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**AGENDA NOTES**

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# **Education**

## **National Agenda for Governance**

### **Relevant Excerpts on Education and Related Issues**

#### **“Education for All**

14. *We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase governmental and non-governmental spending on education up to 6% of the GDP; this to provide education for all. We will implement the constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and opportunity of educational standards up to the school leaving stage. We shall strive to improve the quality of education at all levels -- from primary to our universities”.*

#### **Empowerment of Women**

16. *“.....; also institute plans for providing free education for girls up to college level, including professional courses, so as to better empower women. . . .”*

#### **Harnessing Yuva Shakti**

17. *“.....For this purpose, we shall build national consensus for the creation of a National Reconstruction Corps aimed at ....., and for spreading literacy. .....”*

#### **Children**

18. *“..... Our aim is to ensure that no child remains illiterate, hungry, or lacks medical care. .....”*

#### **Constitutional and Legal Reforms**

21. *“..... effect decentralization right up to the grassroots level by activating and involving Panchayats and local bodies. ....”*

## **Genuine Secularism**

29. "..... We are committed to the economic and educational development of the minorities and will take effective steps in this regard."

## **SC, STs and Backward Classes**

30. *The interest of the Scheduled Castes, Scheduled Tribes and Backward Classes will be adequately safeguarded by appropriate legal, executive and societal efforts and by large scale education and empowerment. .....*"

## **Information Technology**

34. "A new revolution is sweeping the globe -- that of Information Technology. ....; indeed, that India can be a software superpower. We will, for that purpose, unveil a National Informatics Policy with short, medium and long-term perspectives."

## 1. Introduction

The National Agenda for Governance (NAG) deals with various issues in education under several heads including 'Education for All'. The issues can be classified into a few clusters:

- *Education for All* -- Free and compulsory primary education up to 5th standard and total eradication of illiteracy,
- *Education of prioritized groups* -- girls, SC/ ST and Backward Classes and educationally backward minorities,
- *Access and quality* -- equal access and opportunity for all upto school stage and improvement quality at all level
- *Financing of education* -- Increasing government and non-government spending on education, and

The article on Harnessing youth power makes a special mention of their involvement in total eradication of illiteracy. The articles on Constitutional and Legal Reforms, and Information Technology have important indirect implications for education, planning and management in particular.

## 2. Primary Education

The Constitutional provision and the national commitment are for providing education to all children upto the age of 14 -- up to elementary education. The policy prescriptions and programs, however, followed in the post independence period focused more on primary education, essentially through formal schools. Therefore, expansion of schooling facilities became one of the areas for priority action in India. As per the Sixth All India Survey, more than 95% of the rural habitations are provided with a primary school within a walking distance of 1 km.

### *Towards Universalization*

Universal primary education implies universal enrollment, universal retention and minimum acceptable level of performance. The Gross Enrollment Ratio around cent percent and the Net Enrollment Ratio of about 85% at the all India level is near universalization of enrollment. However, the Net Enrollment Ratio also indicates that a large number of children still remain outside the orbit of the formal primary schools or their

alternatives. More importantly, a good share of children who are enrolled in primary schools drop out before they complete the primary stage of education.

Enrollment is no more a major issue in many districts and drop-out is no more a problem in some districts. But they still continue to be major problems in selected localities. Therefore, there is a need to focus on intervention strategies specifically targeting segments of population and localities where enrollment is low and drop-out rates are high.

The transition ratios from primary to upper primary levels of education continues to be high in India i.e. the chances of those children who complete Grade V moving in to the upper primary levels of education are very high. This implies that Universalisation of Elementary Education needs a continuing focus at the primary levels of education.

#### *Focus Within Primary Education*

The geographical confines and population groups who have not yet benefited from the public intervention policies in primary education need to be identified for prioritisation in intervention strategies. In the process of such a desegregated analysis, one may find that current form of primary schooling may not be a viable proposition in large number of habitations which are small and hence do not become eligible to get a primary school. In such areas, focus would have to be more on alternatives like Primary Education Centers as proposed by Meghalaya, West Bengal or other alternatives to educate the children.

The intervention strategies, designed by government to promote a faster expansion of primary education, are broadly in two areas, namely, expansion of access and improvement of quality of education. Various target group oriented programs as part of rural development programs, specially designed schemes for education of girls, SC/STs and other backward classes and educationally backward minorities, introduction of non-formal education schemes, introduction of mid-day meal scheme, etc. are efforts towards increasing access conditions for primary education. Programs like Operation Black Board, Educational Technology, Teacher Training Programs and its institutionalization through DIETs, BRCs, etc.

are examples of quality improvement intervention programs of the Government.

## Quality

Today, school quality has become a major issue both to retain children in schools and to ensure that they learn what they are supposed to learn. Provisions of physical inputs alone may not help to achieve this objective. Therefore, in the recent past, the Government has introduced various programs to strengthen teacher development eventually to bring about changes in the schooling processes and class-room practices. It is important that the Government continues with these programs if retention rate and levels of learner achievement are to be improved. Further, teacher development have to be supported by an equally component and reoriented teacher educators and supervisors. A National Action Plan has been developed for continuing education of primary teachers, supervisors and teacher educators through state of the art distance education including interactive television. This is under pilot phase of implementation in Gujarat and Madhya Pradesh. Since the proposed network is modular states may consider joining the project through sharing of resources.

The school environment and those lay the foundation of the future development of personality of the children, besides its general impact on school retention and learning. The primary schools have to be made a lively place where children will be naturally attracted. Introduction of music and sports and games as integral part of schooling can substantially change the school environment. Several government sponsored NGO experiments have proved the impact of such programs in schools.

## National Elementary Education Mission ( NEEM)

Setting up of National Elementary Education Mission ( NEEM) is under consideration. The Mission can be developed as an instrument of implementing universal elementary education in a time-bound framework. There are several schemes that supports universalisation of elementary education, namely, Operation Blackboard, SOPT, Educational Technology Scheme, Mid-day Meal and the externally funded DPEP. All or some of these schemes can be brought under the unified management of NEEM and converted into a program and implemented in mission mode.

Recently a group of educationists have suggested a course of action aimed at combining the schemes together under an over-all program of Universalisation of elementary education. The recommendations of this group are at Annexure. The issues raised would need to be discussed and debated.

## Commission on Elementary Education

India had separate Commissions on university education and secondary education. Primary and elementary education is the only exception. The Education Commission (1964-66), within a comprehensive framework of the entire education system, provided considerable emphasis on primary education. In view of the priority attached to Universalisation of elementary education, a Commission on Elementary Education should be appointed by the Government of India. The Commission will diagnose the problems, develop a perspective of Universalisation of elementary education and make necessary recommendation for translating the goal of universalization in a short-term framework of 5 to 10 years.

### 3. Eradication of Illiteracy

Despite 5000 year old civilization of India, the literacy rate at the beginning of this century was only about 5% and 0.6% among women. By 1950-51, in the first 50 years of this century, percentage of literacy rose to only about 20, a growth of nearly 15 percentage points. By 1991, during the next 40 years, literacy grew to 52%.

A target of providing functional literacy to 100 million illiterate persons in the age group 15 to 35 years was set out to be achieved by 1998-99. Functional literacy was defined to comprise:

- ◆ Self reliance in reading, writing and arithmetic,
- ◆ Participation in developmental processes,
- ◆ Skill development for improvement of economic status and general well being, and
- ◆ Imbibing values of national integration, conservation of environment, women's equality and observance of small family norms, etc.

India experimented with several alternatives; Total Literacy Campaign ( TLC) brought the unprecedented success. Four hundred and forty-two districts have been covered under literacy campaign; 229 of them have entered the post literacy campaign phase. It is reported that 95 million learners have enrolled and 68.57 million have been declared literate. The



Arun Ghosh Committee made intensive review of the TLC and identified the strengths and weaknesses of the Campaign.

The meeting of the Chief Ministers of four most populous and educationally backward states in Bhopal, in 1994-95, pointed out that a movement based approach cannot be sustained for indefinite period and asked the campaign to be stepped up and completed in a defined time period of few years. This warning and advice have to be taken seriously.

A few major steps to achieve total eradication of illiteracy are:

- TLC in all the remaining districts be taken up and completed during the next two years, 1998-99 and 1999-2000.
- All political parties have shown unity of purpose in TLC in the past; efforts be made to revamp cross-party organizational synergy at the district, block and Panchayat levels.
- Focus be on women and their literacy,
- Efforts be made on linking literacy to vocational and life related skills like health and sanitation,
- Post literacy programs have to be strengthened substantially to protect neo-literates from relapsing into illiteracy, and
- Open basic education, as a means of continuing education of the neo-literates, through the State Open Schools be promoted.

Literacy is one of the means of empowering people. The conventional literacy alone may not be enough to empower people. Alternative reinforcing mechanisms need to be looked into. India has a strong oral tradition transferring knowledge from one generation to another. The potentiality of this oral tradition can be meaningfully jelled with the powerful mass media for faster and effective communication of information and empowerment. The success in immunization and pulse polio, diarrhea control, equality of girl child are some of the examples. For quicker results, adult literacy movement has to be backed up by media not only for environment building but also for mounting *information program* for all. This will substantially enhance functionality of adult education program. In order to achieve this goal following actions need consideration:

- Launching Information Programs for Adults through Mass Media,

- Reviewing and changing the current exclusive market driven media management so that commercially non-viable development communication may find relevant emphasis, and
- Deploying G-SAT for more localized and area specific information broadcasting.

#### **4. Education of the Girls**

Education of the girls for empowerment has been one of the priorities. The Art 15(3) reinforced Article 45 of the Indian Constitution by envisaging special provision for girls and women. Various Committees and Commissions on education have specially focused their attention on girls' education.

The efforts have been made to strengthen girls' education through several schemes which include 48 various programs for skill development and 27 different programs for educational development. There are, however, gender disparities in educational participation at all levels, e.g., girls constitute only 39.42% of the enrolled children in classes VI-VIII, and 33.1% in higher education.

In order to reduce the gender disparity and encourage girls' education, several states offer free education to girls up to various levels. For example, Karnataka offers free education up to Xth level to both boys and girls. Girls' education is free up to XIIth standard in Arunachal Pradesh, upto graduation in Madhya Pradesh and upto graduation including professional courses in Himachal Pradesh; and upto postgraduate level in Orissa. Several states offer free text books, in addition to free tuition, to SC/ST girls. The proposal in the National Agenda for Governance is to extend free educational facilities to all girls upto graduation levels, including professional courses.

By 1996-97, enrollment of girls in pre-primary, primary and upper primary levels were 11.20 lakhs, 478.90 lakhs and 163.40 lakhs, respectively. About 97.90 lakhs were enrolled in secondary and senior secondary stages (including intermediate colleges) of education. About 21.84 lakh girls were enrolled in various other courses in higher education including 0.60 lakhs in primary teacher training.

According to one estimate, it would be necessary to create a provision of Rs.58.29 crores per year, in addition to the existing provisions and schemes for encouragement of girls education, to make education of the girls free up to degree level. This estimate is based on the assumption of fee remission at the existing fee structures like Rs.20.00 per month for the degree courses, Rs.200 for medical and Rs.150 for other professional courses. The fee structure varies from one state to another. Hence, more detailed exercise has to be done to assess the actual requirement. There are, however, a few major issues that need serious consideration:

- Whether 'free education' would cover only tuition cost or some other items of the private cost like textbooks and stationary, equipments/instruments and consumables and expenditure incidental to attending educational institutions,
- Whether professional education where other expenses are far higher and forbidding than the tuition fees would be covered under the scheme, and
- The freeship will increase the gap in the revenue and expenditure. Additional provision will be required to fill in the gap between enhanced cost of education due to additional enrollment of girls and fee subsidization.

