for education of girls/women under the Adult Education Programme ;
- (ii) enhanced Central financial assistance for non-formal education organised exclusively for girls ;
- (iii) construction of working women's hostels/residential quarters in rural areas to provide safe residential accommodation to women employees in the Health/Welfare/Rural Development/Education sector ; and
- (iv) institution of awards for increasing enrolment of girls.

2. The Board recommends the setting up of a standing committee to give concentrated attention to women's education and authorises the Chairman to finalise its composition and terms of reference.

3. The Board further recommends establishment of special cells in the Ministry of Education and the Education Departments of States/Union Territories for promoting education of girls/women and for monitoring its progress.

VI. Value-orientation in education

In the context of erosion of values that is taking place and the fissiparous tendencies that have become quite marked in recent years, the Board urges the need for value orientation in education at all levels.

The Board approves that the basic approach to value orientation in education may be as follows :

- (i) preparation of new instructional materials ;
- (ii) special preparation of teachers for introducing value orientation in education ; and
- (iii) setting up of special institutions to give a practical shape to this effort, which would also employ innovative methods of teaching and learning aiming at individualised training for each student and special facilities for the encouragement of excellence and value education.

VII. National integration and education

1. The significance of education for national integration is undeniable. The Board notes that the National Integration Council had also recognised this by setting up a Standing Committee on Education.

2. The Board recommends that suitable organisations, in consultation with the appropriate State Governments, should be established in the NCERT and UGC which would be charged with the responsibility of preparing and publishing learning materials including anthologies and other collected works relating to the themes of national integration and value-oriented education.

3. Text-books play an important role and can be of great help to the cause of national integration. In preparing text-books of history and other subjects adequate attention should be given to the Indian struggle for freedom with particular reference to those movements in which people of India participated irrespective of their difference in religion, language and ethnic origin.

4. The Board notes that, to begin with, a review of schools text-books in languages and history has been undertaken to identify objectionable material related to communalism, regionalism and linguism, casteism, obscurantism, and superstition. The Board urges upon the States, which have not completed the review, to complete this exercise so that revised text-books are available at the earliest. It urges further that such evaluation in other subjects be also taken up and systematic efforts be made to incorporate in text-books, materials which promote national integration.

5. The Board endorses the idea of developing community singing as a national movement for reinforcing efforts to foster national integration.

6. Besides textual materials, attention also needs to be given to evolving symbols common to the States and Union of India and encouraging their use on nationalised text-books so as to promote a feeling of national identity right from the early childhood.

7. With a view to promoting national integration the National Service Scheme in the colleges should be assisted to organise National Integration Camps in the

different parts of the country to bring together young students from different States.

8. A national examination should be instituted at the level of first degree, open to any candidate in the formal or non-formal system of education; special care should be taken to see that the national examination shall include items relating to the themes of national integration and value oriented education.

VIII. Vocationalisation of higher secondary education

1. The Board notes with satisfaction that the States, which had not done it earlier, have decided to adopt the 10+2 system of school education. It, however, notes with concern that only a few States and Union Territories have introduced vocational courses at the +2 stage of education. In the opinion of the Board, the adoption of 10+2 system of education without vocationalisation of the +2 stage will not be effective in bringing about the desired transformation of education.

2. The Board urges upon the States/Union Territories to evolve a time-bound programme of introducing vocational courses at the +2 stage for which steps need to be taken to conduct surveys, prepare curricula, textual materials, institute courses, develop a suitable system of practice training and of evaluation.

3. The Board urges that the case of certification of vocational courses from NCTVT and the application of

apprenticeship scheme to those passing out of vocational stream may be taken up urgently with the Ministry of Labour. An important point, which requires special emphasis, is the need to develop courses which are largely terminal in nature. This will serve two broad purposes viz. (a) develop courses in such a way that the skill training is of a level as to allow ready entry into the employment market; and (b) prevent the use of vocational courses at the +2 stage as alternatives to gain entry into higher education courses by students who, for want of adequate academic performance, could not get admission into them initially.

