

RECOMMENDATIONS

of the

STATE LEVEL WORKSHOP

on

NATIONAL EDUCATION POLICY

organised by

DIRECTORATE OF SCHOOL EDUCATION,

Haryana, Chandigarh.

( 9th Nov.,1985 to 11th Nov.,1985)

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Issues discussed:-

- Minimum needs programme for School Education.
- Vocationalisation of Secondary Education
- Non-Formal and Adult Education.
- Teacher Education and Curriculum Development.
- Community involvement and Decentralisation.
- Supervision and Administration of Education.
- Depoliticisation of Education.

PANEL OF EXPERTS

- 1- Shri L.M.Jain,IAS,  
Commissioner & Secretary,  
Government of Haryana,  
Education Department,  
Chandigarh.
  
- 2- Shri Anil Razdan,IAS,  
Director of School Education,  
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Chairman,School Education Board,Haryana.
  
- 3- Shri J.D.Sharma,IAS,(Retd.)  
Ex Vice-Chancellor, Jammu & Kashmir University,  
Ex Director of Public Instruction,Punjab,  
Ex Director, Indian Adult Education Association,  
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4. Shri V.S.Mathur,M.A.(London)  
Retd. Joint Director of Public Instruction,  
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2. Mrs. Raj Kumari Patney,  
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3. Sh. S.B.Gupta,  
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4. Sh. Ram Singh Chahal,  
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6. Sh. M.N.Chopra,  
Assistant Director,  
Haryana Education Deptt.
7. Sh. B.R.Nagpal,  
Sub-Divisional Education Officer,Jind
8. Sh. S.S.Raghav,  
District Edu.Officer,Faridabad
9. Sh. Lal Chand,  
District Edu. Officer, Narnaul.
10. Sh. O.P.Gupta,  
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11. Sh. Ved Parkash,  
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12. Sh. J.I.Gupta,  
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13. Sh. Yoginder Kumar,  
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14. Prof.L.N.Mittal,  
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18. Sh. Ram Nath Mehlawat,  
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19. Smt.Kiran Mishra, -  
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20. Smt.Krishna Soni,  
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21. Smt. L.Duggal,  
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22. Sh. K.K.Jain,  
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26. Mrs.S.Khosla,  
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28. Dr. D.S.Mishra,  
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29. Sh. S.S.Kaushal,  
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30. Sh. B.K.Sehgal,  
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31. Sh. K.C.Prabhakar,  
Deputy Distt.Edu. Officer,Kurukshetra.
32. Dr.V.K.Raina,  
Field Adviser,  
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33. Miss I.Grover,  
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34. Sh.Dina Nath Betra,  
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35. Smt.Parkash Devi,  
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36. Dr.B.R.Gupta,  
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Subject Specialist O/O L.S.E. Haryana
46. Sh. K.K. Mehta,  
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58. Sh. Ved Parkash,  
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GROUP 'A'

MINIMUM NEEDS PROGRAMME FOR SCHOOL EDUCATION

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7. Sh. B.R.Nagpal,  
S.D.E.O. Jind. Rapporteur.

## MINIMUM NEEDS PROGRAMME OF SCHOOL EDUCATION.

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### Preamble -

1.I. An ideal school education programme should enable the educationists to understand the ability, aptitude and the interest of the individual and thus help him in developing his personality in physical, social and economic spheres and build a strong character as to enable him to live a better individual life responsive to social transformation keeping in view the scientific and technological development.

Equity, quality, social, economic and political justice are of particular significance in the management and development of the education system. It is from these national objectives that we can draw the aims and objectives of education system.

Universalisation of elementary education is a non-negotiable priority. Quantitatively education can be organised to promote social justice or to retard it. History shows numerous instances where small social groups and elites have used education as a prerogative of their rule and as a tool for maintaining their hegemony and perpetuating the values upon which it has rested. On the other hand, there are cases in which social and cultural revolutions have been brought about in a system where equality of educational opportunity is provided and education is deliberately used to develop more and more potential talents and to harness it to the solution of national problem.

Now it is to be considered whether education is to be a hand maid of elites or it has to be an instrument of social transformation and peaceful change aimed at

creating an egalitarian society. In the field of education investment in elementary education, yields the highest rate of return and has significant impact on productivity and the general well-being of the masses. If education in the real sense is to be imparted, the group strongly feels that we must fulfil the minimum needs of the institution as many Primary, middle & high Schools do not have the basic facilities

MINIMUM NEEDS:-

1. Class-room roofed accommodation with adequate seating arrangement according to the prescribed norms.
2. Provision of furniture i.e. chairs and tables even in the lower Primary classes. Appropriate furniture must be provided both for the teacher and the taught to create the congenial teaching environment in the school.
3. Provision of black-boards, chalks, teaching aids such as charts, science kits, mathematics kits globe and other audio-visual aids according to the prescribed class-wise syllabi. These are the minimum aids to make the teaching effective.
4. Provision of play-way material such as see-saw, slides, swings, merry-go-rounds for the primary classes. In addition to these play-way materials, football, carom-boards, swinging ropes, ludoes, word-building blocks and other sports material in accordance with the level of institution should be provided for the physical and mental growth of the child. It will help to increase attracting power and reduce the rate of wastage and stagnation

and will increase the retention power of the school.

5. Provision of safe drinking water facility, toilet facility for girls as well as for boys separately are must. These are the essential minimum requirements to inculcate the habit of cleanliness in the child. Infact there are the minimum means and requirement for developing the habit of cleanliness.
6. Library facility and Science Labs. are the essentials of an educational institution for creating an environment of self study and experimentation.
7. To fulfil the constitutional obligation and to bring the uncovered hard core child population especially girls in the stream of formal education system, a provision of free supply of uniform, text books, stationery, attendance scholarships and payment of opportunity cost compensation to parents of scheduled castes/scheduled tribes and lower income groups who forgo the support of children while they are at school be made. For providing these facilities, the head of the institution should be the deciding authority.
8. As educational studies speak that the children who are involved in pre-pry-education through Anganwadies/Balwadies indirectly prepare the children education to be continued at elementary stage. So co-ordination of agencies running these Balwadies/Anganwadies will go a long way in attracting children specially girls to elementary stage. Such Anganwadies/Balwadies need be opened

in every rural habitation.

TEACHER COMPONENT:-

The teacher has a pivotal role to play in the qualitative improvement in education. Merit and aptitude should be the basis of selection and recruitment of teachers. The teaching profession should be made more attractive and lucrative and at the same time the principle of academic accountability should also be applied. The idea is to create an attitude of responsibility among teachers.

With the day to day innovation and new developments in the field of elementary education which is the very basis and foundation of the superstructure of an Education policy, it is imperative that the Primary school teachers who improve their academic qualification or become eligible for their promotions/selection grades, etc. may be allowed to remain at the same premises so that full benefits of their enhanced knowledge and experience can be taken for by the student community as a whole. Further in order to match the knowledge the present child is exposed to today, the basic academic qualifications of Primary teachers be enhanced (may be in phases) from matric to graduation.

At present out of 100 enrolled children in class-I only 38.6% reach class-V and only 23% reach to the level of class-VIII. Thus resulting in enormous wastage at the elementary stage. With the implementation of the new education policy, teacher starting with class-I should continue up to class-V and his five yearly assessment in place of annual assessment should be based on the retention and attainment rate of children (here stress is both on quantity and quality). Similarly, the accountability of middle and secondary level teachers be made accordingly. No detention policy should be extended up to class-V. The record of competency based evaluation of children should be maintained

regularly. In order to evaluate the attainment of students and to keep a close watch on the performance of teacher, effective & intensive supervision is required. It is, therefore, recommended that every school must be visited atleast thrice a year. Motivation for a teacher is an essential factor for the qualitative and quantitative improvement in education. Supervisory officers can play an effective role in this area. However, a system of incentives should be introduced for teachers for doing commendable work in the area of preventing drop-out. If increase in retention level is beyond 10% incentive should be given to teacher in graded form and this incentive in the form of commendation certificate should be given. The incentive for increase in retention beyond 20% be awarded with a commendation certificate followed by 50% of the unit cost per pupil in cash as cash prize. This scheme should continue till the target of universalisation is achieved.

STAFFING PATTERN:

1. Teacher pupil ratio in primary classes should not exceed 1:40 in any case.
2. Teacher pupil ratio in schools where a teacher is expected to teach more than two classes in primary schools, should not exceed 1:30.
3. Atleast one lady teacher specially belonging to the same area must be appointed in a Primary School to attract and hold girl students to the school. In no case a primary school should be without a lady teacher. Where such teachers are not available, training and appointment of local women with relaxation in age from the area may be appointed on contract basis. However, they must be given requisite training.

Regarding posting of primary school teacher, it is strongly recommended to post them locally or near about their native places to avoid hardships of facing daily commutation. Facilities for secured

residential stay on the analogy of para medical staff may be provided.

BLOCK LEVEL RESIDENTIAL SCHOOL:

Special attention should be given to the education of talented children irrespective of caste, creed and sex by opening residential schools at block level. All facilities free of cost should be provided to the children belonging to SC/ST and economically backward classes. This will inculcate a feeling of equality and social justice among the down trodden. Those maintaining certain prescribed standard upto VIII Class in these residential schools may be shifted to residential schools provided at the district level. The system would narrow the gulf between the masses and the classes and thus help them to overcome the feeling of superiority/inferiority and alienation, amongst these children. Admission to these schools should be on the basis of entrance intelligence test to be conducted by SCERT with the help of NCERT.