In order to make it more feasible, it is proposed that at the school level freeship should cover larger number of items of the private cost. . At the higher and professional education, the provision should cover only tuition fees.

## **5. Education of SC/ST and other Backward Classes**

Education of the Scheduled Castes and Scheduled Tribes is one of the major Constitutional obligations. Besides Article 46, there are several enabling articles like 330, 332, 335, 338-342 and the entire fifth and sixth schedule that deal with the special provision for education and development of SCs and STs. Right from the first five year plan, education of SCs and STs has found the required emphasis. Various committees and commission of education have dealt with the issues of education of the SCs and STs in great details.

There are special provisions through Tribal Sub-plan and Special Component Plan to strengthen education of the SCs and STs. Besides, there are 12 special programs for education of the scheduled castes and six other schemes for the scheduled tribes. The special programs and intervention strategies for education can, broadly, be categorized into three types.

- Welfare measures and incentive schemes like scholarships, mid-day meals, supply of free uniforms, fee concession, etc. -- an indirect economic support to motivate the families to send their children to school.
- Special institutional arrangements and concessions like, separate schools in Scheduled Castes and Scheduled Tribes habitations, hostels, Ashram schools, mobile schools, non-formal education centers, reservation of seats in educational institution, relaxation of age and qualifying levels, etc.
- Direct input into the teaching learning process such as provision of free textbooks and writing materials; these facilities also reduce the economic burden of the family to educate children.

The special emphasis through various schemes has contributed significantly to the educational development of the Scheduled Castes and Scheduled Tribes. The percentage of literacy of Scheduled Castes increased from 10.27% in 1961 to 37.41% in 1991; for Scheduled Tribes, the literacy percentage increased from 8.54% to 29.60% in the corresponding period. There has also been significant increase in enrollment of children from the Scheduled Castes and Scheduled Tribes in schools.

There are however some major problems:

- the gender gap in enrollment is quite significant,
- the female literacy is less than 10% in 99 districts among SCs and in 115 districts among the STs, and
- there is poor representation of SCs (ranging between 2.60% to 9.92%) and STs (0.09% to 6.14%) in various courses in higher education.

Other issues that need serious consideration are:

- Better coordination between the Departments of Welfare and Education who share the responsibilities of education and development of the Scheduled Castes and Scheduled Tribes.

- In absence of the matching grants, the committed state liability, release of central assistance is affected and the implementation of the schemes get delayed.
- The post-matric scholarships are not distributed on time creating hardship for the students.

## **6. Education of the Minorities**

Education and development of the educationally backward minorities have an area of emphasis by the successive governments since independence. This emphasis will be continued and further strengthened.

There are three major schemes exclusively for the educationally backward minorities. These are Area Intensive Program(AIP), Modernisation of Madrassa Education and Coaching Classes for recruitment tests, admission to professional courses, etc. Besides, the educationally backward minorities also benefit from general schemes like Operation Blackboard, Mid-day Meal, DPEP, Non-formal Education, Total Literacy Campaign, Educational Technology Scheme, Special Orientation of Primary Teachers, etc. Certain general schemes are specially extended for the benefit of the educationally backward minorities. For example, Community Polytechnic scheme has been extended to cover 41 minority concentration districts.

As identified by the Ministry of Welfare, there are four districts in Assam and 326 blocks spread over 13 states and 3 union territories with minority concentration. The Area Intensive Program is operating in 10 states; Gujarat, Maharashtra and Tamil Nadu have not sent any proposal. The scheme is implemented by the state governments with 100% central assistance. The budget on this scheme has been enhanced to 13 crores for 1998-99 compared to 10.99 crores in 1997-98. The scheme is being extended for direct funding to national and reputed NGOs for setting up multi-stream residential secondary schools for boys, in addition to those for the girls.

Modernisation of Madrassa Education figures in the 15 point program of the Empowered Committee on Minorities Education. During the last financial year 363 existing Madrassas benefited from this scheme. Besides, 182 new Madrassas were set up. The budgetary provision for this scheme has been substantially stepped up -- from Rs.1.73 crores during 1997-98 to Rs.7.00

crores during 1998-99. Among several new proposals for strengthening Madrassa education are appointment of two or more teachers with subject specialization, enhancement of salary of teachers, introduction of vocational courses, etc.

The UGC has approved 22 universities and 59 colleges to organize coaching classes for candidates from the educationally backward minority communities. Under this scheme, each university is offered Rs.2.5 lakhs non-recurring grant for five years and Rs.2.0 lakh recurring grant per year. Corresponding figures for colleges are Rs.1.5 and 1.0 lakhs, respectively. The Group on Minorities Education pointed out that among other maladies, this facility is used for coaching the candidates from majority community and non-backward minorities, inappropriate methods for coaching, and lack of monitoring by UGC.

There are several other schemes like translation of school textbooks in Urdu, open school courses through Urdu medium to strengthen education of the educationally backward minority communities.

It will be necessary to find methods for further strengthening and speeding up the process of education of the educationally backward minorities. However, since almost all programs are implemented by the state government, its cooperation and more focused management of the schemes are also necessary for greater effectiveness and quicker results.

## **7. Yuva Shakti: Harnessing Youth Power**

The youth of India -- a great reservoir of energy, enthusiasm and leadership - can make tremendous contribution to eradication of illiteracy and in promoting child literacy and education. This youth power needs to be harnessed for national development.

### *NSS/NYK: Youth Coverage*

There are several schemes/programs and institutional mechanisms like National Service Scheme (NSS), Nehru Yuva Kendra (NYK), for promoting youth development. NSS covers more than 13.75 lakh students. This will be further increased to 14.87 lakhs. Yet, this will be less than 25% of the students enrolled in colleges and universities. Fourteen universities have

already integrated NSS as part of education. Thirty other universities have indicated their willingness to integrate. This scheme of integration should be extended and strengthened to include all university and university type institutions. Social service through NSS, as practised in several other countries, should be considered as pre-requisite to graduation.

Current programs for youth development include NSS, NYK. NSS is exclusively for college going youth and covers less than 25% of about 6% of the youth in the age group 18 to 23 years. Thus not more than 01.5% of the youth are actually covered by NSS. Proportion of youth involved in NYK is also marginal. Majority of the youth are either in the unorganized sector of employment or are unemployed youth, and are not covered under any scheme. Harnessing youth power will remain incomplete and marginal unless these categories are also brought into the fold of youth development.

### *Sports in Cocurrent List*

Sports are an integral part of youth development. In order to encourage spread and qualitative improvement in sports, a proposal for transferring sports from the state to the concurrent list has been under consideration for quite some time. It is in the same pattern as education, so that center can also contribute in sports development. Till date, 16 states have agreed to the proposal. Concurrence of other states is necessary before appropriate action can be taken.

### *Youth for Sports Development*

Sports have to be an integral component of education at all levels and for all. Sports, physical education, games should be included right from primary to the university levels. This is another area where youth with talent in sports and games can be of great help. Mechanisms will have to be worked out to involve talented youth, other wise unemployed and un-enrolled in colleges, in sports development among school children.

### *Sports School*

A country of India's size should strive for a more respectable place in the international sports arena. In order to achieve international standards, talents have to be identified early and nurtured scientifically. It is proposed to set up a separate sports school in every district. Besides the academic studies, these schools will nurture talents in sports and games. Provision has been created to provide maximum assistance of Rs. 50 lakhs to a state government for creating sports infrastructure, holding tournaments etc.

### *Indigenous Sports and Games*

With the media, television in particular, sports and games have become internationalised. This has sent many of our indigenous rural sports and games into oblivion. Such sports and games are equally effective in development of the body and physical fitness. Also such sports and games are low cost. Every effort shall be made to revive culturally embedded local sports and games.

## **8. Higher Education**

Higher education has made significant contribution in the national development. It comprises more than 260 universities and 8,500 colleges. The system provides education to about 60 lakh students, only about 6% of the relevant age group. In the current phase of globalisation and international competition, the need for higher educated labour force would increase dramatically in the near future. Hence, rate of participation in higher education has to be substantially stepped up. Further, faculty wise enrollment indicates that large number of students are in the liberal arts courses and very small percentage are in the professional courses. Similarly, the proportion of students enrolled at under-graduate level is disproportionately high compared to the enrollment in post-graduate and research programs.

Despite some of the Indian students are world class and there are few world class institutions, the quality of higher education, in general, is poor and a matter of great concern. The degrees offered by majority of the Indian universities are not recognised by universities in other developed countries,



and some of the take-off countries. Research remains largely confined to doctoral studies. There is very little practical utility of research.

There have been several important initiatives to improve nature and quality of higher education. Some such initiatives are introduction of vocational education, improved textbooks, continuing education of the college and university teachers, departments of special assistance, centers of advanced studies, modernization of laboratories and workshops etc. Such efforts have to be strengthened and extended to ensure better quality of education at this level.

### *Quality Control*

In order to ensure quality, a few central agencies, like IMC, AICTE, NCTE, DEC with statutory authority has been set up. The NAAC has been established for similar purposes, for managing quality in higher education. It is necessary to strengthen such quality control mechanisms at the national level since higher education provides the top-edge personnel to the organised sector of industry, business and service.

## **9. Information Technology**

India has a vast potential of emerging as super power in information technology, software in particular. This potential needs careful nurturing and support. Following issues needs special consideration:

- IT Education needs to be expanded and qualitatively upgraded both in the public and private institutions. DOEACC is an important initiative in quality management in IT education. Further measures may have to be considered.
- IT can be used for quality improvement in education at all levels, higher and professional education in particular. Every effort would be made to provide Internet facilities, interactive television facilities (as available in all colleges in Goa University) to all institutions in phased manner.
- Information technology, information system in particular holds the promise for improving management efficiency of the system. A national information system for education will be developed to support planning, management and monitoring of education.

- Open and distance education has come a long way in India. It accommodates nearly 15% of the total enrolled students. The open universities and the correspondence courses in dual mode universities vary widely in their quality of instructional material and program delivery. The increasing use of ITV has given significant experience in creating virtual classrooms. IT can be pressed into service to create virtual classrooms, virtual campuses and virtual universities.

## **9. Financial Resources: Six per cent of GDP**

The National Policy on Education 1968 promised to allocate six per cent of national income to education. The National Policy on Education 1986 (Revised 1992) has promised to reach the goal at least by the end of the ninth Five Year Plan. Recent estimates suggested that the education system in the country needs actually above eight per cent of GDP to fulfill the modest goals that the government has set. So, even allocation of six per cent of GDP will not be adequate. It becomes necessary to note that the government has to allocate at least eight per cent of GDP to education from the public exchequer itself. The government has to take the task of allocating six per cent of GDP from the government budget as a goal to be immediately fulfilled, at least during the ninth Five Year Plan period itself.

The expenditure by the government on education currently amounts to about 3.5 per cent of GDP. India ranks very poorly, rather below many developing countries, not to speak of advanced countries, with respect to the proportion of national income devoted to education. Thus there is need to increase government allocation to education substantially.

If one includes the expenditure incurred by households on education, and the expenditure incurred by the management bodies of the private schools to the government expenditure on education, the total expenditure forms nearly six per cent of GDP. Thus, what is essentially required is to increase the allocation from the public exchequer.

### *Education in the Ninth Five Year Plan*

Allocation to education has declined from nearly 8 per cent in the first five year plan to less than three per cent in the sixth plan. There has been an increase in the proportion in the seventh and eighth Five Year Plans. But

the allocation in the eighth Plan (4.9 per cent) is still less than the allocation made in the first Five Year Plan. It would be necessary that the government steps up its allocation to education in the ninth Five Year Plan considerably.

### *Sharing of Responsibilities by the Centre and the States*

While about one-third of the plan expenditure on education is met by the Union government, and the rest by the states, in case of non-plan expenditure the states meet a large share -- nearly 90 per cent. Keeping in view the federal nature of the government, the responsibilities of financing education have to be meaningfully shared by the Union government and the states in case of both plan and non-plan expenditures on education.