4. The Board recommends the development of a close linkage between vocational and technical education system. Both vocational and technical education employ the combination of theory with application in developing requisite skill. Both need attachment through apprenticeship to employing organisation for applying their skill to real life situation. A close interaction between the two systems would be mutually beneficial not only in engineering vocation but also in non-engineering vocations like agriculture, para medical, commerce, banking etc.

5. It may also be useful to set up State Councils for vocationalisation with representation drawn from various Government departments, industrial and other employing establishments and voluntary organisations.

6. In the opinion of the Board, the Centre should play a leading role in implementing the programme of vocationalisation of secondary education. It, therefore, recommends that a major scheme be included in the

Central Plan for assisting the States in vocationalisation of +2 stage.

IX. Three language formula

The Board resolves that in the interest of the unity and national integration of India, it is necessary that the State Government take effective steps to implement the Three-Language-Formula as laid down in the National Policy on Education, 1968. In this connection, the State Governments should keep in view the spirit of this formula while formulating the language patterns in their States. The State Government may also take advantage of the Schemes being operated by the Ministry of Education and Culture for this purpose.

X. Problems of CBSE students

1. In the absence of a uniform adoption of the 10+2+3 System of education, mobility of students between States is restricted. Since the network of institutions affiliated to CBSE cater mainly to the requirements of children in the transferable category the CBSE system is particularly affected by this lack of uniformity.

2. Children coming out of the CBSE system also

suffer on account of different standards of assessment of pupils' attainments.

3. Taking note of these problems, the Board recommends recourse to the following measures :

- (i) All States/Union Territories shall adopt the 10+2+3 System without further loss of time.
- (ii) Assessments of different Boards of Secondary Education be normalised through a percentile formula where there is no entrance examination for admission to higher education programmes.

XI. Setting up of Model Schools in each district

Taking note of overall constraints on resources, the Board suggests that the possibility of establishing at least one model school in each State, to begin with, may be explored. The Board further recommends that appropriate steps in this direction should be initiated. At the same time, considering the fact that most of the existing schools are under-equipped, the Board emphasises that attention be given to improve standard in the existing schools.

XII. Educational technology and utilisation of media facilities for school education

1. Educational Technology has a crucial role in widening access to education and improving the quality of education. This assumes added significance in the context of new opportunities available under our INSAT programme. The efforts already being made for utilising media facilities, particularly radio and television, should be considerably strengthened to help the development of alternate systems of education, thereby reducing the load on the formal education system.

2. In view of the fact that educational authorities will henceforth be responsible for production of educational programmes, all efforts should be made to ensure that this programme gets adequate financial and personnel support. All States should participate in a positive way in the systematic utilisation of radio and television facilities. The Board recommends towards this end that appropriate equipment for use of media facilities should be made available to schools and other educational institutions on a large scale.

3. The Board endorses the draft guidelines formulated for educational broadcasting and approved in particular the idea of moving away from a syllabus-based approach in production of educational radio/television programmes.

4. The Board expresses its serious concern about the baneful influence of the commercial movies on students. The Board is of the view that Government must intervene and take steps to prevent this undesirable influence.

XIII. Upgradation of standard and development of talent

The Board emphasises the need for upgradation of the standard of courses at all levels. While upgrading courses, care should be taken to eliminate from the curriculum those elements which are obsolete and have lost relevance in the context of the latest advances. Modern educational technologies should be employed in the interest of promoting innovations aimed at individualised instruction and making available to the increasing number of students the best educational materials. The Board recommends that concrete measures should be taken in regard to the above mentioned needs by expert institutions like NCERT and UGC.

The concept of special educational needs should be extended and should include not only handicapped children, but also gifted children who should be regarded as national resources to be specially encouraged in the interest of national development. Modalities and measures for this purpose should be worked out.

XIV. Higher education-improvement of standard

I. The Board notes the large increase in the number of new Universities and Colleges even after the amendment of the UGC Act in 1972. The Board generally endorses the approach that new institutions of higher education should be established only where the need is clearly made out on sound academic considerations and

the availability of adequate resources is assured. The Board observes that the Union Minister for Education has recently written to the State Education Ministers, urging the need for adequate consultations with the Central Government and the UGC before establishing new Universities; and that the UGC, in its policy frame, had also suggested restraint on opening of new colleges except where there was a felt need based on academic grounds and in backward areas. Proposals for opening of new Universities shall be carefully examined, only after all other possible alternatives of enlarging access for higher education such as correspondence courses, open university systems and setting up of post-graduate centres have been explored and found wanting should such proposals be considered after due consultation with UGC/Central Government. The Board, therefore, urges that the State Government should comply with this approach so as to avoid proliferation of sub-standard university and non viable colleges.