It is proposed that in future no school should be opened or upgraded, if the community does not fulfil the prescribed norms including the provision of teaching aids, seating arrangement, residential quarter for teachers and other requirements as discussed already in the minimum needs of a school. It is also recommended that the concept of neighbourhood school as envisaged by the Education Commission (1964-66) should be adopted in the New Education Policy.

Education is the development of the human resources and elementary education has been included as a minimum need based programme for the nation and also as a part of 20 point programme, but it has been deprived of its due share in budget allotment. The share of expenditure has dwindled from 56% in the First Five Year Plan to 36% in the 6th Five Year Plan. On the other hand the share of expenditure on higher Education has risen from 9% to 26%. Thus priorities have been reversed to the detriment of the crucial stage of elementary

education. That means we are building structure at the cost of foundation. It is envisaged that elementary education share out of total educational expenditure should be raised to 70%. Again the G.N.P. spent on education has been reduced to 3% in the 6th Plan from 7.3 of the 1st Five Year Plan. It should be increased to a minimum of 6% of G.N.P. as recommended by Education Commission (1964, 66); if not to the level spent in the first five year plan.

Free and compulsory elementary education in ~~the~~ the age group of 6-14 has been adhered to but for effective implementation of SUPW and Recreational activities, Rs. 1, 2 and 5 P.m. from primary, middle and high classes respectively be be charged as Activity Fund, since no provision of expenditure on such items already exist. It should be kept at the disposal of the head of the institution. It is also suggested that Marke Committee <sup>must</sup> contribute 20% of its income for the betterment of educational facilities in their respective areas.

Content:-

The content of education at school level needs to be recast. Keeping in view not only the traditional values that make the country's composite culture but also to make the education process functional in relation to the felt needs and potentialities of the people. The content at the school stage should include language, arithmetic, environmental studies cultural values and physical education with a provision of agriculture, Animal Husbandary and Horticultural activities, SUPW through purposful productive annual labour contributing towards goods and services useful to the community besides recreational activities. This should be the core curriculum in the country with variability of 20% to 25% as per regional environmental situation.

The learning process in the early years of elementary



education has to be more creative and of joyful activities as stressed by the UNICEF under the project of primary Education curriculum renewal.

Financial Implication:

The present cost of elementary education per head is around Rs. 341 per annum in Haryana whereas it is very exorbitant for public schools. As proposed if we want the New Education policy should be implemented in right perspective an expenditure of Rs. 953 p.a. per head is required (details appended). It hardly needs to be stated that additional capital expenditure would greatly augment teacher productivity because in the absence of expenditure on heads other than salary component the utilisation of staff remains low. As per present position 95% of education budget is consumed on salary of staff and practically nothing is left for expenditure on other dire necessities. The present attitude of indifference towards education on the part of decision making bodies on financial matters needs be changed & they may be made aware of potential danger of aimless society. It is needless to say that investment in primary education will also save investment in Non-Formal and Adult Education Programme. Thus an attitude of involvement in education need be created.

If the political will is there, it is not at all difficult to provide finances and implement the new educational scheme in creative, constructive and useful way, otherwise, all this exercise is not going to yield much return.

## ANNEXURE I

ESTIMATED COST OF A P.R.Y. SCHOOL.  
(300 Children)

1. Building	Rs. 6,26,000
<u>Staff</u>	Rs. 65,000
5 teachers (5 X 13000)	
Furniture for students (One table & one chair for each child)	Rs. 30,000
Furniture for Staff.	Rs. 3,300
10 Wall Black Boards	Rs. 600
4 Wooden Black Boards with stand.	Rs. 1,200
2 Steel Almirah	Rs. 2,500
Library Books	Rs. 2,500
Maps, Chart & Globes etc.	Rs. 2,500
Science & Math kits	Rs. 500
Game Material	Rs. 1,000
Children Park equipment	Rs. 10,000
Cultural activities	Rs. 1,000
Play -way teaching aid	Rs. 1,000
Chalk	Rs. 200
Stationery, postage etc.	Rs. 100
Attendance register, file cover etc	Rs. 250
Water & electricity charges	Rs. 600
7 fans	Rs. 4,200

Contd..2.

2 sets of uniform for 50% population  
viz Sch castes, backward classes etc.  
@ Rs. 150/- per uniform for 150 students.

Rs. 15,000

Stationery and text books for  
children @ Rs. 30/- per child.

Rs. 4,500

One day meal @ Rs. 2/- per child  
(300 X 2 X 225)

Rs. 1,35,000

Attendance prizes to Sch. castes  
(60 students)

Rs. 72,000

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Rs. 9,14,350/-

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GROUP 'B'

VOCATIONALISATION OF SECONDARY EDUCATION

1. Sh. S.S.Raghav, Convener  
Distt. Education Officer, Faridabad.
2. Sh. Lal Chand Member  
Distt. Education Officer, Narnaul
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Smalakra(Karnal)
6. Sh. Yo\_inder Kumar, Asstt. Director Member  
Schools, Haryana Education Deptt.
7. Sh. S.K.Kapoor, Senior Specialist Rapporteur  
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8. Professor L.N.Mittal, Member  
T.T.T.I, Sector 26, Chandigarh.

## VOCATIONALISATION OF SECONDARY EDUCATION

### 1. Vocational Education :

Conceptually, Vocational Education is a comprehensive term and embraces, besides general education, those aspects of the educational process that involve the study of the technologies and related science and acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. Such an education would be an integral part of school education system and would be so structured that student can be sufficiently equipped with both knowledge and skills to join as a part of economic life as a wage earner.

The aim of vocational education at plus 2 stage is to provide diversification in educational opportunities for enabling the students to select vocations according to their aptitudes, interests and abilities and thereby improve their competence for wage and self employment. Vocational Education should help the students to enter working life with self-reliance and confidence and take up work, well equipped with knowledge and relevant skills. It should further contribute to the achievement of society's goals of greater democratisation and social, cultural and economic development and equity, while at the same time developing the potential of the individual for active participation in the establishment and implementation of these goals. Thus vocational education should exist as a part of system of life long education adopted to the needs of the country.

### 2. Vocationalization of Education ( 1 to X)

The foundation for vocationalisation of secondary education will have to be laid earlier than 10 plus stage.

There should be a fruitful mingling of general and vocational education- General education containing some elements of pro-vocational education and vocational education in its turn having an element of general education. This foundation can be laid through socially useful productive work (SUPW) with accent on practical work. The group recommends :

- a) That SUPW should be an integral component of elementary and secondary school curriculum with a weightage of 15 to 20% of the total time.
- b) In the earlier stages i.e. at primary level, more time say 80% of SUPW time be spent on service activities like gardening, cleaning the environment etc. and rest on creative or productive activities like paper cutting, toy making etc.
- c) When the students move from primary to middle stage the component of productive work should be increased to 50% of SUPW time.
- d) In IX and X, 80% of the total SUPW time should be devoted to creative and productive activities.
- e) SUPW activities should not only be limited to the four walls of the school. Help of the community, neighbouring technical institutions, industrial complex and other related institutions be tapped for implementing SUPW scheme. However, adequate facilities in terms of suitable teachers, raw material., tools and space for the activities be provided.

### 3. Vocational Education at Plus 2 level :

As stated above, vocational education should be a continuing process in school educational system. Higher

Secondary education should be comprehensive both to be terminal for those who do not want or cannot proceed for further education and to have a strong academic and vocational foundation for higher studies for those who show intelligence and aptitude for that education. Thus Higher Secondary or senior secondary education should have two streams- academic as well as vocational. However both streams should have a strong vocational component in the curricula and should be diversified to satisfy the needs of both the above mentioned streams. Let the head, heart and hands function in unison. The complete separation between the two thus will neither be desirable, nor possible. Obviously for terminal secondary education, vocationalisation would have much larger component than for the other stream. The group is of the firm opinion that :

- (i) Vocational education is essentially education in the broader **sense** of the term. By broadening the educational horizons for the individual, it enables him to reach higher levels of achievements of his own choice. So it should be regarded as an integral part of 10 Plus 2 system .
- (ii) Vocational education and diversification of courses should be introduced at a stage when a student has acquired sufficient knowledge and skills to pursue these courses with confidence and a sense of achievement so that one may lead a dignified life and derive full benefit of opportunities that may come one's way for vertical mobility. These courses, therefore, be **introduced** when the student has completed ten years of schooling and not earlier than that.

- (111) Keeping the above stated goals of vocational education in view the vocational stream should go along with the academic stream in the same senior secondary school as far as possible and necessary infrastructure be provided for the same. The vocational spectrum can also be run in a separate building/institution (other than senior secondary school) provided it is planned, managed and controlled by Edu. Deptt. In that case arrangements for horizontal mobility must be made in the senior secondary schools nearby.
- (iv) The duration of a vocational course should be 2 years and a semester system should be introduced. In this system one can study for some time and be engaged in his occupation for some time thus providing for learning and earning.
- (v) The vocational education spectrum should consist of a range of knowledge and skills training in technology together with a study of the related science and other practical work. For this purpose a systematic linkage should be established with the facilities available in neighbourhood. The objective should be to give students fitness for employment or a capacity for self employment. At the same time it should be ensured that vocational education should not be rated lower than the academic courses. The all important question is, which of these streams will provide for the higher administrative and professional levels. If vocational courses are to be meant for training the lower levels of manpower only and avenues of admission to engineering and medical colleges are not open to those who would join these courses, then a derogatory distinction is bound to arise between these courses. Steps will have to be taken to impart dignity to vocational courses on one hand and to inspire hope and faith in the dignity of labour on the other hand.