### *Financing the Fundamental Right to Education*

The Saikia Committee has estimated that additionally Rs.40,000 crores would be required to make elementary education a fundamental right. It is reported that as per the estimates of the Expert Committee on Financing the Fundamental Right to Education, the figure works out to be about Rs.100 thousand crores for the next ten year period. Thus elementary education has to be allocated additionally every year about Rs.10 thousand crores in real prices.

### *Higher Education*

As mentioned earlier, participation in higher education has to be substantially increased and the quality of higher education has to be improved to face the challenge of globalisation. Government policies of financing higher education have to take note of this and adequate resources have to be provided for secondary and higher education, so that the growth in higher education and also equity in higher education are not adversely affected.

## **10. Educational Management**

In order to achieve the goals set out through various agenda items above, it will be necessary to plan better and manage more effectively at all levels.

## *National Information System for Education*

Sustainable reform needs continuous and unbiased assessment of the system, a sound monitoring and decision support system, a variety of data in a form and at a time that is consistent with the requirements of user agencies operating at various geographical and administrative hierarchies. The complexity and diversity of the decision support system increase directly in proportion to the outreach and physical deployment of resources in geographical space. Education is a unique development sector with the highest degree of penetration in geographical space. The decentralisation of decision making and management will not reduce the need for centralised decision support and monitoring system. It will, in fact, necessitate the development of an integrated and national level information systems so that the information/data needs of policy planners and development administrators at various levels could be met in an integrated, consistent, comprehensive and comparable framework.

The existing monitoring and control systems were evolved in pre-independence period and have perpetuated since then without structural changes. These are inadequate to meet the requirements of management of fund flows, administrative control, monitoring and evaluation. There are serious problems of quality, reliability, timeliness and usefulness of educational statistics of school, university and higher education. The country is fast moving towards district level planning and management of school education but at the same there is no district level database on Indian education.

All these issues make a strong case for developing a national information system for education. The present government is already seized of this problem and has recently constituted a national taskforce on information technology. While the task force will make its recommendations in due course of time, the need for reforms in educational statistics involves some typical issues that have to be addressed within the education sector. Issues requiring special attention in education relate to:

- Design of an integrated information system covering all sectors of education so that duplication and multiplicity in the collection of educational statistics can be avoided.
- Promoting the use of modern techniques of information management, communication, analysis and sharing among user agencies;

- Evolving a set of simple performance indicators needed for the monitoring the delivery and outcome of educational services;
- Reverting to the situation where quality of educational statistics and performance indicators take the centre stage. The system will have to change from the present reporting system to make it a tool for planning and management of development strategies.
- Implement a comprehensive package of capacity building at central, state and district level.

### *Educational Statistics Machinery*

The Ministry of Human Resource Development has, of late, been facing serious difficulties in the collection, collation, analysis and publication of whatever little educational statistics are collected by it. Many externally funded and other programs of national importance have developed their own information systems, which are not compatible with each other. While not all of these have the potential of replication at the national level, but there is a wide experience available to make a strategic move for the development of a national information system for education.

The MHRD after careful consideration has proposed a new scheme for the modernisation and strengthening of statistical machinery at the state and the district levels. The states will have to be an equal partner in this effort. While the information management strategy has to be of a long term nature, time is a crucial factor in this exercise. The country is already paying a heavy price and further delays can only aggravate the situation. The cost of not taking the decision will ultimately be much more than the cost of implementing the program on sustainable basis.

### *Decentralised Planning and Management*

India had a tradition of community mobilised education in the pre-British period. Despite the institutionalisation through several Minutes and Despatches, community initiative remained significantly strong during the British period and even after independence. However, there was a slow but steady centralization of education. There is a move towards decentralised planning and management, particularly at school education level. This trend needs to be strengthened and at all levels of education.

The Government has taken steps to improve planning and management of education through decentralization of education. To start with the legal basis for effective decentralization was created through the 73rd and 74th Constitutional Amendments. Further, developing local based management systems centering around primary schools is another effort initiated by the Government. Creation of Village Education Committee and operationalization of schemes to transfer funds directly to schools to better equip the schools and for developing locally relevant teaching aids are recent steps to promote local initiatives. These efforts together with intervention made in the field of improving access and improving pedagogical processes will help improving primary education scene in India.

Issues related to progress of primary education can not be confined only to funding and input provisions. The focus has to shift in favour of school processes that are specific to localities and classroom practices specific to the schools and classes. All these require local and school based management and decision making.

There is wide variation in practices in management of secondary education among the states. In many states, schools are run by the government; in many other states, schools, fully funded by the state governments, are run by a managing committees comprising representatives of teaching and non-teaching staff of the schools and parents elected through their respective constituencies, and representatives of the government and panchayats. Yet, in some other states, schools are run by Trusts and Societies, sometimes a chain of institutions. Schooling has to be partnership between state and the community. Efforts will be made to decentralise planning and management of schools to the level of the community.

**RECOMMENDATIONS OF THE GROUP OF EXPERTS**

**General Recommendations**

1. A High Power Autonomous National Mission for Educational Reforms may be constituted having representation of Elementary, Secondary and University Education, Teacher Education, Vocational Education (Medical, Technical and Management etc.), Industrialists, Agriculturists, Research Council, National, State and District Education Missions with H.R.D. Minister as chairman and a renowned educationist as vice-chairman with executive powers.
2. Such a mission may be constituted at the State and the district level with similar representation as suggested at the centre with the Education Minister as chairman at the State level and an M.P. at the district level with a renowned educationist as vice-chairman with executive powers.
3. Planning of education should be done on the basis of the man power requirements at the district, state and national level.
4. Planning should start from the Panchayat/Block level and should extend to the state and national level and not vice-versa.
5. Open learning system should be utilised to the maximum from primary to highest education.

**Sectoral Recommendations**

**1. Universalisation of Elementary Education (UEE)**

1. The programme of UEE should be conducted as National Programme of Elementary Education integrating the following schemes :

- Mid day Meals (MDM)
- Operation Black Board
- District Primary Education Project (DPEP)
- Teacher Training (TT)
- Non-Formal Education (NFE)
- Technology Support (TS)
- National Adult Education Programme

2. National Council for Elementary Education should be formed with the HRD Minister as its chairman and a renowned educationist as its vice-chairman assisted by an Executive Secretary to implement the programme at the National level. The status of the Council should be autonomous. (Sample Action Plan attached – Appendix)

3. Similarly, Councils may be constituted at the State and district level with the education minister of the state and the district M.P. as chairman and an educationist as vice-chairman assisted by an Executive Secretary to implement the programme. SCERT and specially the DIET's should be strengthened in order to achieve the target within the time limit. They should be made nodal centres for UEE.

4. Emphasis should be on the relevant education for children living in the backward/tribal areas and those belonging to SC/ST and deprived social groups.

5. Necessary steps should be taken without delay to create special machinery to deal with the problems of education of girls and to assign adequate funds for the purpose.

6. Residential schools for boys and whole day schools for girls should be established in tribal and hilly areas.

7. Voluntary organisations conducting primary education should be encouraged in giving them liberal financial assistance, especially those working in rural and tribal areas for economically deprived sections of the society.

9. Separate committees under the Council at the National, State and District level may be formed to implement the programme of Adult Education.

## **II. Curricular Reform:**

1. The curricular from the primary to the highest education should be Indianised, nationalised and spiritualised. At all levels of education and in all courses, even the vocational courses, essentials of Indian Culture should be introduced from 10 per cent to 25 per cent.

2. The vocational courses may be developed at three level i.e. after class VIII after class X and after class XII. The courses may be developed with in-built vertical mobility.

3. Elementary Education to be relevant should be treated as an independent unit and not only as a requirement for secondary education.



Similarly, Secondary and Higher Secondary Education may be treated as independent unit and not only as a requirement for higher education with the implication that the curricula for elementary and secondary education should be developed as independent unit in accordance with their respective specific objectives.

4. No differentiation should be made in curriculum for boys and girls at the primary stage. At later stages, the curriculum for girls may include in addition training in home keeping.

5. Education in tribal areas/villages and small towns should be reorganised to address varied needs of agriculture, agro-industries and other areas of the rural economy.

6. Involvement of departments such as Agriculture & Industry, Labour, Social Welfare, Finance, Private and Public sector undertaking is desirable to make vocationalisation of education a reality.

7. A comprehensive programme for mother tongue as a medium of instruction at all stages of education should be launched.

8. Considering the contribution of Sanskrit to the development of Indian languages and its unique contribution to the cultural unity of the nation and ancient wisdom, it may be made a compulsory subject from class III to X.

9. Physical education & sports may be compulsory upto +2 stage.

10. Yoga institutes at national and state level may be set up with emphasis on research, training and evaluation.

11. Moral and spiritual education should be introduced at all stages in all the schools and the universities for inculcation of character & desirable social and national values.

12. Value Education Centres with the facilities of comparative study of all religions should be established.

13. An integrated programme of N.C.C., N.S.S., Red Cross, Scouting and other activities for social service may be launched from upper primary stage to the university level.

14. Load of bag and books should be reduced in primary classes.

### **iii. Educational Evaluation and Examinations**

1. **Comprehensive Continuous Evaluation (CCE) should be the concern of evaluation at the school level. The purpose of evaluation at the school level should be the improvement of competence and performance of students. The practice of marking and ranking of students at the school level should be discouraged.**
2. **Award of raw marks at the public examinations at secondary and senior school level should be dispensed with and should be shifted to grading system. It should be adopted in a phased time-bound programme of three years by all the Boards of school education in the country. Initially, it could be started at Class X by all the School Boards.**
3. **As the School Boards act as a strong instrument of social reform and educational endeavours to protect democratic norms, they should be given adequate academic and managerial autonomy.**
4. **Evaluation and measurement training programme at all levels and all in-service raining programmes.**
5. **Council of Boards of School Education in India (COBSE), (An NGO of all school Boards) should be strengthened and supported by the 'State' so that it can function as a common national forum for school education. It could help in functional researches and constant interaction between Boards.**
6. **It is proposed that in order to organise educational evaluation academically and technically "National Testing Service" may be established at an early date.**
7. **Programme Evaluation should also be given its due place in the scheme of evaluation.**

#### **IV. Teacher Education**

1. **Teacher Training programme should aim at developing the total personality of a teacher. It should be organised for a longer period and start after class XII so that it gets a professional status.**
2. **There should be specific teacher training programmes for pre-school, primary schools, middle and secondary schools and higher secondary schools.**
3. **Short Term Teacher programmes should be organised keeping in view the requirement of the following, which may differ from the normal pattern both in duration and content.**

- Tribal and rural area/Single teacher school.
- Single/two teacher schools - with the practice of multi-grade teaching
- Residential Schools and Ashram Schools
- Whole day schools with extended hours
- Children with special needs

4. The teacher training courses meant for single/two teacher schools in rural and tribal areas should be recognised by the State Department of Education for the recognition of these schools only.

5. Pre-service and in-service teacher training programmes should be complementary to each other in the sense that the in-service programmes should take care of the problem and difficulties faced by teachers in performing various jobs in the schools.

6. National Academy of Teachers should be established to certify the teachers after every ten years on the basis of in-service training programmes attended by them.

7. In order that the teacher training programme is not commercialised, the teacher training institutions should get accreditation from National Council of Teacher Education. The NCTE should be duly strengthened in order to perform its functions effectively.

8. The curriculum should be enriched through its indigenisation, addition of indepth study of historical, sociological, philosophical and cultural aspects of teacher education.

9. Practicals and practice teaching to be allocated more time and weightage.

10. A resource centre and a well equipped library of audio-video cassettes to be provided in each teacher training institute.

