

**MINUTES OF THE 46TH MEETING OF THE CABE
(MAR, 8-9, 1991)**

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Minutes of the 46th meeting of the Central Advisory Board of Education (CABE) held at Convention Hall, Jamia Hamdard, Hamdard Nagar, New Delhi-62 on 8-9 March, 1991.

The 46th meeting of the Central Advisory Board of Education (CABE) was held at the Jamia Hamdard University, New Delhi on March 8-9, 1991 under the Chairmanship of Shri Rajmangal Pande, Minister of Human Resource Development.

2. A list of participants is furnished in Annexure-I.
3. Shri Anil Bordia, Education Secretary, welcomed the members of the Board and invitees to the meeting. He expressed regret at the delay in convening the meeting of the Board, despite several efforts during the last 1 1/2 years. He thanked the previous Chairmen Shri P Shivshankar and Shri Chimanbhai Mehta and the outgoing members of the Board for their contributions. He gave a brief resume of the discussions held at the meeting of the Education Secretaries and Directors held on 7th March, 1991. He then outlined the business listed for the meeting of the Board and introduced briefly the Agenda items (Annexure-II). He thanked the Vice-Chancellor, the Jamia Hamdard University for making available the excellent facilities on the campus for the CABE meeting. Thereafter, he invited the Chairman to deliver his inaugural address.
4. In his address, Shri Rajmangal Pande, Union Minister of Human Resource Development, highlighted the policy initiatives undertaken in recent years, to extend the benefits of education to weaker sections of the society and to rural areas. He made special mention of the scheme of Navodaya Vidyalayas which was designed to nurture rural talent. He commended the practice adopted by Navodaya to migrate a fixed percentage of students of Class IX and above to different linguistic regions of



the country. Such migration promotes national integration. He appealed to all the States and Union Territories to give a big push to the adult literacy programmes, as illiteracy is a national shame and an obstacle to the nation's advancement. He expatiated on the need for vocational education for all-round development of personality, for promoting values such as India's common cultural heritage, secularism, communal harmony, removal of social barriers and egalitarianism. He expressed his great appreciation of the role of CABB, which comprises eminent educationists and Ministers in charge of Education. He concluded his address by calling upon the august body to meaningfully **discuss the agenda items** and to offer advice to the Central and State Governments. The address of Shri Raja Ramangal Pande, Union Minister of Human Resource Development as circulated at the meeting, is appended at Annexure-I.

5. On conclusion of the inaugural address of the Chairman, Minister of Education (P&S), Government of West Bengal raised his doubts about the desirability of holding the meeting of CABB at the present juncture. The political situation was fluid, he said, and the Eighth Plan and the Central Budget were yet to be finalised. That apart, a decision has to be taken on the recommendations of the Report of the Committee for Review of NPE, 1986 (Acharya Ramamurti Committee). All these have a vital bearing on the agenda items listed for the meeting. While some members concurred with this view, a large number made a plea for the meeting to proceed as scheduled. The Minister of Higher Education, Bihar called for prompt consideration of the Acharya Ramamurti Committee Report. In response, the Chairman assured that due consideration would be given to the Acharya Ramamurti Committee Report. Union Education Secretary explained the position obtaining in regard to the Report. He recalled that NPE 1986 was formulated after a great deal of consultation; it was adopted by the CABB, considered in a

specially convened meeting of the National Development Council and was finally approved by both Houses of Parliament. Acharya Ramamurti Committee submitted its report to the Government on 26 December, 1990. The Committee made several recommendations ranging across the whole educational spectrum. The normal procedure adopted to process reports of committees is to constitute an Empowered Committee of officials to examine the recommendations made by such a Committee. Keeping in view the importance of the Ramamurti Committee Report and since education is a concurrent subject, it was felt that it would be better if the matter was considered by a CAGE Committee which includes State Education Ministers as well as eminent educationists. Education Secretary said that the Chairman, CAGE had decided that rather than going ahead with constitution of the Committee he should be guided by the CAGE as to how the Report should be processed. Therefore, the entire matter regarding action on Ramamurti Committee Report was before consideration of the CAGE. The consensus that emerged after discussions was to constitute a CAGE Committee to examine the Report and to go ahead with the business as scheduled.

6. The minutes of the 45th meeting of CAGE were confirmed.

7. Thereafter, the agenda items were taken up for discussion in the plenary session. The written texts of the speeches of the Education Ministers are appended at Annexure-IV. Some of the salient issues touched upon by the Education Ministers and by the members of the CAGE during the plenary session on 8th March are outlined below.

8. The Education Minister (Higher Education), Bihar stated that universities in Bihar are passing through

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a severe financial crisis. There were practical problems in raising fees. He desired that a Rural University should be set up in Bihar. The State Government has already set up the Nalanda Open University. He regretted that in spite of the requests of the State Government the Central Government has not established a Central University in Bihar. He desired that either the Patna University be converted into a Central University or a new Central

9. The Education Minister (Elementary Education), Bihar, listed the measures taken by the State Government to promote national integration among the school children. He stated that a common prayer had been introduced for children of all communities to remove communal tension. He urged that special attention should be paid to education of tribals.

10. The Education Minister (Secondary Education), Uttar Pradesh, sought higher allocation of funds for the educational programmes in the State, particularly for Nonformal Education and Adult Education. Education policy should be such that the standard and quality of education are of high order; the policy should instil in the students a spirit of discipline, self-reliance and national integration. He suggested that there should be more interaction among the members of the C.A.B.E. and that they should be kept abreast of the developments in education.

11. Education Minister (Mass Education Extension), West Bengal, referred to the Adult Education Programme and the Mass Campaigns in the State particularly in districts of Burdwan, Hooghly, Birbhum, Bankura, Cooch Behar and Midnapur. He said that 15 lakh illiterates had been made literates in Midnapur district alone. He further stated that the school students were being

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involved in the programme. He also informed the Board that the West Bengal Government was trying to reorganise the Nonformal Education Programme with the involvement of local bodies and Panchayati Raj institutions in the existing socio-economic framework. He also stressed the need for involvement of local bodies and Panchayat institutions in educational planning and management.

12. Education Minister, Sikkim enumerated the various steps taken by the Government of Sikkim to provide education. He suggested that the block should be the basic unit for teacher training instead of districts. He also pleaded that a school for the development of Bhutia, Lepcha and Limboo languages should be established. He further stated that the needs of the State must be taken into account to modify particular schemes if it suited the State's needs. The central assistance should not be limited only to a plan period but should continue for a period of ten years.

13. Education Minister, Orissa wanted Central assistance for the construction of school buildings and funds for the upgradation of primary to secondary schools and the strengthening of teaching of science and mathematics.

14. Education Minister, Kerala expressed the need for construction of school buildings in his State. He noted that the Central Government sought to tap external funding for basic education; such funds should be made available to Kerala also. He also made a plea for carrying forward funds under the World Bank assisted project for technical education from one year to the next year. He informed the CABE that Kerala would be fully literate by April, 1991. This statement was widely welcomed.

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15. Education Minister, Madhya Pradesh referred to the developments in the field of education in the State in spite of acute financial constraints. The State Government, he said, is giving priority to girls' education. He wanted more funds for the State for Adult Education, NFE and Technical Education. He informed the Board that the State Government has recently established a rural university at Chitrakut. He also stated that the State Government was reorganising the University Education and would regularly review the progress in the field of Technical Education. The State Government is giving priority to the skilled training. He concluded by saying that the schools set up by foreign missionaries are harming Indian culture about which the Government of India should take remedial steps.

16. Education Minister, Meghalaya gave a resume of the development of education in the State. He stated that the educational norms for opening of schools, training of teachers and grant-in-aid should be relaxed for the tribal areas. While it is desirable to progress towards a uniform academic calendar, local considerations, particularly in the North East, should be taken into account. He mentioned that Indira Gandhi National Open University has set up one centre at Shillong and one at Tura. However, there was need for setting up more such centres for the promotion of distance education.

17. Education Minister, Mizoram dwelt on literacy, vocationalisation, university calendar and polytechnic education. He stated that the problem of unemployment can be solved only through skilled training.

18. Education Minister, Nagaland stated that Nagaland had several habitations where schools are yet to be

established. He stated allocations for the State were insufficient and there was no programme of Nonformal Education in the State. He further stated that the curriculum should conform to the capacity of the child.

19. Education Minister, Tripura gave a resume of the development of education in Tripura and sought higher allocations for the State. He also urged that a Central University should be established in the State.

20. Education Minister (Higher Education), Uttar Pradesh made a plea for abolition of public schools, examination reforms, observance of academic calendar and the setting up of an Inter-University Board in each State for proper coordination and maintenance of standards between different universities.

21. Education Minister, Rajasthan advocated a high priority to value and moral education. Total literacy is a pre-requisite for development. Therefore, it is necessary to strive for achieving total literacy.

22. Prof. (Mrs.) Annapurna Shukla, Varanasi pressed for value-based education. She stated that instead of delinking jobs from the degrees, need-based education should be linked with value education. A survey of existing jobs should be conducted with a view to assessing the manpower requirements in education.

23. Dr. G S Randhawa suggested a review of text-books with a view to eliminating passages which encouraged divisive tendencies and go against the concept of national integration. He further suggested that the Ministry of Human Resource Development should bring out a creatively written book which should bring out the real tenets, particularly the harmonising ones, of

different religions. This book should serve as a supplementary reading material and would foster emotional integration of the country.

24. Dr. Melcolm Adiseshiah observed that over the years there had been a trend towards centralization. He also felt that we should not rely too much on foreign aid in the area of education.

25. Prof. Ramlal Parikh supported the proposal that a Committee be constituted to consider the recommendations of the Acharya Ramamurti Committee.

26. The plenary Session on 8th March ended with an exhortation by Prof. D S Kothari to promote Indianness of Indian education. He expressed his concern at the increasing disharmony, tension and violence being manifested in the country. The need of the hour, he said, was tolerance and wisdom. And herein lay the true role of education. Knowledge should be linked with the values needed in human development, values which were fostered by Buddha and Mahatma Gandhi.

27. The Board adjourned for lunch after announcement on arrangements for discussions in the Working Groups. Seven Working Groups were set up to deliberate in-depth the various agenda items. Details of these arrangements are furnished in Annexure-V. After lunch, the groups met separately to consider various issues and to prepare their reports. The groups continued their deliberations in the forenoon of 9th March also and finalized their reports. Copies of the Working Group reports are presented at Annexures VI to XII.

28. In the afternoon of 9th March, 1991 the Board met in its plenary session to consider the reports of the

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various working groups that had been formed the previous day.

29. Secondary Education: Ms. Sushma Chaudhary, Rapporteur presented the report of the working group on secondary education. While considering the Report, Prof. Ramlal Parikh was of the view that the vocational education should not continue as a distinct stream at the +2 level. The consensus, however, was that the report as prepared by the Group may be adopted. It was also pointed out that in any case this matter will again come up for consideration in the context of examination of Acharya Ramamurti Committee Report. Dr. Anandalakshmi suggested that in the report the terms 'deaf', 'dumb' and 'blind' should be replaced by the terms persons suffering from 'auditory' and 'visual' handicaps. This suggestion was accepted. With this modification the report was adopted.

30. Higher Education: The report of the working group on Higher Education was presented by Shri C T Benjamin, Rapporteur of the group. In the course of discussion, the following decisions were taken:

- (a) In regard to the Gnanam Committee Report, the State Governments should formulate their views and send them to the Ministry within three months. The Chairman, CBE should set up a CBE Committee to consider the recommendations of the Gnanam Committee Report keeping in view the comments of the State Governments, and have the Report of the Committee placed before CBE at the next meeting.
- (b) The Chairman may also set up a CBE Committee on Distance Education to examine steps to be taken for promotion of distance education in the country, including the role of IGNOU vis-a-vis the State Open Universities, as well as the need for greater use of radio and TV for promotion of distance education.

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The CABE approved the Report of the working group with the additional decisions as above.

31. Adult Education: The report of the working group on adult education and literacy was presented by the Chairman of the group Dr. Melcolm Adiseshiah. The following points were made in course of discussion:

- (a) The initiative taken by Prof. Yash Pal, former Chairman, UGC and a number of like-minded persons to involve school and college students in national issues like eradication of illiteracy was welcome.
- (b) Concrete steps should be taken to revive the Vidyapeethas set up in Karnataka under the auspices of Karnataka Adult Education Council.
- (c) There is need for greater linkage of the adult education programme with the system of libraries. Systematic programmes need to be undertaken for ensuring that neo-literates do not relapse into illiteracy.
- (d) In the planning of literacy and post-literacy programmes special attention should be paid to habitations with SC/ST concentration.

With these observations, the CABE adopted the working group report.

32. Technical Education: The report of the working group on technical education was presented by its Rapporteur, Prof. B B Chopra. In the course discussion some members drew attention towards the urgent need to attract and retain qualified teachers in engineering. Steps need to be taken to improve the general quality of engineering teachers and to provide them better avenues for career advancement. The Board noted that the All India Council for Technical Education was

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already seized of this matter and that necessary action is being taken by it. The report of the working group was adopted by the C.A.B.E.

33. Elementary Education: The working group report on elementary education was presented by Dr. L P Pandey, the Rapporteur of the group.

34. Education Minister, Karnataka said that C.A.B.E should recommend adoption of mid-day meal programme for improving enrolment and retention. He said that the experience of the States which had adopted such a programme had been very positive. In response to this, Shri Anil Bordia explained that C.A.B.E had always endorsed the idea of provision of mid-day meals to children but had also consistently taken the stand that the responsibility for this should not lie with the school system, as the work relating to procurement of foodgrains, their storage, cooking, distribution, accounting, monitoring, etc., greatly interfered with the task of teaching/learning in schools.

35. Prof. D S Kothari said that while he fully agreed with the MLL approach and concept, there was need for a re-examination of the recommendations of the R.H.Dave Committee in regard to specific skills and competencies before adopting them. He also advised that inculcation of values and other non-cognitive and affective areas should also be emphasised.

36. Some other members also made observations on different aspects of the report of the working group. C.A.B.E adopted the Report of the working group with the following additional observations:

- (a) The specific levels of skills and competencies recommended by the R H Dave Committee should be

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got thoroughly re-examined by the Ministry before accepting the Report.

- (b) Operation Blackboard should continue in the Eighth Plan and expanded to the upper primary stage. Funds for appointment of teachers provided by the Central Government during the Seventh Plan should continue to form part of the Centrally Sponsored Scheme during the Eighth Plan. A timebound programme should be taken up for provision of infrastructure and basic facilities for primary education based on well laid down norms.
- (c) The Central and State Governments should be called upon to fully implement the law relating to child labour, while efforts are made to provide education to all working children.

37. At this juncture the Chairman (Shri Rajmangal Pande) had to leave due to exigencies of work and the meeting proceeded under the chairmanship of Shri Kanti Biswas, Education Minister, West Bengal.

38. SC, ST and Women: Report of the working group on women's education and on disadvantaged groups like SC, ST, Minicrities, etc., was presented by Shri A.K. Misra, Rapporteur of the working group.

39. Dr. Adiseshiah criticised the clubbing of Women with SCs, STs and other disadvantaged groups. It was agreed that in future women's education would be deliberated upon by a separate working group. The CABE noted that the report of the working group had endorsed several recommendations (1 to 102) of the Report of the Acharya Ramamurti Committee. As the Board had not yet considered the Acharya Ramamurti Committee and a CABE Committee is being set up to go into the recommendations

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of Ramamurti Committee, it was considered inappropriate at this stage to endorse the recommendations of the Review Committee and thereby pre-empt due consideration of the Report. Hence the working group's report was adopted with the deletion of those portions which endorsed the recommendations of the Ramamurti Committee.

40. Policy and Planning: The Report of the working group was presented by Shri Ashok Saikia, Rapporteur of the group. In the course of discussion Education Minister, Karnataka said that the Central Government should set up some specialised institutions in the States as deemed universities. He added that he would send a detailed note on the subject to the Union Education Minister. Education Minister, Bihar pressed for a CBE Resolution in favour of establishment of a Central University in Bihar. It was decided that a group may be set up by the Chairman, CBE to go into the whole matter of setting up of Central Universities. Dr. Saraswati Swain expressed disagreement with the recommendations of the group in regard to securing external funds for basic education. Education Minister, West Bengal (Shri Kanti Biswas) and Dr. M S Adiseshiah also expressed reservation in this behalf. CBE took note of these observations but adopted the report of the working group on policy and planning as presented.

41. Wrap up of the discussions: Shri Anil Bordia mentioned that the CBE had made valuable recommendations in several areas of education including resources for education, Centrally Sponsored Schemes, processing of the reports of the Ramamurti Committee and the Shanam Committee, micro-planning for universalisation of elementary education, restoration of academic calendar, adult literacy and equalisation of educational

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opportunities. The recommendations of C.A.B.E were relevant not only to the Central Government but also to the State Governments as well as to all persons and organisations engaged in the field of education.

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

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LIST OF PARTICIPANTS AT THE MEETING OF THE
CENTRAL ADVISORY BOARD OF EDUCATION HELD
ON 8-9 MARCH, 1991.

Chairman

1. Shri Raj Mangal Pande
Union Minister of Human Resource Development

Representatives of the Government of India

2. Prof. D. Swaminathan
Member (Education)
Planning Commission

Representatives of State Governments and
UT Administrations

3. Shri Khurshid Alam Khan
Governor of Goa and
Administrator of Dadra & Nagar Haveli
and Daman & Diu.
4. Dr. Diwakar Prasad Singh
Minister (Higher Education)
Bihar
5. Dr. Ram Chander Pureve
Minister (Primary & Secondary Education)
Bihar
6. Shri K. Chandrasekharan
Minister of Education and Law
Kerala
7. Shri Vikram Verma
Education Minister
Madhya Pradesh
8. Shri H.S. Lyngdoh
Education Minister
Meghalaya
9. Shri H. Thansanga
Education Minister
Mizoram
10. Shri Bukchem
Education Minister
Nagaland
11. Dr. (Smt) Kamala Das
Education Minister
Orissa

12. Shri Hari Kumar Audichya
Education Minister
Rajasthan
13. Shri S.C. Lepcha
Education Minister
Sikkim
14. Shri Arun Kumar Kar
Education Minister
Tripura
15. Shri Ashoka Dajpai
Minister (Secondary Education)
Uttar Pradesh
16. Shri Rama Shanker Kaushik
Minister (Higher Education)
Uttar Pradesh
17. Shri Kanti Biswas
Education Minister
West Bengal
18. Shri Md. Abdul Bari
Minister-in-charge
(Mass Education Extension)
West Bengal
19. Shri K. Kandaswamy
Counsellor (Education)
Andaman & Nicobar Islands

Elected Members

20. Shri Shankar Dayal Singh
Member of Parliament
(Rajya Sabha)
21. Prof. Syed Khaleefathullah
President
Central Council of Indian Medicine
22. Prof. Ramlal Parikh
Vice-Chancellor
Gujarat Vidyapeeth, Ahmedabad
(Representing Association of Indian Universities)
23. Dr. A.P. Mitra
Director General
Council of Scientific Industrial Research
(Representing All India Council for
Technical Education)

Ex-Officio Members

24. Prof. Satya Bhushan
Director, National Institute of Educational
Planning & Administration.
25. Dr. K. Gopalan
Director, National Council of Educational
Research & Training
26. Shri H.S. Singha
Chairman
Central Board of Secondary Education
27. Prof. Mooniz Raza
Chairman
Indian Council of Social Science Research
28. Shri R. Balasubramanian
Chairman
Indian Council of Philosophical Research
29. Shri Lakshmidhar Mishra
Director General
National Literacy Mission

Nominated Members representing various categories

30. Dr. Malcolm S. Adiseshiah
Chairman
Madras Institute of Development Studies, Madras
31. Dr. S. Anandalakshmy
Senior Fellow
Murugappa Chettiar Research Centre, Madras
32. Shri Prem Bhai
Secretary, Banwasi Seva Ashram
Distt. Sonbhadra, Uttar Pradesh
33. Prof. K.L. Chopra
Director
IIT, Kharagpur
34. Dr. Jyotibhai Desai
Gandhi Vidyapith, Vedachhi
Distt. Surat, Gujarat
35. Prof. A. Gnanam
Vice-Chancellor
Pondicherry University, Pondicherry
36. Dr. Syed Hasan
Director
Insan School/College, Kishanganj
Purnea, Bihar.

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37. Dr. Radhika Herzberger
Director, Rishi Valley School
Chittoor, Andhra Pradesh
38. Prof. Izhar Hussain
Professor, Aligarh Muslim University,
Aligarh
39. Shri Vijendra Kabra
Director, Indian Institute of Rural Workers
Aurangabad, Maharashtra
40. Prof. D.S. Kothari
Delhi
41. Smt. Jagannathan Krishnammal
Social Worker
Tamil Nadu
42. Prof. Mrinal Miri
Deptt. of Philosophy
N.L. Hill University
Shillong, Meghalaya
43. Dr. Ram Dayal Hunda
Professor, Ranchi University
Ranchi
44. Shri Hari Vallabh Parik
Chairman, Anand Niketan Ashram
Rangpur, Baroda, Gujarat
45. Dr. D.P. Pattenayak
Begabi Road, Mysore
46. Acharya Ramamurti
Shramabharati, Khadigraam
Monghyr, Bihar
47. Prof. G.S. Ranshawa
Vice-Chancellor
G.N.D. University, Amritsar
48. Dr. (Mrs) Suman Sahai
President
TCC, Tilhar, U.P.
49. Dr. Kartikeya V. Sarabhai
Director, Centre for Environment Education
Ahmedabad
50. Dr. (Mrs) Annapurna Shukla
Professor & Principal
Mahila Mahavidyalaya, Banaras Hindu
University, Varanasi.

51. Smt. Sarva Sridevi
Sitaphalmandi, Secunderabad
Andhra Pradesh
52. Dr. (Smt) Saraswati Swain
Kalyan Nagar, Cuttack
Orissa
53. Dr. (Smt) Jyoti H. Trivedi
Bombay
54. Shri B.C. Jhaveri
Technical Director
M.N. Dastur & Co. Ltd.

Member-Secretary

55. Shri Anil Bordia
Union Education Secretary

Permanent Invitees

56. Shri M.R. Kelhatkar
Adviser (Education)
Planning Commission
57. Smt. Anita Kaul
Director
Directorate of Adult Education

Special Invitees

58. Prof. Mohammad Amin
Vice-Chancellor
Jamia Hamdard
59. Prof. R.H. Dave
Chairman
M.L.L. Committee
60. Shri S.C. Behar
Consultant, NIDPA

Other Participants

Ministry of Human Resource Development

1. Shri S.S. Mankad
Joint Secretary (U)
2. Shri J. Sagar
Joint Secretary (BP)
3. Shri Priyadarshi Thakur
Joint Secretary (L)

4. Dr. R.V. Vaidyanatha Ayyar
Joint Secretary (A)
5. Dr.(Mrs) D.M. de Rebello
Joint Secretary (S)
6. Prof. S.K. Srivastava
Joint Educational Adviser(S)
7. Shri I.B. Sangal
Joint Educational Adviser(T)
8. Dr. J.S. Rajput
Joint Educational Adviser(EE)
9. Shri K.S. Sarma
Director, Navodaya Vidyalaya Samiti
10. Shri S.D. Awale
Addl. Apprenticeship Adviser
11. Smt. V. Lakshmi Reddi
Director(P)
12. Shri S. Toyal
Director (UU)
13. Smt. Kiran Dhingra
Director (EE)
14. Shri K.M. Acharaya
Director (TE)
15. Shri M.P.M. Kutty
Director (U)
16. Km. P. Boline
Deputy Educational Adviser(VE)
17. Shri D. Bhattacharya
Deputy Educational Adviser(T)
18. Shri A.K. Mehra
Deputy Secretary(NFE)
19. Shri A. Banerji
Deputy Secretary(Schools)
20. Shri S.K. Ray
Deputy Financial Adviser
21. Shri A. Mukhopadhyaya
Deputy Secretary (NFE)
22. Smt. S. Brar
Deputy Secretary(ET)
23. Smt. R. Mehra
Deputy Educational Adviser(VE)
24. Shri Jai Ram Singh
Deputy Educational Adviser(P)

25. Mrs. Vimala Ramchandran
Project Director (MC)
26. Shri K.K. Khullar
Consultant
27. Ms. Tara S. Anand
Consultant
28. Sh. A. Ramakrishnan
Director, Board of Apprenticeship Training (SR)
Madras
29. Mrs. Preet Verma
Under Secretary (NFE)
30. Shri S.K. Sengupta
Under Secretary (VE)
31. Shri S.K. Jindal
Assistant Educational Adviser (Tech)
32. Shri R.N. Panda
Assistant Educational Adviser (Tech)
33. Shri Inder Jit Singh
Under Secretary (NFE)
34. Dr. C.T. Mahajan
Assistant Educational Adviser (T)
35. Shri M.L. Gilautra
Assistant Educational Adviser (T)
36. Prof. G.S. Chandran
IIT, Bhopal
37. Shri G. Balachandran
Dy. Director (SC/ST)
38. Shri S.C. Sahai
Dy. Director (P)
39. Shri S.C. Seddy
Dy. Director (Stat)

Other Central Ministries/Departments

40. Shri T. Munikenkatappa
Joint Secretary, Ministry of Welfare
41. Shri M.S. Pandit
Joint Secretary (Minorities & Backward Classes)
Ministry of Welfare
42. Shri Ram Singh
Director, Ministry of Welfare
43. Shri G. Balachandran
Deputy Secretary, Ministry of Welfare

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44. Dr. Manjula Chakravarty
Deputy Director, WD Division, NIPCCD
Department of Women & Child Development
45. Dr. Kalyani Roy
Assistant Director (ECCE), NIPCCD
Department of Women & Child Development

Representatives from State Governments/Union
Territory Administrations-----

Andhra Pradesh

46. Shri K. Penchalaliah
Director of School Education
47. Shri J.C. Ranganayakulu
Director of Adult Education
48. Shri T.V. Reddy
Director of Collegiate Education

Arunachal Pradesh

49. Shri T. Bam
Secretary, Education
50. Shri G.C. Yadava
DPI

Assam

51. Shri Ashok Saikia
Commissioner/Secretary, Education
52. Shri A.K. Padmapati
Director, Technical Education
53. Smt. Tilottama Baroeh
Addl. Director of Adult Education

Bihar

54. Shri G.D. Sharma
Addl. Commissioner, HRD
55. Shri R.K. Srivastava
Secretary, Education
56. Shri B.P. Choudhary
Joint Secretary, HRD
57. Shri Phool Singh
Director, Primary Education
58. Dr. P. Baskaran
Director of Science & Tech. Education

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Goa

59. Shri Shakti Sinha
Secretary, Education
60. Shri A.K. Srivastava
Director of Technical Education
61. Shri S.G. Amonkar
Director, State Literacy Mission and
Adult Education

Gujarat

62. Shri Balwant Singh
Secretary (Sc. & Tech.)
63. Shri A.K. Joti
Director of Higher Education
64. Shri A.J. Shukla
Director of Primary Education

Haryana

65. Shri A.N. Mathur
Education Commissioner
66. Shri M.L. Tayal
Director of Higher Education
67. Shri S.S. Kaushal
Officiating Director, Primary Education
68. Shri D.M. Talwar
Addl. Director, Technical Education
69. Dr. S. Kumar
Deputy Director, Sec. Education
70. Shri R.C. Sharma
Deputy Director, Department of Industrial
Training and Vocational Education
71. Shri Narain Dass
Dy. Superintendent, Directorate of Industrial
Training and Vocational Education

Himachal Pradesh

72. Shri B.K. Gowel
Director of Education (Sec. & Higher)

Jammu & Kashmir

73. Shri Virendra Prakash
Adviser to Governor
74. Ms. S. Choudhary
Commissioner/Secretary, Education

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75. Shri A.K. Angurana
Director of Education

Karnataka
76. Shri C.T. Benjamin
Commissioner & Secretary, Education
77. Shri M.L. Chandra Keerthi
DPI
78. Shri D. Eswarappa
Director of Collegiate Education
79. Shri M. Madan Gopal
Director of Mass Education

Kerala
80. Shri J.S. Badhan
Commissioner & Secretary, Higher Education
81. Smt. Lizzie Jacob
Secretary (General Education)
82. Shri P.K. Sivanandan,
Secretary (Local Admn) and
Secretary, Kerala Saksharata Samiti
83. Shri K.P. Hamza
Director (Vocational Education)
84. Shri K.V. Madanan
DPI
85. Shri Kuruvilla John
Director of Collegiate Education
86. Shri K.K. Vijayakumar
Director, Hr.Sec. Education
87. Dr. R. Jayaraman
Director of Technical Education

Madhya Pradesh
88. Smt. M.V. Garde
Principal Secretary, Higher Education
89. Shri L.K. Joshi
Secretary, School Education
90. Shri R. Bhargava
Commissioner, Public Instruction
91. Smt. Alka Sirchi
Commissioner, Higher Education
92. Shri S.P. Shrivastava
Director, State Institute of Education

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93. Shri C.I. Keswani
Joint Director, Technical Education

Maharashtra
94. Dr. N.K. Patole
Director of Higher Education
95. Shri S.S. Salgaonkar
Director, MSERT
96. Dr. V.R. Nagpure
Director of Education
97. Prof. B.B. Chopane
Director of Technical Education

Meghalaya
98. Shri R.N. Datta
Addl. Director of Public Instruction

Mizoram
99. Shri Lalawia
Director, Hr. & Tech. Education
100. Dr. H.L. Malsawma
Dy. Director, Hr. & Tech. Education

Nagaland
101. Shri Lalhuma
Commissioner & Secretary, Education
102. Shri Talitsuba
Director of School Education

Orissa
103. Shri A.K. Misra
Secretary, Education
104. Shri R.K. Kar
Director, Technical Education
105. Dr. L.K. Das
Director, Higher Education
106. Dr. (Smt) G. Mohanty
Director, Elementary Education
107. Dr. Mahapatra
Director, SCERT

Punjab
108. Shri K.L. Watts
Adviser to Governor, Punjab

109. Smt. G. Chahal
Secretary, Education
110. Shri S.K. Handa
Director, TE & Industrial Trg.
111. Shri Jaswant Singh
DPI(S)
112. Dr. Ujagar Singh Banga
DPI(Colleges)
113. Shri P.S. Ehupall
Director, SCERT
114. Dr. Balbir Singh
Reader in Physical Education, Patiala
115. Dr. M.L. Sachdeva
Deputy Director (Vocational Education)

Rajasthan

116. Ms. A.K. Dhruja
Secretary, Education
117. Shri Damodar Sharma
Director, Primary & Sec. Education

Sikkim

118. Shri M.C. Mathur
Director Education
119. Shri G.P. Upadhyaya
Deputy Secretary, Education Department

Tamil Nadu

120. Shri V. Sankara Subbaiyan
Secretary, Education
121. Shri T. Natchimuthu
Director of School Education

Tripura

122. Shri Sudhir Sharma
Commissioner & Secretary (Education)
123. Shri S.B. Biswas
Director, School Education
124. Miss Gauri Dhar
Addl. Director, SW & Social Education
125. Shri H.S. Dhar
Hindi Education Officer
Directorate of School Education

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Uttar Pradesh

126. Shri V. Venkatachalam
Special Secretary, Education
127. Shri S.R. Lakha
Special Secretary, Education (Higher)
128. Shri Shardindu
Joint Secretary (Education)
129. Dr. B.M.L. Tiwari
Director, Higher Education
130. Dr. K.A. Pandey
Director, Adult Education
131. Shri B.P. Khandelwal
Director of Education
132. Dr. L.F. Pandey
Director (Basic Education)
133. Shri M.N. Mishra
Director of SIET
134. Shri H.P. Pandey
Director, SCERT
135. Shri L.N. Misra
Jt. Director of Technical Education

West Bengal

136. Shri A.K. Chatterjee
Secretary, Hr. Education
137. Shri P.K. Chaudhuri
DPI & Ex-officio Secretary, Education Department
138. Shri D. Ghosh
Director, School Education
139. Shri D.C. Das
Director of Technical Education
140. Shri N. Roy
Director, Mass Education & Extension

Chandigarh

141. Shri V.S. Malhotra
Director, Technical Education
142. Smt. Kuldeep Kaur
DPI(S)
143. Shri P.S. Bhupall
Director, SCERT
144. Shri Pritpal
Co-ordinator (VE)

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Dadra & Nagar Haveli and Daman & Diu

145. Shri A.J.S. Sahney
Secretary to Governor of Goa
and Administrator, Dadra & Nagar Haveli
and Daman & Diu

Delhi

146. Shri Narendra Prasad
Commissioner & Secretary, Education
147. Shri V.P. Suri
Director of Education
148. Shri V. Narayanan
AD (Technical Education)
149. Shri S.K. Shukla
Addl. Director
150. Shri D. Taneja
Registrar, BTE

Lakshadweep

151. Shri G.D. Sharma
Director of Education

Pondicherry

152. Shri M.S. Krishna Murthy
Addl. Director of Technical Education

University Grants Commission

153. Prof. S.K. Khanna
Vice-Chairman
154. Shri Y.N. Chaturvedi
Secretary
155. Dr. P.B. Tripathy
Joint Director

National Institute of Educational Planning
& Administration

156. Dr. J.B.G. Tilak
Senior Fellow
157. Dr. M. Mukhopadhyaya
Senior Fellow

National Council of Educational Research
& Training

158. Prof. I.K. Mishra
Head, Deptt. of Vocational Education

159. Dr. C.J. Daswani
Professor & Head, Deptt. of NFE
160. Shri A.K. Sharma
Joint Director
161. Prof. P.N. Dave
Head & Professor, DPSEE
162. Prof. B. Ganguly
Professor & Head, Deptt. of Education in
Science and Mathematics and
Dean (Academic)
163. Shri Arjun Dev
Professor
164. Shri P.M. Patel
Professor & Head, Department of Measurement,
Evaluation, Survey and Data Processing
165. Shri R.P. Singh
Professor
166. Shri S.D. Roka
Professor.

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AGENDA FOR THE MEETING OF THE CENTRAL ADVISORY BOARD
OF EDUCATION HELD ON 8-9 MARCH, 1991.

ELEMENTARY EDUCATION:

1. Universalisation of Elementary Education
2. Minimum levels of learning
3. External funding for Education for All
4. Teacher Education
5. Teachers constituencies in Legislative Council Elections: Need and Composition

ADULT LITERACY:

6. Review of literacy scene
7. Programmes for universal literacy (age group 15 to 35).
8. Post literacy and continuing education

SECONDARY EDUCATION:

9. Vocationalisation of Secondary Education
10. Programmes for qualitative improvement in Secondary Education.

TECHNICAL EDUCATION:

11. Regulation of fees and admission (Prohibition of capitation fees); self-financing; provision of financial support to needy and talented students.
12. Making AICTE more effective
13. Review of the implementation/formulation of the World Bank assisted Project on Technician (Polytechnic) Education in the country.