- vi) Admission to engineering, medical and agricultural colleges etc. should be confined only to those who passed through the vocational stream whereas admission to institutes of higher learning in humanities and science, education and law etc. be given to those who pass through general academic spectrum. For this purpose special courses in related science need to be developed and designed.
- vii) Vocational courses and curricula should be planned and designed in consultation with the community, employers and development agencies and the emerging employment opportunities which are local specific should be kept in view.
- viii) Necessary arrangements should be made for preservice training of adequate number of teachers for carrying out the programmes. In-service training facilities will also have to be organised.
- ix) The resources of all agencies concerned should be tapped for optimum utilisation of existing human and material resources. For providing adequate facilities for training in vocations, schools should enter into collaborative arrangements with local farmers, hospitals, banks, industries, commercial establishments and other institutions for collaborative work. Vocational training or the job training is an important part of vocational education. Thus vocational education should be planned as a cooperative venture between school, community and employers.
- x) Admission to vocational courses should be strictly based upon the abilities, aptitude and <sup>capabilities</sup> aptitudes. For this purpose the strong guidance and counselling service in the school will have to be organised and strengthened.
- xi) Provision of facilities for vertical mobility for those who wish to pursue further education is essential. Facilities should be provided for higher vocational education in their respective areas. Such programmes can

be started in existing institutions or new institutions be created for the purpose.

- xii) The facilities of horizontal mobility i.e. change from one stream/trade to another be also provided through suitable bridge courses.
- xiii) The emphasis of vocational education should be on development of skills which aim at preparing students for self employment. However for those who wish to go for wage-employment, cadres and recruitment policy should be suitably modified to provide job opportunities for those coming out of this stream.
- xiv) Vocationlisation for self employment should reckon with the need for supplementary inputs like credit, market etc. and should also aim at extending the scope of possibilities of effective tie up with the district industries centre and other institutions etc.
- xv) A s vocational education is to be part and parcel of the school education system so it should be planned, designed, managed and implemented by education department of the state and no other agency.
- xvi) The state Board of <sup>School</sup> Education will be the examining agency. It will have a separate vocational education wing and employers would be involved in the process of evaluation.

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GROUP 'C'

NON FORMAL AND ADULT EDUCATION

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3. Sh. RamNath Mehlawat, Member  
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5. Smt. Krishna Soni, Member  
Distt. Education Officer, Karnal.
6. Smt. L. Duggal, Project Officer  
Adult Education, Ambala. Member
7. Sh. R.K. Jain, Headmaster, Member  
Shri Jenendra High School, Panchkula.
8. Sh. Purnan Mudgil, A.P.O. GRS A Rapporteur
9. Smt. Madhuri Jain, Member  
Distt. Adult Education Officer,

## राष्ट्र के लिए नई शिक्षा नीति

प्रौढ़ एवं अनौपचारिक शिक्षा के वर्तमान ढांचे में  
परिवर्तन एवं परिवर्धन हेतु सुझाव

यदि हमें 1990 तक 15-35 आयु-वर्ग में निरक्षरता-उन्मूलन के लक्ष्यों को प्राप्त करना है तो इसके लिए प्रयोजनमूलक साक्षरता कार्यक्रमों के अन्तर्गत भारत में इस आयु-वर्ग के 8.7 करोड़ निरक्षरों को भर्ती/साक्षर किए जाने के लिए लगतार कोशिश करनी होगी। इस समय हरियाणा में 15.50 लाख प्रौढ़ों को भर्ती/साक्षर किया जाना शेष है।

प्रौढ़ तथा अनौपचारिक शिक्षा की सफलता के लिए निम्न विन्दुओं पर विचार किया जाये:-

### न-आन्दोलन

निरक्षरता-उन्मूलन को एक जन-आन्दोलन के रूप में चलाया जाये।

प्रौढ़ों को आकर्षित करने के लिए यह जरूरी है कि प्रौढ़ शिक्षा को उनके व्यवसाय से जोड़ा जाए। गांवों की विकास सम्बन्धी योजनाओं की सफलता प्रौढ़ शिक्षा की सफलता पर निर्भर करती है। कृषि उत्पादन, परिवार कल्याण योजना, छोटी जलयत, सामाजिक उत्थान और राष्ट्र निर्माण जैसे सभी महत्वपूर्ण कार्य शिक्षित व्यक्तियों द्वारा आसानी से अपनाए जाते हैं। हरियाणा के प्रत्येक गांव में अनौपचारिक एवं प्रौढ़ शिक्षा--ये दोनों योजनाएं पूर्ववत्/चलाई जाए जिससे कि राज्य के सम्मुख न केवल 15-35 आयु-वर्ग को, अपितु 5-35 आयु-वर्ग को पूर्ण साक्षर और शिक्षित बनाये जाने का लक्ष्य सामने रहे।

-प्रौढ़ शिक्षा की अधिक सफलता के लिए निम्न कदम उठाए जा सकते हैं:-

### मुदायिक केन्द्र

-गांव में पंचायत एक 'सामुदायिक केन्द्र' अर्थात् "कम्युनिटी सेंटर" स्थापित करें, जिसमें गांव की शैक्षिक, सांस्कृतिक एवं आर्थिक गतिविधियां साथ-साथ विकसित हों--एक ही स्थान पर औपचारिक शिक्षा, प्रौढ़/अनौपचारिक शिक्षा, महिला मण्डल, आंगनवाड़ी, खेल-कूद, लोक कथा संगीत एवं सत्रमान आर्थिक कार्यक्रम आदि यथा-समय क्रियाशील हों। इस कम्प्लेक्स के लिए न्यूनतम अढ़ाई एकड़ भूमि अपेक्षित होगी।

-सामुदायिक केन्द्र का एक लाभ यह होगा कि एक ही प्रकार की गतिविधियाँ चलाने वाले विभिन्न विकास विभाग समकक्ष धरातल पर आ जायेंगे एवं उनमें पारस्परिक समन्वय हो सकेगा ।

-अपने गांव से सम्बन्धित शैक्षिक, सांस्कृतिक एवं विकास सम्बन्धी सभी गतिविधियों की देख-रेख का उत्तरदायित्व यदि ग्राम सभा/ग्राम पंचायत/सदरथ गठित समिति स्वयं सम्भाल सके तो हमारे संवैधानिक एवं प्रजातांत्रिक ढांचे के अनुकूल होगा ।

### लाभार्थियों को प्रोत्साहन/सुविधाएं

-देखा गया है कि शिक्षित व्यक्ति परिवार कल्याण योजना को स्वेच्छा से बहुत जल्दी अपनाता है- अतः प्राइमरी शिक्षा केन्द्रों का महत्व निर्विवाद है । प्राइमरी शिक्षा केन्द्रों में आने वाले लाभार्थियों को परिवार कल्याण योजना अपनाने वाले व्यक्तियों की भांति "इन्सैटिव" भी दिए जाएं ।

-प्राइमरी शिक्षा केन्द्रों के लाभार्थियों को पढ़ी दर की मजदूरी, सरकारी ऋण आदि में प्राथमिकता दी जाए । इन लाभार्थियों को कुछ अन्य सुविधाओं हेतु आरक्षण भी दिया जाए । अनौपचारिक शिक्षा प्राप्त छात्रों को औपचारिक शिक्षा प्राप्त करने वाले छात्रों के समकक्ष माना जाए ।

### अनुदेशक एवं क्षेत्रीय कार्यकर्ता

प्राइमरी तथा अनौपचारिक शिक्षा केन्द्रों की सफलता अनुदेशक पर निर्भर करती है । चूंकि इन केन्द्रों में वे लाभार्थी आते हैं, जिन्हें औपचारिक स्कूल शिक्षित नहीं कर सके, अतः इन केन्द्रों के अनुदेशकों में औपचारिक स्कूलों के अध्यापकों की तुलना में अधिक योग्यता एवं क्षमता की आवश्यकता है, किन्तु व्यवहार में बात विल्कुल उलट है । अतः इन केन्द्रों को सफल बनाने के लिए दोहरी रणनीति वांछनीय है--१। केन्द्रों को आकर्षक बनाया जाए २। अनुदेशक को कम से कम न्यूनतम मजदूरी अथवा उसकी योग्यता के अनुसार वेतन दिया जाए । मिशनरी भाव से प्रेरित व्यक्ति को ही यथा-सम्भव अनुदेशक के पद पर नियुक्त किया जाए । कुछ सेवाकालीन प्रशिक्षण एवं अनुभव के पश्चात् अनुदेशक को नियमित किए जाने का प्रावधान हो । औपचारिक शिक्षा की भांति उत्तम कार्य करने

वाले अनुदेशकों को राज्य/राष्ट्रीय पुरस्कार से सम्मानित करने का प्रावधान भी किया जाए। अच्छे अनुदेशकों के लिए पर्यवेक्षक, सहायक परियोजना अधिकारी, परियोजना अधिकारी एवं जिला प्रादेश शिक्षा अधिकारी के पदों तक पहुँचने की भी एक सहज और सरल व्यवस्था बनाई जाए।

- और इसी प्रकार पर्यवेक्षक, सहायक परियोजना अधिकारी, परियोजना अधिकारी एवं जिला प्रादेश शिक्षा अधिकारी को भी इस क्षेत्र में पदोन्नति के पूर्ण अवसर उपलब्ध हों।

