

FOR REFERENCE ONLY

THE CENTRAL
ADVISORY BOARD
OF
EDUCATION

17/10/89

FORTY-FIFTH MEETING
JULY 6-7, 1989
NEW DELHI

PROCEEDINGS

NIEPA DC



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सत्यमेव जयते

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION

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MINUTES OF THE 45TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCA- TION (CABE) HELD AT HT, NEW DELHI ON JULY 6-7, 1989

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

Particulars of the participants are furnished in Annexure-I.

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

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

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

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

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

6. The Minister urged the State Ministers to vigorously take up the scheme vocationalisation of school education so that a sizeable number of students can branch off to self-employment after passing out of the school. The Minister concluded his address by requesting the Conference to go into the parameters for securing external funding for education to combat resource constraints. He mentioned that financial assistance was being sought from the World Bank to revitalise and modernise technical education.

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

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

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

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

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

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

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

it should not be limited to single teacher schools in the VIII Plan. She emphasised the need for a meaningful partnership between the Centre and the States in the area of education, as envisaged in the National Policy on Education.. She also supported the proposal to set up National Council of Teachers' Education. She urged the Ministry of Human Resource Development to persuade the Planning Commission and to ensure that all the NPE schemes were continued as plan schemes in the VIII Plan. Speaking on the autonomous colleges, she said that 21 colleges had been given autonomous status in her State.. She wanted that action should be expedited to give recognition to technical institutions already started. She alleged that although Government of Andhra Pradesh had abolished the system of capitation fee, some institutions started by the so-called minority communities were playing foul. She requested for the establishment of more and more women polytechnics and desired that the scope of the Apprenticeship Act should be widened to bring in more and more industries under its purview.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26. Shri Raghavachari made the following points :—

- Move for a statutory NCTE deserves to be endorsed. It would also help in raising teaching to the status of a profession which is a must.
- There should be an arrangement by which teacher educators periodically go back to teach in schools.
- In the existing teacher education programmes, pedagogical sciences do not find a proper place. This should be rectified, and an Institute of Pedagogical Sciences should be set up as an adjunct to the NCTE.

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

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

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

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

ANNEXURE-I

**LIST OF PARTICIPANTS WHO' ATTENDED'
THE MEETING OF THE CENTRAL ADVISORY
BOARD OF EDUCATION HELD ON 6-7 JULY,
1989**

1. Shri P. Shiv Shanker . . .in Chair
Minister of Human Resource Development
2. Shri L. P. Shahi
Minister of State for Education
3. Dr. Rajendra Kumari Bajpai
Minister of State for Welfare
4. Shri Anil Bordia Member-Secretary
Education Secretary

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

1. Shri J. Veeraraghavan
Secretary (HRD)
2. Shri S. Gopalan
Additional Secretary
3. Prof. Ashok Chandra
Educational Adviser (T)
4. Dr. K. Gopalan
Joint Educational Adviser (T)
5. Prof. S. K. Srivastava
Joint Educational Adviser (T)
6. Dr. (Mrs.) D. M. de Rebello
Joint Secretary (S)
7. Shri L. Mishra
Joint Secretary (AE)
8. Shri K. S. Sarma
Joint Secretary (NV)

9. Shri Jagdish Sagar
Joint Secretary (BP & Scholarships)
10. Dr. J. S. Rajput
Joint Educational Adviser (EE)
11. Shri Abhimanyu Singh
Director (U)
12. Shri K. M. Acharya
Director (TE)
13. Shri D. K. Panwar
Director (Unesco)
14. Shri I. B. Sangal
Director (T)
15. Mrs. Kiran Dhingra
Director (EE)
16. Mrs. S. Brar
Deputy Secretary (S)
17. Shri A. K. Mehra,
Deputy Secretary (NFE)
18. Shri A. Mukhopadhyay
Deputy Secretary (VA)
19. Mrs. Shobhana Joshi
Deputy Secretary (U)
20. Ms. Anita Kaul
Deputy Secretary (AE)
21. Shri H. Banerjee
Deputy Secretary (S)
22. Shri S. Vedantham
AAA (T)
23. Shri G. Balachandran
Deputy Director (SC/ST)
24. Shri V. N. Datta
DEA (T)
25. Shri S. D. Awale
DEA (T)
26. Shri S. N. Chakraborti
DEA (T)

27. Ms. Renuka Mehra
DEA (VE)
28. Shri Vijay Bharat
AEA (T)
29. Shri M. M. Choudhury
AEA (T)
30. Shri M. I. Gilautra
AEA (T)
31. Shri S. Mohapatra
Under Secretary
32. Shri Nirmal Singh
Under Secretary
33. Shri M. C. Jain,
Under Secretary
34. Shri S. K. Grover
Desk Officer
35. Shri K. K. Khullar
Consultant
36. Dr. C. L. Sapra
Former Consultant

Directorate of Adult Education

1. Shri B. C. Rokadya
Consultant
2. Shri G. V. Bhakta Priya
Consultant

Planning Commission

1. Prof. P. N. Srivastava
Member
2. Shri M. R. Kolhatkar
Adviser (Education)

Other Central Ministries/Departments

1. Ms. Kapila Vatsayan
Secretary
Department of Sports

2. Shri D. Y. Manawwar
Additional Secretary
Ministry of Welfare
3. Shri P. G. Lele
Joint Secretary
Ministry of Welfare
4. Shri R. K. Sinha
Joint Secretary
Department of Industrial Development
Ministry of Industry
5. Shri T. Kannan
OSD
Ministry of Information and Broadcasting
6. Shri D. K. Manavalan
Joint Secretary
Department of Sports
7. Shri A. M. Nimbalkar
DGET, Joint Secretary
Ministry of Labour
8. Shri Y. P. Bhaskar
Joint Director (Trg.)
Ministry of Labour
9. Shri K. L. Gupta
Joint Director
Department of Women and Child Development
10. Shri Mantu Sewapati
Under Secretary
Department of Women and Child Development