HIGHER EDUCATION:

14. Report of the Gnanam Committee on "Towards New Educational Management"- UGC's recommendations thereon.
15. Measures to promote distance education
16. Formulation and observance of academic calendar by universities and colleges.
17. Measures to improve quality of education in colleges.

EDUCATION FOR SCs/STs/ MINORITIES AND DISADVANTAGED SECTIONS:

18. Programmes for equalisation of education opportunities.

POLICY & PLANNING

19. Management and Resources.
20. Consideration of the manner in which the Report of the NPE Review Committee (Acharya Ramamurti Committee) is to be processed.
21. Eighth Five Year Plan Formulation-Approach paper.

ADDRESS BY SHRI RAJMANGAL PANDE,
MINISTER OF HUMAN RESOURCE
DEVELOPMENT.

Respected Members of the Central Advisory Board of Education and distinguished participants:

I have great pleasure in welcoming you to the 46th meeting of the C.A.B.E. The C.A.B.E. was constituted about 56 years ago. From then on it has been playing a very significant role in the development of education. Education is a concurrent subject, which means it is a partnership between the Centre, the States and the educationists. No partnership can survive, much less be a success, unless the partners periodically meet, discuss their business and come to an understanding. The C.A.B.E. is meeting exactly their need. The C.A.B.E. is a confluence - a triveni sangam - of eminent educationists, the Centre and the States. Every meeting has been a family reunion, a get-together of the educational policy community; an occasion to exchange notes, to take stock of what happened since the last meeting, to share experiences, to recall and review failures and successes, to plan for the future and to rededicate oneself to the common cause of education. In that process the meetings have helped to evolve national consensus on educational policies and programmes.

2. This meeting has been rather belated. I regret that it has not been possible to call this meeting earlier. In a way the delay is a reflection on the times in which we live and on the events which took place

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after the last meeting. Ever since I assumed office, I have been keen to convene this meeting and to have the benefit of your advice. When it became clear that the Committee for Review of National Policy on Education, 1986 would submit its report in December, I decided that we should wait till the State Governments, Union Territory Administrations and other members of the CABE receive the report and have a reasonable time to study it. As you all know, the report was submitted on 26th December, 1990, placed on the Tables of both Houses on 9th January, 1991 and forwarded to all States and Union Territories in mid-January, 1991. The Board will, therefore, have an opportunity to consider this report at this meeting. You may deliberate on the report of the Review Committee and advise how to process the report expeditiously.

3. This meeting assumes further importance in the context of the Eighth Five Year Plan. In the Seventh Plan, following the 1986 Policy, many Centrally Sponsored Schemes were introduced in priority areas. These include Operation Blackboard, Teacher Education, Vocational Education, Science Education, etc. This is the time to have a critical look at these schemes and to learn from the experiences of implementation. How are the schemes being implemented? Are they achieving their objective? Are there any unintended consequences? Are there any weaknesses? Should any of the schemes be discontinued? Are any schemes to be modified or extended? Should any new scheme be introduced? I would like you to pose all the right questions and to ponder over them. The main function of the CABE is to review the progress of education, from time to time, and to appraise the extent and manner in which the Education Policy has been implemented by the Centre, the State Governments and other agencies concerned. I would, therefore, like you to suggest the future direction of these schemes.

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4. Though ends can't justify means, ends are important. We often tend to forget the ends, the basic objectives. In emphasising the enrolment targets we often lose sight of the learning outcomes. At all levels of education it is necessary to improve the content and process of education and to ensure the achievement of minimum levels of learning. Since the last meeting considerable progress has been achieved in formulating the minimum level of education at the primary stage. A Committee under the Chairmanship of Prof. R.H. Dave has finalised its report. The report has been circulated to you. I would like you to reflect on the report and suggest a national approach for implementing the report.

5. It is human nature to count one's sorrows and not to count happiness. This trait is sometimes carried to extremes. Denigration of national achievements is a pastime for many. One should not miss the silver linings and wallow in cynicism and pessimism. The International Literacy Year 1990 has witnessed stirring developments in the literacy scene. First it was the turn of Kottayam city, then of Ernakulam district, to become totally literate. Then the unprecedented mobilisation for literacy all over the country by the Bharat Gyan Vigyan Samiti. These successful experiences have spurred emulation. Efforts are on to achieve total literacy in all the districts of Kerala, Gujarat and Pondicherry and 30 districts in other States. We plan to take up total literacy campaign in 50 more districts in the next financial year. These developments arouse great hope and enthusiasm, a hope that illiteracy problem can be surmounted. We should not let the enthusiasm ebb.

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6. Though neglected, management of education is the critical dimension. I would like to recall the wise observation of the eminent statesman and my illustrious predecessor, Shri C. Rajagopalachari. In the thirteenth meeting of the CABE, welcoming the Sargent Plan he said that the more difficult task of execution had begun. Plans, he remarked, were after all definitely formulated aspirations, while execution was the real thing. Nowhere is management more critical than in governance of universities. We have placed before you for your consideration, the report of the Gnanam Committee on Educational Management and the comments of the UGC on the report.

7. You will no doubt agree with me that we must get the maximum out of this Conference. I will, accordingly suggest that the conference may divide itself into seven priority areas namely:

Elementary Education,

Adult Education,

Secondary Education,

Technical Education,

Higher Education,

Women and other disadvantaged groups like SC/ST and minorities, and

Management and resources.

I request all of you to consider the issues in these priority areas in the groups with special care.

8. I hope that the deliberations in this meeting would lead to a greater clarity on educational priorities, strategies and programmes in the VIII Plan.

Thank you.

WRITTEN SPEECHES OF STATE EDUCATION MINISTERS

1. Bihar
Shri Diwakar Prasad Singh
Minister (Higher Education)
(in Hindi)
2. Gujarat
Dr. Karsan Das Sohari
Education Minister
(placed on table)
3. Himachal Pradesh
Education Minister
(placed on table)
4. Madhya Pradesh
Shri Vikram Verma
Minister of Education
(in Hindi)
5. Maharashtra
Shri Bharat Bondre
Minister for Education and Technical Education
(placed on table)
6. Meghalaya
Shri Hoping Stone Lyngdoh
Minister, Education, etc.
7. Mizoram
Dr. H. Thansanga
Minister of Education
8. Sikkim
Shri Sonam Chhyoda Lepcha
Minister for Education
9. Tripura
Shri Arun Kumar Kar
Minister-in-Charge of Education
10. Uttar Pradesh
Shri Ashok Bajpai
Education Minister
(in Hindi)

10. West Bengal

(i) Shri Kanti Biswas
Minister of Education (P&S)

(ii) Shri Md. Abdul Bari
Minister-in-Charge, Mass Education
Extension Department

11. Andaman and Nicobar Islands

Shri K. Kandaswamy
Counsellor, Education

श्री दिवाकर प्रसाद सिंह, मंत्री, उच्च शिक्षा, बिहार

बिहार के विश्वविद्यालयों की सबसे बड़ी समस्या आर्थिक संकट है। नये वेतनमानों को तथा शिक्षकों और अन्य कर्मचारियों के हित में विविध योजनाओं को लागू करने के फलस्वरूप विश्वविद्यालयों की वित्तीय आवश्यकता में जिस अनुपात में बढ़ी है राज्य के आर्थिक संकट के कारण उस अनुपात में विश्वविद्यालय शिक्षा बजट में वृद्धि नहीं हो पायी है। सरकार ने समय-समय पर सम्बद्ध महाविद्यालयों को विश्वविद्यालयों की अंगीभूत इकाईयाँ बनायी है और अनुदानित महाविद्यालयों की संख्या में भी वृद्धि की गयी है। यद्यपि इससे विश्वविद्यालयों का वित्तीय भार बढ़ा है तथापि इस प्रक्रिया को सर्वथा रोक नहीं जा सकता क्योंकि अभी राज्य में जितने महाविद्यालय हैं, उनमें से आधे से भी कम राज्य सरकार द्वारा विस्त पोषित या अनुदानित हैं। नये महाविद्यालयों की स्थापना पर भी रोक नहीं पायी जा सकती है क्योंकि इसका अर्थ होगा उच्च शिक्षा प्राप्त करने की जनाकांक्षा का प्रतिरोध।

2. आर्थिक संसाधन बढ़ाने के लिए जो उपाय हमारे सामने हैं उन्हें अपनाने में कई तरह के प्रतिबन्ध हैं। जैसे यदि शिक्षण शुल्क में कुछ वृद्धि कर दी जाती है तो इससे आय में जितनी वृद्धि होगी उससे अधिक शिकायतें होंगी, विरोध भी हो सकता है क्योंकि विश्वविद्यालयों में निर्धन और सामान्य आर्थिक स्थिति वाले परिवारों के छात्रों की संख्या कम नहीं है। संस्थापयमान महाविद्यालयों का निजी आवर्तक आय के लिए संस्थापक द्वारा अच्छी छासी निधि के विन्यास की संभावना भी कम है क्योंकि संस्थापक समुदाय भी प्रायः सामान्य वित्त वर्ग का ही होता है। आवश्यकता तो इस बात की है कि पिछड़े और आदिवासी क्षेत्रों में निजी संस्थापक समुदाय द्वारा पहली प्रत्याशा न की जाय, वरन् आवश्यकतानुसार महाविद्यालयों की स्थापना का सरकार द्वारा उपक्रम हो। इसके लिए विश्वविद्यालय शिक्षा बजट प्रावधान में पर्याप्त वृद्धि अपेक्षित होगी।

3. विश्वविद्यालयों के उपर परीक्षण और मूल्यांकन के बढ़ते हुए दवाव के कारण और इन प्रक्रियाओं में दिनानुदिन बढ़ती हुई जटिलताओं के कारण, समय-समय पर छात्र, कर्मचारी और शिक्षक संघों के द्वारा विविध प्रश्नों को लेकर आन्दोलन का रास्ता

अपनाने के कारण पिछले दशक से ही राज्य के विश्वविद्यालयों के शैक्षिक स्तर एक से दो वर्षों तक पीछे चल रहे हैं। विश्वविद्यालयों के उपर बढ़ते हुए महाविद्यालयों के दबाव को कम करने के लिए बिहार, मगध, राँची, भागलपुर और लखनऊ प्रांतिका विश्वविद्यालयों के क्षेत्राधिकारों को विभाजित करते हुए पृथक विश्वविद्यालयों की स्थापना का प्रावधान किया गया है। इससे व्यवस्था का विकेन्द्रिकरण भी होगा जो शिक्षा के स्तर में गुणात्मक वृद्धि और परीक्षा प्रणाली में सुधार के लिए आवश्यक है।

4. शिक्षा को विकास का एक प्रभावकारी साधन बनाने के लिए यह आवश्यक है कि इसे क्षेत्रीय आवश्यकताओं से जोड़ा जाय। इस दृष्टि से राज्य सरकार चाहती है कि स्थानान्तरित विश्वविद्यालयों में एक को ग्रामीण विश्वविद्यालय का विशिष्ट स्वरूप दिया जाय। राज्य में + 2 स्तर पर व्यावसायिक शिक्षा का अन्वयण किया जा चुका है और इसमें आवश्यकतानुसार विस्तार किया जा रहा है।

5. उच्च शिक्षा को जन सामान्य की देहली पर पहुँचाने के उद्देश्य से राज्य में नालन्दा मुला विश्वविद्यालय की स्थापना की गयी है। इससे एक ओर जहाँ कम खर्च पर अधिकाधिक लोग उच्च शिक्षा प्राप्त कर सके वहाँ दूसरी ओर कामकाजी लोगों को भी अपनी रुचि के अनुसार शिक्षा जारी रखने में सहायता मिलेगी। विश्वविद्यालय विविध पाठ्यक्रमों का अन्वयण करने के लिए तत्पर है किन्तु, इसे पूर्ण रूप से अतिरिक्त करने के लिए पर्याप्त तकनीकी साधनों यथा स्वतंत्र छापाखाना दूर त्रवार हेतु उत्पादन और प्रसार केन्द्र आदि की आवश्यकता है।

6. भारत सरकार ने शिक्षा^{क्षेत्र} में प्राथमिक शिक्षा एवं अनौपचारिक शिक्षा को उर्वोच्च प्राथमिकता प्रदान किया है। यह एक संवैधानिक दायित्व है और जिसके लिए यह प्राथमिकता सर्वथा उचित है किन्तु शिक्षा जगत में देश में जो नव जागरण प्रारम्भ हुआ और भारत सरकार ने समुचित मानव संसाधन विकास के लिए जो अन्य कार्यक्रम निर्धारित किये हैं, उसके लिए यह आवश्यक प्रतीत होता है कि प्राथमिक एवं अनौपचारिक शिक्षा की तरह उच्चतर शिक्षा को भी केन्द्र का वित्तीय मोषण प्राप्त हो क्योंकि उच्चतर एवं तकनीकी शिक्षा की बढ़ती माँग के सारी आवश्यकताओं को पूर्ति कर पाना सरकार के लिए संभव प्रतीत नहीं हो पा रहा है।

साधन की उपलब्धता एवं व्यय की वास्तविक माँग में कोई ताल-फेर नहीं होने के कारण उच्चतर शिक्षा पर इसका प्रतिकूल प्रभाव आज के दिनों में दिखाई पड़ता रहा है जिसने कुछ हद तक शैक्षणिक अराजकता में वृद्धि करने की भी भूमिका अदा करता रहा है। अतएव केन्द्र को राज्य की उच्चतर शिक्षा में अपनी भूमिका निर्धारित करनी चाहिए एवं राज्य के उच्चतर शिक्षा के विकास के लिए समुचित अनुदान राज्य के माध्यम से विश्वविद्यालयों को उपलब्ध कराना चाहिए।

7. बिहार पिछले कुछ दिनों से केन्द्रीय विश्वविद्यालय की स्थापना हेतु अपनी माँग केन्द्र के समक्ष रखता रहा है। इस दिशा में बिहार राज्य का यह प्रस्ताव रहा है कि पटना विश्वविद्यालय जो राज्य का सर्वांगीण प्राचीन विश्वविद्यालय है, उसे केन्द्र द्वारा अधिग्रहण किया जाय किन्तु अभी तक केन्द्र सरकार ने इस दिशा में कोई अभिर्भाव नहीं किया है। अतएव बिहार जैसे पिछड़े राज्य के लिए यह आवश्यक है कि पटना विश्वविद्यालय सहित जनजातीय क्षेत्र के राँची विश्वविद्यालय को भी केन्द्रीय विश्वविद्यालय का दर्जा केन्द्र द्वारा प्रदान किया जाय।

8. भारत सरकार ने देश के कई अनुसूचित क्षेत्रों के लिए केन्द्रीय विश्वविद्यालय की स्थापना की है। बिहार का एक बहुत बड़ा भू-भाग जनजातीय क्षेत्र में पड़ता है जहाँ का जन-जीवन उच्च शिक्षा के लाभ से वंचित रहा है। स्वतंत्रता आन्दोलन में जनजातीय क्षेत्र में रहने वाले मूल आदिवासियों का बिहार में बहुत बड़ा योगदान रहा है। इस तरह की सश्रिय भूमिका अदा करने वाले सिद्धू कानू दो भाईयों की स्मृति में राज्य सरकार ने संथाल परगना के जनजातीय क्षेत्र में एक सिद्धू कानू विश्वविद्यालय, दुमका में स्थापित करने का निर्णय लिया है।

9. अतएव राज्य की यह जन आकांक्षा है कि केन्द्र सरकार जनजातीय क्षेत्र के दो विश्वविद्यालय, यथा-राँची विश्वविद्यालय एवं सिद्धू कानू विश्वविद्यालय दुमका के साथ पटना विश्वविद्यालय को केन्द्रीय विश्वविद्यालय के रूप में अधिग्रहीत करे। आजादी के बाद इन क्षेत्रों की लगातार उपेक्षा के कारण झारखण्ड मुक्ति मोर्चा जैसे संस्था का उदय हुआ है। केन्द्रीय विश्वविद्यालय की स्थापना से जन आकांक्षाओं को पूरा करने एवं असंतोष को दूर करने की दिशा में यह एक महत्वपूर्ण कदम होगा।

Dr. Karsan Das Soneri, Education Minister, Gujarat

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I must congratulate the Government of India for convening the Conference of the Central Advisory Board of Education at this juncture, soon after it has received the report of the Acharya Ramamurti Committee. Most of the Agenda items are the repeat items for the C.A.B.E. This is but natural since the basic issue in the field of education is one of consolidation and review of various schemes put on the ground.

2. I agree that the universalisation of elementary education will have to continue as the No.1 Priority of any educational policy. The need for non-formal education programme basically arises from the fact that we have not been able to provide funds sufficient enough for pursuing a fully formal system. The need for a strong formal system to cater to the basic needs of the education can not be over-emphasized and, therefore, I welcome the statement made in the Agenda notes that major improvement will have to be made to the present programme of NFE to develop it into a complementary system to the formal elementary education system. However, the proposition made in the notes that the present expenditure will be twice the expenditure per pupil is not understood. Role of the Central Sector should be to finance NFE programmes fully, but, ultimately the State would have to have an infrastructure of the formal education system to meet the needs of the children of the school going age-group. Formal system however should have flexible working hours to meet the needs of the particular groups.

3. The need for micro-planning and achievement of minimum levels of learning cannot be over-emphasized and, therefore, the State Government welcomes the need for computerisation of the elementary education data and developing a proper monitoring system.

4. The second item of priority naturally is the problem of teacher education. While new structures like DIET and CITEs could be helpful, need has arisen for looking at the **basic curriculum content** of the teacher education programmes. My State Government is seriously considering raising the minimum qualification for the primary teachers. Presently the admission requirement for PTC is 10th Standard and we propose to raise it to 12th Standard. However, certain seats could be reserved for the 10th Standard students but they will have a longer period of training. While on the subject, State Government also wants to stress the need for the primary education curriculum to be in accordance with the basic education programme initiated by Gandhiji. In our State, we have, therefore, set up a Buniyadi Shikshan Board which will monitor the curriculum of the primary education as also the curriculum of the primary teachers' training institutions.

5. In the field of adult literacy, the State Government is of the view that class-based programmes cannot be given the go-by completely. The State Government is whole-heartedly encouraging a mass literacy programme being implemented through Gujarat Vidyapith and already we have programmes aiming at complete literacy in three districts. However, the need for a formal structure to impart adult literacy is continued to be felt by the State Government. I am glad to inform this body that State Government has set up a State Literacy Mission on the lines of the National Literacy Mission and the State Literacy Mission has been fully empowered to take necessary action to co-ordinate the class-based programme and mass literacy programmes.

6. In the field of vocationalisation of Secondary Education, the State Government has sanctioned Post-10 Vocational Courses as per the recommendation of the Government of India. State Government has, however, felt that there is a need to look into the actual working of these classes specially when the schools are mostly in the private

sector as in the State of Gujarat. Vocational education should be a part of the curriculum of the school education system and the State Government would urge the C.A.B.E. to consider as to whether the present system of having a separate vocationalisation stream after the 10th Class is really worth its while. The idea of such courses becoming terminal courses has not really found favour with the students and the clamour remains for such courses being treated as a link for entry into the formal academic courses at the university level. It would be preferable, therefore, to weave vocational subjects into the formal secondary education curriculum structure. This would mean revival of the earlier technical school concept as per the Sargent Committee with suitable modification. This is a matter which needs serious consideration.

7. Simultaneously the programme for qualitative improvement of the Secondary Education should be pursued and State Government welcomes the suggestion made in this regard in the C.A.B.E. papers. However, the matter of qualitative improvement need not be confused with the question of elevation of the status of Principals. The present emoluments of teachers with time-bound scales is sufficient enough incentive to attract the right type of talent for the secondary schools and it should be possible to have administrative improvements without additional outlays of emoluments.

8. In the field of higher education, the proposals for distance education, academic calendar and adoption of measures to improve qualitative education in colleges are welcome. At the same time, the State Government is of the opinion that the autonomy of the Universities should be fully respected and effort of the State Government should be basically to ensure co-ordination and support.

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9. As for technical education I feel happy to bring to the notice of all that in Gujarat we admit students in engineering colleges and polytechnics strictly on merit; on the basis of marks obtained by the students at the qualifying examination. The whole admission procedure is centralised and computerised and is operated under the supervision of the Director of Technical Education.

10. The All India Council of Technical Education Act 1987 has come into operation from 1988. It is but appropriate that general guidelines are laid down so that there is upgradation of standards in technical education. However, it should be kept in mind that the whole system does not become rigid and closely controlled only by a central agency. A certain measure of flexibility in consonance with the responsibilities of the State will have to be imparted in the system. I am happy to note that the AICTE has set up a Committee under the Chairmanship of Shri K.A. Kalyanakrishnan to go into various aspects and I hope that this Committee will give due thought to this aspect also.

11. Due emphasis has been laid in the agenda about the timely implementation of the World Bank assisted projects. I am happy to say that in Gujarat where a project of Rs.65 crores has been sanctioned for the polytechnics, the progress has been quite satisfactory.

12. The State Government is aware of the need for protecting the interest and education of minorities and women and will be willing to take necessary special steps in this direction.

13. The State Government also supports the need for focusing attention on the resources for education. We would like, however, to repeat that at least in certain sectors like Elementary Education, the allocation will have to be completely need based and not dependent on restrictions of sectoral outlays.

14. As regards the Centrally sponsored schemes, the State Government welcomes the need to continue them in specific areas. However, there should be scope for sufficient flexibility within the Centrally sponsored programmes to cater to individual State's requirement so that the Centrally sponsored scheme does not become a cause for new skewnesses within the system.

15. The Acharya Ramamurti Committee Report has provided a welcome overall review of the system. However, it encompasses so many issues that it may be advisable to set up a sub-committee within the C.A.B.E. to arrive at a consensus.

16. I have restricted myself to general comments on the items of the Agenda. I am sure, the collective wisdom of this Body will be able to provide guide-lines for a speedier progress so that at least before the end of this Century we would be able to keep our head high in the community of the nations in regard to achievements in the field of literacy and education.

Education Minister, Himachal Pradesh.

I am happy to get this opportunity to address this august gathering of educationists and policy planners, on the subject of implementation of our new pattern of education, particularly in Himachal Pradesh.

2. Our concern for this has been serious in view of the challenge and difficulties it faces from students, teachers and on account of our limited resources. The approach to the VIII Five Year Plan in the meeting of the National Development Council held on 10th June, 1990 had called for a thorough revamping of education for an equitable and decentralised literacy, focus on primary and secondary education and a greater emphasis on technical and vocational education. Education has to act as an important instrument of social change through the active participation of the community. As such, it is a social responsibility function for all kinds of governments and is to be assigned a fairly high priority in its planning and implementation. A lot of work has been done in terms of financial allocation and quantitative expansion in Himachal Pradesh and earnest endeavours are being made to make education a medium for social awareness, change and development. Despite the current resource crunch and the geographic handicaps such as of difficult hilly terrain and inclement weather that we have, the State Government has achieved commendable gains of social relevance, employability and excellence linked to education, through the rapidly expanding educational infrastructure in Himachal Pradesh.

3. Elementary Education in Himachal Pradesh has received greater attention with a view to making it universal and in cutting down the rate of dropouts. By 1995, we hope to achieve the goal of universal primary education. Linked to this is a rigorous programme of teacher training at various levels through two State Institutes of Education, six JBT Institutions where several teacher orientation programmes continue to be organised.

Meanwhile in consonance with the National Policy on Education (1986) vocationalisation at secondary education level has been undertaken in a phased manner since 1988. For the qualitative improvement in Science subjects, Science Improvement Programme has been introduced. Through sixteen Industrial Training Institutes effort continues to be made to give vocational training.

4. But the approach towards vocationalisation, as envisaged in the present system of education i.e. 10+2+3, requires to be reviewed in the light of our past experience, social milieu, its acceptability and relevance. The present system of 10+2 simply means 12 years schooling i.e. 10+2 pattern, we have neither gained employment incentives nor the self-confidence that the new system was expected to generate. While the +2 pattern has opened greater avenues the employment of teachers with the opening of a number of new Senior Secondary Schools, it has so far not added any extra employment dimension for its products. The reason is quite obvious. While we have toned down the status, level and recognition of Matriculation standard, we have not re-inforced the concept of +2 with any structurally viable and meaningful inputs with resultant employability effects. It is, therefore, necessary that on the basis of our experience with the present +2 pattern which has simultaneously been introduced in our schools and colleges, it requires to be suitably reviewed vis-a-vis our social set-up, requirements and financial constraints.

5. Presently we have introduced certain vocational courses only in 11th and 12th classes, but even here there is a general reservation about the relevance and utility of these courses. There is some resistance also in terms of their efficacy, academic acceptability, industrial applicability and priority. Even now the first preference of any student is for such professional courses as are offered in IITs, Medical Colleges and even for Law, B.Ed., Business Management, Computer and Technology classes. The highly controlled and competitive entry to all worthwhile professional courses makes them almost beyond the reach of most

of our students. There again those who get into usual training institutes offering different trades are looked down upon by the elitists. Besides, at the age of around 16, the capacity of a child gets restricted to learn or adopt any manual skill. It must be considered at National level to introduce a few common vocational courses for all in lower classes.

6. The present +2 pattern has been conceived to establish uniformity in educational standards in the country. But its introduction and implementation have not been uniform. It is indeed a very expensive system because of the resultant addition of one more class at the top so as to provide for the minimum 12 year schooling. There have been additional costs at all levels i.e., greater burden on the parents, more class-rooms, teachers fees, books, equipment, etc. Also, if it is a continuation of the old 10+1 pattern and is to be carried on as 10+2 by the same set of teachers, it leads to no qualitative improvement. If it is an addition of two more classes in the same institution i.e. the High School then the new +2 teachers looking after these new classes would constitute a separate academic or social group which would not be absorbed in the culture of the existing set up. At the level of students upto 10th Class, the prevailing culture is that of obedience and submissiveness, whereas at +2 level it suddenly grows into adolescence and comes to the level of sudden maturity. This maturity and assertion usually determines their attitude and approach towards the system and society. Certain psychological affronts, besides the usual problems of discipline which though belonging to the colleges, appear in the schools where +2 system operates. The system has not been able to earn acceptability due to lack of proper preparation, adjustment and environment and practically is fraught with numerous contradictions. This has seriously compromised the future of our students and has restricted our options in relationship to amenities and facilities available in schools and colleges.

7. To tide over this dichotomy, it is suggested that we should strengthen the level and content of our primary education and introduce elementary vocational courses which should be taught

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from class 6 to 10 uniformly. These courses have to be compulsory for all irrespective of caste, status or social consideration. It would just be the time for all the children to learn basic skills uniformly when they are mentally more amenable and impressionable. For this, a National policy will have to be drafted and a National Task Force of vocational teachers constituted. As a supplement to this and with a view to strengthening it, our primary system should be of 6 years instead of the present 5 years. Instead of primary schools having 2 teachers, we should have 3 teachers. So, instead of adding a class at the top under +2 system, and parking our youth in their frustration and contributing to the swelling ranks of their unemployability, some avenues may be provided to them as teachers at the pre-primary level. This would be neither that expensive nor difficult to implement as implementation at the pre-primary level would be much easier than addition of more class after matriculation and providing for it all the infrastructure, books, equipment and teachers. Not only at the Government and Institutional level, but even at parental level it would be economical. The new pattern would be 6+3+2+4. Nine years would be for elementary education, two for high schooling and four for college education.

8. While the +2 pattern gets dismantled, our courses at the degree level will require suitable restructuring to have practical linkages with the common vocational courses earlier made available at the below Matriculation level. The courses shall have to be articulated so as to create avenues for the diverse interests and aptitudes of the students coming out of schools with basic skills. Here it is heartening to note that vocational courses are being tailored to suit the requirements of Medical, Health, such as X Ray, Ophthalmology Laboratory Technicians, and other para medical services. Even courses which could be of use to Railways as a common facility cushion could be prepared. For the agri-based or horticulture-based States, some such interdisciplinary courses as having relevance to local culture, economy and social conditions could be set up as supplementary courses to our conventional

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degree packages in our colleges. This would draw incentives from Government of India which creating entrepreneurial opportunities for our youth. This would indeed be a laudable effort to correlate our education with employment opportunities. All this will have to be introduced in the First Year of the College after which diversification may take place towards Professional courses. Those who desire to pursue academic courses may pursue Three Year Degree Course. In this course also we may endeavour to introduce one applied subject/course. Unless we provide for this kind of a system we cannot stop the stagnation of our youth in the conventional courses despite the frequent experimentation that we keep on doing with our system of education.

9. My suggestions may look radical; but to cope with the futuristic frame of our education, a holistic view of the entire system requires to be taken by this apex academic national planning body. I think this way the present mismatch between the supply of educational resources and institutions and the demand particularly in rural areas where the rates of absenteeism and dropout are very high, can be removed. This will also avoid wastage of resources and focus on the involvement of the community right from the beginning of our education from pre-primary level onwards. This will also gradually enhance the capabilities of our students and train them in this highly competitive world.

10. Education has to be assigned Top Priority as it is the fundamental basis of all progress. "Our progress as a Nation can be no swifter than our progress in education". Notwithstanding this, education has been relegated to the social services sector and is in no way being considered productive in nature. This thinking has to be changed as the prosperity and development of a nation depends on the quality of manpower that education produces. The investment in education is a long term investment as the period of its gestation goes even beyond 20 years. There is no escape from this investment. This is a must if the Nation has to survive in this technological era. The expenditure on education

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has been on the decrease over plan periods. Now we should treat education as a Priority sector and allocate about 10% of our country's GNP to give a much required fillip to our effort to get the desired result in this field.

11. Himachal Pradesh Government has identified backward areas on the basis of criteria of development. Additional inputs have been earmarked for the spread of education among STs/SCs/Women/OBCs and Antodaya families. Education is free upto Matriculation level throughout the State. But in this effort the Government of India should offer assistance packages to enable us and others similarly placed, to enable us to extend educational facilities to our underdeveloped and deprived people at different levels.

12. Schemes like Operation Black Board and Science Improvement Programme are attractive, but their impact analysis should be undertaken with the involvement of the users and these schemes should be updated in their applicability and operation with additional incentives so as to make them more useful. The new schemes may also include provision for repairs/construction of school buildings, storage material and drinking water facilities etc. If it is not possible to start these schemes on 100% basis, these be introduced on sharing basis particularly for hill States where the cost of construction is exorbitantly high.

13. The scheme of Adult Education should be reviewed in the light of its results and mass impact. Its effects should percolate to grass-root level among our rural poor and slum dwellers. Special area specific approach projects should be carved to make it more relevant and rewarding with greater liaison between the schools, colleges, universities and the State Governments. This would enhance its utility considerably and the community would be able to appreciate the State effort in this direction.

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14. There has been a lot of expansion at all levels but it should be further stepped up in some States. All our resources should be pooled for consolidation of educational facilities. As you all will agree with me, the Hill States are sparsely populated-our density being 77 persons per Sq.Km. Some areas are having still thinner population. While consolidation of educational facilities is very important in Hill States with low density of population, expansion of educational facilities, too, will have to be continued alongside.

With these few words, as I conclude, I express my thanks to you all.