The Board emphasizes the obligation of the State Governments for making adequate provision on account of maintenance support of Universities and Colleges. It also recommends that more funds should be placed at the disposal of the University Grants Commission to enhance the Commission's support for the development of State Universities and Colleges affiliated to them.

II. The Board notes that in the context of 10+2+3 pattern of education which is the national policy, the UGC has circulated detailed guidelines for restructuring of under-graduate courses, involving introduction of new curricular structure which would include Foundation

Courses, Core Courses and Application Oriented Courses. This would bring about a greater diversity and relevance of education programmes, widen the intellectual horizons of the students and deepen their understanding of basic disciplines and also help in development of appropriate skills, thereby enhancing employability of the graduates. The Board urges upon each University to immediately undertake an intensive exercise of revision of curricula, updating of the course contents, introduction of new application oriented subjects and adopt new learning—teaching processes.

III. The Board emphasises the need for devoting urgent attention to examination reforms so that reliability and credibility of the university examinations is maintained. It endorses the minimum plan of action suggested by the UGC for adoption by various Universities from the examination of 1983-84 onwards.

IV. The Board commends the suggestion that in the recruitment of teachers in Universities, efforts should be made to draw teachers from other States and that the composition of the faculty should reflect the national character of the Universities. The Board also emphasises the need to evolve appropriate mechanisms to periodically assess and evaluate the academic attainments and performance of teachers.

V. The Board recognises the fact that change in the educational system is a slow process; it is therefore necessary that Universities and Colleges should continuously respond to reforms adequately and with determination, to bring about curricula reforms and

greater relevance of education to national development and societal needs. Extension should form an integral part of the programmes of Universities and Colleges.

VI. The Board notes that progress in the scheme of autonomous colleges was slow. It is of the view that Universities and State Governments should confer autonomy on deserving colleges in greater measure, so as to allow institutions to experiment with innovative education and exercise academic freedom and develop excellence. Periodical review of the performance of autonomous colleges should be taken with a view to strengthening further the concepts underlying autonomy.

VII. The UGC is taking immediate steps for drafting regulations under Section 26(1)(f) of the UGC Act defining the minimum standards of instruction for the grant of any degree by any University. The Board is of the opinion that with requisite support from the State Government this would lead to improvement of university administration and improvement in the performance of Universities and Colleges.

VIII. The Board discussed at length the specific suggestions for revitalisation of university system and upgradation of standards in higher education. These include:—

- (a) All India character of university system.
- (b) Consonance between university education and socio-economic situation.
- (c) Possibility of delinking university degrees from obs.

- (d) Possibility of having two types of courses namely academic and vocational, corresponding to two streams of students.
- (e) Introduction of a national examination.
- (f) Introduction of more Open University Programmes and in general, non-formal systems of education.
- (g) Development of functional linkages between universities and national laboratories.

A few of the suggestions have been noted/endorsed by the Board. In the view of the Board, the remaining suggestions require an indepth examination and action where necessary in consultation with all concerned, namely Central Government, UGC, State Governments and the Universities.

XV. Technical education

In the field of Technical education, the Board reiterates that the priority should continue to be the improvement of the quality of education through the removal of obsolescence of course curriculum and laboratory facilities, the upgradation of infrastructure facilities for courses of direct relevance to national development programmes, and the initiation of action for education and research in the areas of emerging technologies. Expansion of educational

facilities should be consistent with the anticipated requirement of skilled manpower.

XVI. Abolition of capitation fees

The Board expresses great concern at the charging of capitation fee in some States for admission to professional institutions. The Board advocates that all admission to professional courses be based on academic merit consistent with the reservations for weaker sections of society as determined by law. The Board recommends that early action be taken, both administratively and legally, to abolish the pernicious practice of charging capitation fee or what may be the same thing under the guise of donation or 'development fee', which is totally out of proportion to the fee that is normally charged or should be charged.