Representatives from State Governments/Union Territories

Andhra Pradesh

1. Smt. Y. Sita Devi
Education Minister
2. Dr. R. V. Vaidyanatha Ayyar
Education Secretary

3. Shri K. Pradeep Chandra
Director (T)
4. Dr. B. Madhava Reddy
Director, Secondary Board of Intermediate Education
5. Shri M. V. Venkata Reddy
Director (AE)
6. Shri T. V. Reddy
Director (S)
7. Dr. A. Vanajakshi
Director (H.E.)
8. Shri A. V. R. J. Sarma
Joint Secretary (VE)

Arunachal Pradesh

1. Shri G. P. Sewalia
Education Secretary
2. Shri A. P. Srivastava
DPI
3. Shri K. Namutoom
Jt. DPI

Assam

1. Shri Brindabani Goswami
Education Minister
2. Shri Ashok K. Saikya
Secretary & Commissioner Education

Bihar

1. Shri Satyendra Narayan Sinha
Chief Minister
2. Shri B. B. Sahay
Principal Secretary Education
3. Shri B. B. Srivastava
Director (Sec. Edn.)
4. Shri Madan Mohan Jha
Director (P. Edn.)

Goa

1. Shri Shakthi Sinha
Secretary, Education
2. Shri A. K. Srivastava
Director (T)
3. Shri V. M. Dessai
Director

Gujarat

1. Shri Arvind S. Sanghvi
Education Minister
2. Dr. Susheela K. Seth
Minister of State for Education
3. Shri T. R. Agnani
Secretary, Education
4. Shri S. D. Sharma
Director (HE)
5. Shri A. I. Vora
Director (P. Edn.)
6. Shri M. M. Joshi
Director (AE)
7. Prof. N. R. Dave
Director (T)

Haryana

1. Smt. Sushma Swaraj
Education Minister
2. Smt. Kiran Aggarwal
Commissioner & Secretary Education
3. Shri L. M. Jain
Education Secretary
4. Shri N. K. Jain
Director (Hr. Edn.)
5. Shri Sajan Singh
Director (S. Edn.)

6. **Shri Chandra Bhan**
Director (P. Edn.)
7. **Dr. M. L. Jhingan**
Dy. Director (HE)
8. **Dr. S. Kumar**
Dy. Director (S. Edn.)
9. **Shri D. M. Talwar**
Addl. Director (T)
10. **Smt. S. Jakhu**
Director (VE)

Himachal Pradesh

1. **Shri Attar Singh**
Secretary, Education
2. **Shri N. R. Pathak**
Director
3. **Shri R. K. Aggarwal**
Director (T)
4. **Shri S. K. Bahl**
Director (P. Edn.)

Jammu & Kashmir

1. **Shri Gulam Mohiuddin Shah**
Education Minister
2. **Shri Ajit Kumar**
Education Secretary
3. **Shri G. P. Singh**
Director
4. **Shri A. R. Parray**
Director

Karnataka

1. **Shri K. N. Singh**
Adviser to Governor
2. **Shri B. K. Bhattacharya**
Commissioner & Secretary Education

3. Shri A. R. M. Iqbal Ahmed
Secretary Education II
4. Shri M. L. Chandrakeerti
Commissioner Public Instructions
5. Prof. D. Eswarappa
Director Collegiate Education
6. Shri B. N. Krishnamurti
Director (T)
7. Shri K. Gururao
Director, SCERT
8. Shri K. Shanthaya
DPI, Primary Education

Kerala

1. Shri K. Chandrasekhran
Education Minister
2. Shri T. N. Jaichandran
Commissioner & Secretary (HE)
3. Shri P. S. Sundaram
Secretary General Education
4. Dr. R. Jayaraman
Director (T)
5. Shri A. Prabhakaran Nair
Spl. Officer, Directorate of Collegiate Education
6. Shri K. V. Madanan
Director, Public Instructions
7. Shri K. P. Mamza
Director, Vocational and Higher Secondary Edn.
8. Shri S. Subbaih
Deputy Secretary
9. Shri K. L. M. Rao
Director

Madhya Pradesh

1. Shri C. K. Jayswal
Education Minister
2. Shri S. C. Behar
Principal Secretary, Education
3. Shri T. N. Srivastava
Commissioner School Education
4. Shri S. Parkash
Director (AE)
5. Shri S. N. Rao
Principal Secretary (TE)
6. Dr. A. S. Khanooja
Director (T)
7. Shri B. K. Sharma
Deputy Director (AE)
8. Shri U. S. Pathak
Addl. Director (HE)
9. Shri P. P. Singh
Jt. DPI
10. Shri J. L. Khare
DPI

Maharashtra

1. Prof. Javed Khan
Education Minister
2. Shri V. R. Dravid
Secretary Education
3. Smt. Kumud Bansal
Secretary (TE)
4. Shri B. B. Chopane
Director (T)
5. Shri V. A. Kalpande
Officer on Special Duty
6. Shri Vasant Patil
Director (AE)

7. Shri R. S. Jhambhule
Director
8. Shri K. M. Gedam
Director (VE)
9. Shri V. R. Nagpure
Director, SCERT

Manipur

1. Shri Y. Erabot Singh
Education Minister
2. Shri S. K. Srivastava
Joint Secretary (Education)
3. Shri T. S. Gange
Director (Univ. & H.E.)
4. Shri B. M. Mukherjee
Controller of Technical Education