श्री विक्रम वर्मा, शिक्षा मंत्री, मध्य प्रदेश

1. सबसे पहले मैं माननीय अध्यक्ष महोदय का इस बात के लिये आभार व्यक्त करना चाहता हूँ कि आपने केन्द्रीय शिक्षा सलाहकार बोर्ड की बैठक बुलाई तथा इस माध्यम से मुझे मध्यप्रदेश में शिक्षा के क्षेत्र में किये जा रहे कार्यों का विवरण प्रस्तुत करने तथा इस विचार-विमर्श में भाग लेने का अवसर दिया है। मैं यह कि आप जानते ही हैं, मध्यप्रदेश शिक्षा की दृष्टि से पिछड़े हुए दस राज्यों में से एक है। राज्य के शैक्षणिक पिछड़ेपन के लिए अनुपूचित जाति तथा अनुपूचित जनजातियों की विशाल जनसंख्या, बालिकाओं की शिक्षा के प्रांत ग्रामीण क्षेत्र के अभिभावकों में अरूचि, प्रदेश की विभिन्न इकाइयों में चली आ रही विभिन्न शिक्षा नीतियाँ तथा प्रदेश का भौगोलिक परिवेश मुख्य रूप से उत्तरदायी रहा है। अलग-अलग छितरी बस्तियों, दुर्गम वनांचल एवं दूर-दराज के क्षेत्रों में बसी आबादी के कारण शासन को अधोरचना का निर्माण करने के लिए अन्य प्रदेशों की अपेक्षा प्रति इकाई अधिक धनराशि व्यय करना पड़ती है। इसलिये यह आवश्यक है कि मध्यप्रदेश को अधिक केन्द्रीय सहायता मिले ताकि यह क्षेत्रीय असंतुलन समाप्त किया जा सके।

2. पिछले एक वर्ष में हमने प्रदेश में शिक्षा का स्तर सुधारने, आवश्यक अधोरचना के लिये सब स्तरों के विद्यालय भवन का निर्माण करने, पाठ्य पुस्तकें सस्ती दरों पर उपलब्ध कराने तथा बड़ी मात्रा में छात्र-छात्राओं को निःशुल्क भी उपलब्ध कराने, विद्यालयों में शिक्षकों के रिक्त पदों को भरने, पूर्ण साक्षरता प्राप्त करने के लिये सार्थक पहल की है।

3. प्रदेश में हमारी सरकार द्वारा भी प्रारंभिक शिक्षा को सर्वसुलभ बनाने के कार्य को सबसे अधिक प्राथमिकता देने का लक्ष्य निर्धारित किया गया है। इस लक्ष्य को प्राप्त करने के लिये हमने प्राथमिक शिक्षा की सुविधा 300 से कम जनसंख्या वाली बस्तियों में भी उपलब्ध कराने की योजना प्रारम्भ की है। इस योजना के अन्तर्गत हमने इस वर्ष 1500 ऐसे ग्रुनियर प्राथमरी स्कूल 200 तथा इससे अधिक जनसंख्या की बस्तियों

में जो कर इस दिशा में आर्थिक परेशान की है। ये जूजियर प्राथमरी स्कूल काफ़ी संख्या में बच्चों द्वारा संवाहित किये जायेंगे तथा इनमें वृद्धा। से 3 ही प्राथमरी स्कूलों में ही। इन शालाओं में स्थानीय व्यक्तियों को ही शिक्षक के रूप में नियुक्त किया जा रहा है। इन शालाओं में वृद्धा तीन पास करने के परचात् छात्रों को निवट के प्राथमरी स्कूल में पढ़ने की सुविधा पहले से ही उपलब्ध है। जहाँ एक ओर इन शालाओं में नियुक्त शिक्षकों को तीन वर्ष के परचात् शिक्षक बनाया जा सकेगा वहीं जूजियर प्राथमरी स्कूलों को जनसंख्या के आधार पर उन्नयन कर प्राथमरी शालाओं में परिवर्तित कर दिया जायेगा।

4. उपरोक्त सुविधा के अतिरिक्त हमने प्राथमरी कक्षाओं में अध्ययनरत सभी बालिकाओं को निःशुल्क पाठ्य पुस्तकें उपलब्ध कराने का भी निर्णय किया है। अभी तक यह सुविधा केवल अनुसूचित जाति, अनुसूचित जनजाति एवं अन्य पिछड़े वर्ग के बच्चों को ही उपलब्ध थी और वह भी आंशिक रूप से क्योंकि इस कार्य के लिये केवल एक या सवा करोड़ रुपये ही उपलब्ध हो पाते थे, जिसे बढ़ाकर हमने इस वर्ष रुपये सात करोड़ किया है। बालिकाओं को पाठ्य पुस्तकें देने के अतिरिक्त निःशुल्क गणवेश उपलब्ध कराने की भी व्यवस्था है। प्रयास यह है कि अधिक से अधिक संख्या में बालिकायें स्कूलों में आयें। अनुसूचित जाति तथा अनुसूचित जनजाति के बालकों के लिये प्राथमरी से लेकर उच्चतर माध्यमिक स्तर तक निःशुल्क पाठ्य पुस्तकों की सुविधा अलग से उपलब्ध है।

5. जो बच्चे उपरोक्त सुविधाएँ उपलब्ध कराने के बावजूद स्कूलों में आने में अपमर्ण हैं उन्हें औपचारिकेतर शिक्षा के माध्यम से प्रारंभिक शिक्षा उपलब्ध कराने का प्रयास किया जा रहा है। इस समय 29,000 ऐसे केन्द्रों पर लगभग 6लाख बालक-बालिकायें इस सेवा का लाभ उठा रहे हैं। औपचारिकेतर शिक्षा की यह योजना जो कि भारत शासन के सहयोग से चल रही है के संबंध में मेरा सुझाव है कि औपचारिकेतर शिक्षा एवं प्रौढ़ शिक्षा को एकिकृत कर आर्याकांतीन विधिमित्त स्कूल प्रारंभ किये जायें जिसमें "खादा और पोता" एक साथ एक छत के नीचे शिक्षा ग्रहण कर सकें, तथा इन दोनों योजनाओं में जो आण-आण धनराशि सारास्ता एवं शिक्षण पर अनुदान को देते हैं, वह अल्प है, वह निम्नतर तथा

राज्यांश-मिलाकर नियमित शिक्षण एवं शिक्षक की व्यवस्था आसानी से हो सकती है ।

6. प्रारंभिक शिक्षा के अन्तर्गत प्रत्येक छात्र को स्कूल में लाने तथा उसे स्कूल में बनाये रखने के लिये सूक्ष्म आयोजना {माइक्रो प्लानिंग} को संस्थागत बनाने संबंधी भारत शासन के संकल्प से हमारी सरकार पूरी तरह सहमत ही नहीं है बल्कि हमने इस दिशा में उल्लेखनीय प्रयास भी किये हैं । इस वर्ष विदिशा जिले में इस योजना को मूर्तरूप दिया गया है । सीपा के स्टाफ द्वारा समय-समय पर इसका अवलोकन किया गया है तथा यहां किये गये कार्यों की प्रशंसा की है । इसके अतिरिक्त राज्य के नरसिंहपुर तथा दुर्ग जिलों को पूर्ण साक्षर बनाने की दिशा में किये जा रहे प्रयास के अन्तर्गत प्रत्येक शाला जाने योग्य बच्चे का सर्वेक्षण किया गया तथा उसे स्कूल में अथवा औपचारिकतर ढंग पर लाने का प्रयास किया है । नरसिंहपुर जिले में मात्र 69 छोटी-छोटी आबादी की बस्तियां ही शेष बची हैं जहां प्राथमरी शिक्षा की सुविधा उपलब्ध नहीं कराई जा सकी है । शेष सभी बस्तियों में यह सुविधा इस वर्ष विशेष प्रयास का उपलब्ध कराई है । प्रत्येक जिले के एक-एक विकास खण्ड में भी इसी प्रकार के सर्वेक्षण किये जाकर छात्रों को स्कूल में लाने का तथा उन्हें स्कूल में बनाये रखने का प्रयास किया गया है । हमारा यह दृढ़ संकल्प है कि आने वाले दो-तीन वर्षों में ही संविधान की भावना के अनुरूप हम 6 से 14 आयु वर्ग के प्रत्येक बच्चों को प्राथमरी शिक्षा उपलब्ध करायेंगे । प्रदेश में 200 से 300 आबादी की लगभग 4100 बस्तियां हैं जहां प्राथमरी शिक्षा की सुविधा एक किलोमीटर के अन्दर अभी उपलब्ध नहीं है । इन सभी बस्तियों में शासकीय प्रयासों से तथा स्वयंसेवी संस्थाओं को प्रोत्साहन देकर अगले दो-तीन वर्षों में प्राथमरी शिक्षा की सुविधा उपलब्ध कराई जावेगी । इसके अतिरिक्त 100-200 आबादी के बीच की 7100 तथा 100 से कम आबादी की 6700 बस्तियां शेष रह जायेंगी जहां प्राथमरी शिक्षा की सुविधा देने के लिये स्वयंसेवी संस्थाओं का सद्व्योग लिया जायेगा । चूंकि इस कार्य के लिये काफी बड़ी धनराशि की आवश्यकता होगी अतः हमारा अनुरोध है कि भारत सरकार इस काम में हमें सहयोग दे । भारत शासन की सहमति प्राप्त होने पर इस संबंध में विस्तृत प्रस्ताव बनाकर भारत शासन को भेजे जावेंगे ।

7. प्राथमरी शिक्षा के गुणात्मक विकास के लिये जहाँ भारत शासन के सहयोग से आपरेशन ब्लेक बोर्ड योजना के अन्तर्गत न्यूनतम प्राम्ग्री उपलब्ध कराई जा रही है वहीं हमने इस वर्ष राज्य योजना बजट से 18 करोड़ रुपये प्राथमिक शाला भवनों के लिये उपलब्ध कराये हैं और लगभग इतनी ही राशि जवाहर रोजगार योजना के अन्तर्गत प्राप्त की है। अन्य स्रोतों से भी प्राथमरी शाला के भवनों का निर्माण कराया जा रहा है। इतने व्यापक पैमाने पर मध्यप्रदेश में पहली बार शाला भवनों के निर्माण की अत्यंत आवश्यक एवं महत्वाकांक्षी योजना को हमने हाथ में लिया है।

8. ग्रामीण क्षेत्र में महिला शिक्षिकाओं के आवास गृह निर्माण की योजना भी राज्य में प्रारम्भ की गई है ताकि महिला शिक्षक ग्रामीण क्षेत्रों में रह कर अधिक से अधिक बालिकाओं को स्कूल में आने के लिये प्रेरित कर सकें।

9. मिडिल स्तर की शिक्षा को भी विस्तृत किया जा रहा है। इस वर्ष 300 नये मिडिल स्कूल पूरे प्रदेश में खोले गये हैं तथा 100 मिडिल स्कूलों के भवनों का निर्माण भी हाथ में लिया गया है। प्रत्येक मिडिल स्कूल को 25,000 रुपये फर्नीचर तथा उपकरण उपलब्ध कराने के लिये माननीय मुख्यमंत्रीजी द्वारा घोषणा की गई है। इस प्रकार हमारा प्रयास यही है कि मिडिल स्तर की शिक्षा भी सभी बच्चों को जल्दी से जल्दी उपलब्ध हो।

10. हाईस्कूल तथा उच्चतर माध्यमिक स्तर तक की शिक्षा उन क्षेत्रों में उपलब्ध कराने का प्रयास किया जा रहा है जहाँ यह सुविधा नहीं है। व्यावसायिक शिक्षा देने के लिये प्रदेश में 369 हायर सेकेंडरी स्कूलों में 26 पाठ्यक्रम प्रारम्भ किये जा चुके हैं। हमारा यह प्रयास है कि इन स्कूलों में ही व्यावसायिक शिक्षा पाठ्यक्रमों को अच्छे ढंग से पढ़ाने की व्यवस्था की जावे ताकि जो बच्चे इन स्कूलों से निकलें उन्हें अपने रोजगार प्रारम्भ करने अथवा अन्य रोजगारों में जाने में कठिनाई न हो। मेरा सुझाव है कि यह व्यवस्था भी होना चाहिये कि हायर सेकेंडरी स्तर पर व्यावसायिक शिक्षा प्राप्त करने वाले बच्चे यदि इन्हीं व्यवसाय से संबंधित उच्च शिक्षा प्राप्त करना चाहें तो उन्हें यह सुविधा उपलब्ध हो।

11. भारत शासन द्वारा प्रारम्भ की गई जवाहर नवोदय विद्यालय योजना को हमारी सरकार आगे भी जारी रखने के पक्ष में है तथा ग्रामीण प्रतिभाओं को विकसित करने के प्रयासों को और विस्तृत करने की पक्षधर है। इसमें इस प्रकार से संशोधन करने की भी आवश्यकता है ताकि ग्रामीण क्षेत्र के प्रतिभाशाली बच्चे ही इसका भरपूर लाभ उठा सकें।

12. भारत शासन द्वारा प्रायोजित सभी केन्द्र प्रवर्तित योजनाओं को आठवीं योजना में न केवल जारी रखने के लिये मैं अनुरोध करूँगा बल्कि यह भी अनुरोध करूँगा कि इन योजनाओं के लिये आवश्यक पूरी राशि भी भारत शासन द्वारा राज्यों को उपलब्ध कराई जाए यदि ऐसा नहीं किया गया तो राज्यों द्वारा अपने संसाधनों से इन्हें जारी रखना संभव नहीं हो सकेगा और इससे शिक्षा कार्यक्रमों को धक्का लगेगा।

13. उच्च शिक्षा के क्षेत्र में आर्थिक साधनों के अभाव में महाविद्यालयों के सुधार में हम आवश्यकतानुसार तेजी नहीं कर सके हैं। मेरा यह अनुरोध होगा कि केन्द्र शासन इस संबंध में पहल करे। यहाँ पर आचार्य राममूर्तिजी की अध्यक्षता में गठित समिति की अनुज्ञा का भी उल्लेख करना चाहूँगा। समिति ने यह सिफारिश की है कि यदि किसी महाविद्यालय में एम.ए./एम.एस.सी. का अध्यायन जारी रखा जा रहा है तो वहाँ उन विषयों पर अनुसंधान की पर्याप्त सुविधाएँ भी उपलब्ध कराना चाहिए। इन अनुज्ञा के आधार पर प्रदेश के महा-विद्यालयों में अनुसंधान की दृष्टि से उपयुक्त भवन, प्रयोगशाला, उपकरण, पुस्तकालय व अतिरिक्त अमले की तत्काल आवश्यकता होगी। इसके कारण अत्यधिक वित्तीय भार आएगा, जिसको वहन करना प्रदेश शासन के सीमित संसाधनों को देखते हुए उसके सामर्थ्य से बाहर होगा। अतएव मेरा यह अनुरोध होगा कि केन्द्र शासन इस संबंध में पहल करे और पुस्तकालय, प्रयोगशाला-उपकरण तथा आवश्यक अधोसचना व साथ ही साथ स्वीकृत अतिरिक्त अमले के लिए अधिक रदारता से सहायता करे। अमले के लिए केन्द्र शासन से अनुरोध है कि वह पंचवर्षीय योजना तक सीमित न रहकर कम से कम आगामी 15 वर्षों के लिए हो।

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14. मेरी यह भी मान्यता है कि देश की युवा शक्ति के उचित विकास एवं उसे अनुशासनप्रिय बनाने के लिए खेलकूद एक सशक्त माध्यम बन सकता है। हम यह कोशिश कर रहे हैं कि महाविद्यालयों में खेलकूद के लिए भी उचित व्यवस्था जुटाई जाए। ड्रीड्रॉगों का सुधार तथा विकास हो तथा खेलकूद की सामग्री एवं प्रशिक्षण की व्यवस्था भी उपलब्ध की जाए।

मेरा यह भी सुझाव है कि केंद्र शासन हर जिले में कम से कम एक विद्यालय में एक माडल स्पोर्ट्स कॉम्प्लेक्स बनाने के लिए आर्थिक सहायता का आग्रह करने के बजाय कि राज्य शासन आवश्यक जमीन जो 15-20 एकड़ से कम न होगी उपलब्ध कराये। मध्यप्रदेश शासन ऐसी भूमि उपलब्ध कराने के लिये तत्पर है। यदि भारत शासन प्रस्ताव से सहमत हो तो हम शीघ्र ही जिलेदार परिषदों को प्रस्ताव भेज सकते हैं।

15. उच्च शिक्षा के क्षेत्र में भी अभिनव प्रयोग करने की दिशा में हम अग्रसर हैं। हाल ही में चित्रकूट ग्रामोदय विश्वविद्यालय की स्थापना मध्यप्रदेश में की गई है, जो पूर्णतः भारत की संस्कृति एवं परंपरा के अनुकूल है तथा इसमें समस्त मानवीय गुणों के विकास की अपेक्षा है। यह भी हासिल करने का प्रयास किया जा रहा है कि उसमें रचनात्मक गतिविधियों पर बल दिया जाए और उस संस्थान से शिक्षा पाने वालों में स्वावलंबन की प्रवृत्ति हो और बेरोजगारों की संख्या न बढ़े।

इस विश्वविद्यालय का गठन करते समय हमने पारंपरिक विश्वविद्यालयीन ढाँचे को न अपनाते हुए कार्यवाही मण्डल, संकाय, विद्या परिषद, अध्ययन बोर्ड और विद्या संबंधी योजना और मूल्यांकन बोर्ड की व्यवस्था की है। विश्वविद्यालय को अधिकतम स्वायत्तता देने का भी प्रयास किया गया है और इसमें कार्यकारी कुलाधिपति की कल्पना की गई है। इस तरह से स्पष्ट होगा कि काफी दूर तक "जानम कमेटी" की अनुसंधानों से प्रेरितता जुड़ता यह प्रयोग है।

16. मुक्त विश्वविद्यालय योजना में अभिरूचि व्यक्त करते हुए हमने निर्णय लिया है कि प्रदेश में भी अलग से इस प्रकार के विश्वविद्यालय की स्थापना की जाए। तद्विषयक विधेयक विधान सभा के आगामी सत्र में लाना प्रस्तावित है।

17. आज प्रदेश के विश्वविद्यालयों की आर्थिक स्थिति दयनीय हो गई है। इसका मुख्य कारण यह है कि विस्तार के साथ केन्द्रीय वेतनमानों में निरंतर वृद्धि होती रही है। परियोजनाओं के लिए सीमित कालावधि तक ही आर्थिक सहायता प्राप्त होती है। इन कारणों से विश्वविद्यालय पर अत्यधिक आर्थिक बोझ आ पड़ा है। इनको वर्तमान आर्थिक दुरावस्था से उबारने के लिये मेरा साग्रह अनुरोध है कि विश्वविद्यालय अनुदान आयोग दस वर्ष की सप्तावधि पर विकास के साथ संधारण अनुदान देने पर भी पहल करे।

18. स्वायत्त महाविद्यालयों के बारे में भी हम एक नया प्रयोग करना चाह रहे हैं। ऐसे महाविद्यालयों की मिली जुली समस्याओं से संबंधित विचार विमर्श एक केन्द्रीय समिति में होगा जिसके अध्यक्ष शिक्षाविद् होंगे। यही समिति समय-समय पर महाविद्यालयों की प्रगति की जाँच करेगी। इसके अतिरिक्त हर महाविद्यालय स्तर पर एक अलग-अलग समिति बनाई जाएगी जो महाविद्यालय के दैनिक कामकाज का बोझ उटाएगी। हमारे इस प्रस्ताव पर हमने विश्व-विद्यालय अनुदान आयोग की सहमति चाही है।

19. तकनीकी शिक्षा के क्षेत्र में इस वर्ष प्रारंभ विश्व बैंक परियोजना के अंतर्गत हमने शिक्षा की गुणवत्ता के विकास पर अधिक जोर दिया है। विशेषकर शिक्षकों के प्रशिक्षण में हमने बहुत सफलता प्राप्त की है।

20. तकनीकी शिक्षा की संस्थाओं की क्षमता में वृद्धि हमारी प्रमुख आवश्यकता है। हम उच्चतर माध्यमिक तकनीकी विद्यालयों का उन्नयन पाठ्यटेकनीक में करना चाहते हैं। इसके लिए समुचित प्राधनों की आवश्यकता है।

21. अंत में मैं एक और महत्वपूर्ण समस्या पर माननीय सदस्यों का ध्यान आकर्षित करना चाहता हूँ और वह यह है कि देश में विदेशी मिशनरियों के द्वारा जो शिक्षण संस्थाएँ चलाई जा रही हैं उनके माध्यम से अनेक स्थानों में

इस देश की सभ्यता और संस्कृति को समाप्त करने का सुविशेषीकृत प्रयास किया जा रहा है । हमें चिन्ता तब होती है जब ऐसे प्रयासों द्वारा देश के प्रति निष्ठा तथा हमारे सांस्कृतिक गौरव के अवमूल्यन का प्रयास होता है । ऐसी संस्थाओं की जांच कर उनके इन कार्यकलापों को समाप्त करने के संबंध में गंभीरता से विचार किया जाना चाहिये । देश में ऐसी निजी संस्थायें जो इस देश की संस्कृति और सभ्यता के अनुरूप छात्रों को ज्ञान पहुँचाने का कार्य कर रही हैं, उन्हें प्रोत्साहित किया जाना चाहिये ।

22• अंत में मैं पुनः माननीय अध्यक्ष महोदय तथा यहाँ उपस्थित सभी माननीय मंत्रिगणों, शिक्षाविदों और अधिकारियों का आभार व्यक्त करता हूँ ।

Shri Bharat Bondre, Minister for Education and
Technical Education, Maharashtra

At the outset, I would like to thank the Honourable Union Minister and his colleagues for convening this meeting at a very appropriate time. In the first place, we are at the beginning of the VIII Five Year Plan and, therefore, whatever decisions are taken in this meeting can be implemented effectively and efficiently during the plan period. Secondly, the major items on the agenda for this meeting would be the strategies to be adopted for different sectors of education in the Eighth Plan. Decisions taken in this meeting will help in introducing relevant programmes in the remaining period of the Eighth Plan. My Government has, from time to time, given detailed reports of the progress made in various sectors of education to the Ministry of Human Resource Development. Hence here, I will try to highlight only those areas which need particular attention of the CABE.

Pre-School Education

Pre-School education is a feeder and strengthening factor for universalisation of elementary education. In Maharashtra, we have 21,811 Anganwadis under the ICDS Programme. There are 4190 Balwadis attached to single teacher primary schools run by the Zilla Parishads. In addition, there are pre-primary schools run by the voluntary agencies recognised by the Education, Social Welfare and Tribal Development Departments of the State Government. Under the programme of Operation Blackboard, a second teacher is being provided to all single teacher schools in a phased manner. The possibility of starting Balwadis in all such single teacher schools with the help of the second teacher appointed under Operation Blackboard has been explored. In addition, it is proposed to extend the "School Readiness Programme" being implemented by the Bombay

Municipal Corporation to the other Districts of the State. In this programme, the primary school teachers interact with the parents and children to motivate them to enrol and send their children to school. 'Play methods' are used to attract children to formal school environment.

Supervision over private pre-primary schools, which are run under different names like K.G. classes, Nursery, Montessori, Shishu Mandir, etc., also need urgent attention. These are, at present, not recognised by these schools need to be carefully reviewed. There is no doubt that there is a need for bringing about appropriate attitudinal changes among parents and teachers. However, there is an equally urgent need to supervise such schools so that their activities conform to the principles of Child Psychology.

Elementary Education

Under the Programme of Operation Blackboard, 52 blocks, 45 Municipalities and 5 Corporations were covered last year. We have prepared a project report for 68 blocks in the second phase. Major problem that we are facing in this programme is paucity of funds for construction of classrooms. In the first phase 3,101 one-room units and 683 two-room units are expected to be constructed. Cost of the construction comes to about Rs. 17.87 crores. Resources required for the remaining blocks would be more than 70 crores. It would be very difficult to find funds of such magnitude. It is, therefore, necessary to review this scheme to overcome this problem.

Non-Formal Education

A welcome feature of the new Programme of Non-formal Education of the Government of India is that the VIII Plan gives a prominent place to the education/working children through NFE in the scheme of things for UEE and that it is proposed to continue the scheme in the centrally sponsored sector and raise Central share of the scheme to 75%. The

Programme of Non-formal Education should be considered not only as a component of universalisation of elementary education, but also as a strengthening factor for the Literacy Programme, as it would help in arresting the growth in number of illiterates in future. I would urge the Government of India, that Central Assistance should also be made available for NFE Projects in districts where literacy rate is below national average, irrespective of their locations.

Teacher Education

In the light of NPE 1986, the curriculum of primary education (for Stds. I to VIII) has been revised and the same is implemented in the State from June, 1989.

The process of revision of syllabi for Diploma in Education and Bachelor of Education in the light of the NCTE frame work, 1988 is in progress.

After having completed the Programme of Massive Orientation of School Teachers in the implementation of NPE, '86 for the last four years we have already entered the operational phase of the programme.

The work of identifying the existing Junior Colleges of Education to be converted into DIETs has been completed. In Maharashtra 11 DIETs have been approved by the Ministry of HRD, Government of India.

Efforts to Promote Girls' Education

The population of children in Maharashtra in the age group 6-14 is 1.29 crores. The enrolment of the children in these age group is nearly 100 per cent. As per State Government's policy primary schools have been provided within a radius of one and half Km. with a population of 200.

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The State thus has satisfactory infrastructure to provide primary education to the children. However, high drop-out rate continues to be an area of concern in primary education in the State. The drop-out rate is high especially amongst the girls and children belonging to SC/ST. A number of programmes have been undertaken by the State Government to improve the primary education especially to reduce the drop-out amongst the children in the schools. Some of these measures are as follows:

(a) Savitribai Phule Dattack Palak Yojana.- The scheme was started in 1983-84. In this scheme the school teacher identify the economically poor girls who are likely to drop-out on account of their poverty. They also meet the local community members and motivate them to contribute Rs.25 per month or Rs. 300 per year either in cash or in kind to maintain the girls in the scheme. Till March, 1990, 1.56 lacs girls in Primary Education have benefited. The scheme has been evaluated and it has been decided to extend the scope of this scheme from the academic year 1991-92 to all the Districts on a large scale.

(b) "Matru Prabhodhan" Scheme.- This scheme was started in 10 Districts in the State which aims at interacting with the young mothers whose girls are about to enter the primary schools or are in the schools. The scheme not only continuously motivates the mothers to send their girls to schools but also aims at creating awareness amongst them regarding aspects of health, hygiene, nutrition and education. The scheme is being monitored by the S.C.E.R.T. and in view of the good results noticed in the 10 Districts, it has been decided to extend the scope of the scheme to atleast one taluka each in all the Districts from June, 1991-92.

(c) Village Education Committee.- Under the Primary Education Act, there is a provision for setting up of Gram Shikshan Samiti (Village Education Committee). However,

these Samitis were not very effective. A review was undertaken and as per the guidelines given by the Government of India, Village Education Committees have been set up through-out the State with specific responsibility of micro level planning and monitoring of education programme of primary, non-formal and literacy. Efforts are now being made to orient Village Education Committee Members in order to enable them to discharge their duties effectively. The committees consist of local sarpanchas, school teachers, parents, literacy instructors, young activists and women members.

(d) Free Uniform and Text Books for children belonging to Backward Class.- Under this scheme two sets of uniforms are provided to the children belonging to the Backward Class. However, due to financial constraint the coverage under this scheme is not satisfactory. The Government has provided in 1990-91 Rs. 3 crores for this scheme.

Under Book Bank Scheme an amount of Rs. 2.00 crores is being provided for the students in the primary sector.

National Literacy Mission

The literacy rate of Maharashtra as per 1981 Census was 47.2%. There is a wide disparity between literacy rates of men and women, which is 34.8% as against men's literacy rate of 58.9%.

Under the National Literacy Mission, the State Government has intensified the efforts to eradicate illiteracy in the age group of 15 to 35 and some of the notable measures under-taken by the State Government are as follows:-

- 100% literacy programme for Sindhudurg and Wardha Districts. In both these Districts after a house to house survey, a number of illiterates were identified in October-November, 1990. With

the active involvement of local leaders, Sarpanchas, School Teachers, Voluntary Groups, Mahila Mandals and students, the District Collectors of these two Districts prepared a time-bound plan for eradication of illiteracy. The programme has started in both these Districts and there is a high degree of motivation and **commitment on the par of all** participating agencies. The programme is monitored regularly at the Taluka, District and State level. It is expected that by July, 1991 these two Districts will be able to attain the objective of 100% literacy.

One Taluka in each of the remaining 27 Districts (except Bombay) was also identified for total eradication of illiteracy. The house to house survey was done in December, 1989 with the active help of Sarpanchas and School Teachers. To create proper atmosphere, meetings of the Village Community, Local Panchayat Members were organised and local instructors were selected and trained by March, 1990. The programme was started in April, 1990 and a mid-term evaluation was done by an external agency viz. Gokhale Institute of Education, Pune. The Institute has indicated that in majority of Talukas more than 50% people have been made literate by these efforts.

Bombay has a rich history of voluntary groups working in varied fields from literature, arts, women issues, social and economic developments. A meeting of some voluntary groups was convened by the Department in July, 1989 in the University Department of Chemical Technology, Bombay. A group of voluntary organisation decided to work for literacy in a specified area from Dharavi and Shabha Atomic and Research Centre. The group also registered itself as CORO (Committee of Resource Organisation). This group has identified five slum

areas in Bombay for total eradication of illiteracy and the Education Department has requested Tata Institute of Social Sciences to evaluate this programme since its inception and the efforts of the Department is, therefore, to involve voluntary groups in Bombay on a larger scale.

- Bombay University has responded by starting mass programme of literacy through student volunteers. In 1989-90 nearly 30,000 students volunteers and in the current year also approximately the same number of students are making nearly 30,000 persons literate in the Bombay University area.
- Amravati University has also identified 70 villages in the University area for taking up literacy and rural awareness programme through its students.
- At the request of the Education Department the Doordarshan has positively helped the programme by starting a serial called 'Akshardhara' which focuses on creating motivation amongst the volunteers and learners. So far 13 Episodes have been tele-casted and nearly 25 volunteers from all over the State have written to the Doordarshan showing their desire to participate in the literacy programme.
- The All India Radio in Bombay, Nagpur, Pune and Aurangabad are broadcasting literacy programmes in their weekly programmes. The Bombay All India Radio has recently started a new programme called "Shalebherchi Shala" focusing on creating awareness and motivation for literacy amongst the people.
- With the Central and State funds, thus there are 31,310 Adult Education Centres where 7.9 lacs learners are learning. The highlight of this programme is that out of these total learners approximately 60% are women. Therefore, the State Education programme has focused attention on the women's literacy.

Technical Education

The State Government has established a Technological University of a unitary and non-affiliating type at Lonare in Raigad District of Konkan taking into consideration the upsurge of industrial growth in the area. In the initial phase, the University has started a petro-chemical course and other non-conventional courses relevant to the area will follow.

Maharashtra is a highly industrialised State and manpower requirements in industrial and tertiary sectors in our State are increasing at a rapid pace. In order to meet this emerging demand utmost importance is being given to ensure that technical institutions are suitably equipped and staffed to impart high quality education. We had in the past conducted a critical evaluation of the infrastructural facilities available in the unaided institutions, and I am glad to say that current evaluation shows significant improvement in the quality of facilities provided by these institutions. We also expect to get shortly about Rs.123 crores by way of World Bank assistance for our Technician Education Project for upgrading and expanding our polytechnic education system. We also expect to get Rs.6 crores Japanese aid for upgrading and expanding the facilities in the College of Engineering, Pune.

In our State, due emphasis is laid on encouraging more and more women to take up technical education. At present of the total enrolment in Engineering Colleges and Polytechnics in the State about 10% are women. With a view to stepping up the enrolment of women we have started 10 new Polytechnics exclusively for women and have also introduced courses such as computers and electronics which are generally preferred by women.

Vocationalisation of Education

The Government of Maharashtra has taken a big lead in the implementation of Vocationalisation of Education at +2 level in consonance with the National Education Policy. In 1988-89, new vocational courses were started in 157 institutions; in 1989-90 in another 108 institutions and during 1990-91 vocational courses have been introduced in additional 100 institutions. In all vocational education facilities at +2 level have been provided to 21,900 students so far.

We have also introduced minimum competency based vocational courses in 20 selected fields out of 58 emerging vocational fields suggested by the N.C.E.R.T., New Delhi.

The Government of India was to provide Apprenticeship Training to the vocational passed out students under the Apprentices Act, 1961. Government of India have taken steps to amend the Act and included as many as 20 vocational subject fields for the purpose of apprenticeship training. However, students who have completed vocational training in subject fields which are yet to be brought under the purview of the Apprentices Act 1961, are finding it very difficult to secure apprentice training facilities. Urgent steps are, therefore, needed to cover all the 58 vocational subject fields which have been recommended by the NCERT for introduction at +2 level for apprenticeship training.

Higher Education

My Government has implemented the revised pay scales for College and University teachers with effect from 1st January 1986 as suggested by the Mehrotra Committee appointed by the University Grants Commission. While implementing by the Government of India for maintenance of standards in Higher Education, we have also revised the workload of the teachers as per the guidelines of the UGC.

the new payseales, apart from the measures recommended

We have set up an Open University, viz. the Yashwantrao Chavan Maharashtra Open University with headquarters at Nashik. Appointment of the Vice-Chancellor has been made and the University has started functioning from June, 1989. In the Open University there will be a stress on vocational course. Yet another University, the North Maharashtra University has been established from 15th August 1990 for Dhule and Jalgaon Districts which were previously within the purview of Pune University.

General

Education is a powerful instrument for promoting economic growth and industrial development. In the high technology era of today, it has become one of the most precious of all resources. The country has realised the economic value of education apart from its social, cultural and productive importance. In the present day context, education plays a crucial role in bringing about techno-economic development and at the same time promoting social and cultural advancement. Today, the society needs a variety of talents. The educational programmes have to cater to the needs of different classes of people engaged in different activities and vocations. Hence, due emphasis needs to be given to man-power planning. Modern education has to provide equality of opportunity to various sections of the people and in different parts of the country for promoting balanced economic and social development.

Resources

The National Policy of Education has very rightly pointed out that the deleterious consequences of non-investment or inadequate investment in education are indeed very serious. Although, there is a strong case for increasing budgetary allocations, we cannot rely solely on this source. Our approach should be to invest maximum share of budgetary allocations on elementary education and to explore the

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possibility of increasing non-budgetary allocations for secondary and higher education. It is quite essential to continue the schemes under the Centrally Sponsored Sector, as they are directly concerned with the Universalisation of elementary education and qualitative improvement of the State, so as to provide the children an equal opportunity of access as well as their future placement in the life.

I am sure, we would be able to arrive at pragmatic solutions to the urgent problems that we are facing in different sectors of education. Experiences that we will be sharing with each other in this meeting will, I am sure, help all of us in gaining better insight into the nature of these problems, and finding appropriate solutions to them.

Shri Hoping Stone Lyngdoh
Minister Education, etc., Meghalaya

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THE EDUCATION PROFILE OF MEGHALAYA

I INTRODUCTORY

Meghalaya became a full-fledged State of Indian Union on January 21, 1972. During the period of about 18 years of statehood, the State has witnessed tremendous changes and progress in various fields of developmental activities under the successive Five-Year Plans. In the field of Education, however, the State has not been able to achieve much due to some reasons or other. Low rate of literacy (below the national average), continuation of the School Education system in vogue over the last half a century now in spite of its having reached the state of obsolescence, dearth of technical Man-power and a glut of Educated unemployed youths in the State are few of the indicators of this un-happy situation. The National Policy of Education 1986 gave a new direction of the progress and development of Education in the Country. In pursuance of this National Policy Statement, the State Government brought out a white Paper on Education in 1988 which broadly laid down the objects and priorities of Education in the State. During the last few years of implementation of the New Policy on Education, certain progress has been made in many areas especially in the field of Universalization of Elementary Education, National Literacy Mission and re-structuring of Secondary School Education with Vocationalization at +2 stage, etc. However, the spate of change that is taking place in the Country today is so fast that in certain areas the National Policy may not fully reflect in it the emerging moods and expectations of our society and the need for a review is called for sooner or later. With this end in view a brief account of the progress made by the State in various sectors of Education, in the light of the Agenda Papers circulated by the Government of India for this Conference of the Central Advisory Board of Education, is presented in the following paragraphs.

II. ELEMENTARY EDUCATION
(Agenda item Nos. 1,2,3,4,5)

Under the restructured system of School Education, the Elementary Education consists of-

- (1) Primary-Class I, II, III & IV with one attached Pre-School Section.
- (2) Upper-Primary- Class V,VI, VII.
- (3) Primary Education:

There are about 5337 villages/habitations in the rural areas of the State as reported by Fifth All-India Education Survey 1986. The number of villages covered by L.P. Schools within various ranges of distance upto 2 Km. are given in the Statement-I below. It may be seen that about 63% of the habitations have schools within the habitation itself. The coverage is 75% when we consider habitations within the distance of 1 Km. from the L.P. School.

STATEMENT I

State total		Habitations with and without Primary Schools Section.				
Population sizes of Villages	Total No. of Villages/Habitations in the State	No. of Villages/habitations having Primary Schools/Section				
		Within habitation	Within 1 Km. of habitations	Within 1.5 Km. of habitations	Within 2 Km. of habitations	Not covered by Schools within 2 Km. distance
1.	2.	3.	4.	5.	6.	7.
100	1274	290	545	607	848	426
100-199	1495	884	102	1159	1288	215
200-299	1002	777	860	873	901	101
300-399	578	510	548	552	560	18
400-499	307	262	289	294	298	9
500-999	519	478	503	507	515	4
1000-1999	132	120	130	130	132	...
2000-4999	28	27	28	28	28	...
5000	2	2	2	2	2	...
Total	5337	3350	4007	4152	4564	773

STATEMENT III

Primary Schools according to teachers in position.

Schools by number of teachers	Number	Percentage	All-India Percentage
1	2	3	4
One-Teacher L.P. Schools	631	17.11	27.96
Two-Teachers L.P. Schools	1963	53.17	32.28
Three-Teachers L.P. Schools	673	18.23	15.18
Four-Teachers L.P. Schools	2218	5.97	8.91
Five-Teachers L.P. Schools	204	5.52	15.07
STATE TOTAL:	3692	100.00	.

As stated, the Government has recently restructured the School Education System following broadly the National pattern of Education. Under the restructured system, the Lower Primary Schools will have classes I, II, III & IV and one Nursery Class attached to it. Therefore, in order to impart proper Education to the Children at this level, it is incumbent to have a minimum number of 5 teachers per Lower Primary School, one teacher in each class. This would imply, appointment of additional teachers in about 95% of the Schools in the State.