### आदर्श प्रादेश शिक्षा केन्द्र

जब हम औपचारिक शिक्षा के अन्तर्गत "क्वालिटी स्कूल" या माडल स्कूल की परिकल्पना करते हैं तो क्या प्रादेश एवं अनौपचारिक शिक्षा में भी हमें इस तरह की पहल नहीं करनी चाहिए। प्रत्येक खण्ड अथवा ब्लॉक में कम से कम एक आदर्श प्रादेश/अनौपचारिक शिक्षा केन्द्र की स्थापना अवश्य की जाए, जिसका अनुकरण उस खण्ड के अन्य केन्द्र भी कर सकें। इस आदर्श केन्द्र में सादा भवन के अतिरिक्त खेल उपकरण, क्रीड़ा-प्रांगण, पुस्तकालय, शांघालय, हस्त-शिल्प, नई-प्राथमिकी, घास के प्लाट, राजावटी तथा छायादार वृक्ष, फूल-पाथों का मनोहारी प्राकृतिक सौंदर्य बरबस ही लाभार्थियों को आकृष्ट कर सकता है।

### केन्द्रों में आधुनिक उपकरण आदि

प्रादेश/अनौपचारिक शिक्षा केन्द्रों में टी.वी., वी.सी.पी., टेप-रिकार्डर, ट्रांजिस्टर/रेडियो तथा कैमरा आदि आधुनिक उपकरण उपलब्ध करवाए जाएं। आज दूरदर्शन हमारे देश में जन तंत्र का सफल साधन है, लेकिन जरूरत इस बात की है कि वह अपने सामाजिक उत्तरदायित्व को समझे और राष्ट्र निर्माण के महान् कार्य को प्राथमिकता दें। प्रादेश एवं अनौपचारिक शिक्षा के चुनावीपूर्ण कार्य को सफल बनाने में दूरदर्शन और आकाशवाणी अद्भुत योगदान कर सकते हैं।

केन्द्रों में पिछड़े वर्ग तथा महिला वर्ग को आकर्षित करने हेतु उनके आर्थिक विकास के लिए विशेष सुविधाएं प्रदान की जानी चाहिए--यथा पिजली/

रेडियो/ट्रांजिस्टर आदि की प्रशिक्षण व्यवस्था, छोटे किसानों और खेतीहर मजदूरों के लिए ट्रैक्टर मुरम्मत एवं चालन प्रशिक्षण की व्यवस्था हो । यह सुविधा यदि प्रत्येक केन्द्र में सम्भव न हो तो एक खण्ड में 2-3 चल-कर्मशाला 'मोबाइल वर्कशाप' द्वारा सम्भव हो सकती है । इसी प्रकार कृषि सम्बन्धी "कम्प्यूटर वर्कशाप" भी खण्ड स्तर पर उपलब्ध करवाई जा सकती है । स्थानीय उद्योग-धंधों का प्रशिक्षण भी दिया जाए । महिला केन्द्रों में तिलाई-मशीन, निटिंग-मशीन, अचार-मुरब्बे-फल-संरक्षण आदि प्रशिक्षण का प्रबन्ध हो ।

-लाभार्थियों/अनुदेशकों की ज्ञान वृद्धि तथा अन्तर्प्रान्तीय जन-जीवन से सम्पर्क करके राष्ट्रीय दृष्टिकोण विकसित करने हेतु शैक्षिक टूर आयोजित किए जाएं ।

स्कूल/कालिज तथा संगठित संस्थानों का सहयोग

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-जन-आन्दोलन के स्म में स्कूल/कालिज के अध्यापक तथा छात्र लम्बी छुट्टियों में प्रौढ़ शिक्षा केन्द्रों में सम्पर्क करके कुछ निश्चित संख्या में प्रौढ़ों को शिक्षित करें ।

-सरकारी तथा गैर-सरकारी विभागों के शिक्षित व्यक्ति को किसी सुनियोजित कार्यक्रम के अधीन प्रौढ़ शिक्षा में अपनी सक्रिय भागीदारी निभायें ।

-ऐसे छात्रों को, जो प्रौढ़ शिक्षा में कार्य करें, प्रमाण-पत्र दिए जाएं और उच्च कक्षाओं में प्रवेश हेतु उन्हें कुछ अतिरिक्त अंक प्रदान किए जाएं । विधालय छात्रों को मैट्रिक प्रमाण-पत्र और कॉलेज छात्रों को डिग्री देने से पहले 3/6 मास तक प्रौढ़ शिक्षा केन्द्रों में काम करने के लिए कहा जाए ।

-नगरपालिका, जेल तथा अन्य संगठित संस्थानों में भी प्रौढ़ शिक्षा केन्द्र शुरू किए जाएं ।

पूर्णा साक्षरता हेतु योजना-वद्ध कार्यक्रम

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-प्रति वर्ष कुछ गांवों को पूर्णा साक्षर करने हेतु चुना जाए और विशेष प्रयत्न करके लक्ष्य प्राप्त की जाए । हरियाणा में यह कदम उठाया जा चुका है । उद्देश्य पूर्ति के लिए चेहतर यह होगा कि प्रत्येक प्रान्त/

जिले/परियोजना के सभी गांवों में 5-35 आयु-वर्ग के . / 18 को पांच वर्ष की अवधि में वांट कर पूर्ण तादर किया जाए ।

-इस समय तीन ब्लाकों के लिए परियोजना कार्य करती है । परियोजना प्रत्येक ब्लाक के लिए होनी चाहिए अर्थात् आज की तुलना में प्राइड शिक्षा का तिगुना विस्तार अपेक्षित है । प्राइड/अनापैचारिक शिक्षा केन्द्र प्रान्त के प्रत्येक गांव में होना चाहिए ।

-प्राइड परियोजना की क्षेत्र सीमाएं वही हों, जो तागुदायिक विकास खंड अर्थात् ती.डी. ब्लाक की है ।

-प्राइड शिक्षा के लाभार्थियों की कार्य-कुशलता को बढ़ावा तथा नई तकनीक की यथा-समय जानकारी हेतु सरकारी, गैर-सरकारी विभागों/ संस्थानों - यथा--स्वास्थ्य, कृषि, पशु पालन, सहकारी आदि विकास एजेंसियों से सतत निकट का सहयोग/सम्पर्क बना रहना अत्यावश्यक है ।

### साथ सम्वन्धी

-प्राइड/अनापैचारिक शिक्षा के सम्यक् विकास के लिए पृथक निदेशालय बनाया जाए, क्योंकि निदेशालय तथा जिला एवं परियोजना स्तर पर अमला समय पर नहीं मिलता । यह भी देखा गया है कि कई बार प्राथमिकता आपैचारिक में योजना को ही दे दी जाती है ।

-निदेशालय मार्ग-दर्शन का कार्य करे और यह कार्य परियोजना को कार्यान्वित करने वाले व्यक्तियों के विचार-विमर्श से होना चाहिए । ऐसा करते समय लाभार्थी का हित प्रधान होना चाहिए, विभागीय हित प्रधान न हो ।

-राज्य प्राइड शिक्षा बोर्ड को अधिक प्रभावी बनाया जाए, क्योंकि कई बार कुछ ऐसे सदस्य मनोनीत हो जाते हैं जो सम्वन्धित योजना से अनभिज्ञ होते हैं । प्रशासनिक विभाग के मनोनीत उच्चतम अधिकारियों की पूरी रुचि भी अपेक्षित है ।

### आपैचारिक शिक्षा के साथ सम्वन्ध

-सार्वजनिक प्राथमिक शिक्षा में सफलता हेतु आपैचारिक तथा अनापैचारिक शिक्षा में तालमेल आवश्यक है । इस सम्वन्ध में सर्वे तथा कार्यान्वयन आदि का कार्य इकट्ठे मिल जुलकर करना अपेक्षित है । आपैचारिक स्कूलों में उपलब्ध सभी प्रकार की सुविधाएं अनापैचारिक शिक्षा केन्द्रों



को भी समान स्तर से उपलब्ध होनी चाहिए ।

### राज्य संसाधन केन्द्र

-प्रौढ़/अनापैचारिक शिक्षा की सफलता में राज्य संसाधन केन्द्र की भूमिका महत्वपूर्ण होती है, क्योंकि पुस्तक/सहायक सामग्री निर्माण/प्रशिक्षण तथा मूल्यांकन जैसे कार्यों की निष्पत्ति राज्य संसाधन केन्द्र द्वारा होती है । अतः जरूरी है कि राज्य संसाधन केन्द्र गजबूत हो और जिला संसाधन इकाई गतिशील तथा सक्रिय बने । यह तभी सम्भव है जब राज्य संसाधन केन्द्र में प्रतिबद्ध एवं एतदर्थ प्रशिक्षित व्यक्तियों को नियुक्त किया जाए । राज्य संसाधन केन्द्र का मुख्यालय भी राज्य के मध्य में स्थित हो ताकि क्षेत्र की अधिकाधिक आवश्यकताओं, परिस्थितियों एवं लोक रुचियों तथा विस्तृत सामाजिक परिवेश को समझा जा सके और राज्य का कोई भी भाग राज्य संसाधन केन्द्र से असम्पृक्त न रहे ।

-राज्य संसाधन केन्द्र दूरदर्शन तथा आकाशवाणी के लिए प्रौढ़/अनापैचारिक शिक्षा सम्बन्धी सामग्री तैयार करे ।