11. Selection of trainees to be done on the basis of aptitude and attitude for teaching and knowledge of subject test in communication and interviews.

12. Appointment of properly selected, well qualified, trained and committed teacher educators should be made.

13. Regular in-service education of teacher educators to be made a requirement.

14. Institutions like the DIETs, SCERTs, CTEs, IASEs, NCERT and NIEPA may be strengthened for providing in-service education to teachers and teacher educators and conduct action research and experiments.

## **V. Higher (University) Education**

1. Access to higher education should not be virtually unrestricted as at present. Changing the mass character of higher education will not only raise academic standard but also lead to substantial saving. Saving thus effected should be utilised for greater vocationalisation of higher education.
2. General education should be given through Distance Education mode.
3. Special attention should be paid to such higher studies as are necessary for increasing the industrial and agricultural potential output of the country.
4. Scientific research should be co-related with the technical education and the industries of the country.
5. Teacher-training programmes should be devised for college/university teachers too. Regular orientation courses should also be conducted for teachers, participation in which should be mandatory.
6. Sanskrit universities should be established in four zones of the country. Research on outstanding Sanskrit works should be encouraged.
7. A course on Indian philosophy in all higher education courses/programmes, especially vocational courses should be provided.
8. Teaching profession at the college/university level should be made more attractive to attract and retain the best talent. Better facilities for research, grant for books, well equipped libraries, study rooms for teachers etc. should be provided. This shall help to create the much needed academic environment which is so sadly lacking in our institutions.
9. A system of accountability at all levels should be introduced in the institutions for higher learning.
10. National Research Grants Commission should be established to fund the research projects of individual researchers.

11. Students from affluent section of the society must be made to pay for their education.

12. The system should encourage private business, Govt. houses, trade and industry not only to strengthen and expand their own research and development wings but also to fund research in the universities.

13. A high power committee under National Education Commission for Reforms may be constituted with Secretary (Education), UGC Chairman, eminent educationists, representatives of industry and agriculture to implement the recommendations given above.

## **VI. Management and Administration**

Four basic principles were identified to orient the management and administration of education in order to make it more fruitful. They are as follows:-

1. The Management & Administration should be decentralised upto the Panchayat/local Level. The power and the liability should go together.

2. The initiative should lie with the society and not with the Govt. The planning should start from the local level and go through district and State level to eliminate into that at the national level.

3. The Rules & Regulations controlling the recognition and affiliation of the institutions should be liberalised to suit the local conditions. The new educational institutions started by the registered organisations/societies running the educational institutions for the last ten years should be automatically recognised and affiliated to the Govt. or Semi-Govt. organisations controlling the educational systems in the States or at the Centre. The system of 'permit' (No Objection) and 'licence' (Affiliation) in education should be abolished at the earliest.

4. The management and administration of education should be handled by educationists and for that All India Education Service may be instituted.

5. A district level Advisory Committee should be established with the following representation :-

- a. Inspector of Schools/Education Officer – to act as Chairman of the committee.
- b. Principal of Sr. Sec. Schools

- c. Head Masters of Primary Schools
- d. Advocates
- e. Qualified doctors
- f. Teachers of Sec. Schools
- g. Teachers of Primary schools
- h. Public Representatives
- i. Leading Social Workers

6. A Welfare Committee for each school should be established. The Principal of the school should act as the Chairman of the committee. The parents and teachers should be elected by the respective groups. There can be 11 or 21 members on this Committee including the principal depending upon the size of the school.

7. The proportion of lady teachers in primary schools should be increased.

#### **VII. Constitutional Provisions and Decisions of High Courts :**

It is recommended :

1. that article 45 can be transferred to part III, 'Fundamental Rights' so that it becomes legally enforceable. Also, it may be reworded as follows :

"The State shall provide free and compulsory education for all children until they complete the age of fourteen years"

2. that the marginal heading of article 29 be amended to read as follows :

"Protection of linguistic and cultural rights"

3. that article 30 be amended to read as follows :

"Right of citizens to establish and administer educational institutions of choice"

(1) Every section of citizens, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

(1.a) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by any section of citizens referred to in clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition

of such property is such as would not restrict or abrogate the right guaranteed under the clause.

(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of any section of citizens based on religion or language.

It would be seen that the above amendments would remove a cause of considerable tensions without in any way taking away or diluting any of the rights of minorities enjoyed by them at present.

4. Article 350-A of the Indian Constitution provides for the facilities for instruction in mother tongue at the primary stage. The Conference recommended that the Mother Tongue medium schools as against the English Medium Schools should be liberally favored by the state and the Central Government.

5. The Supreme Court of India has already defined 'Hindutva' as a way of life and not as a religion. In the light of this decision, the experts recommend that India's invaluable heritage of the Vedas & Upanishads should find due place in the curriculum from primary to the higher level courses, including the vocational courses.

The experts reached an overall conclusion that there was a dire need to institute a National Commission on Educational reforms with a mission approach and where the participation of educational thinkers and practitioners is considered as a first step. Secondly, representation from various sectors such as industrialists, technologists, management experts, man-power specialists, social education in a way that it has its roots in the glorious cultural heritage on one hand and pragmatic curricula and activities imbued with scientific outlook on the other. It should be given the mileage and futuristic vision for the next twenty to thirty years. The commission should have the capability to assess and estimate educational needs and provisions from the decentralized rural/tribal habitations to regional and national levels. It should be able to complete its work in definite time frame so that the reforms and reconstruction of Indian Education is synchronized with the cycle of National and State level Five Year Plans.

To avail the appropriate talent at various levels, the National Commission for Educational Reconstruction with the mission should be constituted of several committees/councils for various levels and sector and these should be given appropriate objectives. The objectives in turn should be horizontally and vertically built up. This would pave for a national vision with a decentralized pattern and a cultures futuristic planning.

## APPENDIX

### National Programme of Universalisation of Elementary Education

#### (A Sample Action Plan)

In order to run the Programme effectively and achieve the target within the specified time this note suggests certain action points under the following heads:

- ◆ Management and Organizational
- ◆ Financial
- ◆ Academic

#### Management and Organizational

- ◆ The following schemes should not be dealt with as independent schemas but should be integrated as components of the comprehensive Programme of Universalisation of elementary education.
  1. Mid-day Meals as Health Service for children
  2. Operation Black Board for providing physical facilities
  3. DPEP for preparing local specific learning material
  4. Teachers Training for providing quality teachers
  5. Non-Formal education Programme to cover out of school children
  6. National Adult Education Programme
- ◆ Formal Education/full time schools and non-formal education/NFE centres (part time schools) should be identified as two alternatives. NFE should be linked with FE and not with Adult Education, which should be dealt with as a separate scheme having different objectives, administrative structure and academic Programme.
- ◆ The administrative set up and the budget provided for all the above mentioned schemes should be integrated and not utilized in compartments.



- ◆ The programme of elementary education should be developed as a social phenomenon giving responsibility and authority in respect of management and finances to the society at different levels.
- ◆ The involvement of academicians should be maximum in running the programme.

Keeping in view some such principles the following arrangements should be made at central, state, district and block levels with specific functions at each level.

- ◆ National Elementary Education Mission ( Council) (NEEM) with the honourable HRD Minister as Chairman and a renowned educationist as Vice-Chairman and Chief Executive may be launched immediately.
- ◆ An advisory committee may be appointed to advise the NEEM which may include educationists and public representatives from backward areas and girls, NGOs, different states of the country, specifically the educationally backward states and other categories.
- ◆ The above given schemes and their budget allocation should be controlled by NEEM.
- ◆ On the pattern of NEEM, State Elementary Education Mission ( SEEM) and District Elementary Education Mission ( DEEM) may be constituted.
- ◆ Freedom may be given to SEEM and DEEM in constituting the Advisory Committees which may include the public representatives, retired teachers, military personnel, govt. servants. Etc. officers of Department of Education, Women' organizations and community of learners. The budget for the programme at the state and district level should be controlled and regulated by SEEM & DEEM.
- ◆ Similar committees may be constituted at the Block and Panchayat level, wherever necessary and possible.
- ◆ Voluntary NGOs may be allotted a specific area for universalisation of EE and funds may be made available to them.
- ◆ Yearwise phasing of concentration on certain districts and areas in the districts should be done.

- ◆ The teacher and the instructors should be accountable to the community of the learners also.

### **Financial**

- ◆ The flow of funds from the centre to the state, from the state to the district and from the district the smallest unit should be smooth and in time.
- ◆ The norms of payment to personal and for programmes may be fixed at the national level but the variation up to 10 per cent may be allowed at the state/district level.
- ◆ The funds may be allocated schemewise but the deviation from one head to another head may be allowed upto the extent of 20 per cent.
- ◆ The HRD ministry may release the fund to NEEM which may send the money to SEEM in the states rather than sending it to the State Treasury.
- ◆ Similarly, SEEM may send the money to state level institutions and DEEM to be given to different organisations under the DEEM.
- ◆ Teachers working in full time schools and the officers in the Department of Education in the states will get their regular grades. But the instructors working in part time schools/NFE centres may be paid minimum Rs.800/- per month. If any state/district wants to pay more, they may pay from their own resources, which may be raised after two years on the basis of their achievement. The payment of teachers and instructors should be partly controlled by the community of learners.
- ◆ Expenses on training in local vocations to children attending part time schools/NFEs centres may be borne by the programme.
- ◆ NEEM may work as School Grants Commission just like University Grants Commission.

### **Academic Aspect**

- ◆ Full time and part-time schools should be organised in a village or Panchayat depending on the number of learners, availability of teacher and minimum physical facilities.