Meghalaya

1. Shri Chamberline B. Marak
Education Minister
2. Shri C. D. Tripathi
Secretary, Education
3. Shri G. P. Wahlang
DPI
4. Dr. H. N. Hazarika
Addl. Director (T)
5. Shri R. N. Datta,
Addl. Director (Public Instruction)

Mizoram

1. Shri Rin Sanga
Education Secretary
2. Shri Lalawia
Director (Hr. & Tech. Edu.)

Nagaland

1. Shri Telitemjen AO
Commissioner & Secretary Education
2. Shri P. Moasosang
Director (S)
3. Shri I. Yanger
Director (HE & T)
4. Shri H. R. Borah
Jt. Director (S)
5. Shri P. A. Mathur
Jt. Director
6. Shri Talitsuba
Addl. Director, SCERT

Orissa

1. Shri Jadunath Mohapatra
Education Minister
2. Ms. Frida Topno
Minister of State for Youth Affairs & Sports
3. Shri P. Mohapatra
Education Secretary
4. Shri R. K. Kar
Director, SCERT
5. Dr. P. C. Rawat
Prof. of Education, SCERT
6. Shri G. C. Mohapatra
Director (AE)
7. Shri G. S. Das
Director (HE)
8. Shri B. Panda
Jt. Director Technical Trg.

Punjab

1. Shri Rajinder Singh
Secretary Education
2. Ms. Asha Attri
Secretary (P. Edn)
3. Shri S. K. Handa
Director (TE)
4. Dr. M. L. Sachdeva
Dy. Director, SCERT
5. Ms. Darshan Kaur
Addl. Director (AE)
6. Shri Pritam Singh Bhupall
DPI
7. Shri Pritam Singh,
DPI (Primary)
8. Shri Mohan Singh
DPI

Rajasthan

1. Shri D. D. Acharya
Education Minister
2. Shri P. B. Mathur
Commissioner & Secretary Education
3. Shri S. L. Tak
Director (T)
4. Shri Lalit K. Panwar
Director
5. Shri S. K. Bachlaus
OSD (P. Edn.)
6. Shri C. S. Mehta
Director (AE)
7. Shri S. L. Sharma
Dy. Director (Plan)

Sikkim

1. Shri K. N. Upreti
Education Minister
2. Shri M. C. Mathur
Director

Tamil Nadu

1. Dr. H. B. N. Shetty
Spl. Commissioner & Secretary Education
2. Dr. P. R. Natesan
Director (T)
3. Shri T. Nachimuthu
Director (EE)
4. Shri V. A. Sivagnanam
Director (NFE & AE)
5. Dr. P. S. Subramanian
Director of Collegiate Education

Tripura

1. Shri Arun Kumar Kar
Education Minister
2. Shri A. K. Mangotra
Education Secretary
3. Shri Saktipadaka Chakraborti
Addl. Director (HE)
4. Shri H. S. Dhar
Hindi Education Officer
5. Ms. Gauri Dhar
Jt. Director

Uttar Pradesh

1. Smt. S. K. Bakshi
Education Minister
2. Shri P. C. Sharma
Education Secretary
3. Shri Brijesh Kumar
Secretary (TE)
4. Ms. Ritu Sinha
Secretary (AE)
5. Ms. Loretta M. Vyas
Spl. Secretary (TE)

6. Shri L. P. Pandey
Director, Basic Education
7. Shri B. P. Khandelwal
Director (AE)
8. Shri G. B. Pant
Director, SCERT
9. Dr. B. M. L. Tiari
Director (HE)
10. Shri J. B. Gupta
Director (T)
11. Shri Shardingdu
Deputy Secretary
12. Shri G. N. Mishra
Education Adviser
13. Shri R. L. Sharma
Joint Secretary

West Bengal

1. Shri Kanti Biswas
Education Minister
2. Mohd. Abdul Bari
Minister in Charge of Mass Education
3. Shri A. K. Chatterjee
Secretary (HE)
4. Shri N. K. S. Jhula
Secretary (S)
5. Shri M. Roy
Director, Mass Education
6. Shri D. C. Das
Director (TE)
7. Shri P. K. Das
Director, SCERT
8. Shri A. P. Basu
Director (S)

Andaman & Nicobar Islands

1. Shri K. Kandaswamy
Councillor
2. Shri H. D. Virdi
Education Secretary

Chandigarh

1. Smt. Tejinder Kaur
Education Secretary
2. Smt. Kuldeep Kaur
DPI (S)

Delhi

1. Shri Kula Nand Bharatiya
Executive Councillor, Education
2. Shri G. K. Bhattacharya
Education Secretary
3. Shri B. Prasad
Secretary & Director (TE)
4. Shri S. K. Shukla
Addl. Director (TE)
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Asstt. Spl. Education Officer
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1. Shri Rakesh Jain
Joint Director

**AGENDA FOR THE MEETING OF THE
CENTRAL ADVISORY BOARD OF EDUCATION
HELD ON JULY 6-7, 1989 IN NEW DELHI**

S. No. and Item

1. Confirmation of the minutes of the meeting held on September 13-15, 1988.
2. Action taken report on the minutes of the meeting held on September 13-15, 1988.
3. Review of the implementation of the National Policy on Education with special reference to :
 - (i) Pre-school Education—Control and regulation over nursery schools;
 - (ii) Status of elementary education as well as its perspective for VIII Five Year Plan;
 - (iii) National Literacy Mission, and perspective for the VIII Plan;
 - (iv) Teacher education, including NCTE;
 - (v) Recommendations of CABE Committee on housing facilities for women teachers;
 - (vi) Secondary education, including;
 - Vocationalisation
 - Science Education
 - Education Technology
 - Environmental Education
 - (vii) Higher Education, including restoration of academic calendar, number of teaching days, autonomous colleges, examination reforms.