-राज्य संसाधन केन्द्र मूल्यांकन का कार्य भी करे, क्योंकि प्रौढ़ों का मात्र नामांकन पर्याप्त नहीं है, उपलब्धि का आकलन भी जरूरी है ।

### शिक्षण

-अनुदेशकों, पर्यवेक्षकों एवं अन्य अधिकारियों के प्रशिक्षण में स्थानीय उद्योग-धंधों के साथ-साथ अद्यतन प्रौद्योगिकी का पूर्ण समावेश हो एवं एतदर्थ प्रशिक्षण देने हेतु केन्द्र तदा सजग रहे । अनुदेशकों के प्रशिक्षण में विशेष ध्यान से यह ध्यान रखा जाए कि उन्हें वही सिखाया जाए-जोकि लाभार्थियों के स्तर, ज्ञान, चेतना, परिस्थिति, कार्य आदि के पूर्ण अनुकूल बैठता हो । ये प्रशिक्षण विभिन्न "ग्राम समूहों" सम्बन्धित क्लस्टरों--में ही आयोजित किये जाया करें ।

-प्रौढ़/अनापैचारिक शिक्षा प्रणाली की नई एवं विकसित तकनीक की भली प्रकार से जानकारी के लिए तथा इस कार्य में अधिक गतिशीलता हेतु जिला एवं प्रान्तीय स्तर के सम्बन्धित विकास विभागों के अधिकारियों/आयोजकों/प्रशासकों/सामाजिक कार्यकर्त्ताओं/राजनीतिज्ञों के समय-समय पर प्रशिक्षण शिबिर आयोजित किए जाएं, जिससे कि राष्ट्र की इस विकास गतिविधि से वे भी प्रतिबद्ध हो सकें ।

## प्राइड/अनापैचारिक शिक्षा हेतु पुस्तकें

-पुस्तकें मोटे अक्षरों में रंगीन चित्रों सहित आकर्षक हों, पृष्ठ संख्या लगभग 35-40 हो । विषय-वस्तु रोचक, ज्ञान-वर्धक, समाजोपयोगी तथा वैज्ञानिक दृष्टिकोण उत्पन्न करने वाली तथा सामाजिक कुरीतियों, रुढ़ियों, धार्मिक अंधविश्वासों का उन्मूलन करने में सहायक सिद्ध हो । वह भारतीय दर्शन और चिंतन की शानदार परम्परा को सहज और सुबोध ढंग से प्रकट करके "वैतुधैवैः-कुटुंबकम्" को उदार भावना और अन्तरराष्ट्रीय सद्भाव को परिपुष्ट करे ।

-अनापैचारिक पुस्तकों में बाल मनोविज्ञान को दृष्टिगत रखा जाए ।

-उत्तर साक्षरता अर्थात् अनुवर्ती पुस्तकों में भी उक्त सिद्धांतों का ध्यान रखा जाए ।

-आपैचारिक स्कूलों की पुस्तकें, पत्रिकाएं, समाचार-पत्र प्राइड शिक्षा केन्द्रों के लिए भी सुलभ हों । स्कूलों में प्राइड शिक्षा एकांग्रग ऽकार्णरऽ स्थापित किया जाए ।

## अनुवर्ती कार्यक्रम

-प्राइड शिक्षा के तीसरे चरण में अनुवर्ती कार्यक्रम को नियत समय पर चालू करने हेतु राज्य एवं केन्द्र सरकार द्वारा समय से बहुत पहले निर्णय लिया जाना चाहिए, जिससे कि इसे आरम्भ करने में जरा भी विलम्ब न हो । इस चरण के लिए जो भी सुविधाएं एवं साधन सामग्री दी गई है अथवा बढ़ाई जानी हो, वे केन्द्रों में यथा-समय उपलब्ध हो जाए । इस मामले में यह ध्यान रखा जाए कि नियमों/उप-नियमों की प्रक्रियाएं कितनी भी समय एवं स्तर पर बाधक न बनें ।

-अनुवर्ती कार्यक्रम में खुला स्कूल ऽओपन स्कूलऽ भी महत्वपूर्ण भूमिका निभा

सकता है । व्यक्ति, गांव एवं राष्ट्र के सभी समस्याओं/विषयों पर खुलकर चर्चा हो। वे अपने अधिकारों को जाने और उत्तरदायित्व को निभाना सीखें ।

## खर्च का वहन

-प्राइड/अनापैचारिक शिक्षा पर आने वाले समस्त खर्च में केन्द्र एवं राज्य समान रूप से प्रतिभागी हो तथा कुछ अतिरिक्त सुविधाओं के लिए सम्बन्धित जन समुदाय को भी प्रतिभागी बनने के लिए प्रेरित किया जाए ।

### लचीलापन

-पाठ्य-क्रम/कोर्स अवधि/समय/कक्षा प्रोन्नति आदि में लचीलापन होना चाहिए । इसमें परिवर्तन एवं परिवर्धन/हर समय और हर स्तर पर हमेशा गुंजाईशानी बनी रहेगी ।

### स्वैच्छक संस्थाएं

-अपने राष्ट्र की लम्बी परम्परा में प्रायः एवं अनौपचारिक शिक्षा के व्यापक विस्तार हेतु इस क्षेत्र में स्वैच्छक संस्थाओं का योगदान भी पहले से अधिक हासिल किया जाना चाहिए । इनकी गतिविधियों को ठीक तरह से चालू रखने के लिए इनके कार्य एवं व्यय आदि वारे राज्य सरकार इन्हें समय-समय पर सकारात्मक सुझाव देती रहे । इस बात का ध्यान रखा जाए कि इन संस्थाओं की गतिशीलता में अफसरशाही अपने किसी पूर्वाग्रह आदि के कारण कोई अड़चन पैदा न करे । किसी स्वैच्छक संस्था में उत्पन्न हुई अव्यवस्था की सूरत में विभागीय अधिकारियों से रिपोर्ट प्राप्त किए बिना संस्था के विरुद्ध कार्रवाई करना न केवल निष्पक्ष न्याय के सिद्धांतों के विपरीत होगा, अपितु इनके महत्वपूर्ण योगदान से राष्ट्र को वंचित भी रखना होगा ।

### श्रमिक शिक्षा

संगठित व्यापारिक संस्थानों का यह पूर्ण एवं वैध उत्तरदायित्व होना चाहिए कि वे अपने अकुशल, अर्धकुशल, निरक्षर, अशिक्षित एवं अर्ध-शिक्षित श्रमिकों को उनके कार्य में पूर्ण-कुशलता, समुचित शिक्षा एवं साक्षरता का उनकी भर्ती के तुरन्त उपरान्त सम्यग् प्रशिक्षण देने की उचित व्यवस्था करें--जिससे कि न केवल उनके संस्थान के व्यापार में पर्याप्त वृद्धि हो सकेगी, अपितु राष्ट्र/कामगारों की शोषण समाप्ति में एक सही कदम भी होगा ।

### इक्कीसवीं सदी के मोड़ पर

राष्ट्र के प्रत्येक शिक्षित/साक्षर नागरिक का यह कर्तव्य बन जाता है कि इस सामूहिक यज्ञ में अपनी आहूति अवश्य दें जिससे कि इस सदी की समाप्ति पर हमारे सभी भाई निरक्षरता के अभिशाप से मुक्त होकर इक्कीसवीं सदी में एक अदम्य आत्मविश्वास लेकर साथ-साथ प्रवेश करें:-

GROUP D

TEACHER EDUCATION AND CURRICULUM DEVELOPMENT

1. Sh. Chander Bhan, Director  
S.C.E.R.T., Haryana, Gurgaon. Gonvener
2. Mrs. S. Khosla,  
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Haryana Education Department. Member
3. Mr. C.K. Bedi, S.D.E.O. Panipat Member
4. Dr. P.S. Mishra, Principal  
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5. Sh. S.S. Kaushal, Deputy Director  
Haryana Education Department. Member
6. Shri B.K. Sehgal, Headmaster  
Govt. High School, Kalanaur Member
7. Dr. V.K. Raina, Field Adviser,  
N.C.E.R.T., Chandigarh. Member
8. Mrs. P. Grover, Retd. Distt.  
Education Officer.
9. Mr. K.C. Prabhakar,  
Deputy Distt. Education Officer,  
Kurukshetra. Rapporteur

## TEACHER EDUCATION AND CURRICULUM DEVELOPMENT

After having detailed discussions on various issues concerning teacher education and curriculum development, the group arrived at the following consensus:-

1) Any innovation in education is subject to simultaneous changes in the preparation of teachers. This includes both the preparation for pre service teacher training as well as in-service teacher training. The group was of the opinion that Comprehensive Colleges of Education covering Elementary and Secondary Education should be opened in Govt. sector for imparting effective training. It is envisaged that these Comprehensive Colleges of Education will bring the colleges of education in close and intimate contact with the school education. Since the policy document suggest that pre-primary education for three years with the help of Anganwaris would be provided, it is recommended that this component also needs to be incorporated as a part of elementary teacher training.

2. The staff of the Comprehensive Colleges be borne on the school cadre and the posts of lecturers be interchangeable with those of Headmasters, Principals of Senior Secondary Schools and ~~inspx~~<sup>Officers of</sup> inspection cadre.