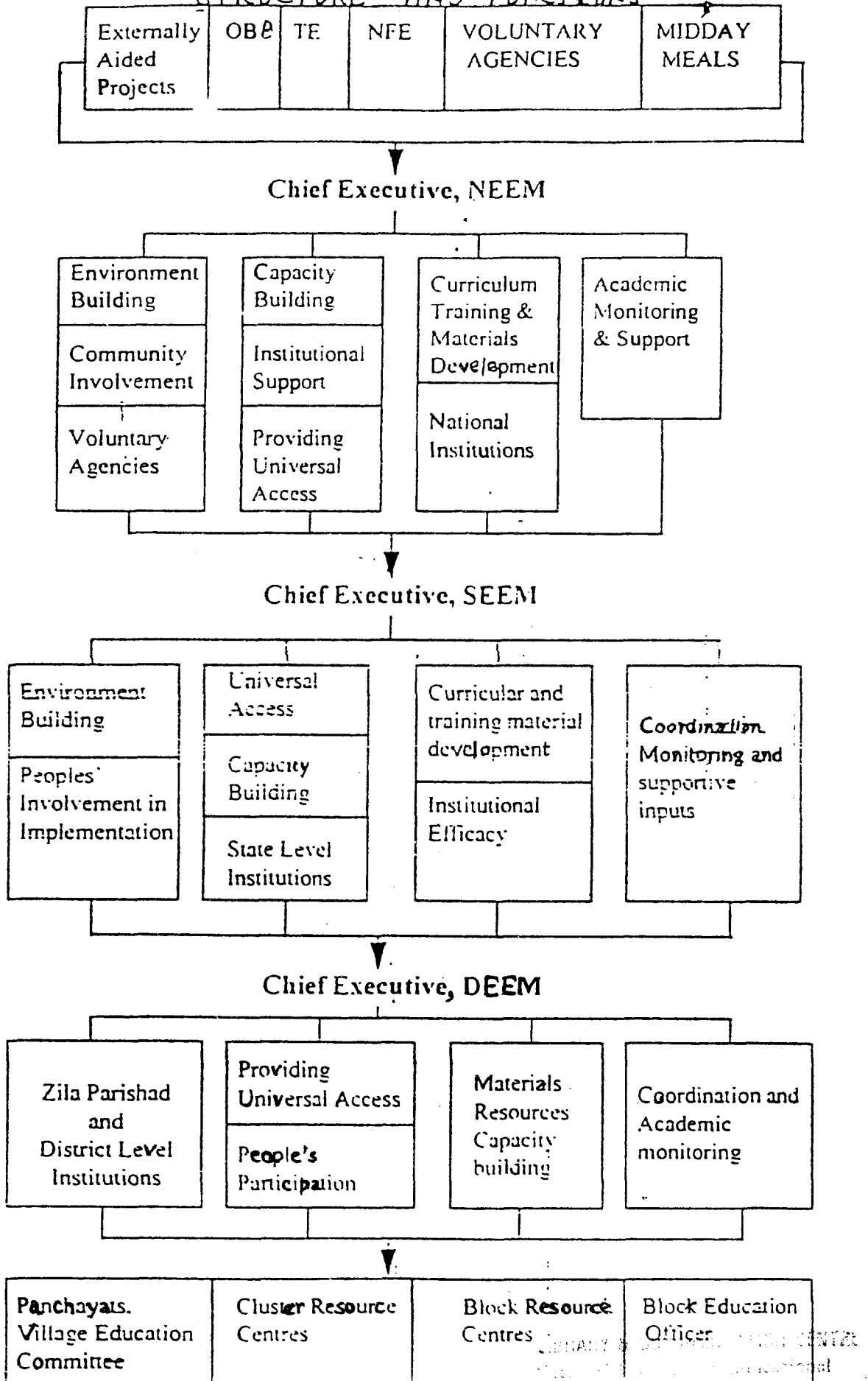
- ◆ The programme should be monitored and supervised through the Advisory Committee with active involvement of Education Department at the state and the district levels.
- ◆ The time table of the school should be made according to the facility of the learners keeping in view their personal, family and community requirements.
- ◆ Local Specific material should be prepared to the maximum.
- ◆ Initial Learning materials may be prepared in learners' dialects/tribal languages in Dev Nagri script or the script of the state language.
- ◆ The two year teacher training programme may continue for the teachers of elementary stage in formal schools. But short-term multi-dimensional teacher training programmes may be organised by DIETs in collaboration with the genuine NGO's available in the areas of NFEP.
- ◆ Specific curricula may be developed for most backward areas such as South Bihar, Baster in M.P., Barmer and Jaisalmer in Rajasthan etc.

### **The Crusade**

Universalisation of Elementary Education needs to be treated on equal footing with defence & internal security. It forms the basis for opportunity and success to every person. The nodal level National Authority would ensure implementation of the Programme and smooth flow of central funds in time through a decentralized system upto the point of implementation. Teachers shall be trusted fully and efforts made to redress their genuine grievances. People's participation and their ownership of the effort shall be ensured. This would restore the creditability and efficacy of the existing system and ensure success of the crusade for good quality elementary education to every child.

# UNIVERSAL ELEMENTARY EDUCATION

## STRUCTURE AND FUNCTIONS



Address of **Dr Murli Manohar Joshi**

Union Minister for Human Resource Development

delivered on 22<sup>nd</sup> October, 1998

during

the Conference of State Education Ministers & Secretaries

at Vigyan Bhavan, New Delhi

**Speech of Dr Murli Manohar Joshi, Minister of Human Resource Development in the Conference of Education Ministers and Education Secretaries of States/union territories to be delivered on 22<sup>nd</sup> October, 98 in Vigyan Bhavan, New Delhi.**

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This is the first conference of Education Ministers and Education Secretaries of States after establishment of the new Government at the Centre in March this year. I welcome you all from the core of my heart and expect that during the discussions of next two days, some concrete suggestions will be received and we will arrive at some conclusions which will guide us.

Education has a wider concern. This is related to our entire consciousness. Each and every field of learning gives us the light of knowledge and special ability in a particular science or discipline. However, it has some values which must be remembered. The question is, "what does the entire consciousness of education make changes in us?" The basic spirit of our Education is humanity. The fact is that entire thesis of our culture is fully based on humanism.

Education begins from primary levels. We have to concentrate that the primary education should be free, compulsory and satisfactory for the children up to 14 years. We have to give special attention that the students must come to school and not leave their education. According to current estimations, approximately 7 crore 55 lakh students do not attend schools. These children are from villages and most of them are scheduled caste and scheduled tribes. From the sixth All India Education Survey conducted in 1993, we came to know that in 1,76,523 habitations, there are no schools.

The standard of education in primary schools is also a matter of concern. We came to know from the surveys of District Primary Education Project that even in the educationally advanced States, the standard of education of the students of primary schools is not satisfactory. Effective steps need to be taken for the improvement of primary education. Scientific training programmes have been prepared for the primary teachers and related workers to make them more skilled and effective. Pilot projects have been started in Gujarat and Madhya Pradesh. Music, games etc. have been included in this programme to make the primary schools more attractive. Keeping in view all these aspects, we have two goals before us:- I) Primary education i.e., up to fifth class should be made compulsory and II) For girls, education should be free up to college level. We are also planning that vocational education for schedule caste and schedule tribes' women should be free so that we can translate our resolve for the empowerment of women into action. You will notice that whether it is the question of expansion of education or improvement of its quality, we have given special attention towards the girls and the deprived sections of the society.

Contd...2/-

We are working simultaneously on many schemes for the universalisation of primary education. These schemes are – Mid-Day Meal & Health Care Scheme and Operation Black-board Scheme. District Primary Education Programme is being run separately. Teacher's training programme is one of its activities and at the same time, informal education programmes are also being conducted. It is necessary to ponder over this issue so that these programmes do not fall apart and a co-ordination can be set among these, and to achieve the goal of making elementary education universal in earliest possible time, we have to chalk out a unified plan. It is necessary to set-up a task-force which will give a consolidated form to the programmes related to elementary education. The discussions being held over here are of utmost importance to us, and I do hope that suggestions will come in this regard which will help us to consolidate these programmes and, in turn, the programme of universalisation of elementary education will gain momentum.

Programmes like Lok-Jumbish were being conducted with the help of financial support from outside. We have realised that dependency on foreign support pose various problems before us. There is an invisible link with the foreign support which dodges us sometimes. There is one more scheme being run in Rajasthan for the last ten years and it has been quite successful. This scheme is called Shiksha Karmi Project. 32 districts, 146 blocks and 2600 villages have been included under this programme, in which 2600 schools and 4335 Prahar Pathshalas (schools of convenient timings) are there. Out of 6085 Shiksha Karmis, 695 are ladies. Out of a total strength of about 2 lakh children, 84,000 are girls. This fact bears a special significance because in Rajasthan woman literacy is a mere 20.44 percent. I guess, in the next few years we will see a new consciousness emerging, not only in education and literacy but in other sectors of life also.

From the view point of quality education, we had opened Navodaya Vidyalayas in the rural areas. Presently, 397 Navodaya Vidyalayas are functional. It is our effort to establish one Navodaya Vidyalaya in each district. 63 percent of the students of these schools belong to such families whose annual income is less than Rs.12,000. Parents of 16 percent students are illiterate. Parents of 18 percent students are daily wagers. The important thing about these schools is that these have co-ed. system. Admission is through competitive examination. The results of the exams of Navodaya Vidyalayas are very encouraging. Keeping in view the success of this experiment, the State governments should consider establishing more such schools.

I am of the opinion that root cause of most of our problems is our mass illiteracy. As the literacy increases, so would the social consciousness. Literacy will especially help making the women self-sufficient. In this country, the literacy work is going on for the last 50 years. Yet, half of our population is illiterate. The definition of literacy should be a combination of reading, writing and quantitative aptitude. Such abilities should be developed by which an individual can ennoble his economic and social status. National integrity, concern for environment, equality for woman and consciousness towards small family must go hand in hand with literacy. One opinion is that literacy programmes should not drag on indefinitely but should be timebound targetted.

Some facts have been revealed regarding eradication of illiteracy. In those districts where total literacy programme has not been launched so far, it should be completed within the next 2 years. The good thing is that all these programmes enjoy consensual support of almost all the political parties. In this literacy programme, special emphasis has been given on making the women literate and the effort is to link vocational education with literacy. One more moot point is that if a literate person does not continue with his learning process, he again becomes illiterate with the course of time. Therefore, those basic facilities should be developed by which interest in education can be sustained. I hope, a comprehensive discussion on this issue will take place in this meeting, and in the light of your suggestions we will be able to speed up these programmes.

After the completion of primary & elementary education, we look forward to secondary, higher-secondary and advanced education. I am of the opinion that vocational education should be introduced at the secondary education level.

This is an era of specialised education. Science and technology are so wide-spread that only highly intelligent children can approach for it. It is necessary to link education with the development of industries. Wider consideration is needed on the skills or professional efficiencies which may provide employment immediately. Education is important but employment oriented education is more important. Many of the States are now paying their attention on this issue. A new system should be developed in which a student reaching upto Xth standard or so, should decide what does he want to do. Vocational education should be introduced at secondary and higher secondary levels. This needs wide consideration. I am hopeful that some suggestions would emerge from our discussion that can be implemented urgently.

There is much spread in the field of higher education. At present, there are 229 universities and 8,500 colleges in the country and almost 60 Lac



students are enrolled. This number is likely to increase significantly. In terms of numbers, only a few students are studying in Vocational Courses while a large number of students are studying in general courses. Practically, students of these courses do not get any benefit and as a result, a large number of under graduate and post-graduate students are wandering for employment. It needed to be considered that education should be objective, employment oriented and conducive of a generous view towards life.

We are new entrants in the field of Information Technology. Still we have made a fast headway in this field and have made tremendous strides in the field of Software development. Department of Electronics have standardised the curriculum of Information Technology. Thus, Information Technology is available at the school levels. We are working at its many dimensions. It is widely spreading and likely to be wide spread through open schools and correspondence courses. It will generate several benefits. To upgrade their skills and qualifications in Information Technology, all resources should be made available to the students interested to be engaged in employment after getting vocational education at secondary level in this field.

With reference to higher education, may I request that consideration should now be focussed by universities on a quick adaptation of their courses and such courses should be introduced which are useful for industries. Information Technology is one of them. Many facets of science education are such that their teaching may have employment potential. . For instance, we have made so much advancement in the space science that we can place a satellite in the space. Only a few countries are equipped with this technology and this has a potential to be a big industry. Knowledge of Atom is also one such type. From general practical area to advanced technology, Universities should develop a synergy with industries for their manpower requirements in future. We have started according to priority to this task in the Department of Science & Technology. We have advised the industries that we want to be involved in the solution of their problems. Scientific research laboratories of our universities should also reorient towards this cause immediately. This is a matter for your consideration.

I would now like to discuss with you on educational resources in brief. I have said that 6% of GNP would be spent on education gradually. But it should be clearly understood that even 6% of GNP is inadequate for the requirements of education. There are many sectors of education where adequate resources are not available for spending. A larger portion of educational resources is spent on establishment. As a result, adequate funds are not available for libraries,

laboratories, maintenance of buildings, sports facilities etc. Education is an expensive process. It is, therefore, necessary to consider that there should be more investment for the education of the deprived population and women. On the other side, economically affluent sections of our society should increase their contribution towards education. It is necessary to harness more resources to improve the quality of education. Measures should be suggested after discussion and a holistic policy should be made to reduce the dependency of educational institutions on the Government only. Government should concentrate its full attention and investments towards universalization of primary education. Vocational education should be introduced from secondary level. It should be decided in the context of higher education that how much resources should be generated by higher educational institutions on their own or else, there would be a constant depletion of resources for laboratories, libraries and equipments in the Institutions of higher education and the means of recreation and sports in schools.