Accommodation facilities

According to the 5th All India Education Survey of 1986, about 73% of the total number of Schools are located in Kutcha Buildings and temporary Sheds about 19.00% in Semi-Pucca Buildings and 7.05% in Pucca Buildings. Considering the fact that the State has a history of being the heaviest rainfall place on earth, the accommodation pattern of L.P. School Buildings, therefore, presents a very dismal picture. Since the L.P. Schools are run on Kutcha buildings and temporary sheds, they do

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not attract children to School, especially during the rainy seasons as the Class rooms and whatever space is available within such temporary buildings is wet and damp and unhealthy.

Again according to the Survey Report more than 67.80% of all the available schools buildings are housed in single-room structures and hardly 16% of the schools have two class rooms each, 9.5% have 3 class rooms and 5.5% have 4 rooms or more.

The above statement, therefore, presents a very gloomy picture of the existing state of Lower Primary Schools in the State. It is unthinkable to impart learning to small children in such pattern of accommodations. Since we had to have 5 classes conducted in any Lower Primary School, it is very essential that a permanent structure of School Buildings with at least 5 rooms should be available. At present 98% of the L.P. School Buildings in the State have less than five rooms each.

Therefore, Non-availability of proper school Buildings and sufficient instructional rooms, have made the School system un-pleasant and un-attractive to Children and the initial enthusiasm of the tiny-tots to attend Schools dies down very fast. This explains to a large extent the high drop-out rates among L.P. Schools Children in the State which, as per the 5th All India Education Survey report, the figures stands as high as 70.49 from Class 'A' to Class I to 31 per cent from 'A' to class III.

During the Seventh Plan period i.e. after the above Survey was conducted a large number of temporary School Buildings i.e. Kutcha Buildings and thatched huts have been replaced by double-room Pucca structures. 1000 such Schools have been constructed under the Award of the 8th finance Commission and 335 under the 9th Finance Commission Award. Besides, 328 more such schools have been constructed under the N.E.C. and State Plan Fund and an additional of 275 such School Buildings have also been constructed under

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The R.L.E.G.P. and N.R.E.P. by the D.R.D.A.s. The approximate position obtained today is represented in Table IV below. It is evident from the statement that **even** with such up-gradation, the problem of inadequate instructional rooms still remains.

TABLE IV

L.P. School Buildings by Types and Instructional Rooms available.

Types of Schools/Instructional Rooms	No. of Schools	Percentage
Having Pucca Buildings	2126	57.58
Having Semi-Pucca Buildings	560	15.16
Having Kutcha Buildings	415	11.25
Having Thatched Hut/Tents	591	16.02
One Room Schools	753	20.40
Two Room Schools	2155	58.37
Three Room Schools	545	14.73
Four Room Schools	145	4.00
Five Room Schools and more	94	2.50

(2) Upper Primary (M.E.) School-Level

According to the Vth All India Education Survey 1986, there were 665 M.E. School in the whole State. The Statement V below gives the member of villages covered by the M.E./Upper Primary Schools.

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STATEMENT V

State total-Habitations with and without Primary (ME) School.

Pop's size of Village	Total No. habitation	No. of villages having U.P. (M.E.) Schools					Not covered within 3 Km. habitation
		Within habi- tation	Within 1 Km. habita- tion	Within 2 Km. habi- tation	Within 3 Km. habi- tation	Not covered within 3 Km. habitation	
1.	2.	3.	4.	5.	6.	7.	
Below 500	4656	320	794	1432	2163	2493	
500-999	519	184	265	326	393	126	
1000-9999	132	74	89	106	115	17	
2000-4999	28	20	24	26	27	1	
5000above	2	2	...	2	2	...	
STATE TOTAL	5337	600	1174	1892	2700	2637	

The Statement indicated that about 66 villages with more than 1000 population do not have M.E. Schools within the villages themselves and about 144 villages with population over 500 are not covered by M.E. School located a distance of more than 3 KM from the Village/Habitations. Thus only 50% of the total number of habitations are Covered by M.E. School within a distance of 3 KM from the habitation.

If the constitutional provision is to be fulfilled and free and compulsory education is to be provided to children upto the age of 14 years the situation presented in the above statement has got to be changed. While priority should be given to establishment of Upper Primary Schools in 66 villages, about 60 Schools have to be further set up to provide full coverage of villages of 500-999 population size within 3KM of such villages and also another 550 Schools to provide coverage to 2493 smaller villages, presently un-covered. Thus, on the whole 676 more M.E. Schools have to be set up at convenient locations to provide full coverage for the State. During

the 7th Plan Period about 140 more M.E. Schools have been established by various private agencies many of which have been recognized and aided by Government. Even considering such additionality, about 500 more M.E. Schools (Upper Primary Schools) are required to be set up to provide full coverage.

So far the accommodation facilities are concerned according to the Vth All India Education Survey 1986, 56% of all M.E. Schools are located in Pucca and Semi-pucca buildings and the remaining 44% are located in Kutcha and thatched buildings. Almost 78% of all the M.E. Schools have 3 to 4 rooms each, 14% have 5 or more rooms and only about 8% have 2 or less than two rooms per school.

During the 7th Plan Period, a good number of community Hall had been constructed by the DRDA's under ULEFT/ NREP and a number of them have been used of by the village communities for accommodating the M.E. Schools also. The upto-date picture which emerge considering the improvement made during the 7th Plan (1986-90) is presented at statement VI below.

STATEMENT VI

Upper Primary (M.E.) Schools by type of school buildings

Type of Schools	No. of Schools	Percentage
1.	2.	3.
Schools with Pucca Buildings	240	29.38
Schools with Semi Pucca Buildings	255	31.76
Schools with Kutcha Buildings	213	26.52
Schools with thatched Huts	95	11.84
1-2 Room Schools	81	10.08
3-4 Room Schools	620	77.22
5-6 Room Schools	64	7.97
7-8 Room Schools	38	4.73

In keeping with the spirit of encouraging community participation in Education, the Pattern of management of schools at this level is as indicated in statement VII. From the statement it is seen that only 7.2% of the schools at this level are Government schools. 17.3% are Deficit Aided Private Schools under the Deficit System of Grant-in-aid. The teachers of this groups of schools enjoy the benefits of Pay and Allowances at par with Government teachers. The maximum number of Schools (71.6%) however, belong to the category of Adhoc Aided Private Schools, to which schools Government extends recurring maintenance grant and non-recurring grant-in-aid on adhoc basis subject to availability of fund. Normally a teacher of adhoc-aided schools get as low as 50% of what a Government teacher or Deficit teacher gets.

STATEMENT VII

Upper Primary Schools by type of management

Type of management	No. of Schools	Percentage	No. of teachers	Percentage
1. Government Schools	58	7.22	262	7.98
2. Deficit Schools	139	17.31	879	26.78
3. Adhoc Aided Private Schools	575	71.63	2043	62.24
4. Private un-aided Schools.	31	3.78	98	3.10

3. Universalization of Elementary Education :
(Agenda item Nos. 1,2,3,4)

(i) We have constitutional commitment to provide free and compulsory Education of our children upto the age of 14 within the period of 10 years from the date of commencement of our Constitution. This cherished goal is still far off even after 40 years now. Today, we are fixing a target

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date to achieve this by 1995, i.e. by the end of the VIIIth Five Year Plan. Considering the ~~Over~~-all picture as emerged from the profile of elementary Education in our State, we have our own reservation of achievement. Firstly, the hilly terrain and scattered habitations are posing a major problem of accessibility to the schools system. 25% of all villages are not having Primary Schools within 1KM from the habitations, and 50% of all villages in the State are not served by Upper Primary Schools even within 3 KM distance from the habitations. Secondly, 80% of the Primary Schools are run in one room or two rooms School buildings many of which are thatched/Kutchha buildings. Thirdly, 60% of all Primary Schools are either single-teacher or two-teachers schools. Hence, non-availability of sufficient basic schooling facilities namely, (a) Schools at a reasonable distance from the habitations (b) School buildings with sufficient rooms to accommodate one class each and (c) Sufficient number of teachers to have one teacher per class, will constitute a major hurdle to our goal of Universalization of Elementary Education. We endorse the proposed strategy and programmes for Universalization of Education as envisaged at item No. 1 of the Agenda including widening of Participation in Elementary Education and achievement of minimum level of learning (MLL) envisaged at agenda item No. 2.

(ii) On the question of External funding for education to all, we are happy to note that a few projects have been taken up in various States in the country. In view of the educational backwardness of the State we would require financial assistance not only for strengthening the infrastructures but also for ensuring a reasonable remuneration to the teachers of the adhoc aided Private schools who constitute over 71.60% of all the teacher at Upper Primary level. We would also welcome such assistance and urge upon the Central Advisory Board of Education to evolve norms and guide-lines in the matter.

(iii) So far teacher Education in concerned we are continuing the programme of mass orientation of school teachers. During the VIIIth Five Year Plan we have drawn up an ambitious programme of refresher courses for 6000 elementary teachers exposing them to the enriched contents of the new curriculum and syllabi. The facilities of regular education through the J.T.C's and N.T.S. are being expanded for a large intake capacity. We have not however been able to set up D.I.E.Ts in the State as yet. We expect to be able to submit our proposal very soon.

III. ADULT LITERACY (Agenda items 6,7,8)

(i) The National Literacy Mission aims to cover all the illiterate adults in the age group 15 to 35 by the end of the 1994-95. The estimated number of illiterate adults in the State of Meghalaya is expected to be a little over 3 lakhs. Based on the coverage of the Adults Education Programme during the past few years, which was on an average of 22 to 25 learners per centre, the number of Adult Education Centres proposed to be set up till 1995 to 9200, of which 5000 will be under the Rural Functional Literacy Programme and 4200 under the State Adult Education Programme. The programme caters mainly to the rural areas and there is a separate arrangement for the Urban areas of the State which would be implemented through the North Eastern Hill University and the Colleges.

(ii) For achieving the above target, the Centre Based Approach continues to be our strategy where each District Officer runs 2 projects with the help of 2 Supervisors per block. However, with the increase in the number of centres to be supervised, the Supervisory staff would need to be strengthened. The basic idea of Area Approach has also been taken up in earnest from this year. For this purpose, each District Officer selected one C.D. Block for an

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intensive and concerted effort to eradicate illiteracy in the area within a certain time-frame. Centres are set up in villages having a sizeable number of illiterate adults after a local survey is done by the field functionaries and the recommendation of the village Durbar. The centres are manned by selected local educated youths who are accepted by the community. They are given Training before the commencement of the centres. At the end of the course, Non-formal test will be given so as to identify those successful learners who could be classed as literates.

(iii) In the area of Resource Support to the programme, the Directorate of Public Instruction has had to shoulder additional responsibility both in the field of Training of functionaries and in development of teaching/learning materials. In the absence of a State Resource Centre, the task of bringing out primers, Workbooks, Guidebooks, functional charts, Educational Games, Posters etc., in the local vernaculars has so far been taken up by the Officers of the Adult Education Cell of the Directorate. Though N.E.H.U. has been identified as the Regional Resource Centre, the fact that it has to cater to the needs and requirements of 3 States in the North Eastern India, viz. Meghalaya, Nagaland and Mizoram, has not enabled it to help us much on this front. We have not been able to set up the Resource Development Cell yet, due to uncertainty of resource availability in the post-plan period.

(iv) As envisaged in the NLM document the Jana Shikshan Nilayams (JSN) are being established all over the State in a phased manner so as to institutionalize post literacy and continuing Education on a sound footing. At present the number of JSNs set up in the State is 408 in all, 106 under the Central Sector and 220 under State Plan. These 408 JSNs are spread in all the 5 districts and access to them is not limited only to those who have

attended the Adult Education Centres but also to the whole village population. These permanent learning centres are expected to considerably reduce the percentage of those who relapse into the illiterate state.

(v) The experience gained so far gives an indication that Vocational Courses are a strong force of motivation of learners. It has been observed that where Vocational Courses are better organized, the attendance also improved significantly. Vocational Courses should, be planned in continuation and application of literacy/numeracy skills but also help learners to learn new skill which they could use to augment their income. It is, therefore, proposed that each Adult Education Centre will include a Vocational Course as part of the stage II Programme and at the same time regular and systematic programmes of different courses will be organized at the JSN with the help and co-operation of the various development departments. Periodical and personal contacts with personnel of developments departments would be the extra effort of the Adult Education functionary so that the JSN become a forum for teaching/learning of new skills.

(vi) While implementing the programmes, we are aware of its various deficiencies and weakness. A few of such weakness/deficiencies have been identified in the agenda paper itself. We would welcome every measures and approaches sought to rectify the deficiencies to make the programme more effective and successful. We however, feel that tackling the problem of illiteracy only at these level of age group of the population will not ensure eradication of illiteracy, for, as the agenda papers themselves show, hardly 40% of the total population enrolled in A.E.C's attained the desired level of literacy. The other 40% of the people enrolled dropped out midway and another 20% relapse into illiteracy. In our view, the emphasis and

such a way that they help not only in retentions, cent:-
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priorities should be shifted to the lower age-group of 6-11 years through the process of Universalization of Education including the Non-Formal School System.

IV. SECONDARY (HIGH SCHOOL) EDUCATION

(i) The Secondary or High School level of Education in the State normally comprises classes VII to X. Under the re-structured system, secondary education will have three classes only viz., class VIII, IX and X. In keeping with the spirit of encouraging community participation in Education, the pattern of management of schools at this level is same as in the case of the M.E. or Upper Primary Schools. Thus we have various categories of High/Secondary Schools in the State, such as Government Schools, Deficit Schools, Adhoc Aided Private Schools and purely Private Schools un-aided by the Government. The up-to-date position of Government and Government aided schools is given at statement VIII below:-

STATEMENT VIII

No. of Secondary/High Schools and Teachers by type of management.

Type of management	No. of Schools	Percentage	No. of teachers	Percentage	Average teachers per school
1.	2.	3.	4.	5.	6.
Govt. High/Secondary Schools	24	6.68	246	6.74	11.00
Deficit High/Secondary Schools	121	33.70	2284	58.26	18.87
Adhoc Aided Private Schools	214	59.62	1372	35.00	6.11
Total-Govt./Govt. Aided Schools	359	100.00	3925	100.00	

(ii) Vocational Education at Secondary Education
(Agenda item No. 9)

As already stated, the System of school education in the State has been re-structured broadly in-line with the National pattern and the New curriculum and syllabi have also been prepared and are being implemented in a phased manner. Under the revised school syllabus, we have already included compulsory vocational subjects at Class IX and X replacing S.U.P.W. This we have done with a view to providing multi-skills to students who may drop out after the Xth Class and also to create interest among the students at this level for further diversification at +2 stage. We intend to introduce vocational subjects in about 25 High Schools already identified for upgradation to Higher Secondary Schools with vocational streams, during the 8th Plan period. Private institutions will also be encouraged to introduce such subjects. We therefore, endorse the introduction of Pre-vocational courses at Secondary level and urge upon the Government of India to include such scheme under C.S.S.

We also have a large percentage of students who dropped out of the formal school system at the VIIIth class. They constitute a major chunk of the educated un-employed. It is, therefore, very essential to provide them with certain amount of vocational skills to enable them to support themselves. We appreciate the proposal put forth in the agenda papers for setting up separate vocational training schools for such students under C.S.S. and urge upon the Government of India to assist the State in setting up at least one such training schools in every district.

Lastly, we welcome the idea "Each one Place one" as spelled out in the agenda papers. However, absence of industrial activities and a low volume of business activities in the State may not provide a fertile ground for implementing the idea at the moment.

V TECHNICAL EDUCATION

We have no Engineering College or Medical College in the State. Therefore, the State has to depend totally on allotment of seats out of Central Pool for engineering studies in various disciplines.

At the lower level of technical institutions, we have only one Polytechnic in the State located at Shillong, with an intake capacity of 120 students per year in Civil, Electrical and Mechanical Engineering. Steps are being taken to add one or two more technical disciplines in the Polytechnic which will not however meet the requirement of technical man-power at that level. Recently, the North Eastern Council has agreed to extend certain financial assistance to the State Government for setting up another Polytechnic at Tura in the West Garo Hills and preparatory steps are being taken by the State Government in this regard. We have not availed of the World Bank assistance. The matter is under examination by the State Government and the Government of India will be approached in due course, on the matter if considered necessary.

VI. HIGHER EDUCATION

(i) College Education:- There are 24 Colleges in the State including 10 Junior Colleges teaching upto Pre-University Level. All the Colleges are affiliated to the North Eastern Hill University. Except two Government Colleges, the remaining are Non-Government Colleges receiving Grants-in-aid in the form of Salary Deficit or Adhoc Scheme. Two venture Colleges are still un-aided. So far 9 Colleges have been included under the Salary Deficit Scheme. The Revised U.G.C. Scales of pay have been extended to the teachers of all the above 9 Deficit Colleges as well as the two Government Colleges. The enrolment in the Colleges is about 14,500 out of which about 5000 are in Degree Courses and the remaining 9000 are enrolled in the Pre-University Courses. The North Eastern Hill University has recently decided to

switch over to 3 Years degree courses. With the implementation of the new curriculum and introduction of Higher Secondary Schools, Pre-University courses will be converted into +2 stage of Higher Secondary Education. Most of the Colleges are at present located in and around Shillong. The Government is taking steps to encourage Private Organisation to set up Degree Colleges in the Rural areas.

(ii) Promotion of Distance Education
(Agenda Item No. 15)

With the increase in cost of Higher Education, the poorer and weaker section of the Society are finding it impossible to pursue Higher Education on a full time basis. Distance Education is, therefore, increasingly accepted by the youths of the State. The I.G.N.O.U. has set up one centre at Shillong and one at Tura. However, judging from the response to the various courses offered by I.G.N.O.U., there is a need to set up more centres in the State to cover all District Headquarters and major Sub-division headquarters. In case the I.G.N.O.U. finds it impossible to cater to the requirement, we welcome the suggestions spelt out in the agenda papers for establishment of one Open University in each State.

(iii) Academic Calendar
(Agenda Item No. 16)

Regarding the Academic calendar for Higher Education, we agree that there should be a uniform calendar for University Education prescribing the number of teaching days and other allied activities. A uniform Academic Calendar for Higher Education may be conveniently applied to States having similar environmental and climatic conditions. In areas like in the North Eastern India where the environmental and climatic conditions are vastly different from the rest of the country, it is considered more appropriate to leave to the concern University/State Governments to frame the Academic Calendar in consonant with the local environmental and climatic conditions.

Dr. H. Thansanga, Education Minister, Mizoram

1. Vocationalisation of Education:

All Education Commissions had emphasised Vocationalisation of Education at Secondary Stage:

We in Mizoram had started in 4(four) schools. We had utilised fund released by Govt. of India for Work-Shed construction as well as Class rooms.

CONSTRAINTS:

(1) We find procurement of equipments and tools pose difficulty.

(2) We find very difficult to find teachers for the different trades/courses introduced.

(3) Mizoram is lacking behind in Industry/allied manufacturing activities and this is causing problems in motivation of students to take up vocational courses. At present only very few are enrolled for the course in Mizoram.

2. University Calendar:

In North East India, especially three States under the Central University (NEHU), due to the climatic consideration, it is our age-old practice to have academic session with long Winter Vacation.

In the plains areas long summer vacation is the age-old practice. If, for the sake of uniformity, consideration alone, academic sessions are made uniform for June-July session, then we shall find it difficult to even follow 180 teaching days in a year.

Moreover, due to loss of teaching days, the standard of Education will be adversely effected.

This and other considerations had prompted us to object to June-July session at earlier discussions.

There should be provisions to adjust the calendar to suit the local conditions.

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3. Minimum Level of Learning:

Mizoram attached this problem from sometime past. The draw back is the absence of effective evaluation system, since continuous comprehensive evaluation had not been done effectively.

Mizoram had devised evaluation of learning outcome by re-introducing common and public system conducted by the local committees and the Government at Lower Primary Level and Higher Primary (Middle) Level respectively.

We find that the system is working very effective and we decided to have this kind of evaluation for some years to come.

In this mass exercise, all District and Sub-Divisional Education Officers are involved. This device also ensures effective supervision of schools.

4. Literacy Drive and Adult Education: Mizoram State will lead all other States in literacy and to this end we are confident of achieving substantial level in a short time.

We have besides the schools, the best social and voluntary organisations at village levels e.g. Y.M.A., M.H.I.P., Church Youth Groups. These organisations are very effective agencies for implementing literacy drive programmes.

Also we take effective steps for enrolment of children at Elementary School stage so that all may become literate especially the age group target envisaged by National Planners. The State target is actually all persons irrespective of age. The voluntary organisations in fact had taken up the challenge in right earnest and apart from teaching, Drama, Plays, Visual Aids have been in use already.

We will do well in this literacy drive.

Shri Sonam Chhyoda Lepcha, Minister for Education
Sikkim.

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Sikkim has now been in the main stream for about more than fifteen years, and within this short span tremendous progress has been made in the field of education. This has been possible with the untiring efforts and unstinted support of the State Government coupled with the generous assistance of the Central Government.

We are passing through very difficult times these days and hence in order to maintain the present rate of progress and to make education meaningful and relevant to the needs of our times, it is imperative to take into account the local conditions while planning and implementing any scheme. We have time and again requested for a special dispensation towards the North Eastern States, particularly my State, Sikkim, as it is totally hilly. Adverse weather conditions, poor transportation facilities, closure of National Highway during rainy season and land slides causing heavy damages etc. are some of the very basic factors to be taken into account while formulating any scheme. We have already brought to the notice of this august house, the difference between the academic session of our schools and the CBSE to which our schools are affiliated to, which causes severe strain on our budget on account of changes in books in between our academic session specially when books are supplied free upto class XII in my State. On the other hand, although we have been able to receive some excess funds in some of the projects, e.g. DIET at Gangtok, to take care of protective works which are a must in hilly terrain, yet a lot remains to be done to fully offset the peculiar topographical disadvantages of my State and to bring it at par with other States. Coming to the points of agenda, I briefly submit that:-

ELEMENTARY EDUCATION:

1. UNIVERSALISATION OF ELEMENTARY EDUCATION:

- 1.1 Sikkim has universalised pre-school education through a network of 800 pre-primary and lower primary schools which is projected to go up to 950 by the end of VIII plan to fully cater to the growing needs of the population. To improve the quality of pre-school teachers and make teaching learning process more effective, the State Department of Education is collaborating with UNICEF and other Central Agencies.
- 1.2 Sikkim Education Bill has been finalised and the draft has been sent to the Ministry of Home Affairs, Government of India for perusal and concurrence. Once it is adopted, it will control and regulate the functioning of non-government/private nursery schools and ensure introduction of uniform curriculum, provision of physical facilities and of qualified teachers.
- 1.3 The scheme of OB has been implemented covering 100% primary schools in the State. 45 single teacher schools have been converted into two teacher schools and the remaining 23 schools have been provided with two roomed buildings completed.
- 1.4 The Fifth All India Educational Survey has revealed that there are habitations which are still to be served with the primary and middle level educational facilities. These requirements would be met during the 8th Plan period.
- 1.5 The gross enrolment ratio and age specific ratio stood at 127.27 and 65.00 respectively by the end of VII Plan at the primary stage. By 1995, it is proposed to bring down the gross enrolment ratio

to 105% and to raise the age specific ratio to 100% and to reduce the drop-out rate to 10% at the primary stage.

1.6 At the middle stage, the State attained the gross enrolment ratio of 52.98 and the age specific ratio of 75.97. By 1995, it is proposed to raise the gross enrolment ratio to 62.00 and the age specific ratio to 100%.

2. MINIMUM LEVELS OF LEARNING:

2.1 The State Education Department is controlling the Early Childhood Care and Education Programme (ECCE) and provision has been made in each school for proper teaching-learning material.

3. EXTERNAL FUNDING FOR EDUCATION FOR ALL:

In my State, presently, the external funding of education is nil. However, I welcome this idea and look forward to Government of India for guidance and suggestions.

4. TEACHER EDUCATION:

4.1 ESTABLISHMENT OF DIET:

A grant of 35.50 lakhs has been released by the Centre for capital and equipment expenditure. The construction of DIET complex at Gangtok is in full swing and we hope to utilise the amount of Rs.30.5 lakhs fully by March, 1991. We have already purchased equipments which are being used for teacher education in the present building. We expect to receive the balance amount in the next financial year. We had requested the Ministry of Human Resource Development for relaxation in the qualification in order to accommodate the local people, the response of which is still awaited.

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The moment we receive the concurrence of the Ministry, the recruitment will be done very soon. The State Government policy paper pertaining to 16 points for early operationalisation of sanctioned DIET is ready. Moreover, the Director of Education, Government of Sikkim has already been designated as 'Mentor' for the DIET.

4.2 BUDGET PROVISION:

4.2.1 An outlay of Rs.160.00 lakhs has been proposed for eighth plan.

4.2.2 An outlay of Rs.70.00 lakhs proposed for the eighth plan for Development and consolidation of SIERT with a view to ensure an overall improvement of the academic standard and teaching learning process.

4.2.3 An outlay of Rs.50.00 lakhs is proposed for special Teacher Training Programme (STTP) to fulfil the professional training needs of 1000 untrained primary teachers, 820 language teachers and 528 pre-school teachers.

4.3 SECONDARY TEACHER EDUCATION:

It is proposed to convert the present teacher education department in Sikkim Government College into a full fledged B.Ed college having an independent physical infrastructure.

5. TEACHER CONSTITUENCIES IN LEGISLATIVE COUNCIL ELECTIONS NEED AND COMPOSITION:

Sikkim does not have a bicameral legislature, as such this agenda item is not relevant to us.

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ADULT LITERACY:

6. REVIEW OF LITERACY SCENE:

- 6.1 The literacy rate in Sikkim as per 1981 census, is 33.89% with a literacy rate amongst the men and women being 43.72% and 22.10% respectively. The literacy rate in Sikkim has increased from 6.59% in 1951 to 33.89% in 1981. The number of illiterates in the age group 15-35 as per 1981 census was 62594 out of the total population of 116784 in this age group.
- 6.2 A sample survey carried out during 1989-90 in 25 out of 411 revenue blocks in the State has revealed that literacy rates have gone up during the eighties. This is due to increased emphasis on universal primary education as well as implementation of various Adult Literacy Programmes.
- 6.3 The total number of Adult learners under Rural Functional Literacy Programme and State Adult Education Programme during 1990-91 is 6405, through 485 number of such centres. In addition about 350 number of illiterates are being covered by the students under "Each One Teach One" and NSS programmes.
- 6.4 During the 7th Plan period about 46400 number of learners were covered through the various Adult Education Programmes.
- 6.5 By and large a bulk of the Adult Education Centres are located in schools with teachers as instructors. This has helped in establishing rapport with the Adult learners quicker. We have four State languages and are proud to mention that the adult literacy material has been prepared in all the State languages and is being made available in

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time. Being a small State we have not set up any separate SRC and instead have been utilising the existing expertise available in the department.

7. PROGRAMMES FOR UNIVERSAL LITERACY (AGE 15-35):

7.1 The State Government has taken a decision to eradicate illiteracy in the age group 15-35. In the State as a whole, during the 8th Plan period, rather than selecting districts or sub-divisions for that purpose, on a yearwise basis.

7.2 Sikkim has not been selected under the T.D. Programme despite our request. We would like the Government of India to select at least a few revenue blocks of the State, under this programme.

7.3 Due to the small size and special circumstances of the State, the scope for voluntary agencies is somewhat limited. However, we are making efforts in this regard. Literacy Melas were organised in all the districts of the State to mark the World Literacy Day. We are also aware of the urgent need for raising female literacy rate, as the same is correlated to various development indicators like Infant Mortality Ratio, Acceptance of Immunisation Programme etc.

7.4 The involvement of prison management for National Literacy Mission activities has long been accepted by us, and an adult education centre is being run in the one and the only Jail in the State.

8. POST LITERACY AND CONTINUING EDUCATION:

8.1 In the year 1990-91, a total of 52 number of Jana Shikshan Nilayams were operational. We have deliberately not increased the number of J.S.N., due to limited availability of dedicated Preraks.

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We have developed a module of 22 books with the assistance of UNICEF on various topics pertaining to environment, cultivation, health, nutrition, geography, etc. which is to be utilised in the library of various J.S.N. centres. Nearly all our J.S.Ns. are located in school buildings with teachers as Preraks.

SECONDARY EDUCATION:

9. VOCATIONALISATION OF SECONDARY EDUCATION:

- 9.1 In my State, no vocational survey has been conducted recently. However, we have already sent our proposals for vocationalisation of Secondary Education to the Ministry for their acceptance and release of funds. We propose to conduct vocational surveys during 1991-92.
- 9.2 We are keenly looking forward to Central assistance for early operationalisation of vocational education scheme. I also request for early release of NCERT video cassettes and folders for dissemination of information about vocational courses.
- 9.3 In my State, I don't foresee any problem regarding recruitment of vocational pass out candidates.
- 9.4 My State being of small size, the management structure proposed in our proposal should be adequate for the purpose of monitoring.
- 9.5 We are trying for establishing linkages with the employment sector. However, due to their small requirements in my State, sustenance of this linkage for a longer duration would be a bit difficult.
- 9.6 The scheme should continue in VIII Plan with 100% Central sponsorship.

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9.7 In my State, in order to cater to Vocational Education at the middle and secondary level where there is a high percentage of dropouts, there is pressing need to establish a State Institute of Vocational Education. The VIII Plan Working Group has recommended an outlay of Rs.50.00 lakhs for this. In this context, the idea of pre-vocational courses would be very helpful.

9.8 The idea of "Each One Place One" is very constructive and would be given wide publicity in my State to help the students. This will be linked with "Each One Teach One" project in the State.

10. PROGRAMME FOR QUALITATIVE IMPROVEMENT IN SECONDARY EDUCATION:

10.1 We are seized of this very important aspect of educational development in our State. We are thinking of equipping the Head Masters of Secondary Schools and Principals of Senior Secondary Schools with the following powers:-
(a) Making them drawing & disbursing officers.
(b) Certain powers relating to Establishment matters.

10.2 I would also like to mention the following points which we are taking care of in general:
(a) Provision of proper infrastructural facilities like school buildings, playfields, quarters etc.
(b) Provision of quality books and equipments.
(c) Up-gradation of Laboratories.
(d) Systematic recruitment of teachers.
(e) Training of teachers.
(f) Giving rewards to meritorious students.
(g) Up-gradation of administrative standards.

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TECHNICAL EDUCATION:

11. REGULATION OF FEES AND ADMISSIONS, PROVISION OF FINANCIAL SUPPORT TO NEEDY AND TALENTED STUDENTS:

My State does not have any Technical Institution. However efforts are on to set up a Polytechnic during the VIII Plan period for which an outlay of Rs.550.00 lakhs has been provided. However, my State is sponsoring needy and talented students against the State quota to various Engineering Colleges of the country.

12. MAKING AICTE MORE EFFECTIVE:

My Government has endorsed all the relevant proposals for making AICTE more effective.

13. REVIEW OF THE IMPLEMENTATION/FORMULATION OF THE WORLD BANK ASSISTED PROJECT ON TECHNICIAN (POLYTECHNIC) EDUCATION IN THE COUNTRY:

Once our polytechnic comes into being, we would like to take advantage of this scheme.

HIGHER EDUCATION

14. REPORT OF THE GNANAM COMMITTEE:

The Gnanam Committee Report has not been received by the State Government.

15. MEASURES TO PROMOTE DISTANCE EDUCATION:

We have opened a study centre of Indira Gandhi National Open University under Regional Centre, Calcutta. Two of our Lecturers have already attended and obtained Diploma in Distance Education.

16. FORMULATION AND OBSERVANCE OF ACADEMIC CALENDAR BY UNIVERSITIES AND COLLEGES:

The college has been preparing and following the academic calendar as per the list of holidays circulated by the University concerned (North Bengal University) and also the State Government. In one academic year the minimum number of teaching days is

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invariably more than 180. The Sikkim Government College has prepared an academic calendar 1991 in which the norms of the report on academic calendar recommended by U.G.C. are more or less adopted.

17. MEASURES TO IMPROVE QUALITY OF EDUCATION IN COLLEGES:

17.1 I have already mentioned at various points, various measures being adopted by Education Department, to improve the quality of education in the entire State as a whole. However, I would like to mention briefly some specific points pertaining to the Sikkim Government College.

- (a) The ratio of Teacher and Students in the college is about 1:20.
- (b) Class tests and tutorials for all subjects are being introduced.
- (c) The various infrastructural facilities in the college are being improved.

EDUCATION FOR SCs/STs/MINORITIES AND DISADVANTAGED SECTIONS:

18.1 Pre-matric scholarship schemes on merit cum means basis to the SC & ST students are being implemented by SC/ST Welfare Department. The various schemes of award of scholarship for school studies and higher and technical education are being implemented by Education Department. Preference on liberal scale is given to students belonging to minorities on award of scholarships. A reservation of upto 30% of the seats in technical/higher institutions in other states is envisaged for SC/ST students out of quota of seats allotted to the State.

18.2 Our State does not have any minority medium institution following the curriculum laid down by the State Education Department.

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18.3 One of the four State languages, viz. Nepali, Lepcha, Bhutia and Limboo is taught to each student from Class-I. Lepcha and Bhutia are considered minorities in the State. Moreover, all the adult education learning/teaching material is also brought out in all the four languages.

POLICY AND PLANNING:

19. MAJOR STRATEGIES FOR THE DEVELOPMENT OF EDUCATION IN THE VIII PLAN:

19.1 I have already mentioned at various points, the relevant VIII Plan strategy as well as VIII Plan and 91-92 annual plan working group recommendations. Some other major strategies are:

- (a) Establishing of a School of Languages for development of Bhutia, Lepcha and Limboo languages.
- (b) Around development of Sikkim Government College.
- (c) Setting up of an independent Autonomous Examining body in the form of Sikkim Board of Education.
- (d) Establishment of State Advisory Board of Education.

21. VIII PLAN - CENTRALLY SPONSORED SCHEMES:

21.1 In the Centrally Sponsored Sector, the individual State's needs must be taken into account to modify any particular scheme if it better suits that State's needs. Moreover, Central assistance should not be limited to only Plan period but should continue for upto 10 years or more if required.

Finally I extend my Government's gratefulness to the Ministry of Human Resource Development for understanding and cooperation that we have received for solving our needs and problems.

Shri Arun Kumar Kar, Minister in Charge of Education, Tripura

I consider it a great privilege to have the opportunity to address this august gathering and share the enriching and rewarding experiences of the Policy framers, administrators and distinguished educationists assembled from all over the country. I would like to invite your attention to the discussions in the C.A.B.E. conference held in July, 1989 when it was expected that the challenge thrown before us by the National Policy on Education 1986 to fulfil the hopes and aspirations of the people of our country would be accepted and programmes of action drawn would be implemented with strong determination and a sense of dedication. But unfortunately till now steps have not been taken to implement all the recommendations made in N.P.E.1986 and elaborate programmes drawn in the P.O.A.(1986).