3. The Group was also of the opinion that the training institutions should have a separate identity. At present, the organisational set up of training institutions in the state has a very limited scope. It is, therefore, recommended that the envisaged Comprehensive Colleges of Education should have a close contact and liaison with University Departments that would be enriching the content knowledge of these comprehensive colleges. Besides, this, it is suggested that these comprehensive colleges should have their own campus with all the physical facilities

such as proper buildings and hostels, equipment and furniture for labs, full-fledged library, auditorium, play grounds, modern education technology equipment.

4. These colleges of education should be residential.

5. A systematic/scientific mode of selection for admission to these colleges be evolved, which would take cognizance of academic as well as attitudinal qualities. Admission to these colleges should be regulated through state level pre-entrance tests.

6. The group was in conformity with the recommendations of the Teachers Commission that the integrated training for teachers should be of four years' duration after the plus 2 stage. These four years training programmes need to be very carefully planned, wherein both the content and pedagogy are integrated. There should be provision for stipends to 50% students on the basis of merit. In order to continue the stipends, year-to year evaluation of these students be made.

7. Training of Elementary and Secondary teachers be of the same duration with the same academic qualification. The specialisation for teaching ~~ix~~ primary and secondary schools will be offered as option. It pre supposes that the teachers at the primary and the secondary level would have the same pay scales and the same avenues of promotion. The teachers who acquire postgraduate qualifications in any school subject will be eligible for promotion as lecturers in the plus 2 stage.

8. The lecturers at plus 2 stage should be required to undergo one month's duration summer courses for three years consecutively under the contact cum correspondence programme and a final test be conducted to award the certificate in teaching.

9. The admission to teacher training institutions should be in accordance with the demand and supply and on the basis of proper manpower planning, so that those who come out successfully after training are absorbed & fruitfully.

10. It is suggested that the theory courses for the training programmes should be thoroughly revamped. Theory courses should be future oriented and should also develop reflective thinking, initiative, innovation and skills like problem solving. The courses should be flexible enough to incorporate new ideas and should reflect the values of scientific temper, secularism, democratic behaviour and national integration.

11. Practicing schools should be an essential part of any teacher training institution to be solely under the direct administrative control and supervision of the principal of the college. The lecturers of training college will teach school classes, as well.

12. Practice teaching is the weakest link in the entire gamut of teacher education so much so that very little time is given to practice teaching and courses are loaded on the theoretical side. In order to do away with this lacuna, six months internship is suggested at the end of training. To make internship effective and meaningful the internees be given stipends like doctors. They will perform all the functions which inservice teachers have to perform.

-4-

13. Besides the above changes in theory and practice it is suggested that every Comprehensive colleges of Education should have facilities for carrying out action research and experimentation having bearing on the classroom practice. This will help in providing teacher educators/teachers with skill and expertise for solving the day to day problems ~~xxx~~ as encountered in real situation.

14. In view of the knowledge explosion and technological changes effecting the class room practices, it becomes imperative to update and upgrade the knowledge and skills of inservice teachers.

The inservice programmes need to be planned on scientific, rational and long term basis. These inservice training programmes will cater to the changing phenomena in the field of content knowledge and pedagogy. The SCERT's should come forward in a big way to discharge this obligation.

15. It is felt that the present inservice programmes are being run in isolation. It is suggested that the inservice programme should have a bearing on the ~~xxxx~~ career development of teachers.

16. Presently, the pre-service institutions of teacher training are exclusively looking after the preparation of teachers. It is suggested that the Comprehensive Colleges of Education will work like Resource Centres, where the inservice teachers can go for help and guidance for their professional growth and competence from time to time. These colleges will also be running the inservice training programmes for the teachers in their vicinity and will function as Extension Centres of SCERT. They will serve as District Institutes of Education.



17. The S.C.E.R.Ts alongwith S.I.E.Ts will look after the curriculum development and development of instructional materials.
18. The SCERTs will continue to work on the already identified areas including that of research, innovation and experimentation, and the Comprehensive Colleges of Education would be working in close collaboration with the SCERTs. It is also strongly felt that SCERTs and Comprehensive Colleges of Education should be professionally strengthened.
19. A suitable policy at the state and district level must be evolved to bring about the collaboration among SCERT/SIET and Comprehensive Colleges of Education.
20. The present pre-service education does not prepare trainees for administrative and supervisory role. It is, therefore, suggested that courses ranging from four to six weeks should be conducted by the SCERT for promotees/direct recruits.
21. a) State Boards of School Education are at present, responsible only for the conduct of examinations at various stages of school education and do not share the responsibility of improving or raising the academic standards. It is, therefore, recommended and proposed that the State Boards of School Education should also fund the inservice courses, so essentially needed for upgrading and updating the knowledge of teaching personnel.

b) In the area of examination, too, the State Boards should plan and organise inservice/reorientation courses for paper setters, examiners/evaluators and school based assessment. The academic wings of the State Boards of Education should be adequately strengthened to take up this task.

22. At the time of planning of inservice training programme, a close collaboration among the SCERTs, Field Functionaries/Heads of institutions and Comprehensive Colleges of Education is required.

23. School complexes could be another agency for providing inservice education for the professional growth of teachers. Inter-school visits under this programme could help improve the classroom situation by way of dissemination of good practices.

24. In service cycle of three years be enforced so that every teacher gets a chance to update his/her knowledge and skill by rotation and special assessment report at the completion of training be made available to the concerned teacher and the higher authorities so as to be one of the determining factors of deciding his/her case for promotion.

25. It must be recognised on all hands that inservice education will be effective only when the clientele appreciate it. In this regard we have to create an awareness among teachers that updated knowledge of content<sup>and</sup>/felicity in the use of modern educational technology would add to their professional competence and they will make better impact on the students. This realisation can be there when we encourage the Subject Teachers Association to come forward and suggest areas in which inservice education is required.

26. Last but not the least, it is proposed that State Board of Teacher Education be established in all the States in order to make teacher education more effective.

#### CURRICULUM DEVELOPMENT

There is need for periodic review and revision of the school curriculum, so as to meet societal needs and changes taking place as a result of explosion of knowledge and other developments in the field of education. There should be Common National Core Curriculum to the extent of 65% to ensure uniformity in academic standards at the school level. The erosion of values in the present day society has necessitated the need for laying more emphasis on value education, the teaching of which should form an integral part of the educational process. The value education should permeate all aspects of school curriculum and need not be treated as a separate subject, and its teaching should not be the responsibility of one particular teacher in schools.

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GROUP 'E'

COMMUNITY INVOLVEMENT AND DECENTRALISATION OF EDUCATION

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3. Dr. B.R.Gupta, Director S.R.C.  
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4. Smt. Kamla Chhikara,  
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Haryana Education Department. Member,
5. Sh. Vasu Dev Chhabra,  
Distt. Education Officer, Ambala. Member
6. Sh. A.C. Sharma, Dy. D.E.O. Jind. Member
7. Sh. Labh Singh, Principal  
Arya Senior Secondary School, Panipat. Member
8. Sh. Brij Mohan Dali, Lecturer,  
Govt. Senior Secondary School, Kalka. Rapporteur

## COMMUNITY INVOLVEMENT AND DECENTRALISATION

Schools do not exist and function in vacuum. They are in society and for society. Education imparted in the school must cater to needs of the society. There has to be a conscious endeavour on the part of those engaged in missionary job of teaching to bring about radical improvement in society. There must be continuous inter-action between the school and society. Our schools must reflect and fulfil the aspirations of the community for which they function. They have to improve the quality of life of the common man and transform their outlook.

2. To perform this job the teachers in schools must identify themselves with the community and their training should so equip them that they become an effective instrument of social change. Their performance should be judged not only by their scholastic achievement but also by the services they render to the community.

3. In order to achieve the above objectives the schools are to be the nucleus of multiple social activities and community services. The school campus should also be used as non-formal/adult education centres, as venue for cultural and physical activities, sports and yoga centre, health and red cross post, information bureau awareness club, library and 'Sanskar Kendra' for the people.

Contd..2.

4. The National days and the local festivals should be celebrated in the premises of the school jointly by the school and community. Schools must take up some community service programme every month like afforestation repairs of village roads, cleanliness, sanitation, health programme including immunisation, eradication of social evils like dowry, early marriage etc.

5. To establish linkage between the school and community Education Committees at village, Block, Sub-Division and District level should be formed. Such committees should comprise of :-

- (i) Educationists/teachers
- (ii) Philanthropists
- (iii) Representatives of Agriculture, Industry, Trade and Commerce etc.
- (iv) Elected bodies
- (v) Parent Teacher Associations
- (vi) Social Workers
- (vii) School Managements
- (viii) Voluntary social organisations
- (ix) Nominees of the Education Department. etc. etc.

The Heads of Schools will be the conveners of local education committees. These committees will be responsible for raising and maintenance of school buildings, making provisions for the required physical facilities, help in enrolment drives and in the retention of students in schools till the completion of compulsory schooling.

6. The schools will be accountable to the community through these committees for their performance. The Education Committees will mobilise all available resources for the school, offer constructive suggestions and provide necessary support for the maintenance and improvement of the schools. Recommendation of community (local Education Society) in respect of administrative matters be passed on by DEO with his recommendation to the Director of School Education and a response be sent back to the local education society.

7. The Schools will be in a better position to render services to the community if active linkage exists among various agencies/Depts. engaged in the uplift of village community and the nation at large.

8. Voluntary organisations have done a commendable task in the field of education in the past. At present too their performance deserves appreciation. Efforts should be made to encourage the voluntary organisations to open more and more schools. Such organisations should be given all encouragement in the shape of liberal grants in-aid etc. Full parity in regard to pay scales and emoluments must be maintained in all institutions.