- (viii) Technical Education, covering AICTE, Perspective for Technical Education during VIII Plan, Community Polytechnics and thrust areas;
- (ix) Education for SCs/STs/Minorities and disadvantaged sections; and
- (x) Resources for Education including external funding;

A SUMMARY OF WRITTEN SPEECHES OF STATE MINISTERS OF EDUCATION

Shri Brindaban Goswami, Education Minister, Government of Assam

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

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

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

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

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

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

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

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

The Ministry should think of some legislative measures which will regulate the mushroom growth of undesirable so-called centres of pre-school education. To achieve universalisation by the target dates, we will have to make provision for dealing with the present back-log alongwith the additional numbers that will accrue on account of growth of population. Several incentive programmes like free text-books for all in the Primary Classes, Mid-day Meals, School Dress etc. had gone a long way in increasing retention rate in the primary level. Although there had been no comprehensive survey for ascertaining drop out rates, yearly information from grass root levels had shown that at present drop-out rate in the primary level is definitely much lesser than 50.62%. Building facility needed to be provided to all our schools. Appropriate awards for the same should be obtained from the IX Finance Commission. Replacement of RLEGP and NREP by Jawahar Rozgar Yojna may adversely affect the construction of primary school buildings.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

श्रीमती स्वरूप कुमारी बख्शी, शिक्षा मंत्री, उत्तर प्रदेश द्वारा दिये गये भाषण का सारांश

शिक्षा के दीर्घकालीन इतिहास में राष्ट्रीय शिक्षा क्रांति का अहम कदम है ।

प्राइमरी शिक्षा के सार्वभौमिकरण के संवैधानिक दायित्वों को पूरा करने की दृष्टि से 20 सूत्री कार्यक्रम में शिक्षित राष्ट्र की संकल्पना की गई है । आठवीं योजना में हमें विस्तार और गुणवत्ता दोनों ही दृष्टियों से सार्वभौमिकरण के लक्ष्य की प्राप्ति के लिये विशेष तत्परता से प्रयास करना है । इस सम्बन्ध में अपने प्रयासों में सफल होने के लिये हम सामुदायिक सहभागिता पर बल दे रहे हैं और ग्राम शिक्षा समितियों को सक्रिय कर रहे हैं ।

आठवीं पंचवर्षीय योजना काल में प्रारम्भिक स्तर पर सार्वभौमिकरण की दिशा में कदम बढ़ाने के लिये जूनियर हाई स्कूल में भी भौतिक सुविधाओं में सुधार करना आवश्यक होगा । इस हेतु आपरेशन ब्लैक-बोर्ड की तरह एक परियोजना आठवीं में जूनियर हाई स्कूलों के लिये शत-प्रतिशत केन्द्रीय सहायता से प्रारम्भ करना उपयुक्त होगा । जूनियर हाई स्कूलों के भवनों के निर्माण के लिये ग्रामीण रोजगार कार्यक्रम और ग्रामीण भूमिहीनों की गारन्टी कार्यक्रम के अन्तर्गत कोई सहायता नहीं मिल रही थी आगामी योजना में जवाहर योजना के अन्तर्गत इसकी व्यवस्था कराना भी उपयुक्त होगा ।

1988-89 में भारत सरकार से 398.10 लाख की धनराशि प्राप्त हुई है जिससे 824 अतिरिक्त उच्चतर माध्यमिक विद्यालयों में भी विज्ञान शिक्षण सामग्री एवं पुस्तकों उपलब्ध कराई जायेंगी, साथ ही 10 और जनपदीय विज्ञान संदर्भ केन्द्र स्थापित किये जायेंगे ।

उत्तर प्रदेश में राज्य साक्षरता मिशन ~~डाटाकरण~~ का गठन किया जा चुका है। राष्ट्रीय साक्षरता मिशन को प्रभावी बनाने के उद्देश्य से जनपद, विकास खंड, न्याय पंचायत, गांव, नगर पालिका तथा मोहल्ला स्तर पर भी प्रौढ़ शिक्षा समितियां गठित की जा रही हैं।

सातवीं पंचवर्षीय योजना के प्रथम चार वर्षों में 37.32 लाख प्रौढ़ों को साक्षर बनाया गया है तथा वर्ष 1989-90 में 11.32 लाख निरक्षर प्रौढ़ों का साक्षर बनाने का लक्ष्य है।

सेवाकालीन शिक्षकों के प्रशिक्षण हेतु राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद द्वारा मानव संसाधन विकास मंत्रालय की अक्षेव्यापी अध्यापक-प्रशिक्षण योजनान्तर्गत एन. सी. ई. आर. टी. नई दिल्ली के तत्वाधान में वर्ष 1986 के वृहत सेवारत शिक्षण प्रशिक्षण आयोजित किया जा रहा है। वर्ष 1986 में माध्यमिक/पूर्व माध्यमिक तथा प्राइमरी स्तर के लगभग 71,860 1987 में 50,000 तथा 1988 में 67,300 शिक्षकों को प्रशिक्षित किया गया है। वर्ष 1989 में माध्यमिक विद्यालयों के 27,630 शिक्षकों को प्रशिक्षित किया जा चुका है। प्राथमिक स्तर पर औपरेशन ब्लैक बोर्ड विद्यालयों में 39,365 शिक्षकों को प्रशिक्षित किये जाने का लक्ष्य निर्धारित किया गया है।