In this context we have come to attend this meeting of the highest educational advisory body of the country in a period of transition so far as the formulation and declaration of the Policy of the Government of India on major thrusts in education are concerned. Nevertheless the role of this forum has become all the more important because of our admission of the fact that education is the most effective instrument for bringing about desired socio-economic changes in the country. Further, this august body is entrusted with the great task of reviewing education in the national perspective and suggesting ways and means that might make education more suited to deal with national problems like illiteracy, poverty and unemployment. Our task has no doubt become extremely difficult at a time when disruptive and anti national forces are out to destroy the integrity and unity of the country. Therefore, without wasting further time we should urge upon all concerned to answer the most compelling need for making education relevant and

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meaningful which would educate the teeming millions and instil in them true awareness of constitutional obligations. This body might do well to identify action points and spell out priorities for guidance of all those who are involved in educational activities.

In spite of being a part of the economically backward north eastern region of the country, Tripura is spending more than 15% of its budgeted funds on education. Since independence Tripura has experienced a healthy growth of educational institutions resulting in literacy rates of 42.12% in 1981. 1991 census is sure to reflect a brighter picture in this respect.

Now I would like to deal with some of the items included in the agenda paper.

Universalisation of Elementary Education has been given the highest priority in our plan scheme in keeping with the status given to it both under M.H.P. and the new 20 point programme. The perspective paper on Education recently circulated by the Government of India also has given the topmost priority to elementary education. The total number of primary and middle schools in Tripura at the end of Seventh Plan was 2043 and 437 respectively against the target of 2011 and 547. The shortfall at the middle stage was due to acute shortage of fund. The Eighth Plan target of starting the primary and middle schools is 500 and 400 with additional enrolment target of 23,500 and 50,000 respectively.

As per the Fifth All India Educational Survey about 30% of the total habitations are yet to be provided with primary school facilities. At the middle stage it has been decided that in Tripura schooling facilities will be provided to all habitations within a walkable distance of 2 Kms, the national norm being 3 Kms. Further 75% of elementary schools including about 2000 primary schools do not have all weather class rooms, drinking water facilities, sanitary arrangements, playfields, adequate furniture and sitting arrangement. Without liberal central

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assistance through plan allocations it would not be possible on our part to provide all the essential facilities and adequate teaching learning conditions in the schools.

Curriculum of different subjects have been revised and better quality text books prepared according to the new curriculum in order to ensure uniform standard and minimum level of learning by all the students in schools almost all of which are financed by the State Government. Mass orientation programmes have been arranged to make the teachers aware of the new content areas, improved methods of teaching and good evaluation system.

The arrangement for teacher education in the state are quite inadequate in view of the backlog of several thousand untrained teachers. The existing two primary and one secondary teachers' training colleges have the intake capacities of 250 and 200 respectively. We have a plan of establishing more teachers' training colleges in the State. Meanwhile one of the Primary teachers' Training Colleges has been converted into a DIET. If the central assistance is available two more DIETs can be established in Tripura.

State Government is also thinking of adopting alternative strategies like vocational courses, correspondence courses, etc. to cover backlog as a time bound programme with the help of Regional College of Education, Bhubaneswar and NCERT.

Now I would give a brief account of the adult education activities. In Tripura there are three Rural Functional Literacy Projects (RFLP). Three projects of State Adult Education Programme (SAEP) also are being implemented in the State. These projects are covering mostly far-flung tribal and rural areas of the State. For post literacy programme about 150 Jana Shiksha Nilayams (JSN) are catering to the needs of neo-literates in the State. Besides this, 4 (four) innovative projects have also been running in Dharmanagar, Kailashahar,

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Kamalpur and Agartala Town. These projects are other-wise known as time bound projects i.e. 100% literacy in 100 days. The interest that these new projects have aroused in the public for achieving the target of total literacy is encouraging. Another batch of 13 innovative projects known as Blanket Projects have been started in 13 Blocks of the State, covering the area within 8 Kilometre of the block headquarters. The literacy rate of Tripura which was 42.12% as per 1981 Census is estimated to have gone up substantially. Bharat Gyan Vigyan Samity has also been organising Jathas in our State and substantially supporting the adult education programme.

At present the survey work is going on in all the Social Education Centre villages to find out the illiterates of 15-35 age group as the first phase of the programme to literate all such illiterates of Social Education Centre villages.

Government of India have sanctioned 150 Jana Shikshan Nilayam Centres for Tripura. Preraks under this scheme have been appointed to continue the post literacy programme under the Rural Functional Literacy Projects.

Regarding vocationalisation of education at the school stage it may be mentioned here that the Educational Consultants India Limited conducted a survey in our state and gave some suggestions for introduction of vocational courses in some selected schools. Accordingly, we have selected a few schools with a view to introducing the vocational courses on a try out basis. But financial constraints are standing in our way. Centre should come forward with liberal assistance for the special category states like Tripura of the North Eastern Region for this purpose.

Under the centrally sponsored scheme of 'Improvement of Science Education in Schools' funds are provided for strengthening of laboratories and libraries of secondary schools and also for providing science kits to upper primary schools.

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But no funds have been provided for training of science and mathematics teachers. Further, if adequate funds are available training courses will also be arranged for the orientation of primary and Secondary teachers in the teaching of languages, Social science, etc. by the S.I.E.

The State Government commends the action of the Ministry of Human Resource Development in enacting the AICTE Act. The decision taken by the AICTE recently at the national level to prohibit charging of capitation fees at the time of admission in privately managed technical institutions is most welcome. The AICTE may also consider formulation of special scheme for providing financial support to needy and talented students. Such scheme should be on 100% assistance basis. This measure will really ensure a continuous supply of trained manpower required in Industry, Agriculture and such allied services.

In the interest of sustained growth and development in the field of technical education in the country it is highly desirable that adequate machinery is created at the AICTE level for accomplishment of the objectives set forth in the field of technical education. The State Government further hopes that the Ministry of HRD will take effective measures for proper functioning of the regional office of the AICTE with necessary delegation of powers. While formulating various schemes under Technical Education by the Government of India due care may also be taken to support schemes on technical education of the States in North Eastern Region which are suffering badly due to inadequate infrastructural facilities.

We have already formulated World Bank Assistance Project of Technical (Polytechnic) Education in the State. It is very much hoped that Government of India will accord approval to this project.

In this connection I would request this forum to recommend immediate reform of the evaluation system in Technical and other professional education so that the most damaging trend of mass copying is nipped in the bud.

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The report of Gnanam Committee on 'Towards New Educational Management' with recommendation of the U.G.C. is not yet available with the State Government and as such there is no scope of offering any comment.

The State Government admits that the Open University system augments opportunity for Higher Education and innovative education system. With a view to formulating schemes of Distance Education Tripura University is actively considering some measures in this direction.

Tripura University has already formulated its academic Calendar for the Post-Graduate Departments. The University has introduced 180 teaching days by reducing the number of holidays. The University is planning to up-date the holding of examinations and publication of results within next two years' time. The colleges have also formulated their academic calendar.

Tripura University has constituted a Committee with educational experts for redesigning the degree courses. Since redesigning of courses entails responsibilities on the part of the management to provide additional physical accommodation for the colleges as well as additional teaching manpower the flow of fund under the 5-year Plan is very much inadequate. I would be difficult to effect improvement of quality of education at college level without adequate central assistance. CABE may consider recommending Special allocation of fund for Tripura for improving quality of college education.

With its meagre resources Tripura has been implementing various incentive schemes like attendance and dress scholarships exclusively for ST/SC girl students. Education has been made free for all upto class-XII. Besides, book-grants, Pre-matric and post-matric scholarships, boarding house stipends are provided to ST and SC students. Book-grants are also provided to meritorious students of poor families

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belonging to general category. Without liberal assistance from the centre it would not be possible to provide adequate educational opportunities to the students belonging to ST/SC by introducing the new incentive programme like opportunity cost compensation, free supply of text-books and stationeries to all children upto Class-V and extension of mid-day meal schemes to cover middle stage children (VI-VIII).

To ensure equality of opportunity the Operation Black-board Schemes should continue as a centrally sponsored scheme with enhanced financial allocation per school to compensate for the price increases. The provision of C.S.S. should include the cost of providing two all weather class rooms for each and every primary school without which States like Tripura would never be able to bring about the desired improvement in the primary education which has rightly been described as the foundation of school education.

The scheme of setting up Navodaya Vidyalaya in every district of the country should be continued. Already a Navodaya Vidyalaya has been set up in one of the three districts of Tripura which has become very popular among the people of Tripura. Since 75% seats are earmarked for rural talents, such schools would rid education of the elitist bias. The proposal for two more Navodaya Vidyalayas in two districts of Tripura may be approved by the Government of India.

Here I like to point out that to establish the first Navodaya Vidyalaya in 1988-89 in Tripura the State Govt. provided land and arranged construction at an expenditure of Rs.1 crore which served the purpose of class room and semi permanent residential accommodation of the students of classes VI and VII. In the meantime new construction was expected to come up. But the same has not yet been taken up by any construction agency. As a result the students of Navodaya Vidyalaya have been using tents for running 2 classes and dining though tents are totally unsuitable for the climate of the region

Moreover in the coming session commencing in July, 1991 admission of new students numbering 80 will not be possible with the existing arrangements. Naturally the enthusiasm and interest that was roused in the minds of the people about the first Navodaya Vidyalaya of Tripura is going to be seriously affected which is detrimental to the cause of a great and popular national scheme drawn in accordance with the principles of NPE 1986.

Decentralisation of management by establishing educational complexes and adopting the local area planning approach as proposed in the perspective paper on the review of NPE.(1986) is necessary. 18 School Complexes covering about 200 primary, middle, high and Higher Secondary Schools have been established in Tripura on experimental basis which are expected to strengthen the work of inspection and supervision and make the management of schools in the complexes more efficient and effective.

To frame schemes and programmes of educational development and also to ensure proper implementation and review of the programmes both for quantitative expansion and maintenance of standard the necessity of collection of correct upto date data and information needs no emphasizing. Collection of such data can be ensured only by computerisation which cannot be introduced by the state without liberal central assistance.

On the issues raised in the perspective paper of the NPE (1986) review committee chaired by Acharya Ramamurti the views of the State Government have already been submitted on 25.10.90 to the Chairman in the meeting of Education Ministers, Secretaries and Directors of Education.

Eighth plan allocation for the state of Tripura has recently been finalised. The allocations made by the Government of India for the sector of education are not at all adequate to meet the pressing requirement of funds to implement various

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development programmes and schemes in the state which is economically backward and deserves a special deal as such to overcome its severe limitation to mobilise additional resources.

In this connection I would like to specifically mention that because of the hilly topography of the state and also in view of the large number of unserved small habitations in the ST & SC, populated areas of the state all India norms for starting new schools and also for putting inputs for qualitative improvement may not be applied while deciding plan allocation for educational development of the state in future. Allocation of fund for 1991-92 by the Government of India is also required to be re-considered.

I want to highlight that the problems of insurgency and the unhappy political situation prevailing in the state in the past are to a great extent attributable to a sense of deprivation among the tribal people of Tripura particularly among the tribal youths. Unless adequate opportunities for getting proper education is extended to all homes in the hilly areas the chronic problem of insurgency faced by the states in the North Eastern Region cannot be permanently solved. Therefore with a view to removing such feeling of deprivation and bringing the tribal people to the main-stream of national life developmental programmes in the sector of education as well are required to be taken up by the state Government on the basis of urgency even beyond the approved norms in the greater interest of the state and to safeguard the integrity of the country. An economically backward state like Tripura cannot take up such programmes without liberal financial assistance from the Government of India.

At the end, I thank you all and specially the organisers of this meeting for giving me the opportunity to exchange views with the distinguished participants who are involved in the task of shaping the destiny of our country through imparting education of relevance and quality.

श्री अशोक बाजपेयी, शिक्षा मंत्री, उत्तर प्रदेश

में मानवीय मानव संसाधन विकास मंत्री जी का अत्यन्त आभारी हूँ जिन्होंने केन्द्रीय शिक्षा सलाहकार बोर्ड की इस बैठक में मुझे प्रतिभाग करने तथा विचार व्यक्त करने का अवसर प्रदान किया है। इस बैठक का राष्ट्रीय शिक्षा नीति 1986 तथा आचार्य राममूर्ति समिति द्वारा प्रस्तुत राष्ट्रीय शिक्षा नीति 1986-समीक्षा "प्रबुद्ध और मानवीय समाज की ओर" आख्या के परिप्रेक्ष्य में विशेष स्थान है।

प्राथमिक शिक्षा का सार्वभौमीकरण

2. भारतीय संविधान के अनुच्छेद 45 के अनुसार चौदह वर्ष की आयु पूरी होने तक निःशुल्क और अनिवार्य शिक्षा के प्रति हमारी प्रतिबद्धता है। इसी दृष्टि से प्राथमिक शिक्षा के सार्वभौमीकरण के लक्ष्य के अनुरूप वर्ष 1995 तक 6-14 वय वर्ग के बच्चों को शत-प्रतिशत विद्यालय में लाना है। आठवीं योजना के अन्तिम वर्ष में 6 से 10 वय वर्ग तथा 10-14 वय वर्ग के बच्चों की संख्या प्रायः 198 लाख तथा 110 लाख अनुमानित है।

3. हमारे प्रदेश में मैदानी क्षेत्र में 1.5 कि० मी० की परिधि में तथा पर्वतीय क्षेत्र में 1 कि० मी० की परिधि और 300 या इससे अधिक आबादी में एक प्राथमिक विद्यालय एवं 3 कि० मी० की परिधि में तथा 800 की आबादी में एक उच्च प्राथमिक विद्यालय के मानक के अनुसार क्रमशः 11734 ऐसे असेवित क्षेत्र हैं जहाँ प्राथमिक पाठशालाओं की आवश्यकता है और इस प्रकार 4775 ऐसे असेवित क्षेत्र हैं जहाँ उच्च प्राथमिक पाठशालाओं को खोलने की आवश्यकता है।

4. ग्राम शिक्षा समितियों के माध्यम से प्राथमिक शिक्षा के स्तर पर सार्वभौमीकरण के लक्ष्य की प्राप्ति हेतु ह्रास की दर में कमी और प्रतिधारण में वृद्धि के लिये प्रयास किया जा रहा है। इस लक्ष्य की प्राप्ति के लिये स्थानीय समाज की सहभागिता भी सुनिश्चित की जा रही है।

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5. भवनहीन प्राथमिक विद्यालयों के भवनों का निर्माण प्रदेश सरकार की प्राथमिकता है। हमारा प्रयास है कि अब ग्रामीण क्षेत्रों में एक भी भवनहीन प्राथमिक विद्यालय न रहे। सम्प्रति विद्यालय भवनों के निर्माण का कार्य त्वरित गति से चल रहा है।

6. प्राथमिक शिक्षा के अन्तर्गत ऐसे बच्चों के लिए जो सामाजिक और आर्थिक कारणों से पूर्णकालिक शिक्षा प्राप्त करने में कठिनाई अनुभव करते हैं उनके लिए अनौपचारिक शिक्षा अत्यन्त उपयोगी सिद्ध हो रही है। आठवीं योजना में इस कार्यक्रम को चालू रखने का निर्णय लिया गया है। सातवीं योजना में 336 परियोजना संचालित की गई थीं और वर्ष 1990-91 में 260 अतिरिक्त परियोजनाएँ चलायी गयी हैं।

न्यूनतम अध्ययन स्तर

7. प्रदेश में प्राथमिक शिक्षा के विद्यालयों में अध्ययनरत प्रत्येक छात्र/छात्रा के न्यूनतम अध्ययन स्तर (Minimum Levels of Learning) के लिये प्रयास किये जा रहे हैं। यह एक प्रसन्नता का विषय है कि अनौपचारिक शिक्षा व्यवस्था के साथ-साथ अनौपचारिक शिक्षा में भी न्यूनतम अध्ययन के स्तर के निर्धारण पर विचार किया जा रहा है। इसके लिये शिक्षकों और निरीक्षकों को जागरूक किया जाना निश्चित आवश्यक है। इसी के साथ इस बात पर भी ध्यान रखना होगा कि विभिन्न कक्षाओं के लिये निर्धारित न्यूनतम अध्ययन के स्तर की सम्प्राप्ति सुनिश्चित करने हेतु शिक्षकों के प्रभावी प्रशिक्षण की व्यवस्था की जाय, जिससे विभिन्न क्षेत्रों में अध्ययन के भिन्न-भिन्न स्तर होते हुये भी राष्ट्रीय न्यूनतम अध्ययन स्तर की सम्प्राप्ति सुनिश्चित की जा सके।

शिक्षक शिक्षा

8. देश में अध्यापक शिक्षा के पुनर्संरचना एवं पुनर्गठन करने की आवश्यकता को पूर्णतः हेतु देकर राष्ट्रीय पुनर्निर्धारित योजनान्तर्गत भारत सरकार की शत-प्रतिशत सहायता से प्रदेश के प्रत्येक जनपद में अध्यापक शिक्षा, अनौपचारिक

शिक्षा तथा प्रौढ़ शिक्षा कार्यक्रमों के विभिन्न स्तरों के शिक्षकों, कार्यकर्ताओं एवं अन्य कर्मियों के शैक्षिक स्तर में सुधार तथा उन्नयन के उद्देश्य से जिला और प्रशिक्षण संस्थानों §डाक्ट§ की स्थापना का निर्णय लिया गया है। प्रदेश में प्रथम चरण §1987-88§ में 20 तथा द्वितीय चरण §1988-89§ में 20 जनपदों में स्थित राजकीय दीक्षा कक्षाओं को उच्चीकृत करते हुए जिला शिक्षा और प्रशिक्षण संस्थानों की स्थापना की स्वीकृति भारत सरकार से प्राप्त हो चुकी है। प्रदेश के शेष 23 जनपदों में जिला शिक्षा और प्रशिक्षण संस्थान की स्थापना हेतु प्रस्तावों को अन्तिम रूप दिया जा रहा है, जिन्हें शीघ्र ही भारत सरकार की स्वीकृति हेतु प्रस्तुत किया जायेगा। प्रदेश के पूर्व में स्वीकृत जिला शिक्षा और प्रशिक्षण संस्थानों को पूर्णतः द्वियान्वित किये जाने की दिशा में त्वरित गति से कार्यवाही की जा रही है। माध्यमिक स्तर के शिक्षक प्रशिक्षण के सम्बन्ध में मेरा यह दृढ़ मत है कि इनके स्तर में भी पर्याप्त सुधार लाया जाय और आवश्यकतानुसार ऐसी संस्थाओं को विशिष्ट संस्था का स्वरूप प्रदान किया जाय।

प्राथमिक शिक्षकों का विधान परिषद् में मताधिकार एवं चयन

9. वर्तमान में शिक्षकों को शिक्षक निर्वाचन क्षेत्र से विधान परिषद् का सदस्य निर्वाचित होने का प्राविधान है किन्तु प्राथमिक शिक्षकों के प्रतिनिधि के चुनने अथवा नामित करने का प्राविधान नहीं है। विधान परिषद् में निर्वाचित शिक्षक सदस्यों के संबंध में कतिपय अनुभव ऐसे भी हैं कि ये सदस्य राजनीति के क्षेत्र में दल विरोध से संबद्ध हो जाते हैं, जिससे शिक्षक का गरिमामय व्यक्तित्व प्रभावित होता है। विधान के अनुच्छेद 171 के प्रावधानानुसार गठित राज्य के विधान परिषद् में प्राथमिक, माध्यमिक तथा उच्च शिक्षा के क्षेत्र के शिक्षकों का समान प्रतिनिधित्व होना चाहिए। शिक्षकों को प्रदेश विधान परिषद् में प्रतिनिधित्व के सम्बन्ध में, जैसा कि प्रसारित टिप्पणी में उल्लिखित है, उत्तर प्रदेश सरकार द्वारा पूर्व में ही औपचारिक रूप से अपना विचार व्यक्त किया जा चुका है। यह एक महत्वपूर्ण विचारणीय विषय है। अतः इस पर गहन विचार करने की आवश्यकता है।

प्रौढ़ शिक्षा

10. प्रौढ़ शिक्षा कार्यक्रम प्रदेश में वर्ष 1979 से संचालित है। इस कार्यक्रम का लक्ष्य समूह 15-35 वय वर्ग के निरक्षर जन समूह है, जिसे साक्षर बनाने के साथ ही व्यावसायिक दक्षता एवं जागरूकता प्रदान करना मुख्य उद्देश्य है। वर्ष 1981 की जनगणना के अनुसार उत्तर प्रदेश में साक्षरता का प्रतिशत 27.38 है। महिलाओं में साक्षरता का प्रतिशत पुरुषों की अपेक्षा कहीं कम है। ग्रामीण अंचलों में कहीं-कहीं महिला साक्षरता 4 प्रतिशत से भी कम है। वय वर्ग 15-35 के निरक्षर प्रौढ़ों की संख्या लगभग 2 करोड़ है। ऐसा अनुमान है कि वर्ष 1995 तक इनकी संख्या 2.50 करोड़ हो जायेगी। प्रदेश की आठवीं पंचवर्षीय योजना में 1.14 करोड़ व्यक्तियों को साक्षर बनाने का कार्यक्रम तैयार किया गया है।

11. ऐसा अनुभव रहा है कि प्रौढ़ शिक्षा कार्यक्रम के अन्तर्गत "केन्द्र आधारित योजना" के द्वियान्वयन में कुछ कमीयाँ हैं, जिनमें सम्यक् द्वियान्वयन का अभाव, अनुदेशकों का जहाँ चुनाव न होना, पठन-पाठन एवं अन्य सामग्री का सम्यक् केन्द्रों पर न पहुँचना, केन्द्रों का अनुपयुक्त वातावरण तथा संख्यात्मक आँकड़ों की ही सुनिश्चिता आदि है। "अभियान उपागम" के उत्साहवर्धक परिणाम देखने में आते हैं। प्रदेश में अभियान पद्धति से फतेहपुर जनपद में कार्य हो रहा है। जीउने की नई विद्या-"सीखने की सुधरी गति एवं विषय वस्तु" [आई०पी०सी०एल०] वृद्ध जन सहभागिता, महिला साक्षरता की वरीयता, जैच्छिक संस्थाओं की सहभागिता तथा उत्तर साक्षरता कार्यक्रम ऐसे कारक हैं जिन पर अभियान उपागम की स्वधारणा की सफलता आधारित है। उत्तर साक्षरता कार्यक्रम के अन्तर्गत विशेष रूप से "जन शिक्षण निक्षेपों" को स्थायित्व प्रदान करने के साथ ही इन्हें अधिक जीवन्त तथा आकर्षक भी बनाये रखना निम्नान्त आवश्यक है। प्रौढ़ शिक्षा कार्यक्रम के अन्दर्भ में ऐसा सुझाव है कि इस पूरे कार्यक्रम को समस्या की समग्रता में देखा जाय और इसकी अवधारणा, प्रशासनिक संरचना, विषय वस्तु आदि में तर्कित परिवर्तन/संशोधन करके इसे प्रगतिशील समाज की अपेक्षाओं से जोड़ा जाय।

माध्यमिक शिक्षा के क्षेत्र में बालिका शिक्षा

12. माध्यमिक शिक्षा के क्षेत्र में गुणात्मक सुधार एवं सुदृढ़ीकरण के साथ-साथ असेवित क्षेत्रों में शैक्षिक सुविधाओं का विस्तार भी हमारा लक्ष्य है। प्रदेश में आठवीं पंचवर्षीय योजना में प्राथमिक अंशकों में बालिकाओं के लिये माध्यमिक स्तर की शिक्षा-सुविधा उपलब्ध कराने के उद्देश्य से विकास ञ्ण्ड स्तर पर राजकीय कन्या हाई स्कूलों की स्थापना तथा राजकीय कन्या जूनियर हाई स्कूलों का हाई स्कूल स्तर पर उच्चीकरण की महत्वपूर्ण योजना सम्मिलित है। प्रदेश में 515 विकास ञ्ण्ड ऐसे हैं जहाँ माध्यमिक स्तर के बालिका विद्यालय नहीं हैं। वर्तमान वित्तीय वर्ष में 100 असेवित विकास ञ्ण्डों में राजकीय बालिका विद्यालय स्थापित किये जा रहे हैं। आठवीं योजना काल के अंत तक सभी असेवित विकास ञ्ण्डों में राजकीय बालिका उच्चतर माध्यमिक विद्यालय खोलने का लक्ष्य है।

व्यावसायिक शिक्षा

13. प्रदेश में केन्द्र द्वारा पुरोनिधानित योजना के अंतर्गत + 2 स्तर पर 460 विद्यालयों में व्यावसायिक पाठ्यक्रम लागू किये जा चुके हैं। अगले चरण में 140 अन्य विद्यालयों में इस योजना का विस्तार किया जायेगा। हमारा यह प्रयास है कि 1995 तक कम से कम दस प्रतिशत छात्र/छात्रायें व्यावसायिक शिक्षा की धारा में उतराय जा सकें। व्यावसायिक शिक्षा में कृषि और उद्योग के क्षेत्र को स्वरोजगार से जोड़ने का प्रयास किया गया है, जिससे कि इण्टरमीडिएट स्तर की शिक्षा पूर्ण करके नवयुवक किसी न किसी रोजगार में लग सकें और प्रदेश के आर्थिक विकास में अपना योगदान कर सकें। इस कार्य के अन्वय में "व्यावसायिक शिक्षा प्रकोष्ठ" की स्थापना की गयी है, जिसके द्वारा क्षेत्रीय सर्वेक्षण एवं शिक्षकों के प्रशिक्षण का कार्य किया जा रहा है। सम्प्रति बीस जमातों का सर्वेक्षण तथा 144 शिक्षकों का प्रशिक्षण का कार्य पूर्ण हो चुका है। "ईव वन प्लेस दन" नामक योजना की पुष्टि तैदान्तिक रूप निश्चित की गयी है, किन्तु इस योजना के अन्य पहलुओं विशेषकर "बेनिफिटर/गेन्टर" की भूमिका तथा यह कौन होगा इस पर अधिक विस्तार

से विचार करना अपेक्षित है जो विभिन्न राज्य की स्थानीय परिस्थितियों में पृथक-पृथक होगा ।

विज्ञान शिक्षा में सुधार

14. विज्ञान शिक्षा में गुणात्मक उन्नयन लाने के उद्देश्य से माध्यमिक विद्यालयों में प्रयोगशालाओं का सुदृढीकरण किया जा रहा है तथा पुस्तकालयों में विज्ञान और गणित की पुस्तकें उपलब्ध करायी जा रही हैं । विज्ञान में शिक्षकों के प्रशिक्षण हेतु प्रदेश में 36 "जिला विज्ञान प्रदर्भ केन्द्र" खोले गये हैं । प्रदेश सरकार द्वारा आठवीं पंचवर्षीय योजनाकाल में 5500 विज्ञान/गणित अध्यापकों के पद सृजन का प्रस्ताव है । प्रदेश में जर्मन गणराज्य की सहायता से विज्ञान टिचट निर्माणशाला की स्थापना की गयी है। इसके भवन का निर्माण कार्य पूरा हो चुका है। इसके अलावा आवश्यक मशीनें/संयंत्र स्थापित हो चुके हैं । टिचट निर्माण शाला में अब तक 455 टिचटों का निर्माण किया गया है ।

आचार्य रामभूति समिति की सिफारिशें

15. आचार्य रामभूति समिति की आख्या "प्रबुद्ध और मानवीय समाज की ओर" में दी गयी सिफारिशों के सम्बन्ध में यह उपयुक्त होगा कि इस सम्मेलन में शिक्षा के विभिन्न क्षेत्रों के महत्वपूर्ण कार्यद्वयों के लिये कार्यकारी दलों का गठन किया जाय और उनके साथ बिन्दुओं पर विचार करके सुझाव देने के साथ ही इस समिति द्वारा प्रस्तुत सिफारिशों पर भी सम्यक विचारोपरान्त अपने सुझाव प्रस्तुत करने का अनुरोध किया जाय ।

केन्द्र द्वारा पुरोनिधानित योजनायें

16. शिक्षा के विभिन्न स्तरों पर संवाहित केन्द्र द्वारा पुरोनिधानित योजनायों के सम्बन्ध में यह आवश्यक है कि इसका वित्त पोषण पूर्व की भाँति गथापन् रूप में इस आठवीं पंचवर्षीय योजना काल तक चलाया जाय ।

कार्यक्षम विचारणीय बिन्दु

17. इन प्रमुख बिन्दुओं के अतिरिक्त शिक्षा व्यवस्था विशेष रूप से उत्तर प्रदेश की शिक्षा व्यवस्था के सम्बन्ध में यह पसन्द है जिन्हें मैं आज यहाँ पर उपस्थित विचारकों के विचार एवं प्रतिक्रिया हेतु प्रस्तुत कर रहा हूँ ।

§क§ शिक्षोन्नयन पञ्चवारा

यद्यपि शिक्षाविदों के लिये "शिक्षोन्नयन पञ्चवारा" आदि का आयोजन एक विचारणीय विषय हो सकता है किन्तु उत्तर प्रदेश में हमने 26 जनवरी, 1991 को गणतंत्र दिवस के अवसर पर शिक्षोन्नयन पञ्चवारा का शुभारम्भ किया जो 9 जनवरी, 1991 को सम्पन्न हुआ। इस पञ्चवारे के मध्य हमारा यह प्रयास रहा है कि प्रदेश के प्रत्येक उच्चतर माध्यमिक विद्यालय, उच्च प्राथमिक विद्यालय, प्राथमिक विद्यालय, अनौपचारिक शिक्षा केन्द्र, प्रौढ़ शिक्षा केन्द्र, जन शिक्षा नित्यम का मात्र औपचारिक एवं नैतिक निरीक्षण न हो वरन् लक्षारी शिक्षा जन-आकांक्षाओं और समाज की अपेक्षाओं के अनुरूप किस भाँति हो, इस दृष्टि से यह पञ्चवारा आयोजित किया गया। इस पञ्चवारे में शिक्षा विभाग के अतिरिक्त प्रदेश जिला प्रशासन का भी सक्रिय सहयोग प्राप्त हुआ है। प्राप्त सूचनाओं से यह ज्ञात हुआ है कि इस गतिविधि की सकारात्मक अनुक्रिया रही है। निरीक्षण समूहों, टिप्पणी आदि का अध्ययन तथा विश्लेषण कराया जा रहा है। एक बात प्रसूतः उभर कर सामने आयी है कि शिक्षा से जुड़े सभी वर्ग ने इसका स्वागत किया है और यह विचार व्यक्त किया है कि ऐसी गतिविधियाँ एक निर्धारित अवधि के अन्तराल पर आयोजित करायी जायें।

§भ§शैक्षिक प्रशासन का विकेन्द्रीकरण

प्राथमिक शिक्षा के सार्वभौमिक नामांकन, सार्वभौमिक प्रतिधारण, विद्यार्थी सुविधाओं की सुव्यवस्था तथा शैक्षिक नियोजन को अधिक प्रभावी बनाने एवं स्थायित्व प्रदान करने के उद्देश्य से शैक्षिक प्रशासन तंत्र का विकेन्द्रीकरण एक आवश्यकता बन चुकी है। हमारे प्रदेश में प्रथम चरण में विकास खण्ड स्तर पर शिक्षण मण्डल शिक्षा अधिकारी के कार्यालय की स्थापना की संकल्पना की गयी है, सदोपरोक्त जनपदीय तथा मण्डलीय शिक्षा अधिकारी के कार्यालयों को सुदृढ़ किया जायेगा जहाँ के प्राथमिक, अनौपचारिक, प्राथमिक, माध्यमिक, प्रौढ़ आदि के पारस्परिक समन्वय तथा आवश्यकतानुरूप उत्तरदायित्वपूर्ण प्रशासनिक ढाँचे के गठन पर भी कार्यवाही की जा रही है।

§ग§ सार्वजनिक परीक्षाएँ

माध्यमिक स्तर पर सार्वजनिक परीक्षाएँ आयोजित होती हैं, जिसकी उपादेयता से हम सभी परिचित हैं। मैं इस अवसर पर शिक्षा के क्षेत्र में परिवर्तित प्राइमरी §वक्षा-5§ तथा मिडिल §वक्षा-8§ स्तर की सार्वजनिक परीक्षाओं के आयोजन पर उपस्थित शिक्षाविदों के सुविचारित सुझावों का आमंत्रण करता हूँ। मेरी धारणा है कि शिक्षा की गुणवत्ता हेतु इन परीक्षाओं का आयोजन आवश्यक है यद्यपि परीक्षाओं के आयोजन की विधा, स्वरूप आदि भिन्न हो सकते हैं।

§घ§ शिक्षा के क्षेत्र में निजीकरण

शिक्षा के प्रत्येक स्तर पर बढ़ती हुई माँग तथा शिक्षित समाज और देश की संकल्पना को जाकार करने के लिये देश के सीमित वित्तीय साधनों के परिप्रेक्ष्य में निजीकरण को बढ़ावा देना आज समय की माँग है। सेवापूर्व अध्यापक, प्रशिक्षण प्राप्त युवा युवती यदि असेवित क्षेत्रों अथवा जहाँ पर शिक्षण संस्थाओं की आवश्यकता है, उन स्थानों पर विद्यालय खोलना चाहते हैं, तो उन्हें शासन/विभाग द्वारा एक पुरत वित्तीय तथा भौतिक सहायता प्रदान की जाय, किन्तु विद्यालय के उपयुक्त संसाधन का दायित्व इन व्यक्तियों का ही होगा। ऐसी योजनाओं को भी प्रोत्साहन प्रदान करना ह्यारा अभीष्ट होना चाहिए।

§ङ§ बाल नगर

बालक/विद्यार्थी के सर्वांगीण विकास, राष्ट्रीय एकता और अखण्डता की आवश्यकता सह-अस्तित्व की भावना, वरिष्ठ निर्माण के मूल्यों और नागरिक के अधिकारों के साथ ही दायित्वों का बोध कराने के लिए "बाल नगर" की संकल्पना को जाकार दिया जाना निस्तान्त आवश्यक है। बाल नगर बालक/बालिकाओं के लिये, उन्हीं के द्वारा संवाहित, निर्मित तथा प्रशासित शहर होगा जहाँ पर आधुनिकतम विकसित ज्ञान-विज्ञान के साथ ही पर्यावरणीय तथा भौगोलिक ज्ञान, ऐतिहासिक धरोहर और सांस्कृतिक संगम आदि का परिचय सज्ज रूप से होगा। आवश्यकतानुसार बाल अधिनियम भी बनाना होगा। यद्यपि इसे द्विमान्वित कराने में बृह निरुचय और उपयुक्त मात्रा में साधनों की आवश्यकता है, किन्तु सर्वप्रथम देश के किसी प्रदेश अथवा केन्द्र शासित क्षेत्र में राष्ट्रीय स्तर के बाल नगर की नींव डाली जाय। आसन्नतर में अन्य प्रदेशों में भी ऐसे बाल नगरों का विस्तार किया जाय।

पृथक् "सभी के लिये शिक्षा"

हमारा संकल्प है कि हम सभी के लिये शिक्षा की सुविधा उपलब्ध कराये। जैसा कि मैं पहले कह चुका हूँ अभी भी हमारे प्रदेश में मानक के अनुसार न्यायव्यवहार से अधिक अनैतिक क्षेत्र है जहाँ प्राथमिक विद्यालय तथा उच्च शिक्षा से अधिक अनैतिक क्षेत्रों में उच्च प्राथमिक विद्यालयों के खोलने की आवश्यकता है, वर्ष 1995 तक 2.50 करोड़ व्यक्तियों को साक्षर करना है तथा विद्यालयों में आवश्यक भौतिक सुविधाओं के साथ गुणात्मक सुधार भी करना है। यदि हम अपने प्रदेश को शैक्षिक दृष्टि से पिछड़े राज्यों की श्रेणी से ऊपर उठाना चाहे है तब हमें इस चुनौतीपूर्ण कार्य को स्वीकारना है। मुझे इस सम्मेलन में यह कहते हुये अपार प्रसन्नता है कि उत्तर प्रदेश को इस चुनौतीपूर्ण दायित्व के निर्वाहन में भारत सरकार और विशेषकर माननीय मानव संसाधन विकास मंत्री जी द्वारा जिस प्रकार का सक्रिय सहयोग और प्रोत्साहन प्राप्त हो रहा है, हम निरिक्तर ही साक्ष की कमीटी पर जो उतरे। इसके लिए भारत सरकार द्वारा किए गए सभी सहायता प्राप्त करने की पहल के लिये मैं विशेष रूप से कृतज्ञता ज्ञापित करता हूँ।

अन्त में, एक बार पुनः मैं माननीय मानव संसाधन विकास मंत्री जी के प्रति अपना कर्तव्यभाव आभार और सम्मान प्रदर्शित करता हूँ कि उन्होंने मुझे दो विद्वानि केन्द्रीय शिक्षा सलाहकार बोर्ड के सम्मेलन में विचार व्यक्त करने का अवसर प्रदान किया।

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West Bengal.