9. Owing to the expansion of educational institutions and consequently the vast increase in the number of students and teachers, management by one central authority is just not possible. The centralisation has not only led to mis-management but also sapped the initiative of the community. Decentralisation of administration is perhaps the only way out to cope up with the present unwieldy situation. Adequate powers should be delegated at the district, sub-division, block, village and institution level. The Heads of Schools should be strengthened to

enable them to develop the entity of the school.

The criteria for decentralising power should be that the maximum business is disposed of at the institution level or district level. In formulation of educational plans and policies, education committees upto the village level must be taken into confidence.

10. The voluntary organisation who are managing/running a number of school should be authorised to act as independent examining bodies for their schools. They should be given autonomy in all academic and administrative matters.

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GROUP 'F'

SUPERVISION AND ADMINISTRATION OF EDUCATION

- |  |            |
|--|------------|
| 1. Mrs. Shanta Razdan,<br>Retired Deputy Director<br>Haryana Education Department. | Convener   |
| 2. Sh. R.P.Girdhar, D.E.O. Rohtak  | Member     |
| 3. Sh. Kadam Singh, D.E.O. Sonapat   | Member     |
| 4. Mrs. Kiran Gupta, Subject Specialist<br>O/O Director of School Education HR.    | Member     |
| 5. Sh. K.K.Mehta, Deputy Director<br>Haryana Education Department.                 | Member     |
| 6. Sh. M.R.Sharma, O.S.D.<br>Board of School Education Haryana,<br>Chiwani.        | Member     |
| 7. Sh. M.L.Wadhwa, S.D.E.O. Karnal   | Rapporteur |

GROUP - 'F'

SUPERVISION AND ADMINISTRATION OF  
EDUCATION

While education has undergone a process of ~~rapid~~ expansion, our administrative and supervisory set-up has remained more or less the same. This incompatibility is conducive to administrative bottlenecks and protracted delays. Promptness is the hall-mark of efficiency in administration, and this could be ensured through judicious

decentralisation and delegation of administrative and supervisory powers to the field level. The proposed reorganisation of the set-up is as follows:-

1. Restructuring and strengthening the administration and supervision.

The District level education offices should be drastically strengthened, upgraded and diversified. The post of D.E.O. should be designated as Chief District Education Officer. He should be in the scale of a Joint Director. The following administrative structure is proposed at the District level under the district chief.

- (1) District Adult Education Officer-Class-I
- (11) Distt-Education Officer, Headquarters- Class-I.
- (111) D.E.O. Inspection and Supervision Class-I
- (iv) Two Deputy D. E. O, s to provide ~~xxxx~~ adequate staff support.
- (v) Sports Officer, Class-II
- (vi) Assistant Accounts Officer.
- (vii) Assistant District Attorney to provide legal support to C.D.E.O.
- (viii) Subject specialists to provide ~~xxx~~ academic support to the District Chief for qualitative improvement of the teaching learning strategies. They must exchange positions with the teaching personnel after 5 years with a view to enriching their experience on both sides

Head of the in-service training centre at the district level should be under the administrative control of C.D.E.O. Sports Officer at the district level will look after Red Cross, Scouting Guiding, sports and co-curricular activities.

A sub-division from the education point of view may normally be coterminus with the C.D. Block. But with the expansion of education there may be two or more sub divisions within a C.D. Block

Organisation of a sub division should be based upon a 100-point scale while giving weightage of

- One point to a Primary School;
- Two points to a middle school;
- and three points to a high school

As soon as the points cross the 133 mark in the point scale another sub-division will be formed. In this situation the block-level becomes redundant.

At the sub-division level, in addition to the S.L.E.O. there should be three posts in the scale of a headmaster of a high school. These functionaries may be designated as Deputy S.L.E.O. Headquarters.

One Deputy S.L.E.O. Adult and Non formal Education.

One Deputy Sports Officer.

Here again it is mentioned that the Dy. Sports Officer will look after Red Cross, Scouting, Guiding, Sports and all other co-curricular activities like the sports officer at the district level.

In view of the substantial quantitative expansion of education, the Director School Education should be assisted by four Additional Directors one each for;

- (i) Elementary Education,
- (ii) Secondary Education
- (iii) Adult and Non-formal Education, and
- (iv) Co-ordination & Planning

Besides, the above mentioned 4 additional Directors, there should be one Education Adviser in the rank of an Additional

Director, who would look after purely academic activities in the State. All the Additional Directors should have adequate supporting staff comprising Deputy/Assistant Directors. All the above mentioned posts be manned by personnel from Education cadre.

2. Norms of Inspection and Supervision:

Every school should be inspected atleast thrice a year. Each subsequent inspection should be a ~~form~~ follow-up of the previous one. Primary, middle and high schools should be inspected by the S.D.E.O. and Senior Secondary Schools by the C.D.E.O.

3. Decentralisation:

All the financial and administrative powers should be decentralised with a view to:-

- (1) improving working of the schools,
- (11) economizing time and energy;
- (111) avoiding frustration among the employees; and
- (iv) avoiding administrative bottlenecks and delays.

All the drawing and disbursing officers should have the powers to deal with financial sanctions like House Rent Allowance G.P.F. Advances, Loans, medical re-imburement, T.A. bills, Journey beyond jurisdiction etc. All DDOs should be empowered to make purchases out of the grants and the pupils, funds, made available to them. The should also be invested



with the powers of writing off the unserviceable articles to the extent they are empowered to purchase to avoid unnecessary accumulation of junk at school campus/field office.

4. Management/Rationalisation of cadres

All transfers and rationalisation of posts should be governed by purely educational requirements and should be within the purview of administrative officers of the concerned units at different levels to ensure prompt action. Appeal against transfers may lie with the next higher officer.

5. Selection and recruitment

Selection, recruitment and deployment of education personnel should be effected on the following lines:-

- (a) Masters and Teachers by the District level committee,
- (b) Lecturers and Headmasters by a Directorate level committee.

All the posts right from Director down to the sub-division level should be manned by the persons who are academically and professionally equipped and must be from the Education Cadre.

Most of the non-academic activities which are entrusted to the Education Chief at the district-level by the Deputy Commissioners should be withdrawn from their purview to ensure optimal utilization of their time and energy for supervising and promoting educational programmes. The present procedure of routing the ACRs through SDM/LC must stop forthwith as this policy has resulted in deviation from the ambit of original duties and responsibilities attached with the officers concerned.

6. Incentives and Disincentives:

There should be incentives for distinguished performance and disincentives for poor functioning to ensure qualitative improvement at all levels. Next higher authority to the immediate controlling officer should be empowered to effect incentives or disincentives on the recommendation of the controlling officer.

One advance increment should be given to education personnel for outstanding reports for every three consecutive years.

No further disincentives are being recommended as they are already in operation.

To provide better avenues of promotion and to ensure better performance, there should be separate grades for heads of middle schools and the centre primary schools.

7. Rationalisation of Education Cadres:-

To avoid confusion of multiplicity of education cadres, it is desirable to minimize them to three categories, namely:

- (i) JLT teachers for primary classes.
- (ii) Trained Graduate Teachers for secondary classes. This would include all C&V teachers provided they are graduates.
- (iii) Post Graduate Teachers for senior secondary classes.

To provide continued incentive for improvement of academic and professional qualifications while in service, 75% of the posts may be reserved for departmental promotions for all the cadres.

8. MAKING THE HEADS OF SCHOOLS MORE EFFECTIVE

To ensure competent performance of their administrative and supervisory duties, it should be compulsory for head of schools to attend and qualify an in-service course in Educational Administration and Supervision in latest technique of management and methodologies. As the Heads of High and Senior Secondary Schools remain ~~xxxxx~~ overworked with administrative functions, they find little time to provide academic leadership to their staff. It is proposed that all such heads should be assisted by a deputy in each school to provide support in both administrative and supervisory functions

As B.E.Os are being replaced by S.L.E.Os assisted by an adequate supporting staff, there appears to be no need of school complex to function as an administrative unit. However, they may continue to function as a unit to provide academic support within their sphere of work.

9. MANAGEMENT OF THE PLUS 2 STAGE

It is strongly felt that the proper place for the plus-2 stage is in the Senior Secondary School only and nowhere else. This point has already been emphasized by several Education Commissions and Committees. The present policy of split arrangements is obviously conducive to failure. The college education may start only with the plus-3 stage.

Senior Secondary schools should be headed by Class I Principals. Till the plus 2 stage is exclusively put on the school side, the plus-2 stage both in schools and colleges should be supervised and regularly inspected by Chief Distt. Education Officer who may, of course, associate some

selected teachers from both sides (Senior Secondary Schools and colleges).

The P.G.Ts. working in the plus 2 stage should be on a par with their counterparts on the college side both in scales and emoluments because their job requirements and qualifications are same.

The plus 2 stage of education should be affiliated to the Board of School Education, Haryana, which may be adequately strengthened to cope with the additional work.

#### 10. INTERACTION BETWEEN EMPLOYMENT MARKET AND EDUCATIONAL INSTITUTIONS

Periodical surveys should be conducted at sub divisional and district level to get proper feedback from the community in respect of its requirements of different vocations and trades. Proper feedback should also be obtained from employers to ensure regular improvement in contents and teaching methodologies.