केन्द्रीय पुरानिर्धारित योजनान्तर्गत जनपद स्तर पर औपचारिक शिक्षा के प्रारम्भिक स्तर के अध्यापकों के सेवापूर्व तथा सेवारत प्रशिक्षण और अनौपचारिक शिक्षा तथा प्रौढ़ शिक्षा कार्यक्रमों के विभिन्न स्तर के शिक्षकों कार्यकर्ताओं एवं अन्य कर्मियों के शैक्षिक व प्राविधिक स्तर के सुधार तथा उन्नयन के उद्देश्य से जिला शिक्षा एवं प्रशिक्षण संस्थान स्थापित करने की योजना प्रदेश में आरम्भ की गई है।

राष्ट्रीय शिक्षा नीति में शैक्षिक तकनीकी को भी महत्व दिया गया है। आकाशवाणी पर विद्यार्थियों के लिये कार्यक्रमों का प्रसारण एक असें से हो रहा है। अब दूरदर्शन पर भी विद्यार्थियों के लिये विशेष कार्यक्रम प्रसारित हो रहे हैं। बड़ी संस्थाओं में तो रेडियो या टेलीविजन सेंट है, लेकिन प्राइमरी और जूनियर हाई स्कूलों में उनकी व्यवस्था नहीं है। अतः केन्द्रीय पुरानिर्धारित योजनान्तर्गत 16,435 जूनियर हाई स्कूलों के लिये टू-इन-वन

और 1020 स्कूलों के लिये रंगीन टेलीविजन की व्यवस्था की जा रही है । इसके अतिरिक्त 900 चुने हुए प्राइमरी स्कूलों में दूरदर्शन सैट भी लगाये जा चुके हैं ।

राष्ट्रीय शिक्षा नीति में कहा गया है कि उच्च शिक्षा विशिष्ट ज्ञान और कुशलता को अंकुरित करके राष्ट्रीय विकास में अपना महती योगदान करती है । लगभग सभी शिक्षा शास्त्रियों का मत रहा है कि आधुनिकीकरण का सीधा सम्बन्ध उच्च शिक्षा के सुदृढीकरण से है । प्रदेश स्तर पर इस दिशा में जो प्रयास किये जा रहे हैं उसके अन्तर्गत शैक्षक व कलैण्डर का निर्माण, शैक्षक सत्र के नियमितीकरण की दृष्टि से एक विशेष उपलब्धि है । सभी विश्व-विद्यालयों की परिणियमावली में व्यवस्था कर दी गई है ।

ARRANGEMENT OF WORKING GROUPS

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

| (1) | (2) | (3) | (4) |
|--|--|---|-----|
| 4. Technical Education | Prof. P.N. Srivastava Member, Planning Commission, New Delhi. | 1. Prof. Ashoka Chandra, Educational Adviser (Technical), Deptt. of Education, Ministry of HRD. 2. Shri S. K. Handa, Director of Technical Education, Govt. of Punjab, Chandigarh. | |
| 5. Adult Education (National Literacy Mission) | Dr. M. Adishesiah Member, CABE. | 1. Shri P.M. Mohapatra Secretary, Deptt. of Education & Youth Services, Govt. of Orissa, Bhubaneswar. 2. Shri L. Mishra, Joint Secretary (AE), Deptt. of Education, Ministry of HRD. | |
| 6. Education of the disadvantaged (SCs/STs, Women, Minorities, the Handicapped) and Border Area Development Programme (BADEP). | Dr. (Smt.) Rajendra Kumari Bajpai Minister of State for Welfare, Govt. of India, New Delhi. | 1. Shri S. Gopalan, Addl. Secretary, Deptt. of Education Ministry of HRD. 2. Shri R. V. Vaidyanath Ayyar, Secretary, Deptt. of Education, Govt. of Andhra Pradesh, Hyderabad. | |

REPORT OF THE WORKING GROUP ON HIGHER EDUCATION

The Group on Higher Education, constituted by the Central Advisory Board of Education to consider the items of the agenda on higher education—Item No. 3(vii), met on July 6-7, 1989. A list of the participants is attached.

2. The Chairman of the Group highlighted the issues to be considered and emphasised that basically the concerns about autonomy of colleges, formulation of academic calendars, setting up of State Councils of Higher Education, improvement in standards, etc., are interrelated and cannot be considered in isolation.

In this context, he mentioned that it was not possible for a Central agency like the University Grants Commission to exercise control over the States and basically the relationship between the UGC and the States is one of cooperation and collaboration. He emphasised that the States should speed up the process of setting up State Councils of Higher Education which would be able to exercise control at the local level, especially in the context of curbing proliferation of colleges.

While emphasising the need for increase of salaries of teachers so as to attract and retain the best talent in the teaching profession, the Chairman emphasised that the recruitment procedures should be made more stringent and requested the States that they should take steps to introduce the qualifying test for teachers as envisaged in the scheme of revision of pay scales.

The need for creating a climate for expediting grant of autonomy to colleges was emphasised. However, the main problem was that a number of State Governments had not yet

amended their Acts and this had held up the implementation of the scheme. He also mentioned that the concept of autonomy basically means self-reliance and it cannot be imposed from outside. He further added that so far about 100 colleges have already been granted autonomy and another 80 are in the pipeline. It was also mentioned that the process of expediting examination reforms is also connected with grant of autonomy to institutions as it had been seen that in universities with a large number of affiliated colleges that reforms have not been as effective.