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At the outset I express my gratitude to Sri Rajmangal Pande, Hon'ble Minister for Human Resource Development for taking so much interest in convening the meeting of the Central Advisory Board of Education after a lapse of 20 months. During this period since July 7, 1989 when the last meeting of the CABE was concluded, many vital changes had taken place. During this short span of time there were changes in Central Government twice which resulted in the change of Ministers of Human Resource Development also twice. Moreover, in quite a number of States new Ministers have assumed the charges of Department of Education by this time. So, on this occasion, we can avail ourselves of this opportunity to exchange our respective views with the old as well as new colleagues.

At the same time one precious year of the 8th Five-Year Plan is going to be over after three weeks. Although the said plan has not yet been finalised we do not know what lies in store for education in the rest of the undecided VIII Five-Year Plan. Vote-On-Account Budget of the Central Government has been placed in the Parliament on 4th March, 1991 and in that budget also no indication has been given about the central plan allocation on education and financial assistance to States. So this session is, undoubtedly, being held at a very important point of time.

I am extremely sorry to say that the persons in charge of preparing the documents upon which this session has been convened, perhaps, hopelessly failed to realise an iota of its importance. I, being the Minister-Member of this august body for the last consecutive 10 years, have been attending all the sessions during this period, but never before we had to deliberate on such an out-dated and irrelevant agenda paper which was prepared in November 1990 and placed for discussion in a meeting

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being held after 4 months. In more than dozen places in the agenda papers references have been made of "perspective paper on education" which was published in September 1990 by Acharya Ramamurti Committee to review National Policy of Education 1986 and it was clearly mentioned in the preface of that document that "This is a discussion paper only". But most unfortunately and unethically the document has been treated as recommendations of the review committee. Although Ramamurti Committee has submitted its voluminous report on 26th December, 1990 no reference about it has been made in the agenda paper except an additional paper sent to us under agenda Item No.20 at a late hour. The previously prepared agenda papers have not been re-written or up-dated with the recommendations or opinion of the Ramamurti Committee. This Committee prepared and presented a report touching on every aspect of education within an extremely short period of only 7 months. We may or may not agree with the recommendations of the Committee, but there is no denying the fact that there is enough material to provoke and incite serious deliberations. We are here from various States/Union Territories even from the remotest corner of the country. Are we expected, without going through the said Report to deliberate and interact on some pre-conceived ideas on Education of the Gentlemen at Sastri Bhawan? If Sastri Bhawan is incapable of preparing a serious document to deliberate on, then why was the cut-dated document prepared in November 1990 could not be sent to us well before this meeting? We were kept in suspense by letters from New Delhi even before one week that agenda papers were being despatched.

In this context I suggest that the entire report of Ramamurti Committee, part I of which has only been sent to us vide the Ministry's D.O. letter No.F.1-2/91.PN.I dated 9.1.91, be made available to us together with observations of the Ministry or HRD of the Government of India on it.

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Let us examine these documents thoroughly and then a meeting of the CIBE may be convened for a fruitful discussion and exercise. I fervently appeal to Sri Pande, Hon'ble Minister for HRD, not to convene the CIBE meeting for the sake of meeting only. I would request the gentlemen in Sastri Bhavan not to invite us to such a meeting without taking the seriousness of the matter into consideration. All Education Ministers it can be presumed will be engaged in budget discussions in their respective State Assemblies up to May. Let there be a CIBE meeting in June, 1991 by which time the full budget of the Union Government may be placed and the 8th Five-Year Plan may be finalised. Then it will be clear to us as to how much the long standing demands and flourished suggestions for allocating at least 6% of national income for education which was not only stipulated by Kothari Commission, but also contemplated by Education Policy of 1986 have been satisfied or complied with. In this perspective it will be possible for us to have a serious discussion. No discussion in this meeting should be contemplated without proper preparation of the agenda papers, particularly taking in view the recommendations of the Ramamurti Committee.

At this stage it may be presumed that the particulars about the educational activities of the State should have been presented and collected yesterday in the conference of the State Secretaries and Directors of Education. So there is no use of going through these particulars at this meeting. In fine, again I must thank Sri Pande and his colleagues to give us scope to have a get-together of the members of newly constituted Central Advisory Board of Education where many new members have stepped in and let me hope that all of us will be able to contribute our valued opinion in this vital sector and I trust we will be able to reach to a consensus when we shall meet in the next session after few months.

Shri Md. Abdul Bari, Minister-in-charge, Mass
Education Extension Department, West Bengal.

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The year 1990 was observed as the International Literacy Year throughout the country. Some special programmes for eradication of illiteracy were introduced to commemorate the year. We are meeting today at this backdrop to share our experience regarding our success and failures in the International Literacy Year and also in the bygone years.

1. Observance of International Literacy Year

The main task before us in the International Literacy Year was the consolidation of the newly created Department of Mass Education Extension for looking after the programmes of all types of non-formal education for the children in the age group of 6 to 14 and for adults in the age group of 15 to 35 and onwards. The programmes of this Department were chalked out and executed under the over all supervision and guidance of the State Board of Mass Education Extension, of which the Chairman is our Hon'ble Chief Minister. The Hon'ble Chief Minister himself took personal interest in the activities of the newly created department and always kept himself personally briefed about the progress of implementation of various schemes of Adult and Non-formal education. The State programme for observance of International Literacy Day was inaugurated by the Hon'ble Chief Minister of West Bengal at Midnapore along with inauguration of the programme for Total Eradication Illiteracy in the district of Midnapore. In the said inaugural function he gave clarion call to take up such massive literacy programmes in other districts of this State. Being inspired by his call the programmes for Total Eradication Illiteracy was taken up in the districts of Burdwan and Hooghly in the International Literacy year. This programme has also been taken up in the

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districts of Birbhum, Bankura and Cooch Behar subsequently. More than 15 lakh of illiterates are covered in the district of Midnapore only who are expected to be made literate within a period of 6 to 7 months. Nowhere in our country such a massive programme was taken up for execution within such a short period. Approximately 12 lakh illiterates and 9 lakh illiterates are also going to be covered within same time-span in the districts of Burdwan and Hooghly respectively. The District of Bankura, Birbhum and Cooch Behar are also having a target of approximately 11 lakhs, 7 lakhs and 8 lakhs respectively. Some new schemes were also introduced in the State to mark the observance of International Literacy Year. These are the scheme of complete eradication of illiteracy from the City of Calcutta to mark the Ter Centenary of the City and the schemes for total eradication of illiteracy from Sagar Block and Siliguri Municipality. 2.44 lakhs adult illiterates from the City of Calcutta, 30 thousand illiterates from Sagar Block and 20 thousand illiterates from Siliguri Municipality are going to be made literate within a period of two years, one year and two years respectively. The programme for eradication illiteracy through the students of Class IX has been started from the academic session 1990-91. Under this scheme each student of Class IX is supposed to impart literacy training to at least one illiterate learner in the age group of 10-35 as a part of their curriculum for Madhyamik Examination. This scheme is being financed entirely by the State Government. A sum of Rs.70 lakhs has already been released to the West Bengal Board of Secondary Education in the last financial year for the said purpose. Approximately 3 lakh illiterates are going to be made literate under this scheme within a period of one year.

We have also taken up a scheme for building up 213 Model Literacy Villages in the 213 Blocks not covered by any other massive schemes for Adult Literacy. .../-

2. Review of the Literacy Scenario in the State

It is a fact that a large number of illiterate persons are going to be made literate in the State by execution of the schemes taken up in the International Literacy Year. But that will hardly touch the core of the problem of illiteracy. The National Literacy Mission Authority aims at imparting functional literacy to 80 million illiterate in the age group of 15 to 35 by 1995. In West Bengal, our task is to impart functional literacy to 91.45 lakhs by 1995. The major portion of these illiterates fall in the category of rural womenfolk and persons coming from the Scheduled Castes and Scheduled Tribes communities. There is also a very high level of gender disparity in the level of illiteracy. The districts of Malda, West Dinajpore, Murshidabad and Purulia are having a percentage of female literacy ranging from 13% to 20% only. This is below the national average.

It is really unfortunate to note that even after 43 years of independence a vast majority of our population are groaning in poverty and illiteracy. But literacy is one of the basic needs of human development. It is also a matter of concern for all of us to know that 50% of world's illiterates come from India only. As such, it is of imperative need that highest priority is given to the programme of literacy "for bringing about a transformation towards a more humane and enlightened society. There is need to make education an effective instrument for securing a status of equality for women, and persons belonging to backward classes and minorities".

3. Programme for Universal Literacy and Mass Campaign/ Area-based Approach

In the last 2/3 years we have noticed a welcome change in the attitude of the planners for adult education. This change from centre-based approach to campaign approach has been widely acclaimed. We have repeatedly pointed out

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earlier that the centre-based approach of the Rural Functional Literacy Projects suffers from various defects of an institutional system. A centre, after weeks or months, either had only a handful of learners left or most of the learners attending were below 15 years. There were reports of a large percentage of centres closing down due to low response. Taking this experience into account the National Literacy Mission Authority adopted a modified strategy based on the experience of the Total Eradication of Illiteracy in Ernakulam District in Kerala State. This campaign approach strategy is to be meant less costly. The campaign approach is also highly suitable for getting a system of quick literacy with the help of improved pace and contents of learning. The State resource centres of different States are also engaged in preparing such contents of learning for the purpose.

In our State we have already introduced this mass campaign approach. The programme for Total Eradication of Illiteracy in the 3 districts of Midnapore, Burdwan and Jharghly are nearing completion, 3 more districts viz. Bankura, Birbhum and Cooch Behar have also been covered under the scheme of Total Eradication of Illiteracy. The scheme for Total Eradication of Illiteracy is also going to be launched in the district of North 24-Parganas shortly.

We have received maximum co-operation from the authorities of Government of India regarding launching of the Total Eradication of Illiteracy in the districts for which we convey our thanks to the Government of India particularly to Shri Anil Bordia, Secretary, Human Resource Development/Department and Shri L. Misra, Director General, National Literacy Mission who helped a lot in providing necessary guidance for preparing Action Plans for the purpose. It would not have been possible to take up massive schemes but for the liberal financial assistance from Government of India. This is a healthy trend in the Centre-State relation and we expect this situation to continue in the years to come.

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The main features of the said programmes for Total Eradication of Illiteracy of our State are as follows:

- (1) The Voluntary instructors would get no honorarium.
- (2) Field survey was undertaken at the beginning to identify the unschooled and School dropout children in the age group of 6 to 8 and 9 to 14 and illiterate persons in the age group to 15 to 50.
- (3) Persuasive campaigns were effectively launched in course of motivation and awareness building campaigns to send thousands of the unschooled/school dropout children in the age group of 6-11 to primary schools.
- (4) The unschooled and school dropout children who could not be persuaded to join the formal schools were covered under the programme to impart literacy training up to stage I standard of N.F.E.
- (5) In some districts, the programme was linked up with immunisation/health education programme.
- (6) Active involvement of district Administration, Panchayat Bodies, Government officials of different departments and different mass organisations could be ensured.

We have decided to keep the Programme of Rural Functional Literacy Projects suspended in the districts covered under the programme of Total Eradication of Illiteracy. We propose to cover the remaining districts of this State with the programme for Total Eradication of Illiteracy in the next one or two years to impart literacy training to the age group of 10 to 50 and to achieve the target fixed under N.L.M. by the year 1995. This State is determined to bring a major break-through in the literacy scenario by introducing these massive schemes of quick literacy.

4. Post-Literacy and Continuing Education

Mere literacy is not enough. It is a means to an end. The end being, to build up a good citizen so that he or she can take part or associate himself in the nation building process. For that purpose we are to take the literacy education to such a level which enables a person to reach to a stage of self-learning. The urge for learning

throughout the period of living is to be created in the minds of all the neo-literates.

The number of neo-literates will shoot up due to launching of these massive schemes. To retain and upgrade the literacy of the neo-literates, the task of the Post-Literacy and Continuing education should be given the same importance as is being given to the Literacy programmes. Many of our earlier efforts for literacy have gone in vain for want of post-literacy and follow-up programmes.

The thinking of the Government of India in this regard has found a shape by institutionalising the post-literacy and follow-up education by setting up of Janasiksha Nilayams. I am not very much hopeful about this scheme. This is another attempt of giving a formal shape to a non-formal system of education. The preraks who are being appointed on a monthly remuneration of Rs.200 or so are likely to put forward their claims for permanent absorption and are likely to institute court litigations in future. My suggestion is to decentralise the post-literacy programme. Literacy Committees have been set up to execute the scheme of total eradication of illiteracy in the districts. We may consider taking up Post-Literacy Scheme by these Committees. This will ensure bringing out Post-Literacy and follow-up materials according to the need of the locality and taking up of effective programmes for execution by the District Committees with no obligation for absorption by the Government to the staff of such Committees. No uniform system of Post-Literacy Education can suit the divergent needs of our community. Hence we should consider about decentralisation of our efforts for Post-Literacy and follow-up education.

We fully endorse the recommendation of the Committee for Review of National Policy on Education (NPE) 1986 when it says, "the neo-literates should be placed in an environment in which they have constant interface with

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the challenge of the written word". To achieve this target we must make provision for easy flow of books written in simple local languages. The publicity materials for different development departments should also be re-written in simple languages so that these are made usable by the neo-literates. All these activities cannot be centrally organised. It would rather be better if these activities could be decentralised by setting up District Resource Units (DRUs) at least for those districts where a large number of neo-literates are available due to launching of massive schemes of literacy. The Central Government must come forward to provide necessary financial help for the purpose.

In conclusion, I like to add that due to growth of population and some other related factors there has been phenomenal rise in the number of illiterates. We can't think of solving this problem of illiteracy forever till we arrange for universalisation of elementary education. "Illiterate adults are those who have either not had the access to education or having had access, have been unable to complete their schooling for a sufficient period so as to attain an irreversible level of literacy." As such there should be concerted and co-ordinated effort for achievement of total literacy by giving larger or more stress on elementary education. Here comes the need for strengthening and streamlining of activities of non-formal education for the out of school and school dropout children. We must remember that free and compulsory education can only ensure universalisation of elementary education. But concrete steps in this regard have neither been adopted as yet nor are those feasible without doing social reforms. In our State we are trying to re-organise the N.F.E. Programmes with the involvement of local bodies and Panchayet institutions in the existing socio-economic framework. We are to do a lot in this regard.

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According to the Directive Principles of our State Policy, Universalisation of Elementary Education was to be achieved by 1960. But in 1991 we are still nowhere near the goal of universalisation. We wholeheartedly accept the view of Ramamurti Committee with regard to universalisation of education that "the Right to Education should be examined for inclusion amongst the fundamental rights guaranteed under the Constitution of India."

With thanks to all.

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Shri K. Kandaswamy, Counsellor, Education
Andaman and Nicobar Islands

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Andaman and Nicobar Islands - An over view.

The Andaman and Nicobar are a group of picturesque islands, inhabited and uninhabited, lying in the South Eastern part of the Bay of Bengal. They were known through out the country as 'Kalapani' because of their having been a penal settlement under the British rule, a reputation they are fast shedding since independence. Situated between 6 and 14 degrees North latitude and 92 and 94 degree East longitude, they, nevertheless, form the remotest part of Indian Union. Total area of the Union Territory of Andaman and Nicobar Islands is 8249 sq. Kms.

This territory comprises 319 islands of which only 39 are inhabited.

Large scale influx of population into the territory mainly in search of employment opportunities and increase in the strength of defence personnel together with the normal growth rate have caused a spurt in the population from 1,15,133 in 1971 to 1,88,741 in 1981 - an increase of about 64% in a decade. Port Blair is the capital town of this territory. South Andaman Island comprises 50% of the total population. The literacy percentage of this territory as per 1981 census was 51.56 of which females account for 42.14.

Education Background.

The first Primary School in these Islands was established in the year 1891-92. This school was later upgraded as a High School with English medium of instruction and Urdu as a major language. In the year 1946, 12 schools were functioning in this territory comprising of one High School, one Middle School, 8 primary Schools, 1 Karen School and one Burmese School. Total enrolment was 1013.

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At present the territory has 35 Senior Secondary Schools, 28 Secondary Schools, 43 Middle Schools, 185 Primary Schools, one Ashram School and Two Navodaya Vidyalayas. Besides, there is one Elementary Teachers' Training Institute, two Government Colleges, one Secondary Teachers' Training Institute and two Polytechnics. Total student population during 1989-90 was 74789. which includes 34557 girl students. The population of tribal students was 6200 including 2871 tribal girls.

ELEMENTARY EDUCATION

In this territory Education is free for all up to +2 stage. Primary Education from class I to V has been made compulsory through out the territory. Primary schools have been provided within an easy reach of 1 Km. However, the villages in this territory have not been established in a consolidated planned manner and therefore the population is sparse. In order to provide for them also we may have to establish another 15 to 20 Primary Schools so as to be able to cater to the needs of those children living in remote sparsely populated habitations also. Out of the children belonging to the age group of 6 to 11 years 96% have already been enrolled by the end of 7th Plan. The remaining children who are either handicapped or living in remote inaccessible areas shall also be covered by opening new primary schools or non-formal education centres or opening a class for the handicapped children under the I.E.D. Scheme. Thus by the end of 1995 there will not be any child in this territory who will be out of school.

To achieve the target of universal enrolment for the age group of 11 to 14 years, 25 Primary Schools shall be upgraded into Middle Schools as per the norms laid down by the Govt. of India to provide a Middle School within a distance of two Kms. or to provide a Middle School in the ratio or 1:2. At the Middle stage we have been able to enrol 93.5% of the targeted age

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group by the end of 7th Plan. The remaining will be enrolled during the 8th Plan. The dropouts, working and the children belonging to the disadvantaged group of society shall be encouraged to join N.F.E. centres.

The Govt. of India as per the latest policy has laid down that the Primary Schools be opened where a pucca building is available. This is possible only if the Govt. of India provides liberal grants for this purpose. This work cannot be executed under J.R.Y. or NREP. At present there are about schools running in huts and there are about 600 quarters required to be constructed for teachers in tribal and remote areas without which the lady teachers will not be able to serve.

SECONDARY EDUCATION.

The review committee has rightly felt the pulse of the prevailing mood of the country regarding the vocationalisation scheme. The vocational courses are looked upon as inferior to the courses available in other streams. In this territory we have introduced vocational courses in the area of shorthand and typewriting. We do not have any major industries except some small scale cottage industries. The east coast line and marine resources, however, provide some areas for vocational activities in addition to agriculture sector. We are, therefore, in the process of introducing Fisheries, Coir making and Food processing as vocational courses at the +2 stage. The syllabus for the Fisheries has already been finalised and approved by the C.B.S.E. and the equipments have been ordered for. Similarly the syllabus for Coir Making and Food processing are being obtained from the CBSE for implementation. It is proposed to introduce these two vocational courses from the next academic session.

In order that the scheme of vocationalisation is implemented in line with its main objective we feel that the vocational courses may be prescribed at the core level

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as optional subjects and the students passing out of +2 stage with the vocational subjects may be declared as equal to certain levels for the purpose of employment.

The perspective paper prepared by the Acharya Ram Nurti Committee has identified, inter-alia, three major thrust areas requiring priority attention for bringing about qualitative improvement in secondary education.

- a) Giving wider powers and autonomy to the Heads of institutions.
- b) Examination reforms
- c) Curricular revision.

In consonance with the directives of the Govt. of India the Heads of Secondary Schools have been given wider powers in the matter of administration and allied aspects. There is no restriction imposed on the Heads of institutions on the implementation of any academic innovations. The action plan for the total improvement of the system including the elevation of the status of the Heads of institutions are being worked out. The concerned officials will be actively involved in the formulation of the plan.

The recommendation of the review committee that the public examination system, particularly at the end of class X may be done away with in a phased manner deserves consideration. However, a system of comprehensive and continuous internal evaluation (CIE) incorporating both scholastic and non-scholastic aspects of school education have been introduced initially at the elementary stage, in this territory. We feel that doing away with the public examination totally will be un-conducive to the teaching - learning programme, especially under the present circumstances where it is totally impossible to have teachers with good educational background and devotion towards teaching profession.

No separate Board exists in this territory. The syllabi and courses prescribed by the CBSE/are being followed in this territory. The text books published by

and the text-books developed by the NCERT

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the NCERT are translated into the regional language at elementary stage in phased manner to meet the requirements of different linguistic groups. It is for the committee to consider whether the syllabus should be uniform for the tribals and non-tribals students or they may be allowed deviations since they are first generation learners.

NAVODAYA VIDYALAYAS

Two Navodaya Vidyalayas have been established in this territory, one in Andaman District and the other in the Nicobar district. The land required for construction of the complex has already been handed over to the Samity at both the places but the construction work has not yet been started. Early action for construction may kindly be taken. The allocation of fund for messing purpose of the students of Navodaya Vidyalayas has been made as per the norms adopted by the Samiti on all India basis. But the cost of articles in these islands being much more than the rates prevailing on the mainland will be appropriate if it the rates are enhanced to at least Rs.350/-/month per child /per to avoid hardship to the students.

TECHNICAL EDUCATION

At present there are two polytechnics and one Industrial Training Institute functioning in this territory. The first polytechnic provides facility for Diploma courses in electrical, mechanical, and Civil engineering and the second polytechnic provides facility in electronics & Hotel Management. There are 192 students studying in both the polytechnics put together. The Industrial Training Institute provides facilities in civil, mechanical, radio, television and stenography. The total students availing facilities from ITI is 149.

There is no facility for professional and technical degree courses in this territory. However, the candidates eligible and desirous of prosecuting higher studies in professional and technical degree courses are encouraged,

and they are sponsored to different institutions on the mainland against reserved quota provided by the Govt. of India. Such students are given scholarships as per norms for various courses by the administration.

HIGHER EDUCATION

There are two colleges in this territory, one in the district of Andamans and the other in the district of Nicobars. The college at Port Blair provided facilities for B.A/B.Sc/B.Com. and for post graduate studies in certain faculties. In addition to the above, the Indira Gandhi Open University has extended the facility for the benefit of these Islands and students are taking advantage of the same.

To bring about qualitative improvement of education at the college level some of the vital aspects as have been suggested by the Gnanam Committee like enhancement of library and laboratory facilities, improvement of pay scales of teachers, provision for travel and research grant to the teachers and monitoring of implementation of minimum standard of the college are receiving attention. However, it will be worth submission that the evil of charging capitation fee could not spread its wing in this territory as the Administration did not encourage privatisation of higher education.

The college at Car Nicobar provided facilities for graduation in Humanities only.

ADULT EDUCATION

To augment the phase of literacy work in the Union Territory of Andaman and Nicobar islands a State Literacy Mission Authority has been established in 1989. Although the number of illiterates are comparatively less in the islands, yet, on all counts it is estimated that about twenty thousands of them in 15-35 age group require literacy instructions to improve the quality of their life, ameliorate their socio-economic conditions, upgrade

their level of functionality, improve social environment and profitably participate in the process of development.

The centre-based approaches of RFLP and SAMP are presently operative in the U.T. with 9017 learners on roll, of which 5216 are women and 1539 Scheduled Tribes. About 20,000 learners have been made literate during recent years of whom more than 10500 are women and 3500 tribals. There has been a substantial improvement in the literacy percentage from more 33.62% in 1961 to 51.56 in 1981.

Taking into consideration the remoteness of the islands, difficult terrains, vast sea all around and various constraints in terms of access and communications, the centre-based approach is being supplemented by Mass Literacy Campaigns through volunteers, of whom the school and college students are dominating. Last year, during summer vacation two thousand such volunteers were deployed to teach more than three thousand learners with encouraging results. This year too, about five thousand student volunteers are proposed to be engaged for similar literacy works.

Jana Shikshan Nilayams are being established in every Panchayat and most tribal villages to facilitate post-literacy and continuing education of the neo-literates. Fifty such JSNs so far been established both under central and state schemes.

Village Pradhans, Tribal chiefs, Political parties employers and employees, trade unions, educationists, peoples' representatives and educated youths are regularly involved in literacy programme. Literacy classes are also held for the illiterate employees in industrial establishments.

Under the concept of total Literacy Programme, recently we have adopted the district of Nicobar for complete eradication of illiteracy within a time bound

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frame work. Similarly, Andaman district also will be adopted for the same purpose eventually.

With all the renewed thrusts and accelerated pace having been added to the ongoing literacy programmes we can hopefully expect to eradicate illiteracy from the islands territory soon by 1995.

EDUCATION FOR SCHEDULED CASTES/SCHEDULED TRIBES,
MINORITIES AND DISADVANTAGED SECTIONS

No caste has been scheduled as such in this territory. However, there is scheduled tribes in these islands. Education is free upto +2 stage without any discrimination based on caste, creed or religion. However, the disadvantaged sections of tribals are being provided incentives so that they can come to the level of other section of people of the society. There is tribal sub-plan formulated in this territory for the benefit of the tribals which includes components like remedial coaching, recruitment of teachers providing hostel facilities, timely disbursement of scholarships, development of primers in tribal languages, opening of non-formal education adult education centres, post-matric scholarships etc. Hence, no problem exists in this regard in so far as this territory is concerned.

ARRANGEMENT OF WORKING GROUPS

No.	Name of the Group	Name of the Chairperson	Name of Rapporteur.
Group-I	Elementary Education	Dr.(Smt.)Kamala Das Minister of State for Education, Orissa	Shri L.P. Pande Director (Basic Education) Uttar Pradesh
Group-II	Adult Education and Literacy	Dr.Malcolm S.Adishesiah Director, Madras Institute of Development Studies, Madras.	Shri A.J. Shukla Director (AE&PE) Gujarat
Group-III	Secondary Education	Shri Kanti Biswas Education Minister West Bengal	Ms. Sushma Choudhary Education Secretary Jammu & Kashmir
Group-IV	Technical Education	Prof. D. Swaminathan Member Planning Commission	Prof.B.B.Chopane Director (Technical Education) Maharashtra
Group-V	Higher Education	Shri Vikram Verma Education Minister Madhya Pradesh	Shri C.T.Benjamin Education Secretary Karnataka
Group-VI	Education of women and other disadvantaged Groups like SC, ST, Minorities etc.	Shri H.S. Lyngdoh Education Minister Meghalaya	Shri Ashok Kumar-mishra, Education-Secretary, Orissa.
Group-VII	Policy & Planning	Shri K. Chandrasekaran Education Minister Kerala	Shri Ashok Saikia Comm.& Secretary, Education Assam.

REPORT OF THE WORKING GROUP ON SECONDARY EDUCATION

Chairman	Shri Kanti Biswas Education Minister Government of West Bengal
Rapporteur	Km.Sushma Choudhary Education Secretary Government of J&K

The Group of the CASE which met to discuss issues connected with Secondary Education resolved to place on record its concern that Secondary Education was not getting its rightful importance both in terms of financial allocations and physical facilities. It was stressed that secondary education, which includes higher secondary education, is the vital link between elementary education and higher education and therefore, it deserves appropriate importance vis-a-vis the other stages of education.

VOCATIONALISATION OF SECONDARY EDUCATION

The scheme of vocationalisation of secondary education was taken up for discussion first. At the end of an interesting and thought provoking discussion, the following recommendations were made:

1. The scheme of vocationalisation of secondary education should continue as a Centrally Sponsored Scheme at least till the end of the 8th Plan. The financial ceilings of various components under the existing scheme need to be revised upwardly in view of cost escalation.
2. The Group recommended that vocational education at the +2 level may continue as a distinct stream.
3. Keeping in view the need of a large number of students who do not study beyond class X, pre-vocational education at the lower secondary stage, in lieu of work experience, should be introduced in a phased manner. The group agreed in principle with the draft scheme circulated and suggested that the details should be finalised in consultation with the State Governments/ U.T. Administrations.

4. The group welcomed the suggestion to set up separate vocational schools, particularly in the North Eastern States and also in certain rural areas of other States. Initially, a few schools may be started on an experimental basis and thereafter based upon the evaluation of the scheme, further expansion could be considered. As in the case of the Pre-Vocational Scheme, it was suggested that the details of this scheme also be finalised in consultation with the State Governments/U.T. Administrations.

5. The Members of the group felt that the proposal to involve the community in helping the vocational students to achieve self-employment/wage-employment through the scheme entitled 'Each One Place One' was interesting and had tremendous potential. It recommended its wide circulation throughout the country and called upon all State Govts. U.Ts. and NGOs to give it appropriate publicity.

6. The programme of vocationalisation of secondary education needs to be consolidated and the quality improved. While it is desirable that the programme should be expanded, this expansion should be undertaken in a selective manner after providing the necessary inputs.

7. The group considered the recommendations of the Acharya-Ramamurti Report, which has accorded a very high priority to Vocationalisation of Education. There was unanimity among the group that sex-stereotyping in courses should be carefully avoided and that access for Scheduled Castes & Scheduled Tribes should be enhanced. It also agreed that there should be a meaningful linkage between the courses in schools and the world of work and that there should be greater decentralisation in decision making and implementation with more involvement of the Heads of Institutions. The suggestions for introduction of Vocational Courses before Class XI and the modular approach to these courses have, in a modified manner, been incorporated in the scheme of Pre-vocational Education with which the group has already agreed in principle.

8. The Group noted that many of the States have made a lot of progress in introducing vocational courses at the plus 2 level but that some States are still lagging behind. Some of the areas in which particular attention needs to be paid by the State Governments are the following:

- i) The setting up of adequate management structures at all levels.
- ii) Construction of worksheds.
- iii) Procurement of equipment before commencement of the course.
- iv) Appointment of qualified teachers.
- v) Development of instructional material and textbooks.
- vi) Development of appropriate linkages for practical training during the courses and later for wage/self-employment.
- vii) Avenues for vertical mobility to higher professional courses in certain vocational areas and horizontal mobility should be facilitated.
- viii) Modification of recruitment rules.
- ix) Strengthening of training institutes for pre-service and inservice training of vocational teachers. Financial assistance from the Central Government was requested for this purpose.
- x) Selection of courses to be guided by the developmental activities of the States and the labour market profile, for which Surveys, should be completed and periodically updated.
- xi) The States should work in close collaboration with the Regional Boards of Apprenticeship Training to facilitate maximum placement of vocational students.

MAVODIYA VIDYALAYAS

The majority of the Group recommended that the existing imbalance in the pattern of coverage of Districts in a few States/UTs may be reduced, by bringing the percentage of coverage of Districts to the National percentage of 65. This will enable students of those particular States/UTs to compete

for admission in Navodaya Vidyalaya on a comparatively equitable basis. The majority of the Group suggested that corrective action be taken by opening a few Navodaya Vidyalayas in those States/UTs where the present percentage of coverage is less than that of the national average figure i.e. 65.

Programmes for Qualitative Improvement in Secondary Education

(i) Elevation of the status of the Principals/Headmasters of High and Higher Secondary Schools.

The Group recognises the need for granting greater delegation of authority - administrative, financial and academic to the Principals/Headmasters of high and higher secondary schools and commensurate accountability on their part. However, it was suggested that the specific delegations listed in the Agenda note may be considered by each individual State Government. It was also suggested that the proposed scheme may be adopted first in the school systems directly under the control of the Central Government.

(ii) Examination Reform

The Committee noted that inspite of several recommendations that have been made for examination reforms there are many State Boards of Secondary Education which have yet to take necessary steps to reform their examination systems.

The Group felt that there is need to monitor the implementation of examination reform in the various States, and that this task could be effectively done by the Conference of Boards of Secondary Education (COBSE) and NCERT which are already involved in this activity.

(iii) Curricula Development

The group noted that this is an on-going activity and recommended that State Government should continue to strive for upgradation of the curriculum. .

IMPROVEMENT OF SPECIFIC SUBJECT AREAS

It was recommended that the schemes aimed at improvement in the quality of school education such as science education.

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environmental orientation to school education and educational technology should be continued with central assistance during the 8th Plan. It was suggested that for teacher training programmes, provision of TA/DA should also be made since the State Governments are unable to meet this financial commitment.

CLASS PROJECT

Recognising the importance of imparting computer education in Government and Government aided schools in order to reduce disparities of access in this area, continuation of the Class Project and its phased expansion is recommended. Schools should be selected carefully to ensure that basic facilities such as building and electricity are available.

OTHER ITEMS WITH PERMISSION OF THE CHAIR

- a. The attention of the group was invited to a communication received from the Ministry of Welfare and the Department of Women and Child Development regarding unique problems being faced in admission of destitute, orphaned, abandoned children and recommended that the following may be done:-
 - i) the form for admission may be amended to provide for the name of the parent/guardian. The name of the father need not be insisted on.
 - ii) The date of birth as declared by the parent $\frac{1}{2}$ guardians of the child should be accepted by all educational institutions without insistence on birth certificate.
- b. It was acknowledged that handicapped children such as deaf, dumb and blind find it difficult to learn more than one language. The Government of India had earlier recommended to all States/U.Ts to permit children with hearing and vision disabilities to learn one language only and other subjects in lieu

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of the second or third language. In some States/U.Ts this is still not being done. To facilitate the education of the handicapped, it was recommended by the Group that provision of this facility may be considered by the States/U.Ts where it is yet to be provided.

- c. The group recommends that the norms regulating the establishment and up-gradation of schools in reference to roll factor and teacher-student ratio for hilly and in-accessible areas should be relaxed.