#### 11. CREATION OF INDIAN EDUCATION SERVICE

As education has become a concurrent subject, it would not only be befitting but also very convenient to introduce an All India Cadre of Education Service. Such a cadre is expected to provide the desired leadership in the sphere of education. This may also promote the spirit of national integration.

GROUP (G)

Depoliticisation of Education

1. Sh. Ishwar Singh, D.E.C.Gurgaon Convener
2. Sh. R.S. Chaudhry, Secretary,  
Board of School Education, Haryana,  
Lhiwani. Member
3. Sh. J.S.Arora, Specialist  
S.C.E.R.T., Haryana, Gurgaon. Member
4. Sh. H.S. Uppal, Lecturer  
Govt. Sr. Secondary School, Satrod  
(Hissar) Member
5. Dr. S.Kumar, Asstt. Director  
Haryana Education Department. Member
6. Sh. Madan Lal Sharma,  
Specialist, Haryana Education Department. Rapporteur

GRCUP -G

A. DEPOLITICISATION OF EDUCATION

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Erosion of values from National life at an alarming rate is largely responsible for placing education in the present crisis. The group strongly feels that political interference in different aspects of education is one single factor responsible for the violation of the chastity of this pious profession and infecting every pore of its body with the vices of favouritism, nepotism, partiality and other irregularities. It is imperative to depoliticise education so that it achieves the noble mission expected of it. The following are the main areas relating to the diagnostic and purgative process:-

1. Responsibility of teachers and educational administrators to remain <sup>neutral</sup> natural vis-a-vis political parties.
2. Educational institutions to identify themselves with the community as a whole, rather than any political party or sect.
3. Areas of extraneous interference at various levels of education and its effect on education.
4. Feasibility of independence of educational organisation on the analogy of judiciary.
5. Teachers and elections.

1. RESPONSIBILITY OF TEACHERS AND EDUCATIONAL ADMINISTRATORS TO REMAIN NEUTRAL VIS- A-VIS POLITICAL PARTIES:-

The existing service rules don't permit the teachers and educational administrators working in Government institutions to affiliate themselves to any political party or get themselves involved in political activities. But it is generally observed that some of them go contrary to the service rules. And there is no check on teachers working in recognised institutions to take active interest in political activities.

The group feels that this state of affairs is detrimental to the cause of education and not only the Government teachers but also the teachers working in recognised institutions should be dissuaded from participation in political activities.

The question is why the teachers take part in political activities and run after the politicians. The answer is very simple. Temptation to redress their genuine grievances, grabbing undue favours and attainment of other material benefits prompt them to woo their political benefactors. It is imperative that there is a revamping and restructuring of educational system so that their establishment and personnel matters are promptly attended to. Educational cadres be made smaller and manageable and district offices be strengthened substantially. The use of computers be made for establishment, control and accounting.

In this context measures such as avoiding adhocism in cadre management of educational services, selection of teachers by committees/boards comprising members of the Education Department and provision of incentives and monetary benefits compatible to their counterparts in the other departments should be undertaken.

It is also felt that pre-service training for teachers (after selection & before joining) and educational administrators be made compulsory for a desirable duration of period. It would go a long way in creating environment for healthy educational ethos and ethics in addition to awareness of service and financial rules.

It is also added that some deterrent measures such as quick, effective and exemplary action not influenced by any extraneous factor, be taken against the black sheep and the political manoeuvres, strong and deterrent administrative action will play a salutary role in dissuading the teachers from active participation in political activities.

2. EDUCATIONAL INSTITUTIONS TO IDENTIFY THEMSELVES WITH THE COMMUNITY AS A WHOLE, RATHER THAN ANY POLITICAL PARTY OR SECT.

A strong awareness on the part of the school of the needs and aspirations of the local community as a whole, and inculcating a sense of responsibility and pride vis-a-vis the local school on the part of the local community should be consciously encouraged. This is likely to lead a healthy school-community interaction and prevent identification of any educational institution with any political party or sect.

The group strongly observes that community-school bond will not get strengthened unless the teachers are asked to stay compulsarily in the village/town where they work. Obviously, identification with institutions will lead to identification with community. This implies the importance of provision of residential accommodation for the teachers. It would be made obligatory for the local authorities to provide accommodation in their localities. The Panchayat and Local Body Acts may be suitably amended, if necessary.

Active participation of the institutions in weal and woe of the community, community service, involvement of community in the celebration of school functions and festivals and lively functioning of Parent-Teachers Associations will bring community and school closer to each other. These are, it is hoped, will enable the educational institutions to respond effectively to the environment and the aspirations and expectations of the community and chances of their leaning towards any political party or sect and vice versa are minimised.



3. AREAS OF EXTRANECEUS INTERFERENCE AT VARIOUS LEVELS OF EDUCATION AND ITS EFFECT ON EDUCATION:-

Most of the extraneous factors interfering with the normal functioning of educational process are political in nature. The group strongly feels that the political interference at many levels is proving a great impediment in the way of all-round development of education.

The following areas of extraneous interference have been identified:-

- i. Establishment and upgradation of schools.
- ii. Recruitment and promotion.
- iii. Postings and transfers.
- iv. Punishment and award.
- v. Grants and funds.
- vi. Admission to training institutions.

The extraneous interference generally takes place at three levels:-

- i. State Government.
- ii. Directorate of Education
- iii. District Education Office.

The effect of such interference, it is sad to note, in several areas and various levels of education is very injurious to the health of educational organisation. It results in denial of educational facilities to the needy and deserving areas which tantamounts to indirect violation of the fundamental rights of our Constitution.

When recruitment and promotions are influenced by extraneous factors rather than merit, the services are sure to fall victim to demoralisation, frustration, inefficiency, inertia, degradation and degeneration. It also leads to deterioration of educational standards and loss of job satisfaction. Extraneous interference in recruitment, promotion, and

admission to training institutions gives rise to fissi, arcs, anti-national, anti-social and rebellious propensities in the teacher and with such a disgruntled 'builder' the fate of a nation can better be imagined than described.

When transfers and postings are not based on rules or merit, corruption, favouritism and nepotism are the natural out-comes as many schools remain unmanned in many disciplines for a quite long time. Loss of identification with the institutions and a great revenue loss to the exchequer are the direct off-shoots of wrong priorities and policies of postings and transfers. The maladies of political interference in postings and transfers play havoc with the lives of the future generation.

Bypassing merit in awards gives birth to discontentment, depression and dissatisfaction. It also leads to encouragement of undeserving and undesirable elements.

Releasing of grants and funds on political considerations tends to create discrimination between one district and the other as well as within the district and consequently there is lop-sided development of educational institutions.

The group suggests the following corrective steps to overcome the maladies resulting from the interference of extraneous factors.

The norms for establishment and upgradation of schools should be rigorously adhered to. Feasibility of framing of legislation with specific provision regarding adherence to norms should be given a serious consideration.

Recruitment of teaching personnel should be based on a well-thought-out formula giving more weightage to the academic/ co-curricular achievements of the candidates. The selection bodies should be constituted of eminent educationists and renowned educational administrators with proven integrity and ability.

The expansion in education has resulted in a colossal cadre of teaching personnel, which has become unmanageable at the state or district level, in its present form. It is felt, therefore, that there should be institutional cadre for all categories of teachers. This will be one single strong factor to depoliticise education.

This will also lead to identification of teachers with a particular institution bringing in its trail all the other benefits in the larger interest of the community and the nation. The teachers who choose their posting in rural areas should be given financial benefits equal to, if not, more, their counterparts in urban/semi-urban areas.

It is suggested that the Heads of institutions should base their writing of A.C.K.'s of the teaching personnel on the monthly assessment made by them regularly and uniformly. Such confidential reports would go a long way in selecting awardees and effecting punishment on fair basis.

Grants should be need-based and to this effect D.E.C's reports should be accepted as final.

Admissions to training institutions should be regulated by the Education Department on the basis of a well-thought-out formula giving more weightage to the academic and co-curricular achievements of the candidates. The allotments of units should be finalised at the beginning of the session and no further allocation of seats/Units be accorded. It is also our considered view that all types of training classes should run in one institution exclusively meant for the purpose.

#### 4. FEASIBILITY OF INDEPENDENCE OF EDUCATIONAL ORGANISATION ON THE ANALOGY OF JUDICIARY:-

It will be an ideal situation if independence of educational organisation is granted on the analogy of judiciary. But the group has strong reservations on its legal and constitutional implications. Even if the independence on the

analogy of judiciary can't be given, there is still a strong case for according independence to educational organisation in matters of educational planning, administration and formulation of policies by depoliticisation of education on the lines suggested above and by creating Indian Education service.

5. TEACHERS AND ELECTIONS

A liberal show of support inform of men and material by the teachers in favour of the candidates of their choice has created a vicious circle in the process of politicisation of education.

Teachers like other govt. employees should not be allowed to participate in election activities by canvassing, collecting funds and using personal influence in wooing the voters for a particular political party or a candidate. For fighting elections teachers should abide by the existing rules i.e. resigning the present post before filing nomination papers. Those who clandestinely indulge in election activities be dealt severely as per rules.

There are two options before the nation:-

- i. Politicisation of education resulting in continuation of all the maladies that are obtaining today and further degeneration of education.
- ii. Depoliticisation of education resulting in recognition and encouragement of merit and ensuring the application and compliance of the established canons of rule and law.

Clearly, the group opts for the second choice and calls for a strong administrative will and political co-operation for enabling the educational organisation grow in healthy atmosphere and restoring the confidence of the nation in the worthwhileness and effectiveness of educational system.

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