We all have great expectations from our young generation. How the youth power may be harnessed for national reconstruction is an issue on which consideration is going on at many levels. Its outline is emerging. Dearth, illiteracy, health and sanitation, social evils and the preservation of environment are areas in which the youth power can play very important role. We are thinking that a student passing out of 12<sup>th</sup> class will join this National Reconstruction Force. Certain targets will be fixed for them and they will work for 12 months to achieve them. If they so desire, the tenure can be extended by one more year. We have identified certain areas where their skills can be utilised. Some of these areas are – creating awareness for literacy among elder citizens, development of barren land in the agricultural sector, soil conservation and water resource management, development of sports and culture, environment and forest conservation, health and family welfare schemes, population control education, checking drug abuse, AIDS awareness and women's upliftment. These youth will be trained suitably and adequately so that they can work in discipline. We are planning to give them an Honorarium of Rs.1,000 per month. We are of the view that all the educated youth of the country should realise their social responsibility, that they come forward and join the endeavour of National Reconstruction so that a new awareness is created towards the problems being faced by the country. The work on formulation of a detailed scheme in this regard is in hand and I hope, the scheme would be widely accepted.

Ministry of Human Resource Development is engaged in the development of all languages of India. All the languages of India are national languages. I always held a view that education in one's own language is more fruitful and result oriented. Foreign languages should also be learned. However, use of

foreign languages should be to a limited extent but it should not leave a wrong impression or impact on us. We have got a rich heritage of thousands of years of our languages and they are amazingly rich in literature but it's a mockery that we failed to recognise it and wandering here and there. In addition to our modern Indian languages, I want to draw your attention towards Sanskrit. Now-a-days, Sanskrit is being taught in all major universities throughout the world but Sanskrit could not get such a rightful place as it should have got in our country. Sanskrit should be linked to the frontiers of modern knowledge. Sanskrit should be linked to science and the scholar in modern sciences must be acquainted with the knowledge of Sanskrit Language. This will open new frontiers of knowledge. Apart from whatever the Central Government is doing for the propagation of Sanskrit on its part, the State Governments should also promote teaching of Sanskrit.

The teachers play a pivotal role in improving the quality of education. There are about 45 lac 28 thousand teachers from primary to higher secondary schools. If we add to this the number of teachers working in the universities and other institutions, this number will become very large. Teachers came forward in the freedom movement and played an important role in it. The teacher is not only an instructor but he represents awareness in society and to some extent he is also a social reformer. Therefore, if the teacher in the present circumstances resolves to free the country from its narrow dilemma, the country would be benefited to a great extent. I appeal to the teachers through this conference that they come forward in the social awareness campaign, lead the society in right earnest and prove helpful in the promotion of education with complete dedication in true sense.

There need be no misapprehension that Government is planning to dilute or abridge the rights of minorities in any manner. We stand by our commitments in the National Agenda in this respect which you would find amply reflected in our regular agenda for discussion. As you are aware, our National Agenda states in unmistakable terms, "We are committed to the economic and educational development of the minorities and will take effective steps in this regard."

I am told that an annexure in our agenda paper containing suggestions and recommendations of a group of experts has caused some amount of disquiet among some sections. We have already clarified and I would like to take this opportunity to clarify that what we have circulated is one among several suggestions we receive from time to time from educationists and others who are interested in education. We have several such suggestions before us. All of these would need to be discussed and debated so that we could have a general consensus on such issues. There is obviously no question of taking any hasty or pre-conceived decision or chalking up any implementation plan on such suggestions without any clear consensus. I thought this is quite obvious. However, since certain misgivings have been aired in the press and outside, I would like to make this position abundantly clear.

**SPEECH**

**OF**

**SMT. K. PRATIBHA BHARATHI  
MINISTER FOR HIGHER EDUCATION  
GOVERNMENT OF ANDHRA PRADESH**

**AT THE CONFERENCE**

**OF**

**STATE EDUCATION MINISTERS  
&  
EDUCATION SECRETARIES**

**AT**

**VIGYAN BHAWAN, NEW DELHI  
(OCTOBER 22 -24, 1998)**

**E**ducation is fundamental to development. Human resources constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production. The Human beings are the active agents, who accumulate capital, exploit natural resources, build social, economic and political organizations, carry forward national development.

The aim of modern education, particularly that of higher education, is to empower the youth so that they not only become better employable or Job seekers but also entrepreneurs and Job creators.

Keeping these objectives in view the Andhra Pradesh has ventured to prepare 'An Agenda for Education' as part of our vision 2020 document getting finalised under the able leadership of our Hon'ble Chief Minister *Sri N. CHANDRA BABU NAIDU*, a young and dynamic visionary emerging on our national horizon.

We believe that by 2020, Andhra Pradesh will not only be a mere literate but also a learning society, capable of meeting the challenges posed by the 21<sup>st</sup> century. It will be a state in which every person will be able to realize his/her full potential, through access to educational opportunities irrespective of the class or region to which he/she belongs. With a progressive and well – managed Education system, many institutions of learning and skill building, it will make an effective and complete transition into a knowledge society.

The Andhra Pradesh is aiming to transform the current educational system so that it can play a catalytic roll in the economy and the society. Such a system would:

- Ensure universal literacy by providing effective and wide spread elementary education, non-formal education and an effective adult literacy programme.
- Develop specific programmes to promote education for girls.

- **Focus secondary and higher education on building marketable skills.**
- **Actively involve the private sector in creating a higher education 'Industry' in the state.**
- **Manage and fund education much more effectively, particularly through community participation.**

**To achieve this vision, the primary goal for the State will be to steadily increase overall literacy levels from the current 44 percent to over 95 per cent by the year 2010.**

**ANDHRA PRADESH SCHOOL EDUCATION (COMMUNITY PARTICIPATION ACT 1998)**

**We have enacted the Andhra Pradesh School Education (Community Participation Act) 1998 to directly involve the parents and stake holders in the cause of promoting education. The Act is significant in the sense that it provides for a structure of organizations starting from the Parent Teachers Associations, School Committee and thereafter the Panchayat, Mandal and District Education Committees to improve standards in education. The Act envisages the major involvement of the parents in securing school development and improved standards of academic and non-academic learning. The act also addresses collateral social evils which adversely effect promotion of enrollment and retention and thereby universalisation of elementary education. The Act provides for recall of members as a method of self-correction. The Act is also in harmony with the Constitutional obligation of promoting Local self-governance. Though it has been ensured that the parents have a numerical majority in all the committees, the local body non-officials do have a role to play in the management of affairs. Special reservations has been provided for women. It is firmly believed that through the operationalization of the Act there will be a significant positive change both qualitatively and quantitatively.**

**Almost 1,50,000 School Committees have been formed. Of these about 87% of them were formed by the Parent Teachers Association unanimously without any election.**

### **PROMOTING EDUCATION FOR GIRLS:**

**Andhra Pradesh development goals cannot be achieved without harnessing the potential of its Women. According to 1990-91 census the female literacy rate in the state is 33% as compared to 55% male literacy. A variety of socio economic factors are responsible for this gender inequality in education and consequently their participation in the national development.**

**To overcome these problems our Government is proposing to undertake specific initiatives to increase the demand for Primary and Secondary Education as well as foster Higher Education for Girls. These measures include:**

- 1) Extending the Girl Child Protection Scheme to a larger number of girls which is currently covering around 60,000 girls. This scheme provides a fixed deposit of Rs.5,000/- in the name of the Girl child on the condition, that she does not marry below the age of 18 years and continue her studies upto this age. If the girl drops out, the amount is to be refunded to the state. From High School onwards the girls student receives Rs.1000/- a year and then Rs.20000/- on marriage. By 2020 the scheme is proposed to cover all girls needing such assistance.**
- 2) To encourage girl's education through reservation of 33% of seats in all educational institutions including in professional courses.**
- 3) To provide toilet facilities for girls in all upper primary and Higher Schools.**
- 4) To provide Aanganvadi centers to take care of infants to enable older girls to go to school.**

**5) Increase the supply of primary and Secondary Education, which will mean**

**a) The State will provide more upper Primary schools for girls and extend the open school concept, to all villages for girl, School drop outs. We will set up more residential schools, particularly for SC/ST girls.**

**b) To enhance their opportunities for employment, increasing the number of girls Industrial Training Institutues (I.T.Is) will place special emphasis on building technical skills for girls.**

**6) To foster higher education for girls :**

**The State proposes**

**(a) To ensure that more girls acquire specialized skills. The State will introduce more vocational courses in girls' colleges.**

**(b) To provide financial assistance for all girl students who need it in professional courses.**

**(c) To increase the number of hostels for college going girls.**

**Some of the recommendations of the State Government to strengthen and upgrade Elementary Education are----**

**1. In order to promote Education and Sports simultaneously it is recommended that the Government of India provide full financial assistance to facilitate the conversion of atleast one School in each district with adequate infrastructural facilities into a Residential Sports School.**

**2. The Government of India may consider a scheme for providing atleast one Integrated School in every district to attend to Children with special needs. It should be designed to serve to the needs of the children who require specialised attention particularly the blind, deaf and the dumb.**



3. It is considered necessary that Computer Education be introduced in every school.
4. The State Government of Andhra Pradesh has been incurring huge expenditure to run its residential Schools particularly for SCs & STs. It is proposed that the Central Government may supplement the efforts of the State Government in expansion of this scheme.

With the above remarks on the general approach to education in Andhra Pradesh, now I would like to deal with the issues and approach of the State Government in the higher education sector including technical education.

### **INTERMEDIATE EDUCATION:**

In Andhra Pradesh the +2 level, historically forms part of higher education. There has been a speedy growth in the number of Junior Colleges in the State. At present there are 2252 Junior Colleges, out of them 484 are Government Junior Colleges, 280 are aided private Junior Colleges and 1225 are Private Un-aided Junior Colleges. A novel feature of the Junior Colleges in the State, are the 142 residential Junior Colleges in the Government Sector. These residential Junior Colleges are mainly catering to the needs of the students from under privileged groups i.e. SC/ST and nearly half of these colleges are for girls. In addition, there are a large number of private residential junior Colleges in the State which prepare children for entry in to higher level professional courses like engineering and medical.

The State Government evolved a policy to set up Government/Private Junior College in every mandal where there is no Junior College. The State Government is consciously making efforts to ensure opening of new Junior Colleges in backward areas, particularly in tribal areas of the state through the above mentioned policy.

I am aware of the fact that we are yet to achieve the targets at vocationalisation of Education at +2 level as set out in our National Educational policy. Now the vision of the A.P. Government clearly declares that the main thrust of state intervention at +2 level will be at Vocationalisation. This will be a major desirable shift in our present policy.

The vocational education needs further strengthening at the I.T.I (Industrial Training Institute level) These institutes will cater to children leaving academic education after 10<sup>th</sup> Class. The State will expand the I.T.I. network, with special focus on increasing the number of I.T.Is reserved for women. In addition, the state will identify emerging courses with high demand in rural areas and diversify the courses at I.T.Is. The challenges will be in designing effective curricula; re-training teachers to conduct new courses introduced: and creating confidence in students and parents about the utility of these courses.

The State will need to expand the polytechnics, increase the variety of courses offered to include new subjects such as environmental management.

Our Government proposes to establish and “Institute of construction Management” for specialized research in construction Technology and Management.

### **TO PROVIDE MORE SPECIALISED COURSES IN HIGHER EDUCATION**

Higher Education has grown rapidly in the state. Enrollment in the Colleges has grown by 15% in last five years compared to below 8% in Secondary. The quality of Education is of a high standard. A large percentage of students successfully complete their degree courses. However, like secondary education, higher education also needs to emphasise on specialized and technical courses directly relevant to industry.