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REPORT OF THE WORKING GROUP ON
HIGHER EDUCATION

The Working Group on Higher Education under the Chairmanship of Shri Vikram Verma, Hon. Minister of Education Madhya Pradesh met on 8-9 March, 1991 and deliberated on various issues concerning Higher Education in India.

GNANAM COMMITTEE REPORT

The Group first took up discussion on the Gnanam Committee Report. The Group felt that although the report is too voluminous to be considered in a short meeting, it should benefit from the presence of Prof. Gnanam who was requested to give a brief resume of his recommendations. Prof. Gnanam explained that the management structure of most Indian Universities was based on the pattern of traditional British Universities and this structure was not adequate to meet with the requirements of present day University in India. He stated that the report emphasised the principle of academic autonomy of universities and decentralisation of their management structure. The Report made detailed recommendations about the powers and functions of various officers and Authorities of Universities and the role of teachers, students, politicians and others in its management structure.

The Group felt that the recommendations made by the Gnanam Committee are of far reaching importance and should be very carefully considered by all State Governments. The Group, therefore, recommended that the State Governments should formulate their views on the report in three months time and send their recommendations to the UGC which should process the same and place them before the next meeting of the CABE.

ACADEMIC CALENDAR:

The Group expressed serious concern at the disruption of academic schedule in several Universities in the country. Examples were quoted of delay in admissions, examinations,

declaration of results and disruption of class-room teaching due to agitations and several other reasons. The Group felt that restoration of academic calendar was of utmost importance to restore the credibility of our higher education system. Secretary, UGC explained that UGC had prepared a model academic calendar which was circulated to all Universities and State Governments for implementation from the academic year 1990-91. The UGC guidelines also provide for setting up a three-tier machinery for monitoring the implementation of the academic calendar. The Group resolved that the calendar prescribed by the UGC with appropriate modifications to suit local conditions, and without reducing the prescribed minimum number of teaching days, should be adopted and implemented by all the Universities. The Group also resolved that for the above purpose necessary statutory provisions may also be made by the Universities before the beginning of the next academic year.

QUALITY OF HIGHER EDUCATION:

The Group felt that there are several reasons for deterioration in the quality of education, particularly at the college level. Serious concern was expressed at the opening of colleges which did not have adequate facilities. It was mentioned that out of nearly 7000 colleges in the country, 3000 colleges have not been found necessary infrastructure facilities like buildings, classrooms, laboratories, libraries and some do not even have the required number of teachers and students. Taking this into account the Group recommended that new colleges shall not be permitted if they do not conform to certain basic requirements in terms of population, buildings and other fit for assistance from UGC, as they do not possess -

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infrastructural facilities. The Group also recommends that UGC should prescribe norms and guidelines to be observed before new colleges are sanctioned and granted affiliation by the Universities. The Group also felt that political will needs to be mobilised to prevent proliferation of colleges without necessary facilities.

The Group felt that quality of higher education could be improved if the minimum qualifications prescribed by UGC for recruitment of teachers are strictly followed by all Universities and Colleges. The Group also recommended that facilities for in-service training for University and College teachers which are not adequate and should be further strengthened.

UNIVERSITY FINANCES:

The Group observed that while there has been a general decline in the share of higher education in the overall budget of education, the requirements of funds in the higher education sector have increased substantially because of increase in number of institutions, students and teachers, and cost of providing education facilities. The Group expressed its concern at the financial condition of several Universities which do not have necessary resources to pay even salaries and have often to depend on bank over-drafts for their day-to-day expenditure. The Group felt that the State Governments should take a serious note of this situation and allocate adequate the Universities to function smoothly. The Group felt that the UGC and the Government of India should make a re-appraisal of the threshold level of financial assistance to Universities and colleges and enhance it, taking into account the developmental needs of each University and college. While making the above resources and release them on time to enable

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recommendations the Group also observed that there is a mood to bring about financial discipline in the Universities and curtail wasteful expenditure. The Group also recommended that the University system should reduce its dependence on Government grants and raise resources on their own. The Group felt that to encourage Universities to do so, they may be allowed to retain the additional resources raised by them.

PROMOTION OF SPORTS IN UNIVERSITIES & COLLEGES:

The Group strongly felt that adequate attention is not being given to promotion of sports and youth activities in our colleges and universities. At present U.G.C. does not provide any resources for development of sports but only acts as an agency for Department of Youth Affairs and Sports which provides limited funds for development of sports infrastructure and promotion of sports activities. The Group recommended that the sports facilities in colleges and universities should be substantially upgraded and to begin with at least one institution in each district should be provided with minimum sports infrastructure and facilities for coaching and training.

DISTANCE EDUCATION:

The Group recognised the growing importance of distance education in the system of higher education and recommended that each State should establish an Open University. The Group recommended that the States can utilise the course material prepared by the INGOU by having it translated into local languages. The Group also recognised the need of reorientation of correspondence courses into distance mode by increasing use of audio and video material and counselling facilities. The Group emphasised the need to provide for mobility between Conventional and open university systems.

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REPORT OF THE WORKING GROUP ON ADULT EDUCATION & LITERACY

We declare that the attainment of mass literacy is linked to the attainment of the national objectives of eradication of poverty, the achievement of full employment and realisation of the values of national concern, namely national integration, women's equality and employment, small family norm, protection and conservation of environment.

1.1. Magnitude of the problem of illiteracy

The number of illiterate adults should be shown on the basis of the Census of 1991 instead of projecting them on the basis of 1981 Census.

1.2 Factors contributing to the phenomenon of rising illiteracy in the country.

These include:

- Inadequate coverage of children of school going age in schools due to poor infrastructure and unwillingness of parents,
- Majority of the children, particularly belonging to the underprivileged and in educationally backward areas, not staying long enough in the school to acquire the minimum levels of learning on account of social and economic compulsions caused by poverty and deprivation.
- Adult Education/Literacy programmes not being able to counter the pulls and compulsions resulting in large scale drop-out of adult learners before achieving minimum levels of literacy.
- Inadequate and unsatisfactory arrangements failing to enthuse neoliterates to take up post-literacy & continuing education programmes and preventing them from relapse into illiteracy.
- Growth in literacy (both in rate as well as in absolute number not keeping pace with rise in population (both rate of growth as well as in absolute number).
- Educational backwardness of specific areas (desert areas, slum areas, tribal and forest areas and other interior and inaccessible areas), poverty, social deprivation, economic exploitation, unemployment, irrelevance of the educational system to the larger needs of life, absence of a positive and conducive learning environment and general absence of a society which values and prizes literacy.

1.3. Strategy for reduction in illiteracy

This would include the following measures:-

- Universal enrolment and retention of children in schools upto 14 years of age.
- Improvement of socio-economic conditions including creating conditions for ameliorating the plight of socially and educationally disadvantaged groups and creating an environment which will facilitate learning and reinforce the teaching-learning process.
- Improvement in the quality of education imparted in the formal school system.
- Provision of non-formal education of good quality to those who cannot join regular primary school.
- Provision of opportunities to illiterate adults in 15-35 age-group to enable them to become functionally literate.
- Overriding priority to female literacy.
- Provision of opportunities and facilities for post-literacy and continuing education.
- Outlining a special strategy for areas which are actually disadvantaged from the point of infrastructure, communication, transport, etc. as also other educationally deficient areas.

1.4 Findings of Institutes of Social Science, Research and Management on evaluation of the impact of the Adult Education Programme conducted by them.

The summary of the findings of evaluation studies as brought out in the agenda was noted. These include the following:-

- Lack of stress on time-bound plan for eradication of illiteracy.
- Lack of adequate planning and preparation with special reference to environment building prior to actual commencement of the Centre-based programme.
- Wrong selection of staff.
- Lack of back-up support/^{by} training and continuing education of functionaries.
- Delayed supply of teaching-learning materials.
- Deficient physical teaching-learning environment.
- Excessive emphasis on quantitative rather than on qualitative achievement.

Lack of credible and effective management information system.

It was emphasized that while these deficiencies be made good in the current programme, they should not be allowed to repeat themselves in the future Centre-based programmes.

1.5 Shift from institutionalised Centre-based approach to Campaign approach

Determination and unqualified support of State Govts. & UTs to literacy campaigns

The welcome shift which is taking place from the traditional Centre-based approach to the Campaigns-approach, which is area-specific, time-specific, volunteer-based, cost-effective and result-oriented, is endorsed. For this, there is need for total political will, commitment and unqualified support of the State Govts. and UTs as preconditions for the success of these campaigns and suggested that such involvement and support may be secured in the following manner:-

In respect of districts where campaigns have already been launched

An energetic and committed district administration will have to be the focal point of mobilisation of social forces as well as coordination of all such forces to act in synergy for the success of the campaign. The State Government, in addition to creating conditions for such a synergy, will also have to ensure continuity of tenure of the functionaries at various levels of district administration who are closely involved with the campaign and particularly of the District Magistrate who provides the principal driving and coordinating force for the campaign in the district.

Voluntary Agencies are grass root level organisations which have flexibility of structure and operations and have volunteers who have intimate knowledge of and contact with field conditions. They have, therefore, a very special role to play in a campaign for total literacy. The State Government and the District Administration will have to create conditions in which the VAs can make their voluntary contribution to the campaign.

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more meaningfully and effectively. Such involvement and support of VAs can be secured in a number of ways such as giving them representation at various committees, assigning specific responsibilities such as resource support through training, evaluation, conducting of literacy program programmes, etc.

Involvement of State Government would also mean total emotional involvement of development functionaries in the campaign. Such an involvement is also necessary to convert the campaign for total literacy into a campaign for immunisation, maternity protection, child health care, protection and conservation of environment, small family norm, etc. In addition to issuing instructions in clear and unambiguous terms to Secretaries to Govt, Heads of Development Departments, Revenue Divisional Commissioners Collectors and all other independent bodies (including statutory and corporate bodies) regarding release of personnel and provision of logistic support to the campaign, the State Government also needs to monitor the pace and progress of such involvement.

In selection of new districts for launching campaigns afresh

Campaigns can become a part of our strategy for total eradication of illiteracy only if State Govts. develop faith in the efficacy of the campaigns approach and create conditions for their success. One of the factors which can contribute to this process is selection of TLC districts with imagination and far sight. The following broad criteria may be kept in view for selection of the TLC districts:

- 0 A rich folk culture and tradition which can be harnessed for environment building.
- 0 A confluence of creative forces and energies which can be harnessed for providing resource support such as training, monitoring and evaluation of the campaign.
- 0 A team of energetic and committed officials and non-officials at all levels.

- Campaigns for total literacy have, as their clientele, persons in different age-groups such as 6-60, 9-35, 9-45, 15-35, 15-45, etc. Of these, children belonging to the age-group of 6-8 and 9-14 will have to be covered in the NFE programme, which has a duration of two years for achieving the minimum levels of learning as against the duration of 6 months or 200 hours for adults. While children in these age-groups can be covered in the campaigns by providing separate curriculum instructional materials, training and separate teaching-learning places for them, the State Govts. will have to take a policy decision in regard to extension of the NFE programme (Centre-based) beyond the campaign period with a view to ensuring minimum levels of learning for children covered in the campaign.

Ensuring adequate media coverage and support to the developments in the campaign districts.

- While sizeable media coverage and support will have to come from the Ministry of I&B and the autonomous bodies thereunder, such as AIR and Doordarshan, the State Govt. can contribute a lot in (a) preparing and disseminating success stories of ongoing campaign districts; (b) identifying creative thinkers, writers and artists and encouraging them to contribute by way of regular write-ups in the local press to disseminate the message of literacy in its correct perspective as well as to dispel the mistaken notions about such campaigns for total literacy; and (c) placing the services of the District information and Public Relations set up at the disposal of the campaign authorities for intensive publicity and propaganda for reporting the pace and progress of the campaign as well as the outcome thereof.

Mass Mobilisation

It was noted that significant achievement has been made both in regard to coverage as well as in creation of a positive environment for literacy by Bharat Gyan Vigyan Jatha as well as Faidal Jatha of Gandhian and Sarvodaya

workers in October-November, 1990. It was also noted that a large number of area-specific concrete action plans for total literacy have been formulated as a result of the positive environment which has been created and total literacy campaigns are being implemented in a number of districts. In view of the imperative need for reinforcing and sustaining, it is suggested that similar initiative may be launched on a large scale all over the country. It is also suggested that necessary measures be taken to secure large scale involvement of students and teachers in the environment building as well as campaign effort by designing appropriate motivation strategies for them. The new initiative taken by Prof. Yash Pal, former Chairman, UGC and a number of like-minded persons on the subject of Mass Action for National Regeneration by large scale involvement of students in schools, colleges and universities for one year to deal with the problems of illiteracy and mal-development was welcomed. It was noted that for the current year, a beginning is to be made by extending the summer vacation during which students and teachers will work intensively for literacy on the one hand and by integrating literacy as an integral part of the curriculum in the school, collegiate and university system on the other. It was further noted that this has been endorsed by the Council of the National Literacy Mission Authority in its recent meeting held on 15th February, 1991.

Priority to women's literacy

Keeping in view the close linkage between the female literacy and the status of the women in society, maternity protection child health care and its impact on reduction of infant mortality rate and birth rate and also in view of the abysmally low rate of female literacy in several parts of the country, the Group suggested a number of measures for giving an effective boost to female literacy (both in terms of rate as well as absolute number), such as involvement of women functionaries in adult education and literacy programmes in large number, designing curriculum (both teaching-learning and training) as well as conducting the programme in a manner which will enthuse and motivate women to participate in the programme in large numbers, etc. It was noted with satisfaction that a good deal of linkage has been established between the campaign for total literacy

in some of the districts and the new programme for women's equality and empowerment, known as "Mahila Samakhya". The functionaries of Mahila Samakhya in these districts, in addition to helping in creation of a positive environment for literacy, have also acted as resource persons in training and mobilisation of women. While recommending extension of the Mahila Samakhya project to larger number of districts, reinforcement of the nexus between Mahila Samakhya and Campaign mode for total literacy was also emphasised.

Involvement of Voluntary Agencies

The voluntary agencies will also have to be persuaded to adopt the new approach which is area-specific, time-bound, volunteer-based, cost-effective and result-oriented as far as possible and practicable. This would require considerable efforts on the part of the Central and State machinery incharge of implementation of the programme in (a) organisation of work-shops for VAs for their large scale familiarisation with the area-approach and IPCL techniques; (b) assisting the VAs in formulation and reformulation of action plans for total literacy in specified areas and; (c) extending continuous encouragement, support and help to VAs to enable them to run the programme in a climate of total freedom and spontaneity.

The Director-General, National Literacy Mission stated that in the wake of the Paidal Jatha undertaken by a large number of Gandhian and Sarvodaya workers in the 5 States of Assam, Orissa, Bihar, UP and MP, a good number of good and reliable VAs have been mobilised and motivated to come up with concrete action plans for total literacy in specific areas. A workshop was held at Sevapuri near Varanasi with representatives of 30 such voluntary groups, which was attended by him and the Education Secretary, Govt. of India, and the need for creating a decentralised set up and mechanism for processing of such proposal from the VAs, with utmost speed and expedition on the one hand and also to provide continuous encouragement, guidance, leadership and support on the other, was felt. It is in this context that need for

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constituting a State level body to assist the VAs in formulation and reformulation of action plans, sanction and release of funds, monitoring and all other promotional activities related to the VAs, was felt. He indicated for information of the Group the consensus which had emerged from the workshop about the broad composition of such a state level body. The composition would be as below:-

Chairman: a distinguished civil servant serving or retired, of sufficiently high seniority in the hierarchy who has empathy & sensitivity to the voluntary sector & who is acceptable as such.

OR

an otherwise eminent person in public life.

Secretary: Should be full-time to be taken on deputation from the State Govt. (Dev. Deptt.). Should be acceptable to the VAs.

Members: 3 local VAs of whom atleast one should be a woman.
1 VA from outside the State.
1 representative from GOI.

The state level body would be registered as a Society under the Societies Registration Act and may be named as "Sampoorna Saksharata and Gram Swarajya Samiti" or by such other name as may be considered locally appropriate. In addition to scrutiny and sanction of proposals of VAs, this body would also function as a promotional and developmental body vested with mobilisation and leadership development functions.

While endorsing the suggestion regarding constitution of such a State level body for the specific purpose as indicated above, it was recommended that Director, Adult Education of the State and Director, State Resource Centre should also be made members of the society.

1.6 Flexibility in Approach

The new thrust, initiative and awakening in the direction of mass campaigns for total literacy was noted and the following suggestions made

- Mass mobilisation and campaigns for total literacy should be wherever possible. A campaign for total literacy would mean mass mobilisation, voluntarism and learning outcome according to NLM norms as its cardinal principles. This would also require for its success designing good training modules, an effective Management Information System (MIS) and an effective system of evaluation of the learning outcome.
- The traditional Centre-based programme should be totally frozen in those districts where mass campaigns for total literacy have been launched.
- The traditional Centre-based programme should be progressively phased out even in districts where mass campaigns for total literacy have not been launched but by adopting other alternative approaches like involvement of women coordinators, prerak/instructor centred approach, etc.
- In areas, such as border areas, desert areas, tribal and forest areas, inaccessible areas and other disturbed areas where it is not possible to go in for mass campaigns for total literacy, a more flexible approach or mixed approach (both Centre-based and Volunteer-based) could be adopted, as may be relevant to the specific needs of that region (it being noted that in the same area, the Centre-based approach and the Volunteer-based approach should not be adopted).
- The Group noted that we should be little guarded and cautious about the continuance or replication of the scheme of payment for results, as has been introduced in the 20 CD Blocks of West Bengal and the Ex-servicemen projects in the States of Tamil Nadu, UP, MP and Rajasthan.

2.1 Post-Literacy

In districts where mass campaigns for total literacy have been launched, it was suggested that alternative mechanisms could be designed for an effective post-literacy & continuing education programme, which would take into account:-

- (i) Continued Non-Formal Education of children in the 9-14 age-group until they achieve the minimum levels of learning;
- (ii) Retention and strengthening of literacy skills of those persons (neo-literates) who have achieved the NLM levels of literacy with a view to making them permanent;
- (iii) Continued basic literacy skills for those persons who have during the course of the campaigns, not quite achieved the NLM levels of literacy;
- (iv) A programme of literacy for those persons who were, for various reasons, not able to at all participate in the basic literacy campaign.

It was felt that adequate steps should be taken to design graded post-literacy materials and making available these materials in sufficient quantity for the neo-literates through libraries and other institutionalised avenues. It was felt that priority in organising the post-campaign post literacy strategies should be given to continuing education for women. It also noted that a series of meetings/workshops are being planned with a view to evolving strategies for post-literacy & continuing education in the campaigns context. It was also felt that it may be necessary to organise training programmes in skills including vocational skills in which opportunities for self-employment as well as wage-employment are locally available. Illustratively, simple and short duration training could be organised on health and nutrition, common ailments and inexpensive remedies, information about proper upkeep and maintenance of productive assets, measures of safe storage of water, growing and storage of vegetables, introducing devices which can minimise hardships and drudgeries, particularly in the lives of rural women (smokeless chullahas, bio-gas, solar cooker, etc). Such training could also be organised to provide access to legal literacy, such as provisions of labour, tenancy laws and welfare laws, etc.

We, the students, teachers, working people in Govt, business concerns, firms and factories, men & women of all ages pledge to devote ourselves wholly beginning this year for the attainment of total literacy which is the hallmark of progress and development.

PARTICIPANTS IN THE GROUP ON
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1. Dr. Malcolm S. Adiseshiah Chairman
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2. Shri A.J. Shukla Rapporteur
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3. Shri Mohd. Abdul Bari
Minister-in-Charge,
Mass Education & Extension
West Bengal
4. Shri Prem Bhai
Secretary, Banwasi Seva Ashram
Govindpur, Sonbhadra, Uttar Pradesh
5. Shri Vijendra Kabra
Director, Indian Institute of Rural Works
Aurangabad
6. Shri Harivallabh Parikh
Chairman, Anand Niketan Ashrama
Rangpur, Baroda, Gujarat
7. Smt. Sarva Sridevi
Sitaphalmandi
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8. Shri J.C. Ranganayakulu
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9. Smt. Tilottama Barooah
Additional Director, Adult Education
Government of Assam
10. Shri S.G. Amonkar
Director, State Literacy Mission
& Adult Education,
Government of Goa
11. Shri M. Madan Gopal
Director, Mass Education
Government of Karnataka
12. Shri P.K. Sivanandan
Secretary (Local Administration) and
Secretary, Kerala Saksharata Samiti
Government of Kerala

13. Shri R. Kar
Director, Teacher Education
Government of Orissa
14. Shri M.C. Mathur
Director, Education
Government of Sikkim
15. Shri G.P. Upadhyaya
Deputy Director, Education Department
Government of Sikkim
16. Miss Gauri Dhar
Additional Director SW & Social Education
Government of Tripura
17. Dr. K.A. Pandesy
Director, Adult Education
Government of Uttar Pradesh
18. Shri M. Roy
Director, Mass Education & Extension
Government of West Bengal
19. Shri Narendra Prasad
Commissioner-cum-Secretary (Education)
Delhi Administration
20. Shri Lakshmidhar Mishra
Joint Secretary (AE)
& Director General (NLM)
Department of Education
Ministry of H.R.D.

REPORT OF THE WORKING GROUP ON TECHNICAL EDUCATION

Prof. D. Swaminathan, Member, Planning Commission, chaired the meeting of the Working Group.

Prof. B.B. Chopane, Director of Technical Education, Maharashtra acted as Rapporteur. List of participants is attached.

In his introductory remarks, Prof. Swaminathan emphasised the need to view technical education system in the total perspective of the socio-economic and environmental development of the country, integrated with the production system and service sectors and with active participation of all sections of the society. In this context, he identified a few parameters with which technical education development is to be viewed. They are:

- Treating Technical Education as a continuum.
- Access and equity to all sections of community including SCs/STs and women.
- Relevance of the programmes and courses
- Employability including self-employment.
- Cost effectiveness - minimising the cost and maximising the result.

He further stressed the importance of reducing the subsidy from the exchequer to the higher and technical education system to the extent possible, enhancing the scope for generating internal resource through appropriate resource mobilisation. For this purpose, he enumerated the different approaches such as profitable exploitation of research findings and pooling, sharing and optimising available facilities in the institutions as well as research organisations and industry. There was also a need for up-dating the infrastructure and information system. The Chairman also highlighted the necessity for strengthening/ providing facilities for training and re-training of teachers of higher technical institutions and also for adequate and active linkages among institutions, industries, universities and research organisations through a system of symbiosis.

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He also stressed the need to develop and expand part time education and distance education for the employed, who missed such opportunities earlier. In this connection appropriate courses at diploma, degree and post-graduate levels need to be developed.

After a general discussion on the issues facing technical education, the Working Group took up the three items on the agenda for consideration:

Item No.11 Regulation of fees and admission (Prohibition of capitation fee), self-financing, provision of financial support to needy and talented students.

The Group discussed the item in detail and also the present position in various States. The Group recognised the need for adequate resource mobilisation to reduce the high level of subsidy being given from the Government ex chequer towards recurring cost of Technical Education and for further developments. To this extent, it was felt necessary that the fee structure in various States and institutions need upward revision. However, this enhancement may be done suitably depending upon and as decided by concerned States and if necessary in stages. In the case of self-financing and non-aided institutions, a realistic maximum limit may be prescribed by the AICTE, keeping in view, elimination of malpractices like collection of huge sums of money as donation, capitation fee, etc. The Group also emphasised the need for AICTE to incorporate/invoke punitive provisions to prevent such malpractices altogether. Hence the Group recommended that

- Fee structure in Government, Government aided and University institutions should be enhanced and, if necessary, in stages, so as to augment resources.
- A realistic maximum limit of fees should be prescribed by AICTE for self-financing Engineering Colleges and Polytechnics, keeping in view the elimination of collection of capitation fees in any form altogether.

- Punitive measures may be enforced by AICTE/State Governments for curbing malpractices such as collection of capitation fee, etc.
- With regards to admissions, the norms prescribed by the AICTE should be followed by all institutions so that quality of standards could be improved. This will also eliminate the malpractice of giving admission to underserving students.
- The institutions should strive to mobilise resources, generated internally through sponsored research, consultancy, technology transfer, continuing education programme, testing, etc. which should meet at least 10% of the recurring costs.
- To encourage private investment to the Technical Education System the amount invested/donated may be exempted from income-tax.

Item No. 12.

Making AICTE more effective

Shri I.B. Sangal, Additional Secretary, AICTE explained the various steps taken during the past one year, to make the AICTE effective. Dr. K. Gopalan, Member-Secretary, AICTE supplemented the points. The Group noted with satisfaction, the progress in this regard and also the steps taken by AICTE and its Regional Committees, Universities and the State Governments for the effective implementation of the AICTE Act.

Further, in order to make AICTE's role more effective, the Working Group recommended that:

- The Chairman, Vice-chairman and the Member Secretary should be appointed on full-time basis at the earliest.
- The staff structure at the Headquarters of the AICTE and at the Regional Committees should be adequately strengthened without any further delay.
- In order that the States are able to control and develop technical education in the changed circumstances the State Boards/Councils of Technical Education should be made autonomous/Statutory.

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- The AICTE should take over the various schemes which are at present being handled by the Bureau of Technical Education.

Item No. 13. Review of implementation of the World Bank Assisted Project on Technician Education.

Prof. S.K. Shrivastava, Joint Educational Adviser (T) and National Project Director of the Project enumerated various aspects of the project and the present position in this regard. He highlighted the need for the States to optimally utilise the resources provided under the World Bank Project. It is expected that States and Union Territories which are not covered at present in phases I and II, will be covered after the first annual review of the project, taking advantage of the built-in flexibility.

The Group deliberated on the item and recommended that the States should ensure the following:

- 1) Scarce and valuable resources made available are optimally used.
- 2) Construction programmes are completed in the stipulated time and with quality as planned.
- 3) Purchase and installation of equipment is completed in time and quality ensured.
- 4) Staff is appointed in time and training is arranged adequately and effectively.
- 5) Develop and ensure a proper monitoring system to get accurate feed-back for taking corrective measures in time.
- 6) Special attention should be paid to increase enrolment of women students so as to double the intake from the present level by the end of the project.

The meeting of the Working Group ended with a vote of thanks to the Chairman and participating members.

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PARTICIPANTS IN THE GROUP
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Chairman
2. Prof. B.B. Chopane
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Rapporteur
3. Shri A.K. Padmapati
Director of Technical Education
Government of Assam
4. Dr. P. Baskaran
Director of Technical Education
Government of Bihar
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Director of Technical Education
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7. Shri D. M. Talwar
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Government of Haryana
8. Dr. R. Jayaraman
Director of Technical Education
Government of Kerala
9. Shri C.A Keswani,
Jt. Director of Technical Education
Government of Madhya Pradesh
10. Shri Lalawia
Director, Higher & Technical Education
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11. Shri S.K. Handa
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Government of Punjab.

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12. Shri G.P. Upadhyaya
Deputy Secretary, Deptt. of Education
Government of Sikkim
13. Shri Sudhir Sharma
Secretary, Education
Government of Tripura
14. Shri L.N. Mishra
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15. Shri D.C. Das
Director, Technical Education
Government of West Bengal
16. Shri V.S. Malhotra
Director, Technical Education
Chandigarh Administration
17. Shri V. Narayanan
ADTE
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18. Shri D. Taneja
Registrar, B.T.E.
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SRD, Ministry of H.R.D.
28. Prof. A. Ramakrishnan
Director, Board of App. Trg.
Department of Education
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29. Prof. G.S. Chandran
Prof., ITTI, Bhopal
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REPORT OF THE WORKING GROUP
ON ELEMENTARY EDUCATION

The Group on Elementary Education was chaired by Dr. (Smt.) Kamala Das, Minister of State for Education, Orissa.

In view of the vast subject for discussion and the limitation of time, the Group decided that it would concentrate on discussing Minimum Levels of Learning, Micro-Planning and Non-Formal Education.

Minimum Levels of Learning

Recognising that Universalisation of Education does not mean universal enrolment only, but also universal achievement of all children in the school going age, the Group discussed the strategy of Minimum Essential Level of Learning in this context. Dr. R.H. Dave, the Chairman of the Committee set up to lay down the Minimum Levels of Learning for the primary stage and to recommend a procedure for comprehensive learner evaluation, sketched in brief the reasons why it was necessary to draw up minimum levels of learning as performance goals for universal achievement and for measuring progress towards UEE. The major concern behind the need to have minimum levels of learning was to reduce the existing disparities and improve the level of achievement in rural areas, socially and economically backward areas and thus work towards the establishment of equity and social justice. It is in this context that the Minimum Essential Levels of Learning were proposed.

It was seen that one of the factors which affected the quality of primary education was an overambitious and excessively heavy curriculum that had little relevance to

the lives and needs of the majority of students and had compelled a joyless rote memorisation and overemphasis on textbooks. What was required was a curriculum that equipped children to acquire mastery over competencies and skills essential for them to function as literate adults in their communities even if they do not get the opportunity for further studies. The Minimum Levels of Learning, therefore, emphasise relevance and functionality. Another important feature of the MLL is achievability. Reduced quantum of learning will enable children to learn to mastery levels, even while permitting the teacher to relate text-book information and objective reality into a meaningful process of understanding and application through experimentation, exploration and activity-based teaching. The reduced quantum will thus not only permit a greater joyousness in the class room but also by virtue of a good mastery over the earlier learning units, the ability to progress faster through later stages of education.

The strategy of Minimum Levels of Learning will provide the common basis for both formal and non-formal modes of imparting primary level education. This strategy can, therefore, be effectively utilised for establishing comparability and equivalence of achievement between the formal and the non-formal systems, at least in the essential subjects of study such as Language and Mathematics.

An important aspect of the MLLs was that it took into account the existing disparities between regions, districts, and States in achievement levels. The strategy for introducing MLLs, therefore, envisaged that each region would examine the MLLs in relation to its existing conditions and achievement levels and modify them suitably before accepting them as expected goals of performance.

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Thus in areas with significantly lower achievement levels, intermediate levels of MLLs could be set with time-bound targets. Different regions could thus have differentiated MLLs. The endeavour of this strategy would be to direct better results where levels of learning were lower and to consciously accelerate the pace of development in the interior regions thereby reducing disparities and equalising the minimum standards over the entire country.

Continuous and comprehensive evaluation form an important part of the strategy of MLLs. Having set MLLs as the performance goal, continuous and comprehensive evaluation would ensure the attainment of competencies and skills through continuous and periodical evaluation and corresponding remedial measures as well as summative assessment of performance from stage to stage.

In the discussion that ensued, several viewpoints were highlighted. The opinion was expressed that there was nothing new in the subject, and that the work on defining the Minimum Levels of Learning had been done in this country as early as 1978. Instead of 're-inventing' the wheel each time., the Government should be advised to take earlier experiments and studies into account. While recognising that the need to specifying MLLs was long overdue, some members expressed concern for the learning needs of gifted children should also be given some thought. Others felt that the better achieving/own pace. Since a majority of children grow up in bilingual or multi-lingual environment, their home language should be used as the strategy for learning the school language. The view was also expressed that there was danger in taking the MLLs prescribed by the R.H. Dave Committee as the schools should be allowed to progress ahead at their

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final word on the subject and as the basis for deciding the progress of UEE. Some members expressed the view that crux of the matter lay in making the teachers perform their duties and not only in re-defining the curriculum. It was stated that measures such as continuous in-service teacher training, provision of Early Childhood Education, convergence of services, provision of facilities such as transportation, etc., aimed at reducing drop-outs and improving the functioning of the schools would also need to be given continued importance.

Overall, however, the Group accepted that fixing the minimum levels of learning as an achievable, relevant, functional and measurable goal for the schools system was a significant move forward. It was seen that measuring the progress of the educational system by the number of children who attained MLLs would be a distinct improvement over measuring the progress by the additional enrolments into the system. The Group felt that MLLs, taken together with a continuous and comprehensive evaluation system, would help the teachers to control the pace of learning & get an insight into the learning difficulties and learning achievements of children and thereby help them to structure their pace, method and success of teaching. A proper analysis of the evaluation results would also indicate to the educational planners the kind of inputs that are necessary to improve conditions, facilities and the quality of teaching in schools. Thus, the programmes for teacher training, improvement in facilities, supervision of schools, etc., would all be guided by a proper understanding of classroom processes and as we structure towards a well-defined goal.

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The Group saw the MLLs as an effective solution to the vexing question of comparability of standard between formal and non-formal systems. It saw that the question no longer remained one of NFE conforming to the primary school standards but became one of the viability of a different model and methodology to attain a prescribed level of learning.

Some concern was expressed by the Group that the MLLs might result in imposing a centralised curriculum on the system. It was clarified by Prof. R.H. Dave that, in fact, the move would encourage flexibility, innovation and experimentation, and greater involvement of teachers with the teaching-learning processes and materials taking account the local realities and resources. It was also clarified that the recommended levels were not prescriptive and that each State or any other unit would be advised to measure the present levels of learning of children, and on that basis, decide the quantum of skills and competencies it would wish to keep as the minimum for mastery by all children as the goal for the system.

After the detailed discussion, the Committee recommends as follows:

- (1) The strategy of Minimum Levels of Learning (MLL) should be accepted as an important component of all educational planning for universalisation of elementary education, including non-formal education.
- (2) Steps should be taken to widely disseminate the strategy and concept of MLL, highlighting its in-built flexibility and the active involvement

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in a decentralised manner of teachers, educators, parents, etc.

- (3) Concrete measures should be initiated as early as possible to implement the whole strategy in order to improve the quality of achievement coupled with equity and social justice.
- (4) The State Governments and Voluntary Organisations, universities and other institutions should be provided assistance, financial and academic, to operationalise the strategy.
- (5) Since the ultimate objective is universalisation of elementary education, a similar exercise should be initiated for the upper primary level so that improvement in attainment together with social justice and equity is ensured at the upper-primary level also.

MICRO PLANNING

At the outset, the Working Group wanted to be fully apprised of the main parameters of micro-planning. These were explained as follows:

Efforts have been made in the past to bring elementary education system closer to the community. The modalities created over the years have continued to serve the well-to-do sections of the society, which co-opted/into their fold, the influential teachers and other persons concerned with delivery of basic education services. This powerful section has protected the disfunctionality of the school system and has not made much contribution to enhancing the participation of children in the elementary educational system. The disfunctionality of the elementary education system has consequently reached an alarming stage. In large parts of the country, schools are running in an unsatisfactory manner, children drop-out in large numbers, and the levels of their learning are well below the expected norms. A significant percentage of children has remained altogether deprived of the benefits of elementary education.