3. The main views/recommendations that emerged as a result of discussions on the above issues are as follows :

(i) *Autonomous Colleges*

The representatives of most of the State Governments supported the concept of the scheme of autonomous colleges. It was agreed that the State Governments would give a fair trial to the concept and try and grant autonomy to as many colleges as possible. However, some of the representatives expressed reservations in regard to the operationalisation of the scheme. The following points were made :

- (a) the scheme would promote elitism amongst colleges;
- (b) it would lead to devaluation of the university degrees;
- (c) there would be misutilisation of funds by unscrupulous managements and the teachers would not have adequate representation in the management of the college affairs; and
- (d) concern was expressed about the capacity of autonomous colleges to conduct examinations in a fair manner.

The Chairman of the Group, however, allayed such fears by pointing the fact that the concept of autonomy all over the world implies greater creativity, innovation and freedom. Further, the

grant of autonomy would provide the teachers better opportunity to participate in the management of the colleges than as at present. Since this was an experiment, initial problems would have to be resolved with an open mind. The Group agreed with the suggestion that the performance of colleges which have been granted autonomy so far may be evaluated. It was noted that the experience of autonomous colleges has been satisfactory in Tamil Nadu and that Rajasthan has experimented with grant of autonomy to Government colleges.

(ii) *Academic Calendar*

The Group noted with concern that most of the universities do not have any prescribed academic calendars and are unable to complete teaching and award degrees in the prescribed time schedule. As a result, there is an avoidable influx of students from one part of the country to the other because of the failure of universities in some States to keep up with the academic schedule.

Though the UGC has prescribed that the actual days in an academic year should not go below 180 days, the Group expressed concern that in most of the universities including the Central Universities the number of teaching days is far below the prescribed norm.

The representatives of the States enthusiastically welcomed the idea that universities in the States should have an Academic Calendar specifying the dates of admission, commencement of the academic session, vacations, examinations and declaration of results.

The Group welcomed the model calendar which has been prepared by the UGC Committee and circulated to all the States/Universities. The Group was in agreement with the suggestions of the Committee that all the States should try to adhere to the prescribed 180 days of teaching. It was also agreed that though the States may make adjustments within the

Academic Calendar to suit local conditions they should keep to the prescribed 180 days and have the same schedule of admission/teaching days, examinations and announcement of results so that there is facility for mobility of students from one State to the other.

It was emphasised that to create the appropriate atmosphere for implementation of the above suggestions the teachers organisations and students organisations should be actively involved.

It was also suggested that the implementation of the Academic Calendar should be regularly monitored by a Committee presided over by the Vice-Chancellors at the university level, by the State Councils of Higher Education at the State level and the UGC/Central Government at the national level.

(iii) *State Councils of Higher Education*

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

(iv) *Qualifying Test for Teachers*

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

(v) *Examination Reforms*

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

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

(vi) *Promotion of Distance Education*

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

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

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

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

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

**PARTICIPANTS IN THE GROUP ON HIGHER
EDUCATION**

6-7 July

IIT, New Delhi

- | | | |
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REPORT OF THE WORKING GROUP ON ADULT EDUCATION

(National Literacy Mission)

Chairperson

Dr. M. Adiseshiah.

Rapporteur

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

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

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

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

(i) Achievements of NLM during 1988-89

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

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

(ii) Operational problems and constraints

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

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

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

- (b) The Group noted with regret that adult education programme was being implemented in isolation as Govt. departmental Programme and that it was not treated as the 'key to the success' of other development programmes. The Group strongly feels that all development departments and functionaries must accept adult education as their own programme and an intensive awareness should be created to that effect through appropriate orientation and sharing of information amongst the functionaries at all levels through appropriate means.
- (c) The Group noted that low motivation of the functionaries and the learners and absence of a conducive environment were major constraints for implementation of any adult education programme. It, therefore, felt that no literacy programme should be launched without creating the necessary environment and without adequately tackling the problem of motivation of the animators and learners. It felt that the programme can be made more attractive if a linkage with vocational skills conforming to the needs of the clientele could be introduced by drawing, if necessary, resources from different sources.
- (d) The Group noted that excessive reliance was being placed at present on (a) Centre Based Programme funded and controlled by the Government; (b) Government funding of various other components of the programme; and (c) Game of number on various aspects of implementation of the programme. In the process, there is an inherent

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

- (c) The Group strongly reiterates the National Literacy Mission is a product of the commitment made in the National Education Policy and the Programme of Action formulated thereunder and approved by the Parliament which pledges the whole nation to the task of eradication of illiteracy and, therefore, the Ministry of Human Resource Development, and the Planning Commission should honour their commitment by making available funds for full requirement of the Mission in both the Phases. The State Governments should also provide adequate financial resource support to the Mission.
- (f) The Group noted the special constraints in imparting training to a large number of animators and AE functionaries in large State, like—Uttar Pradesh, in view of the limited time factor, limited infrastructure and paucity of resources.

(iii) a. *Strategy for 1989-90*

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

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

b. Strategy for the 8th Five Year Plan :

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

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

- (I) Involvement of students and all sections of the Society;
- (II) Flexibility in duration of learning;
- (III) Evaluation of learning outcome; and
- (IV) Post literacy and continuing education.