The State’s higher education system will thus need to focus on providing courses that stress the development of specialized and technical skills such as computer applications ‘or’ BioTechnology. In other wards, the focus would shift from basic (Academic) to applied (Practical), skill – based) Education. At the same time, liberal arts and Science courses shall be strengthened and redesigned. All new courses will be designed to emphasise the building of marketable skills and development of new skills, such as environmental management. To ensure that these courses are in tune with industry requirements,

colleges shall keep track of the demand and supply of various skills, the remuneration and placement records of their students and redesign courses and curricula accordingly.

The State would take the initiative in setting of specialized institutes in emerging areas. If few 'centers of excellence' would be developed, mainly in the areas of information technology, Medicine, construction, Horticulture, Management Education, BioTechnology and Pharmaceuticals research. These centers will build the state's expertise and take an early lead in emerging areas fast becoming important to economic growth.

### INVOLVING THE PRIVATE SECTOR IN HIGHER EDUCATION

Given the magnitude of the tasks involved, the Government will not be able to undertake all the interventions required to strengthen education in the state on its own. It will, therefore, need to actively encourage private investors to partner its effort, particularly in strengthening Higher Education and reduce its rôle in providing Higher Education, except in areas where the Private Sector would be unwilling to invest, and continue to prudently regulate quality and Standards.

Currently, the state has 174 Government Degree Colleges, 183 Private Aided Degree Colleges and 610 Private Un-aided Colleges. In future the Government may not set up new Government -run Colleges, except women - only in backward and remote, rural areas where private sector would be unwilling to operate.

The development of education on these lines will necessarily increase its costs. To make education accessible to all, the government will rely on mechanisms like loans, grants and work study schemes. In this effort we look for active and major financial support from government of India. The Government of India are requested to enhance the quantum of scholarships of SC/ST students to the level that it meets full cost of the education. The Government of India is also requested to provide scholarships to OBC's, minorities and girls on par with SC/ST. Further the banks should come forward with liberal educational loans and U.G.C. may consider introducing work study schemes.

## **RESTRUCTURED COURSES IN GOVERNMENT COLLEGES:**

As per the advice of the UGC, the State has introduced 424 re-structured and vocational courses in the Government Degree Colleges from the current academic year. All the restructured courses are as per the local market needs. We request the UGC and Government of India to extend a liberal financial assistance in this area as a special project.

## **DISTANCE EDUCATION**

It is obvious that Education for the masses is not possible only through formal system of education because it has its own limitations. Some of the limitations of this system are as follows:

1. Information communicated mostly by word of mouth.
2. Restricted timings.
3. Schools and Colleges would be far
4. Over crowded Class rooms.
5. Poverty of people.

With a view to provide equal opportunity for all in education and universalization of Higher Education, the Government of Andhra Pradesh established Dr. B.R. Ambedkar Open University in the year 1982. At present around 80,000 students are being enrolled additionally every year in the Distance Education Programmes of the Open University alone. Upto 1996 a total of 6.16 lakh students have benefited from the various programmes of the Open University. 75% of them are from non-formal stream i.e. they do not possess prior academic qualifications to enter conventional institutions of Higher Education. It is the effort of the State Government that Distance Education with the aid of Information technology becomes a house – hold chorus in next 3-5 years.

## **UNIVERSITY EDUCATION**

The Andhra Pradesh is having six affiliating universities in the field at general education and three other affiliating universities in

the specific areas i.e. Jawaharlal Nehru Technological University for engineering and technical courses, A.N.G.R. Agricultural University for agriculture and NTR University of Health Sciences for Medical and para medical Education.

Besides the nine affiliating universities, there are other state level Universities carved out for distinct purpose i.e. Sri Padmavathi Mahila Viswavidyalayam at Tirupathi for the cause of women education, Sri Potti Sreeramulu Telugu Viswavidyalayam at Hyderabad mainly encouraging the study of language, culture and fine arts of Andhra Pradesh and Dr. B.R. Ambedkar Open University promoting Distance education.

The State, in collaboration of four southern states, has established The Dravidian University at Kuppam, Chittoor district with the basic aim to promote the study of dravidian and other ancient languages, Arts and Culture.

Besides, the State has got a full fledged Institute named "Sri Ramananda Thirta Rural Institute" with a focus to evolve a appropriate technology suitable for rural development and Artisans development.

The State has also established an autonomous body viz., The Andhra Pradesh State Council of Higher Education, which is an advisory body to the Government on Higher Education policy matters, and co-ordinates the activities of various Universities in the State and regulates the growth of colleges

## TECHNICAL EDUCATION

The State Government is encouraging Technical Education by taking up a positive policy initiative. Some of the highlights of the policy initiatives are as follows:

### 1. CAPACITY EXPANSION

The State Government is encouraging the setting up of Private Engineering Colleges in the backward areas of the state by laying down a policy that the new engineering colleges will be sanctioned only in those revenue sub-divisions, which do not have

any such colleges at present. As a result of this, the number of colleges has gone up from 37 in 1996-97 to 86 in 1998-99, increasing the total available seats from 9000 to 19000. This policy has also ensured an uniform dispersal of these institutions throughout the State, benefiting the remote and backward areas also.

## **2. ENCOURAGING WOMEN IN TECHNICAL EDUCATION**

The Government has provided a reservation of 33% seats for women in all the technical courses at Degree and diploma level, Apart from that 2 Private Engineering colleges has also been sanctioned exclusively for women in 1996-97. At diploma level 16 Women Polytechnics are functioning in the state and they have been recently provided with new buildings and hostels.

## **3. ENCOURAGEMENT TO MINORITIES**

Presently, 13 engineering colleges are catering to the needs of Minority Community. Recently the Government has also set up 3 Polytechnics for Minority students, including one exclusively for girls.

## **4. QUALITY IMPROVEMENT IN TECHNICAL EDUCATION**

Andhra Pradesh is the first state in the country to have set up a Technological University. This University, namely Jawaharlal Nehru Technological University, Hyderabad is now affiliating all the Private Engineering Colleges to standardize the academic standards on uniform basis. The University also provides facilities for continuing education in engineering.

At the Polytechnic level 55 Institutions in the state were up-graded to provide for extra facilities under World Bank assisted Technical Education II Project with an out lay of Rs.135 crores.

## **5. EMPHASIS ON COMPUTER EDUCATION**

The State Government has realized the need to give positive encouragement to expand facilities for Computer Education.

Accordingly, the number of colleges imparting MCA Education have gone up from 26 with 780 seats in 1996-97, to 76 with 2500 seats in 1998-99. The Engineering Colleges also provide about 4000 seats in Computer Science & Engineering and Information Technology. Further, in order to, standardize the low ended courses of short-term duration, the State Board of Technical Education and Training is affiliating private institutions to offer 21 short duration courses in Software and Computer Application. The Government is also encouraging the Typewriting institutions to up-grade themselves to Computer Training Institutions.

## **FINANCING EDUCATION**

At present the State Government is spending 14% of the total State Budget on education. We do realize that in future, this requires to be stepped up to achieve the vision of education as mentioned above. We look forward to the Government of India for “generous helping hand” through increased financial support as a budgetary measure as well as through UGC etc.

## **INTEGRATION OF I.T. WITH EDUCATION**

The State Government is fully aware of the potential of Information Technology in times to come. As this august body is aware that the visionary and dynamic Chief Minister of Andhra Pradesh is making rapid strides for propagating the utilizing the information technology in every walk of life in the State including the Government. We are committed for integration of information technology from KG to PG in our education system. For this, a “Special task force” has been set-up. All Universities will be connected with internet facilities and will also have net working on-line communications including video conferencing facilities by the end of this year.

## HARNESSING YUVA SHAKTI

At this August body is also aware that our Government have introduced a unique programme namely "JANMABHOOMI" to involve every citizen of Andhra Pradesh, particularly the youth in the process of development, especially in building up productive assets for community by their own effort, in the form of money or labor along with the support from the State. This programme is revolutionizing , the community living in the whole state and involving the youth in a big way by inculcating a sense of participation and transforming them to be better citizens of tomorrow.

I take this opportunity to place on record the views of State Government on two specific agenda items circulated by the ministry for discussion in this conference.

The first item relates to introduction of Sanskrit as a compulsory subject from class III onwards. The Andhra Pradesh is already implementing the three-language formula and any addition of one more language will mean extra burden for the students as well as modification of the already settled three language formula. Accordingly, it is suggested that the students may be given option to study any <sup>two</sup> ~~three~~ languages out of English, Hindi, Sanskrit <sup>other than</sup> ~~and~~ regional language.

The second issue relates to introduction of Vedas and Upanishads into education curriculum. Vedas and Upanishads are religious scriptures of Hindus and this fact remains irrespective of any interpretation of Hindutva. Hence the proposal is neither desirable nor constitutionally sustainable.

Ladies and Gentlemen with these words I conclude my address to this august assembly of the ministers and secretaries and hope that we shall engage ourselves in purposeful deliberations in the next few days to promote the cause of education.

Thank you.



**PARTICIPATION OF THE STATE GOVERNMENTS**

**IN THE PROGRAMMES OF THE**

**UNIVERSITY GRANTS COMMISSION**

**AUGUST, 1998**

**UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI-110002**

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**PARTICIPATION OF THE STATE GOVERNMENTS  
IN THE PROGRAMMES OF THE  
UNIVERSITY GRANTS COMMISSION  
AUGUST, 1998**

**1.0 UNIVERSITY GRANTS COMMISSION (UGC)**

The University Grants Commission (UGC) is a statutory organisation, established by an Act of Parliament, in 1956. This is a national body for the promotion, coordination, determination and maintenance of standards of university education. The UGC serves as a vital link between the Union and State Governments and the institutions of higher learning. In addition to its role of giving grants to universities and colleges, the University Grants Commission also advises Central and State Governments on the measures necessary for the qualitative improvement of university education.

**2.0 HIGHER EDUCATION**

**2.1 Some basic information**

- |   |                     |             |
|---|---------------------|-------------|
| - | Enrolment           | 67.55 lakhs |
| - | No. of Universities | 237         |
| - | No. of Colleges     | 9703        |
| - | No. of teachers     | 3.21 lakhs  |
- The UGC provides Plan and Non-plan grants to 13 Central Universities and 2 newly established central universities as well as Non-plan grant to 12 Deemed to be universities and plan grant to 19 Deemed to be Universities out of 39.
  - 5 Deemed to be Universities(Technical) are also receiving plan funds.
  - 107 State Universities are receiving plan grants out of 152 universities.
  - 4815 Colleges are eligible to receive UGC grants out of the total No. of 9703
  - 4 State Engineering Universities receive plan grants.
  - 24 Post-graduate departments of State Universities receive plan grants.
  - There are 5 Women's Universities and 1195 Women's Colleges. One-third of enrolment is of women.

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**University Grants Commission, Bahadurshah Zafar Marg, New Delhi-110002.**

## 2.2 Expansion of the system

- In 1950-51, there were 30 universities but, by 1997-98, the number has increased to 237.
- In 1950-51 there were 750 Colleges, whereas, by the year, 1996-97, there were 9703.
- Student enrolment has increased from 2.63 lakhs in 1950-51 to 67.55 lakhs in the year 1996-97.
- Women are in a majority in the humanities, social sciences and sciences, while there are more men enrolled in commerce and professional courses.

The expansion during the VIIIth Plan alone is given below:-

	End of VIIth Plan 1990	Beginning of VIIIth Plan 1993	End of VIIIth Plan	Percentage increase from 1990
Number of Universities	174	187	208	19.54%
Number of Colleges	6942	7958	9278	33.65%
Student Enrolment (in lakhs)	46.03	55.34	64.26	39.60%
Number of Teachers (in lakhs)	2.55	-	3.10	21.56%

- No. of Colleges in each State is given in Annexure-I.
- The other information is at Annexure-II.