It also urges that the Universities should not grant affiliation to any institution which charges such fees.

XVII. Improving efficiency of the system by strengthening capabilities in educational planning and management

Having taken note of the phenomenal growth of education in our country and the rapid changes that are

taking place in the field of education, the Board recognises that the task of educational planners and administrators has become very challenging. Apart from the pressures of large numbers to which education has to cater the existing level of efficiency of educational administration also needs to be raised.

The Board further notes that the Sixth Plan has emphasised the need for strengthening educational management which holds the key to get best out of the available resources.

The Board accordingly recommends that :

- (i) Special attention should be paid by the States and Union Territories with a view to increasing the efficiency of the system;
- (ii) States and Union Territories should take maximum advantage of the various training programmes organised by NIEPA and other agencies at Central and State levels in educational planning and administration by deputing their key level personnel for these programmes;
- (iii) States and Union Territories should build a cadre of adequately trained personnel, and prepare a systematic plan for retraining their other officers with the help of key personnel already trained.
- (iv) Keeping in view the desirability of decentralised planning and administration as also the importance and utility of the institutional plans for purpose of optimum utilisation of available

resources and achieving the targets of universalisation, retention and improving the quality of education, the States and Union Territories should place maximum emphasis on innovative practices and non-monetary inputs into education.

XVIII. Supply of concessional paper

The Board views with concern the problems faced by State Governments due to the non-supply of concessional paper in the year 1982-83. It urges that the Ministry of Education should take up the matter with the Ministry of Industry so as to ensure larger allocation being made to the State Governments to meet their requirements.

XIX. A new design of education

Having taken note of the observations of the Prime Minister of India in regard to the need for changing the education system which was derived from the British pattern, the Board strongly endorses her statement that "our present education system does not seem to meet the needs of even our old problems not to speak of the new". The Board also endorses the views articulated by Professor M. G. K. Menon in his address, drawing attention to the micro and macro eco-system in the environment

based on the processes of inter-relationships and inter-connections. The Board emphasises further, that the present education system needs to be made more dynamic with a view to responding to the realities of the Indian situation, especially the life style and the value system of the tribal societies of India.

Keeping the above in view, it recommends the evolution of a new design of education for the future which will be relevant and meaningful to the child and the adult taking into account the various aspects of the outer and the inner environment of man. It recommends that special measures as may be required should be taken to evolve a new design of education based on the concepts of the plurality of the paths and models to reach an identical goal of inculcating the values of tolerance and co-existence and harmony. It recommends that the new design be discussed on a continuing basis in the subsequent meetings of the Central Advisory Board of Education.

XX. Inter-linking of education and culture with development programmes

The Board endorses the recommendations of the Conference of the Secretaries of States and the Union Territories in-charge of Education, Technical Education and Culture held in January and March, 1983 respectively. It invites special attention to the recommendations

relating to the need for inter-linking elementary, both formal and non-formal, and adult education with programme of rural development, social forestry, handicrafts and handlooms.

It recommends that at the Central, State and District levels, appropriate programmes may be launched for ensuring this inter-linking and evolution of curricula based on local or regional environment, crafts and skills.

The Board endorses the recommendations made by the Secretaries in-charge of Technical Education, which drew attention to the employment of traditional knowledge and skills relating to water systems, soil conservation, minerals technology, evolution of alloys, planning and architecture, building materials etc. It recommends the association and employment of traditional technologies within the local and regional polytechnics and other institutions of vocational training.

The Board endorses the recommendations made by the Secretaries in-charge of Art and Culture, where attention was invited to the need for establishment of linkages of programmes of cultural institutions such as those of archaeology, archives etc. with those of the sectors of education, healthy nutrition, and natural environment.

The Board recommends strongly that skilled artists, craftsmen and other practitioners of traditional skills and crafts be utilised for the schools system. It highlights the need to draw upon the non-corporate and non-organised reservoir of local and traditional skills for building up

sound foundations of the education system, particularly with reference to the scheme of vocationalisation.

The Board also recommends that cultural content which would attune the Indian to his past and prepare him for the future should permeate the curricula of formal and non-formal systems of education at all levels.