I. Involvement of Students and others

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

- (a) Imparting of literacy should be made an integral part of the curriculum at the school (from Class IX upwards) and the collegiate level as is being initiated in West Bengal.
- (b) There are at present 40 lakh students in universities/colleges and 140 lakh students in schools (class IX to XII). Twenty percent of these students from

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

- (c) Organisations of teachers and students at all levels— all India and state should be consulted for their full involvement and participation in the programme.
- (d) A detailed Action Plan, both at the macro and micro level should be formulated involving the following components :
 - (1) Environment building;
 - (2) Survey, selection of the area of operation and identification of clientele;
 - (3) Identification of master trainers and volunteers;
 - (4) Training;
 - (5) Production and supply of Literacy Kits to the volunteers;
 - (6) Actual imparting of literacy;
 - (7) Evaluation of learning outcome and reporting.
- (e) The Mass Programme of Functional Literacy should broadly continue in its present form but its coverage would be intensified. In respect of student volunteers in urban based educational institutions, they should adopt a 'specific area' of operation which is near to the institution and students who reside and study in rural areas should work for adult illiterates of those areas or neighbouring areas.

II. Flexibility in duration of learning

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

III. Evaluation of learning outcome

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

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

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

IV. Post Literacy and Continuing Education

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

PARTICIPANTS IN THE GROUP ON NATIONAL LITERACY MISSION

6-7 July, 1989

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REPORT OF THE WORKING GROUP ON ELEMENTARY AND TEACHER EDUCATION

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

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

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

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

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

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

2. The implications of this strategy for N.F. education was stressed. Since the approach suggested can succeed only when Non-Formal Education can ensure comparably levels of learning, there is a need to strengthen Non-Formal Education for upper primary and to provide for different models with appropriate facilities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TEACHER EDUCATION

Recommendations

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

- (4) In States and UTs which have a substantial backlog of untrained teachers, Governments concerned should take steps to eliminate such backlog in a time-bound fashion.
- (5) Once the NCTE acquires statutory status, it should take up the question of correspondence teacher education courses on 'top priority' and should take urgent steps in regard to such courses in the interest of maintenance of quality of teacher education.
- (6) The NCTE should also accord high priority to devising a structure and content for Teacher Education programmes to be conducted in DIETs, the status of the qualification to be awarded at the end of them and of candidates passing out with such qualifications. It was felt that the NCTE could be urged to make an annual report on the subject to the C.A.B.E.
- (7) In various in-service training programmes and particularly PMOST, duration should be kept flexible depending upon the objectives of particular programmes. Pedagogy of multi-grade teaching and other matters of immediate relevance to the teachers must form part of such in-service training programmes.
- (8) The group strongly feels that for providing leadership at the State level to this sector of teacher education as also for improvement in quality of school education, the SCERT has a very crucial role to play. Hence, the centrally sponsored programme of assistance for strengthening SCERT required to be scaled-up substantially and operationalized urgently.
- (9) The working group endorses the approach spelt out in the report of C.A.B.E Committee on Housing Facilities for women teachers and commended it for approval by the Board and subsequent implementation.

**PARTICIPANTS IN THE GROUP ON ELEMENTARY/
TEACHER EDUCATION**

6-7 July, 1989

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15. **Ms. Chandra Bhan**
Director (P. Edn.)
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16. **Shri S. K. Bhal**
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19. **Shri V. R. Nagpure**
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20. **Shri Y. Erabot**
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21. **Shri R. N. Datta**
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22. **Shri I. Moasosang**
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23. **Shri Talitsuba**
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Public Instruction (Primary)
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27. **Dr. M. L. Sachdeva**
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29. **Shri T. Natchimuthu**
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30. **Shri Arun Kumar Kar**
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32. Shri L. P. Pandey
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REPORT OF THE CABE GROUP ON EDUCATION OF THE DISADVANTAGED (SCs, STs, WOMEN, MINORITIES, THE HANDICAPPED) AND BORDER AREA DEVELOPMENT PROGRAMME (BADEP)

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

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

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

Education of the SCs and STs

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

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

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

- The State Governments have different committees at different levels to monitor the progress of programmes for the disadvantaged groups—SCs, STs, minorities, etc. However, what is needed is a central nodal agency in each State to compile all the information available so that the same could be furnished to the Government of India in the joint monitoring proformae that have already been devised. The State Governments can also suggest further improvements for these proformae in case they consider it necessary.
- Reports are being furnished on the same subject by State Government to different Central Departments—Education, Welfare, Programme Implementation, etc. The question of rationalising this deserves to be looked into so that the situation of reporting on the same subject to more than one agency at the Centre, possibly in more than one format, is avoided.
- State Governments do have a policy of reservation for women as well as for SCs/STs. However, specific information on the number of SC/ST teachers actually appointed is not readily available. This information should be collected and furnished—including in respect of teachers appointed under Operation Blackboard from time to time.
- Wherever qualified SC/ST candidates are not available, suitable relaxation in qualification should be

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

- A regular system of reporting to Government of India on actual reservation should be established.
- In tribal areas, 90 per cent assistance may be given to States under the NFE scheme, irrespective of whether the Centres concerned are exclusively for girls or co-educational centres.
- Action has been initiated in ten States for establishment, under a crash programme, of NFE Centre in SC/ST habitats with a population of 200 or more where schools do not exist. This programme should be implemented within the datelines envisaged. There should be co-ordination, in implementing this programme between different Departments of the Central, State and District levels.
- Early decisions should be taken on the question of enhancing the quantum of post-matric scholarship as also the increase in ceilings for deciding eligibility.
- Polytechnics may be established in tribal areas; and for this purpose an appropriate scheme may be brought under implementation during VIII Plan.
- The Ministry of Welfare may examine whether under their scheme for providing assistance to voluntary agencies to run residential schools/hostels for girls, particularly those belonging to SCs and STs, could be given 100% of running expenses as against partial assistance now being given.
- There should be two way consultation between the Central Institute of Indian Languages and the State Governments whenever text-books including primers in spoken languages are prepared for the purposes