The situation has to change. A widespread mobilisation has to be generated to energise the hitherto deprived sections in the countryside. Mobilisation could be generated with the help of mass-media, traditional and folk forms of communication and person to person contact by committed activists. Such a communication strategy should highlight the present status of elementary education and indicate areas in which useful intervention can be made. The mobilisation which has got generated in several parts of the country under the National Literacy Mission, should also be harnessed in this behalf. Simultaneously with the creation of an environment, large-scale programme of training and orientation should be taken up for village youth and women. The purpose behind this should be to explain the responsibility of the village community towards elementary system and engendering a confidence

among them to secure accountability of the elementary system to the Village Education Committee. The trained women and youth will need to work in rapport with the local level Panchayati Raj structure as well as with teachers and AE/NFE instructors. The latter viz. elementary school teachers and AE/NFE instructors, should be given confidence that the process of micro-planning is not a confrontation with them; but a new kind of mutually beneficial partnership. This group (comprising oriented women and youth) could take the shape of Mahila Samooch (as has happened in several hundred villages in Rajasthan where the Women's Development Programme is being implemented), or Village Education Committee (VEC). This Mahila Samooch or VEC will not be a structure only in name as in some States. This organisation will have its own inner strength. It must take the form of Lok Shakti/Stree Shakti. This group (MS or VEC) will need to be provided a support system in the form of school complexes or a block level education organisation which is permeated by a similar spirit.

The elementary education system (Primary and upper primary school as well as the NFE Centre) will be accountable to this kind of a village education structure. In concrete terms, accountability will imply an effective say (without interference in academic aspects) in the running of elementary education programmes. While, on the one hand, this MS/VEC will secure accountability of the elementary education system, it will, on the other hand, help the schools and NFE centres in their work. The group will undertake school mapping to ensure that practically every child of the village has access to elementary education; it will monitor from day to day and week to week the rate of participation of children in the elementary education system to ensure retention and active participation; and, it will also take interest to see that the shortcomings and difficulties found by teachers are resolved and the children have satisfactory achievement in cognitive as well as non-cognitive areas.

The Working Group endorses the micro-planning approach for improvement of elementary education programmes and calls upon all State Governments to take steps for its careful implementation. It requests the Central Government, NIEPA and NCERT to actively associate ^{themselves} with the State Govts. in effective implementation of this approach as early as possible. In doing so, the State Govts. may have to incur a good deal of expenditure, which should be built into various schemes of the Central and State Govts. and the additionality required should be separately provided as a Centrally Sponsored Scheme. The Working Group is also of the view that the monitoring of the present status of elementary education and in particular of micro-planning, NFE programme, achievement related progress of pupil's etc. should be effectively monitored.

SCHOOL CALENDAR

The Group felt that School Calendar should match the major agriculture activities, socio-economic factors of the region. This would improve attendance of children in schools on the one hand and control teacher absenteeism on the other.

NON-FORMAL EDUCATION

The Group noted that in the present socio-economic condition of the country, all children cannot take advantage of schools and therefore, non-formal education will have to continue to play a significant role in providing learning opportunities to children (i) of small and remote habitations, and (ii) who because of economic compulsions or social constraints cannot attend the schools, being pre-occupied with a variety of economic activities including sibling care, domestic chores, work in agriculture, etc. The Group also noted with regret that the Non-Formal Education system in many parts of the country is not working satisfactorily. It stressed the need to make a success of Non-Formal Education and to operationalise effectively a system of Non-Formal Education to meet the needs of the out-of schools children in such a manner that the achievements of the learners are comparable to those in

the schools. Analysing the factors contributing to the present unsatisfactory performance of the system, the Group recommended the following measures for revitalising the Non-Formal stream of education:-

- i) Greater financial allocations are necessary both from the Central Government and the State Governments. To begin with, the Central share for co-educational centres should be enhanced from the existing 50% to 75%.
- ii) Honorarium to Instructors should be enhanced suitably keeping in mind parallel structures.
- iii) Adequate teaching learning material should be provided to the learning centres somewhat on the lines of material supplied under the Operation Blackboard.
- iv) Children in NFE programme should be provided free textbooks and stationery. The NFE Centre should emphasise activities which are relaxing and joyful for the participants.

- v) Attention should be paid to improve all textbooks and learning material adopting to the extent possible the Improved Pace and Content of Learning approach followed for the primers of Adult Education.
- vi) The pedagogy should be improved to emphasise learning rather than rote memorisation of texts and to condense the courses to the extent possible.
- vii) The training of Instructors should be strengthened with a provision for recurrent continuous training through periodic - monthly or quarterly - meetings and other modes.
- viii) The transferability of children between Formal and Non-Formal system should be made common, easy and convenient. A system of certification having equivalence with primary schools should be provided. This should be possible as both Formal and Non-Formal Centres will aim at attaining the same minimum levels of learning.
- ix) Management system should be improved to ensure timely payment to Instructors, effective supervision, regular and timely supply of teaching learning materials.

The Group also recommended that the existing Scheme of Non-Formal Education should be revised, taking into account the above suggestions. It also felt that the revised scheme should be discussed with the representatives of the State Governments and Voluntary Organisations before finalising it.

The Group also strongly felt that the States should be given a clear assurance that Central assistance for the programme would be available at least during the VIII Five Year Plan, if possible till the year 2000 A.D.

TEACHER EDUCATION

1. The Group stressed that a proper system of teacher preparation is essential for improving standards of education. It discussed and endorsed the features of the proposed NCTE Bill which were circulated for the Board's consideration, with the observation that all States of a region should be represented on the Regional Committee and these Committees should be enabled to take care of regional and state-to-state variations.
2. The Group noted the current status of implementation of the Centrally Sponsored Scheme of Teacher Education, especially the District Institutes of Education and Training (DIETs). It felt that the scheme needed much greater attention by State Governments- especially in the matter of induction of willing, committed and competent persons in these institutions, and their proper orientation. It is now three years since the scheme began. The Group felt that all-out efforts need to be made by State Governments to operationalise the maximum possible number of DIETs etc. within the next few months. It also strongly recommended that Central Government should continue assistance for salaries, programmes, etc. for all institutions sanctioned during the VII Plan for the entire VIII Plan period, besides meeting commitments of non-recurring nature.
3. The Group also noted with concern that Teacher Education Institutions which are sub-standard and/or indulging in malpractices continue to exist in some States, and in a few of them, even continue to grow. It urged State Governments to urgently take effective steps to curb such institutions.
4. The Group stressed the crucial importance of SPERTs as a support system for ECE, School Education, Non-Formal Education and Teacher Education, and urged that these bodies be suitably strengthened for the purpose at the earliest, with adequate assistance from the Central Govt.

TEACHERS' REPRESENTATION IN LEGISLATIVE COUNCILS

1. Under Article 171 of the Constitution, voting rights in Legislative Council elections from teachers' constituencies are at present limited to teachers working in institutions 'not lower in standard than that of a secondary school'.

The issue of non-inclusion of elementary teachers was discussed by the Group. It noted that these Councils at present exist in only four States. A number of views were expressed on the subject. One view was that discrimination between different types of teachers was unreasonable. Another view was that elections from teachers' constituencies resulted in considerable politicisation of teachers and affected the smooth functioning of the education system. Yet another suggestion was that teachers, including elementary teachers, should be represented on the Councils - but through nomination of meritorious teachers rather than through elections.

Most members in the Group felt that the issue needed in-depth and comprehensive consideration. The Group accordingly suggested that CAGE constitute a Committee to quickly go into all aspects of the matter and make its recommendations for the Board's consideration.

EDUCATIONAL MANAGEMENT

Although the Group was not able to discuss educational management, it recognises the critical importance of an effective, properly functioning and people oriented decentralised system of educational administration. It is, therefore, recommended that in the next meeting of the CAGE the matter should be placed for in-depth consideration particularly to galvanise and revitalize the system to meet the needs of the kind of micro planning approach, we have recommended in which the communities, the people and decentralised functioning would be the main features.

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3. Dr. Ramchander Purve
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6. Dr. S. Anandalakshamy
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7. Dr. Syed Hasan
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9. Dr. D.P. Pattanayak
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10. Dr. Suman Sahai, President
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11. Shri Kertikaya V. Sarabhai
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12. Dr. (Smt.) J.H. Trivedi
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13. Prof. R.H. Dave,
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14. Shri K. Penchalaiah
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15. Shri Phool Singh
Director, Primary Education
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16. Shri A.K. Joti
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Government of Gujarat
17. Shri S.S. Kaushal
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19. Smt. Lizzie Jacob
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20. Shri Lalit Kumar Joshi
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REPORT OF THE WORKING GROUP ON EDUCATION OF WOMEN AND OTHER DISADVANTAGED GROUPS LIKE SC.ST. MINORITIES ETC.

The Group on Education for Women and Other Disadvantaged Groups like SC.ST., Minorities, etc. constituted by Central Advisory Board of Education to consider items of the agenda on the subject, namely, Item No. 18 met on March 8, 1991 under the Chairmanship of Shri H.S. Lyngdoh, Education Minister of Meghalaya. Shri A.K. Mishra, Secretary, Education, Government of Orissa acted as rapporteur, A list of participants is attached.

The Chairman of the Group highlighted the issues to be considered. He stated that the education for weaker sections must occupy highest priority in any programme of education. He further stated that this was the right time to make concrete and practical recommendations so that they can be included in the Eighth Five Year plan. He referred to the Acharya Ramamurti Committee Report and also other reports on Scheduled Castes and Scheduled Tribes and Minorities. In the light of the discussions and in the background of the available reports and data on the subject, the recommendations of the Group were finalised.

While discussing the specific problems of women, scheduled castes and scheduled tribes and minority communities some common recommendations emerged in order to improve their access to education. They are-

- An area intensive approach needs to be adopted in order to focus on extremely backward regions and pockets where literacy rate is very low.
- Certain sub-castes, tribes, communities need special attention because literacy rate among them is extremely low. Women in such communities are more disadvantaged. The Group, therefore, recommends special community focus.

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The Group took note of the fact that due to shortage of funds, most State Governments are not in a position to introduce special programmes for disadvantaged groups. The need to continue and to expand centrally sponsored schemes for women, SC/ST, minorities was emphasized.

- Specific measures needs to be taken for the empowerment of backward communities and women. Total literacy campaigns and other campaigns for education should begin with awareness generation. The need to create a demand for education from the community was emphasized.
- Participatory planning where village education committees are actively involved in monitoring educational activities in villages and micro-level planning, especially taking the block as a unit was emphasized by the Group.
- Recommendations (1) - (102) of the Report of the Committee for Review of National Policy on Education 1986 was endorsed by the Group.
- On-going schemes for women, SC/ST and minority communities have to be evaluated and closely monitored. The impact of such schemes in ensuring access to education needs to be studied and on-going schemes suitably modified to reach the goal of universal elementary education.

It was noted that any investment in education of women, SC/ST and minority communities should be seen as an investment in the development of the country. Educational opportunities should be geared as far as possible, towards employment, for this will encourage increased participation in the educational process. Positive discrimination in favour of such communities could be explored.

WOMEN'S EDUCATION

At the outset, the Group discussed the reasons for low literacy among women in the country and focussed on the problems which prevent young girls from attending schools. Among other reasons, special emphasis was laid on the social attitudes of people, responsibility shouldered by the girl-child specially

in collecting water, fuel and in looking after her siblings. The regional variations especially between areas like North East on one hand where the position of women is different from regions like Uttar Pradesh and Bihar were noted. Therefore, the first recommendation of the Sub-Group was that special efforts should be made to understand the region's specific problems of women and girls in order to design special inputs. All recommendations should thus be seen in area and culture specific context.

2. The position of women in minority communities was an important focus of the Group. It was noted that literacy rate among Scheduled Castes and Scheduled Tribes and other minorities was much lower than the literacy rate among forward areas/communities. In some areas, the literacy rate among Scheduled Castes women is lower than 1%. The Group therefore recommended that the problems of girls education among these communities should receive special attention and area/community specific strategies may have to be devised.

3. Most young girls, especially in poor families share a very large burden of household responsibilities. In this context, the need to provide child care facilities and ECCE centres along with primary schools was emphasised.

4. Focussing on problem of high drop-out rates among girls and their non-participation in the formal school system, the Group was of the opinion that the formal system needs to be non-formalised. Possibility for operating different shifts for girls and working children could be explored, along with reduction of school hours, wherever necessary. In order to achieve universal elementary education a special Action Plan may have to be prepared for addressing the problem of girl's education. If necessary, special funds could be earmarked for such an initiative.

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5. The Group strongly recommended the need to evaluate the impact of special provisions, schemes and projects made for women over the last 40 years. An understanding of the impact of the Scheme could help policy-makers make specific recommendations. Area specific special programmes will have to be devised after a thorough study of those regions where female literacy is extremely low.

6. The Group was of the opinion that a Council to monitor women's education should be set up under the Chairmanship of the Chief Minister with senior officers as members. This Council should have a Chief Executive who could systematically monitor progress of different schemes, ensure target is achieved and above all ensure resources are allocated for women's education.

7. The Group recommended the need to have awareness generation programmes which could create a demand for education for women and also encourage parents to send their girls to schools. Additional facilities or infrastructure alone cannot ensure increased participation. In this context, the Group took note of the pilot programme initiated by the Department of Education, Ministry of Human Resource Development-Mahila Samakhya.

8. The Group endorsed the recommendations made in agenda Item No. 18 on Women's Education. The Group noted that the specific recommendations of the NPE-1986 are still relevant. Special mention was made on the following items:-

- Increased women's access to vocational, technical and professional education.
- Preference for women in recruitment of teachers
- Special Polytechnics for women.
- Special hostel facilities for women
- 100% assistance for NFE centres for girls.

Schemes of freeships and scholarships.

- Special focus on the campaign approach to encourage women's participation in adult literacy programmes.
- Mahila Samakhya Programme as an important pilot programme.

9. The Group also took note of the main recommendation of the Report of the Committee for Review of National Policy on Education - 1986. Special mention was made to the following recommendations of that Committee:-

- Need to link girls' access to elementary education with ECCE facilities.
- Decentralised and participative mode of planning to address policy measures to region and community specific problems.
- Need to encourage vocational and technical education.
- Increase the number of women teachers in schools to at least 50% and provide necessary facilities to them.
- Awareness generation programmes as an important input in the Adult Education.
- Ear-marking funds for girl's education.

10. Rounding off the discussion, the Group reiterated the need to focus on areas and region specific problems especially to encourage women's education. Culture attitudes and practices vary from region to region. Therefore, planning for education should be sensitive to the above context.

Education for Scheduled Castes and
Scheduled Tribes

P R O F I L E

According to 1981 Census, Scheduled Castes and Scheduled Tribes constitute 23.67% of the total population of the country. Majority of the SC/ST population is still backward not only socially, economically but also educationally. The experience of the development planning as undertaken over the successive Five Year Plans has been that the overall development of Scheduled Castes and Scheduled Tribes cannot be achieved only through economic development. Their educational development is of foremost importance to bring them into the main stream of national life. For them, education is an input not only for their economic development but also for promoting in them self-confidence and inner strength to face the new challenges. They have been the targets of economic exploitation and social oppression. They have fallen victims to the exploitation of the middlemen, merchants and moneylenders on account of their illiteracy, ignorance and superstition. The need for their educational development, therefore, assumes importance to save them from all types of exploitation and to help them in their all round development. Although the spread of education in the country has been quite fast during the last decades, the gaps in the educational development of Scheduled Castes and Scheduled Tribes still persist.

The literacy rate amongst Scheduled Castes has though gradually increased and it is now 21.38%, yet this is not a significant success. The literacy rate in STs is 16.4%. The literacy rates in the females in SCs and STs are very low being 11% in SCs and 8% for STs. The literacy gaps between SC/ST and the rest of population as may be seen from the table below have rather been widening:

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Year	SC	ST	Rest of Population	Gap SC	Gap ST
1961	10.27	8.53	27.86	18	19
1971	14.67	11.30	33.80	19	22
1981	21.38	16.35	41.22	20	26

The literacy rate amongst Scheduled Castes in Bihar is the lowest (10.40%) according to 1981 census. This is followed by Rajasthan (14.04%). The position is extremely unsatisfactory in the case of females, which is 10.9% as against 29.4% for others. There are 48 districts in the country where the Scheduled Caste female literacy rate is less than 1%, stooping to as low as 0.48% in Barmer district of Rajasthan (as against 4.75% amongst others). There are some communities which have hardly any literate persons amongst them. Among the recognised educationally backward States are Andhra Pradesh, Orissa, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Rajasthan, Uttar Pradesh & West Bengal. In respect of literacy rate, enrolment ratio and drop-out rate, SCs & STs are far worse than the non-SC/STs.

The main cause of wastage in education among SCs/STs have been identified as their social disability, persistent poverty, poor nutritional standards, poor home conditions with unhealthy environments and inadequate accommodation, apprehensions of rejections on account of perpetual exploitation and failures, internalised feelings of disappointing experiences in life and as a consequence the overall apathy towards education, especially when children in their families are treated as economic assets.

The State Governments are seized of the magnitude of the problem and have launched many schemes to improve the educational standards of Scheduled Castes and Scheduled Tribes. Bulk of the schemes at pre-matric stage are with the respective State Governments. These schemes include
ric scholarships, boarding grants, hostel facilities,

free supply of books, stationery and uniforms, mid-day meals and attendance scholarships. The contents of the schemes vary from State to State.

Apart from these State sector schemes, there are some Centrally Sponsored Schemes being handled by the Ministry of Welfare. These schemes include post-matric scholarships for SCs/STs, pre-matric scholarships to those children whose parents are engaged in unclean occupations, book banks to SC/ST students in medical & engineering colleges, construction of buildings for SC/ST boys & girls hostels, Coaching and allied schemes for SC/ST candidates and national overseas Scholarships scheme. The Department of Education have also taken up a scheme of remedial coaching for SC/ST students in subjects like Maths and Sciences in which they are generally weak for classes IX to XII to enable them to face examinations confidently and also to prepare them for entering into the professional courses like medical and engineering.

Recommendations

In order to ensure speedy and overall educational development of SC/STs, following steps are suggested:

1. All out efforts should be made to build up a strong educational base of SC/ST children at the primary and pre-primary level. To achieve this, adequate funds should be earmarked for the education sector under Special Component Plan/Tribal Sub-Plan of the States/UTs and also of the Department of Education.
2. Special drives should be organised at the beginning of every academic session to enroll all school age male and female children belonging to Scheduled Castes and Scheduled Tribes. For this purpose, the official agencies outside the regular Education Department and also the voluntary organisations preferably with larger representation of these communities may be associated.

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3. In all the SC and ST habitations with viable population of school-age children there should invariably be a primary school. For school age children of poor and destitute scattered SC population, there should be Ashram schools. Ashram schools for STs that are already in existence should be further expanded. To supplement these efforts, 'Literacy Centres' should also be established. All such Ashram schools should fit into the environment of the habitations in linguistic/ethnic/community lines. Wherever teachers belonging to these communities are available they should be posted in these Ashram schools and also other schools situated in areas with concentration of SC and ST population.

4. The schools in SC and ST habitations should be equipped with all infrastructural facilities.

5. There should be provision of adequate incentives in the form of scholarships, uniforms, textbooks, stationery and mid-day meals. All the Scheduled Caste and Scheduled Tribe children studying in pre-matric classes should be given scholarships.

6. The above facilities are particularly necessary for the children of the vulnerable groups among Scheduled Castes such as sweepers, scavengers, flayers, tanners, bonded-labourers, nomadic/semi-nomadic and denotified tribes.

7. The indigent families among SCs/STs should be given some incentives as a compensation for opportunity cost to send their children (particularly girls) to schools rather than engaging them in some gainful employment to earn their subsistence income. This would also avoid drop-outs of these children at the primary and elementary levels.

8. The Centrally Sponsored Scheme of pre-matric scholarships for the children of those engaged in unclean occupations should be extended to cover the students in classes I to V and the day scholars also. It should be extended to children of all vulnerable groups.

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9. Under the Scheme of post-matric scholarships, the rates should be revised periodically keeping in view the increase in the cost of living index.
10. The restriction of providing scholarships only to two children of SC/ST parents should be removed in view of the lower levels of education in them. Income ceiling of parents prescribed for parents in this regard should be enhanced to be Rs.50,000/- per annum as per the present cost of living index.
11. A merit scholarship scheme for students who secure 60% and above marks in the last annual examination should be introduced.
12. Arrangements for sanctioning and disbursing scholarship should be reviewed to ensure their prompt payment etc.
13. Under the scheme of book banks for SCs/STs, it would be advisable to give a set of books to each of SC/ST student.
14. As has been done by the Mizoram Government, local educated youth should be made to participate in the literacy programmes and they should be provided adequate remuneration for doing this work.
15. The recommendations on the common school system of Education Commission reiterated by Ramamurti Committee should be given weightage.
16. As far as possible, adult literacy centres should be established in SC/ST habitations so as to attract more and more- illiterate adults to these communities. There should be adequate post literacy centres to follow up the results achieved.
17. Adequate reservation for SC/ST should be provided in the public and private convents and the expenditure involved in admitting SC/ST poor children in these schools should be met by the Government responsibility.

18. There should be earmarked opportunities for SCs and STs in all courses and at all levels of education in proportion to SC and ST population percentages. Wherever necessary, there should be special attention on them and adequate measures should be taken to ensure that these recommendations are fulfilled.
19. There should be Advisory Bodies to review and oversee the implementation of the educational programmes for SCs/STs at block, district, State and Central levels. SC/ST people should be adequately represented in these bodies.
20. Wherever there are tribal communities in adequate number, there should be attempts to make them learn in their mother tongue at primary levels.
21. Wherever teachers are not available in schools located near SC/ST localities, crash programme under a Centrally Sponsored Programme should be given to eligible persons from SCs and STs and the eligible among them should be appointed in these schools.
22. The delivery system should be streamlined and made effective.
23. In sports activities, it should be ensured that in those sports and games which are an integral part of the tribal way of life such as archery and javeline, the ST boys and ST girls from amongst students should be given additional incentives and encouragements.
24. The existing Central or Centrally sponsored Schemes should be continued and also expanded wherever possible to ensure effective implementation of all recommendations found above.
25. The philosophy of Dr. Ambedkar should form part of school and college curriculum.

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MINORITIES EDUCATION

The Group reviewed the Report of the Commission taken on the recommendations of the 45th Conference of the CAME held at New Delhi on July, 6-7, 1989. The Group is firmly of the view that a well coordinated, fully funded, time bound and a closely monitored programme specifically designed and to bring the backward minority communities into the educational mainstream should be evolved and implemented. On the basis of available data and reports on the subject, the Group has made the following recommendations.

1. Special Plan for Backward Minorities (SPBM)

A Sub-Plan should be formulated for the educational uplift of the educationally backward minorities on the lines of Special Component Plan and Tribal Sub-Plan.

2. Data relating to Educational Status of Minorities.

The Group observed that in the absence of reliable data with regard to educational status of minorities realistic planning has not been possible. It accordingly recommends that community-wise data in this regard should be made available to the public.

3. Centrally Sponsored Schemes for Educationally backward minorities.

The Central Government should make use of the concurrency provision in education and play a vital role to make its recommendations incumbent on the State Governments to implement the programmes on uniform basis throughout the country. There should be some Centrally Sponsored Schemes for minorities.

4. Educational Mapping of Minority concentration areas.

The list of 41 minority concentration districts should be reviewed and those districts, particularly in the East and North-East, which were left out should be included. Detailed educational mapping should be carried out in minority concentration districts to identify the deficiencies in educational infrastructure and to draw time-bound action plan.

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5. Women's Education

Schools and hostels for women should be given first priority in all future programmes of opening of schools. Arrangements for subsidised transport in towns and other incentives like uniforms, mid-day meals should be given to the girls in minority concentration areas.

6. Incentives to poor students.

The alarming rate of drop-out among the minority students should be checked by specially designed measures. Incentives should be given to poor minority students in the shape of free ships, stipends and uniforms. They should also be given pre-matric and postmatric scholarships.

7. Remedial Coaching.

Most of the students drawn from the backward minority communities are grievously handicapped because many of them are first generation learners with the result that they get neither academic environment nor academic support at home. The Group, therefore, feels that provision of remedial coaching at class VI and above to the weaker students of minority communities is absolutely essential in lifting these communities out of the morass of educational backwardness.

8. Crash Programme

A time-bound crash programme of school improvement with an in-built mechanism for covering minority concentration areas with the on-going programmes of Operation Blackboard, Non-Formal Education and District Institute of Education and Training should be implemented on priority basis.

9. Instruction in Mother-tongue.

(a) Primary Education

The Group observed that the present arrangements for instruction in the mother-tongue at the primary stage are grossly inadequate. The Group, therefore, recommends that the States and Union Territories and the Local Bodies should

make all necessary arrangements for imparting instruction in the Mother-tongue at the primary stage. The Group also recommends that the recommendations of Gujral Committee for promotion of Urdu on primary education be accepted for Urdu and extended to other minority languages.

(b) Secondary Education

The Group recommends that the recommendations of the Gujral Committee on promotion on Urdu in respect of Secondary Education should be also accepted for Urdu and extended to other minority languages.

(c) Training of Teachers

The Group also felt that it is absolutely necessary to ensure on a continual basis the training of teachers in minority languages and their utilisation for the purpose for which they had been trained. A Centrally Sponsored Scheme for appointment of language teachers, fully funded by Government of India, should be launched in the Eighth Five Year Plan.

(d) Timely availability of Text-Books

By suitable arrangements it should be ensured that text-books are made available to the school students on time in their own language along with text-books in English/Hindi.

(e) Three Language Formula

No programme for educational development among minorities can succeed unless adequate and effective arrangements are made not only for providing instruction to children from minorities in their first language (mother-tongue) at the primary level but also at the secondary level under the Three Language Formula. The distortions that have crept into the Formula over the years to the disadvantage of Urdu speaking people and speakers of other minority languages should be straightened.

10. Continuous Evaluation of School Text-Books.

This Group is of the view that the evaluation of text-books should be a continuous programme both at the Centre and the States. It should be effectively monitored periodically and members of minority communities should be associated with the process of evaluation and review.

11. Improvement of education in traditional institutions.

Traditional institutions like Madrasas should be encouraged and assisted to include Science, Mathematics and English in their curriculum. This is necessary to bring them into the educational mainstream of India. A Centrally Sponsored Scheme in this regard should be launched.

12. Training in Crafts.

As provided for in the Programme of Action, 1986 technical institutes should be opened in areas predominantly populated by artisans. The latter's children should be allowed to upgrade their inherited skills by availing of these facilities to the extent of 80%. Similar preferences may operate in case of admission to polytechnics.

13. Community Polytechnics.

The Group observed that the Deptt. of Education has already established 20 community polytechnics in minority concentration areas but they do not cover all the 41 districts of minority concentration identified in the POA of which only 16 districts have been covered so far. The remaining 25 districts which have not yet been covered under the scheme of Community Polytechnics should also be brought under their coverage before the end of the 8th Five Year Plan.

14. Coaching for competitive examinations for minorities.

The Group observed that the scheme for pre-examination coaching operated by the UGC through universities/colleges has not made a dent into the problem so far primarily because of certain weakness in the scheme. The implementation of the scheme needs to be reviewed effectively on continuing basis and remedial action taken from time to time with a view to ensuring that the benefit of the scheme goes to the target group.

The Group also observed that the Ministry of Welfare has recently launched a scheme for setting up of pre-examination coaching/training centres through minority voluntary organisations. It is necessary that the pitfalls observed in the implementation of this scheme, and the implementation should be closely monitored.

The Group further recommends that open universities including the IGNOU should establish distance education programmes for imparting special coaching to the minorities.

15. Recognition and encouragement of voluntary efforts.

Recognition and encouragement of voluntary effort for education of backward minorities is essential. Government can, in this context, act as a catalyst. Socially oriented and public spirited persons in the communities should receive due recognition and impetus; for, in the ultimate analysis, it is the voluntary effort that can bring about a real educational and social transformation. Federations and Associations of Minority-managed institutions should be encouraged and actively associated with the functioning of minorities education and implementation of programmes of educational uplift.

16. Monitoring.

A strict and vigilant monitoring of the recommended programmes for minorities education is absolutely essential if these are to make a real impact.

17. Amendment of Prime Minister's 15-Point Programme for minority welfare.

The Group noted that at present the 15-Point Programme does not incorporate any point relating to general education for minorities. Accordingly it recommends that the Programme may be recast so as to include a specific point of general education so that it gets necessary impetus.

Other Backward Classes

The Group recommends that facilities extended to SC and ST communities in the matter of promotion of education should be mutatis-mutandis extended to the children of socially, educationally and economically backward classes. A suitably formulated Centrally Sponsored Scheme in this regard should be implemented.

Specially Disadvantaged Groups
(Most needy and most neglected)

This group consists of:

- 1) Working Children
 - (i) Children engaged in family jobs/Mostly rural.
 - (ii) Children in small menial unskilled jobs/Mostly Urban Slum
 - (iii) Children in industries/Rural & Small Towns.
- 2) Handicapped Children
 - (i) Physically handicapped;
 - (ii) Socially handicapped like street children, children of beggars & prostitutes, children in custody, children of migrant labour, etc.

Recommendations:

- (i) Reaching children through alternative modes of education, flexible hours, etc.
- (ii) All facilities extended to the children of SC/ST should be provided to these children at least upto the level of primary education.
- (iii) Coordination with other Ministries like Labour, Industry, etc. for
 - (a) Compulsory provision of teaching and learning time during children's work hours;
 - (b) The centres should be located in the place of work.

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- (c) Expenses should be borne by the employer and the State.
- (d) Close monitoring of the system.
- (iv) Strong links between functional literacy/non-formal educational programmes with main stream educational programme. Multiple entry point in the mainstream education.
- (v) Strengthening of voluntary efforts and enabling them to play their watch-dog and conscientization role effectively.
- (vi) Employment/Income guaranteed linkages with education.
- (vii) Provision of vocational guidance and counselling.
- (viii) Role of mass media and traditional media to highlight the educational problems of these groups.
- (ix) In-depth study of this problem for effective understanding and ~~Int~~ervention by the State.

PARTICIPANTS IN THE GROUP ON EDUCATION OF
WOMEN AND OTHER DISADVANTAGED SECTIONS
INCLUDING SC, ST, MINORITIES ETC.

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20. Shri G. Balachandran
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Report of the Working Group on Policy and Planning

The Group was chaired by Shri K. Chandrasekharan, Minister of Education, Kerala. Shri Ashok Jaisia, Secretary and Commissioner of Education, Government of Assam acted as Rapporteur. The Group considered Agenda items, 3, 19, 20 and 21. The list of participants is appended.

2. The Group considered the manner in which the report of the NPE Review Committee is to be processed. The Group noted that there is a certain degree of uncertainty in regard to the educational policy and is of the view that this uncertainty needs to be dispelled at the earliest. The Group recommends the constitution by the Chairman of the CABE of a sub-committee to study in depth the report of the NPE Review Committee. The Group also recommends that the State Governments and other related bodies be given time till the end of April to send their comments on the NPE Review Committee report. The CABE committee should take into account these views in formulating its proposals.

3. The Group considered in-depth the resource requirements of the education sector. The Group welcomes the proposition set out in the Eighth Plan approach document that the developmental pattern and process should be explicitly reoriented so as to enable everyone, ~~inter-alia~~ to have access to education and strongly urges that this proposition be adequately reflected in the Plan allocations. Ever since the Kothari Commission made a fervent plea for **progressively raising** the level of expenditure on education to **6% of the national income**, the **6% norm** has become a national goal reiterated again and again in many policy documents, including the NPE, 1986. The Group strongly pleads the immediate implementation of the 6% norm.

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Keeping this in view, significant increase in allocation for the education sector should be made by the States and the Centre in the Eighth Five Year Plan. Without a sizeable infusion of additional resources it would not be possible to translate into practice the laudable objective of reorienting and restructuring the educational pattern and process. The Group strongly feels that this would be a timely step against the backdrop of the stirring developments in the field of adult literacy and the nation-wide resolve to universalise elementary education in order to accelerate social transformation in the shortest possible time.

4. The Group discussed the question of mobilising additional resources for education by increasing fees, efficient management of resources, reduction of subsidies, by greater community participation and through appropriate tax incentives through amendments to the Income Tax Act/ can be extended to cover donations to educational Institutions on 100% basis; incentives can be provided to support research in science and technology, humanities and social sciences on par with R&D. The Group also recommends that adequate incentives should be provided by the State and Central Governments to educational institutions to raise resources through consultancies and similar services. The present practice of deducting such income from the block grants acts as a severe disincentive. The Group also notes that while these resources can supplement to some extent they do not detract from the strong need for adequate budgetary support by the states and Centre for the education sector as envisaged in the earlier paragraphs. To supplement Government effort, corporate bodies should also undertake educational promotion activities from their own resources.

For example, the scope of deductions under the income tax act

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5. The Group takes note of the attempt of the Department of Education, Government of India, to tap external funds in the field of basic education from bilateral sources as well as multi-lateral agencies. While endorsing this effort the Group is of the view that external funding should be an additionality to the resources for education, that the projects must be in total conformity with national policies, strategies and programmes, that the project formulation should be the responsibility of the Central/ State Government/other national agencies, that project formulation should be a process of capacity building, that the projects must be drawn up on innovative lines, emphasising people's participation, improvement of quality and equality of education and a substantial upgradation of facilities. The Group notes that in the implementation of the externally aided projects, the State Governments are handicapped by the stipulation requiring the States to first incur expenditure from their own resources and claim reimbursement subsequently. The Group would recommend a specially earmarked ways and means advance to the States for the implementation of the externally aided projects including the World Bank assisted Technician Education Programme. Further the outlay on externally aided projects should be an additionality to the State Plan in the Education sector.

6. The Group would recommend that district be the unit for determining educational backwardness, and the benefits accruing to the educationally backward states should be extended to the educationally backward districts. Moreover the hill, desert, remote rural areas, urban slums as well as tribal areas should be provided special Central Assistance.

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7. The Group appreciated the support provided by the Central Government for the wide-ranging HRD activities for the western border areas under the Border Area Development Education Programme (BADEP). The Group was apprised of the serious resource constraint being faced by the States of the north-eastern region and Sikkim and also of the need to enhance investment in HRD activities in these States. As the objectives of BADEP are equally applicable to the North-Eastern States and Sikkim, the Group strongly recommends extension of BADEP to these States with necessary enhancement of outlays or to start, with immediate effect, another Scheme for the North-Eastern States and Sikkim taking into consideration their difficulties.

8. On a review of the Centrally Sponsored Schemes, the Group came to the conclusion that the Schemes in the education sector mainly relate to extension of the facility of education to the deprived sections and improvement of quality of education. Considering that education is a concurrent subject and concurrency entails sharing of responsibility between Centre and States the Group is of the view that strong Central support to major programmes in priority areas of education is a categorical imperative. The States need to be reassured that adequate and sustained support from the Centre would be forthcoming. The Group strongly recommends that the Centrally Sponsored Schemes should not only be continued but also strengthened and widened in the Eighth Five Year Plan. The Group would suggest that the Department of Education, Government of India should review, in consultation with the States, the existing Centrally sponsored Schemes with a view to improving their effectiveness. The Centrally Sponsored Schemes should have an element of flexibility to fulfil the individual needs of the States. Moreover, the Group would suggest that in consultation with the States the Central Govt. should initiate new Centrally Sponsored Schemes in areas which have remained uncovered during the Seventh Plan. These schemes should be started in 1991-92.

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