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

Women's Education

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

- Under the Non-formal Education Programme, already 2.41 lakhs Centres have come into existence. Out of them Centres accounting for 30% of the total, are exclusively girl's Centres. In order that the gap between boys and girls in elementary level schooling is filled, there should be a larger number of exclusive girls Centres. In order that Non-Formal Education becomes more interesting to the students and becomes a base for acquiring vocational skills at later stages, work experience also may be suitably integrated with teaching of general subjects.
- Incentive allowances for ensuring attendance for retention of girls in schools are now being given in certain States. There is need for undertaking a study of the cost of such schemes and their impact on school attendance by girls. The Department of Education should undertake a study of such schemes and report to the next meeting of the C.A.B.E.
- The earlier recommendation of the C.A.B.E for close coordination between the Department of Women and Child Development and the Department of Education in the matter of providing support services to facilitate girls attending schools has to be brought under implementation. For example, access to child care facilities attached to primary schools may be provided so that girl student can leave their siblings in such facilities, when they attend schools.

- There is also need for linkages at grass-root level, between ICDS as well as health programmes, and primary Education.
- AICTE should expedite clearances for pending proposals to establish women's polytechnics.
- The recommendations of the CABE Committee on housing facilities for women teachers headed by the Minister of State for Science and Technology should be implemented. That is, housing facilities may be provided on "cluster" basis, preferably in a big village or nearby town to take care of security aspects, Funding, as recommended by the CABE Committee, may be through various sources—budget sources as well as sources of housing financing agencies. Preference may be given to remote, hilly and inaccessible areas including Border Areas where the felt needs for housing would be of a very high order.

EDUCATION OF MINORITIES

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

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

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

EDUCATION OF THE HANDICAPPED

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

BORDER AREA DEVELOPMENT PROGRAMME (BADEP)

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

General

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

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

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

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

**PARTICIPANTS IN THE GROUP OF SC/ST/MINORITIES/
BORDER AREA DEVELOPMENT (EDUCATION)
PROGRAMME**

6-7 July,

IIT, New Delhi

- | | |
|--|-------------|
| 1. Dr. Rajendra Kumari Bajpayee Minister of State for Welfare | Chairperson |
| 2. Shri S. Gopalan Additional Secretary Department of Education | Rapporteur |
| 3. Shri R. V. Vaidyanatha Ayyar Secretary (Education) Government of Andhra Pradesh | Rapporteur |
| 4. Shri P. G. Lele Joint Secretary Ministry of Welfare | |
| 5. Shri D. K. Panwar Director Department of Education | |

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REPORT OF THE GROUP ON SECONDARY EDUCATION

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Education Minister (P&S)
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Rapporteurs :

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Education Secretary,
Government of Tamil Nadu
- (ii) Dr. (Mrs.) D. M. de Rebello
Joint Secretary (S)
Department of Education

RECOMMENDATION OF THE GROUP ON SECONDARY EDUCATION

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

VOCATIONALISATION OF EDUCATION

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

need for vocationalisation of education becomes most apparent. Vocational education reduces the pressure on the Universities for admission thereby contributing to the unemployment of graduates, by making students employable after the +2 stage. The National Policy on Education has laid down a target of diversification of 10% students at the higher secondary stage to the vocational stream by 1990. Though there has been some progress in this direction—notably in the case of some states like Haryana, Tamil Nadu, Andhra Pradesh, Maharashtra, it has not come to the accepted level. The main reasons for the shortfall are :—

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

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

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

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

2. The courses are matched with demand in the market so that frustration among the trained students is avoided. The Committee noted that there was acute shortage of trained manpower in the fields of dairy development, para-medical skills, and computer technicians. Vocational courses in these areas should be given priority since students will find ready employment opportunities.
3. By improving the training facilities making full use of the assistance given by the Government of India for equipment, construction of sheds, training of vocational teachers and so on.
4. By giving adequate publicity to the efficacy of vocational education.

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

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

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

8. The committee strongly recommends that the trades notified under the Apprenticeship Act may be enlarged to include a number of new vocational courses started under the Vocationalisation Scheme. It will be necessary to strengthen the

Regional Boards of Apprenticeship Training to handle these additional courses.

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

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

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

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

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

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

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

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

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

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

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

Improvement of Science Education in Schools

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

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

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

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

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

Educational Technology

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

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

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

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

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

General Observations

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

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

Three Language Formula

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

Examination Reform

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

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

PARTICIPANTS IN THE GROUP ON SECONDARY EDUCATION

6-7 July,

IIT, New Delhi

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28. Dr. S. Priyokumar Singh
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REPORT OF THE GROUP ON TECHNICAL EDUCATION

Chairperson

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

Repporteurs

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

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

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

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

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

In consideration of the above, the Group recommended that :

- The State Governments may send only such proposals which are essential and for which provisions have been made in the State plans. The proposals should also be thoroughly scrutinised at the State level before the same are forwarded to the A.I.C.T.E. The AICTE may prescribe formats for submitting proposals of various categories.
- Meetings may be held between the Council and the representatives of the State Governments to consider the pending proposals and reach an understanding on them on the basis of their need, relevance and their place within the overall development of technical education in the country/states. There should be adequate flow of information from the AICTE to the State Governments.

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

Maintenance of Standards

- The Group observed that there is need for pursuit of excellence and of technical education in the country. The funds available must, therefore, be judiciously invested on consolidation; Modernisation and quality improvement of the ongoing institutions/programmes.
- Realising the importance of achieving a wide-spectrum logical capability as early as possible,

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

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

Resource Mobilisation

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

Salary Scales of Polytechnic Teachers

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

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

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

Management of the System

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

Weaknesses/Imbalances

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

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

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6-7 July, 1989

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