## 3.0 ISSUES OF COMMON INTEREST TO THE UGC AND STATE GOVERNMENTS

### 3.1 Development assistance to the universities

Out of the amount presently allocated, the UGC has provided 48% for the development grant to the universities (Central, State and Deemed to be Universities) and colleges including Delhi and autonomous colleges and 52% for other schemes of the UGC. The development grant can be utilised for the purpose of construction of building, faculty positions, books and journals, equipment and any other academic activities proposed by the university. Out of this 48% development grant, 27.43% has been allocated for the development of State Universities, 42.67% for the development of the State Colleges and 2.44% for the autonomous colleges.

With the help of Expert Visiting Committees, the Commission finalised the IXth Plan proposals of all the eligible State Universities and 20 per cent of the allocated grants have already been disbursed totaling Rs.62.54, for the year 1997-98. For the first time, these meetings were held at the State level, involving the State Government representatives, so that, decisions could be taken jointly on the share of the State Government. Because of this participative method of dialogue between the UGC, the State Government and the University, we hope that it will enable the universities in your State to obtain your matching share on time. For the IXth Plan, the UGC has allocated an amount of Rs.246.66 crores to State Universities out of which 68.18 crores is for construction of buildings and for which the State Government share is Rs.21.24 crores.

**The UGC requests the State Government to closely monitor the implementation of the development scheme and remove any constraints to enable the expeditious implementation of the various plan schemes jointly decided for the IXth Plan. This will enable the State Universities to fully utilise the grant of the UGC before the year 2002, especially as related to the plan period posts and construction of buildings. There is also a need to submit audited statement of accounts for the full VIIIth Plan period and the expenditure for the first year of the IXth Plan, 1997-98, by September 30, 1998. In case, it cannot be done in time by September 30th by the Statutory Auditors, it can be done by a Chartered Accountant and the statutory audit can be sent later for final adjustments. The grant for the second half of the second year of the Plan, 1998-99, will be released only on the receipt of such audited statements.**

### **3.2 Development of Colleges**

The UGC has examined the IXth Plan development proposals of more than 3525 eligible colleges and released 20% of the allocated grants in the year 1997-98, through the six regional offices located at Hyderabad, Pune, Bhopal, Ghaziabad, Calcutta and Guwahati. An amount of Rs.354.62 crores has been allocated to these colleges. The colleges (1047 in number) which could not attend, or which did not have the required papers, will be covered in the second round to be organised in September, 1998. In order to monitor the implementation more closely, there is a need to appoint a Director, College Development Council, in each affiliating university, as per the UGC guidelines, and provide him/her necessary infrastructure facilities. The State Governments may encourage the universities to apply to the UGC for a grant for CDC in case there is none, provided that the salaries are taken-over at the end of the Plan period.

### **3.3 Revision of pay scales of university and college teachers.**

The Government of India, Ministry of Human Resource Development, has revised the pay scales of university and college teachers. The State Governments are requested to implement the same, as also the service conditions published in the Regulations, in order to maintain the standards of higher education. The requested date of implementation is 1.1.1996 and the age of retirement of teachers has been extended to 62. The age up to which re-employment is prescribed will remain at 65.

### **3.4 Liability of recurring expenditure on Specific Plan Schemes**

The Commission has initiated some schemes such as SC/ST Cells, University Science Instrumentation Centre, Adult and Continuing Education, Vocational Education, and Women's Studies, and Computer facilities, during the VIIIth Plan or earlier. Many of these schemes are to be transferred to the State Government from 1.1.1997. We find a very positive response from some States and face a problem from others. The investment, already made in the scheme, is not productive unless the State Government helps to maintain continuity. The amount on each scheme is very low and they should not, therefore, face the problem of a liability of a permanent nature being created when, in fact, the investment is one which is aimed at developing human resources within the university sector and outside. It may also be noted that only very few schemes require State Government participation or taking these over after 5 years. A majority of the schemes do not involve such participation and the value is directly derived through UGC assistance to the institution or the individual teacher.

### **3.5 Career Orientation (Vocationalisation) to undergraduate Courses in Humanities, Social Sciences, Sciences and Commerce.**

In pursuance of the National Policy on Education, 1986, the University Grants Commission, implemented a programme of career oriented(vocational) education at the undergraduate level with a view to ensure gainful employment or to develop entrepreneurship skills for self-employment. So far, we have implemented this programme with 35 courses related to the Social Sciences, Humanities, Sciences and Engineering and Technology. We have commenced 10 more courses relevant to rural and agro-based needs in collaboration with ICAR in our semi-rural/tribal area colleges.

The main objectives of the programme are as follows:

1. Prepare university graduates for lateral employment after graduation with market sensitive competency development;
2. Fill intermediate job positions in the local and regional labour markets arising out of the New Economic Policy of the Government of India;
3. Ensure adequate supply of skilled persons for non-formal market demands viz. technologists for aquaculture, mushroom cultivation, laboratory practices etc., for which other technical institutions do not provide adequate and competent human resources;
4. Develop capabilities of students with support from financial and other institutions to set their own small enterprises, considering the limited absorptive capacity of the organized sector;
5. Provide the rural and agro-based sectors with competent human resources and also arrest urban migration;

6. Provide for women's education compatible to market needs with adaptable vocational qualifications for ensuring employability.

The University Grants Commission started this programme in 1994-95 for the first time. Every year, it invites the proposals and identifies the potential colleges to run appropriate courses depending upon the infrastructure facilities. The courses offered constitute one-third of the degree programme. As it is integrated with the degree, the response has been very enthusiastic and we have had to disappoint many institutions due to a lack of resources. At present, we set aside about Rs.26 crores per annum for the same in our Plan grant.

With the amount allocated in the VIIIth Plan, the Commission has been able to cover less than 2% of the under-graduate enrolment. We need to reach a target of at least 25% of the undergraduate students. This would require a major financial input. Due to scarcity of funds, it would be difficult to get a sizeable amount from the Government of India, Ministry of Human Resource Development. The UGC has, therefore, submitted to the Ministry a proposal for Rs.1400 crores to the World Bank for its financial assistance. The break-up of Rs.1400 crores is as follows:

1. World Bank Assistance	800 crores
2. Government of India Assistance	200 crores
3. State Government Contribution	200 crores
4. Contribution in terms of available infrastructure like buildings, and Faculty, etc.	200 crores

A D.O. letter was sent to all the Chief Ministers for their commitments for providing their share of the grant and also for undertaking the financial liabilities after the World Bank assistance ceases.

In view of the priority of the programme and its possible impact on the economy, favourable action of the State Government, will go a long way in receiving the World Bank assistance. Everyone talks of vocationalising/providing career orientation to education, but when the UGC has done something to show the way, support is needed to make it a reality. So far, we have provided grants for 107 courses to 37 universities, and for 1608 courses to 1382 colleges. We have set up a Monitoring and Training Cell in the UGC as we are keen to develop a qualitative programme. One batch of students has graduated. A follow up has been initiated regarding their placements. We shall be grateful for an early response so that we can finalise the application to the World Bank.

## **3.6 Representation of SC/ST in Higher Education**

### **3.6.1 SC/ST Cells in the Universities**

The UGC has taken various steps to implement the reservation policy for SC/STs in order to fulfil the constitutional obligation by advising universities and colleges to implement the reservation policy in the matter of admission and recruitment. SC/ST Cells have been established in 104 universities. The main function of these cells is to ensure effective implementation of reservation policy in universities and colleges and to provide statistical information on SC/STs. The Commission provides financial assistance to the universities for the appointment of the staff for 5 years and, thereafter, it will be the responsibility of the State Governments. The Cells are not effective, either in the implementation of reservation policy, or in collecting statistical information. The State Governments need to strengthen these Cells and take effective measures so that statistical information is made available to the UGC in time as it is frequently demanded by the National Commission for SC/ST to monitor the progress.

### **3.6.2 Remedial Coaching for SC/ST Students**

In order to improve representation of SC/ST students, the Commission introduced a Scheme of Remedial Coaching for SC/ST students in 300 colleges and 21 universities. A pool of qualified SC/ST candidates has been created and, in the IXth Plan, a Scheme of Coaching SC/ST candidates to appear for the National Eligibility Test (NET) to qualify as teachers and in other services will be introduced.

The State Governments may ensure that the SCT Cells function effectively, Statistical information is sent to the UGC in time and the universities avail of the facilities of remedial coaching. To start with, at least one university in the State, which has high academic standards and, therefore, can draw on an experienced pool of teachers, could be given a coaching class for the NET for which the funds will be made available from the UGC.

## **3.7 Schemes for Women in Higher Education**

The growth of women's education has taken place since independence. While it was 9.3% on the eve of independence, it has now risen to 34.1% in the five decades. From 14 women per 100 men enrolled in 1950-51, the increase today is four-fold to 52 per 100 men. It varies, from Kerala registering 52.4 per cent, to Bihar, at 18.6 per cent. Andhra Pradesh is the first State to make a reservation for women in higher education. At present, it is 31.5 per cent per 100 men. With the requirement of reservation for women in education at 33 per cent, this figure is further likely to increase. There are 5 universities exclusively for women. The number of women's colleges has also grown considerably. In 1986-87, it was 780. By 1996-97, it had risen to 1195 (Annual Report, UGC, 1996-97).



Among all the faculties, while the enrolment for women is the highest in the Humanities and Social Sciences at 54.4 per cent, the total enrolment is 40.4 per cent of men and women together. Traditionally, women have continued to enrol in this faculty. On the other hand, it is very interesting to note that, in science, women's enrolment has a slight edge over men as the total enrolment is 19.6 per cent in Science among the various faculties, while that of women is 20.1 per cent. A tremendous change has taken place over a period of time as more women join the Science stream. On the other hand, in Commerce, women are lower at 14.1 per cent while the total enrolment is 21.9 per cent in Commerce among all the faculties. Except for Education, in all other professional subjects, they are lower. In Law they are only 1.8 per cent compared to 5.3 per cent of total enrolment among all the faculties, and in engineering and technology, they are only 1.2 per cent compared to 4.9 per cent of total enrolment in this faculty. In B.E. and B.Sc. Engineering, women constitute 14.84 per cent. However, in Medicine they are better represented at 35.39 per cent.

From the above factual information, it is evident that enrolment of women in professional courses, even in the traditional ones, is very low. We need to find out the solution how to promote women's participation in professional courses.

**Suggested schemes for promoting women participation in higher education and developing relevant programmes**

1. Career Oriented Courses Integrated in the Traditional Courses in Humanities, Social Sciences, Sciences and Commerce.
2. Courses in Engineering and Technology in Emerging/Frontier Areas
3. Opening of Community Colleges
4. Coaching Classes for Women to enter All India Civil Services
5. Hostels for Women students in Colleges and Universities
6. Infrastructural Facilities for Women in the Universities and Colleges
7. Women's Studies : Development of Gender Sensitivity Programmes in Colleges
8. Data Base on Girls in Education and Women as Teachers and Administrators
9. Increasing the Participation of Women as Teachers and Administrators
10. Freeships for Women students
11. Scholarships for Women in Professional Courses

It is recommended to Central/State Governments to establish Integrated Hostels for Women Students at District/Taluka levels for girls from the villages in the district/block to attend secondary, higher secondary/junior college and senior college. Participation of girls in higher education is only possible when girls can access schools beyond the primary/middle stage which are generally located in their villages.

It is also observed that women normally are not given opportunity to participate in policy and decision making committees. It is recommended by our Standing Committee on Women's Studies, that universities may consider having at least one woman representative in all the selection committees such as vice chancellors, teachers, administrators, librarians and physical education personnel. If we do not allow women to serve on these decision making bodies, and only expand the opportunities for women's education, the very purpose of women's empowerment would be defeated.

### **3.8 Autonomous Colleges**

The Education Commission of 1964-66 had recommended the concept of Autonomous Colleges with a view to providing academic freedom to the colleges, specially designing their curricula, evolving new methods of teaching, research and learning, framing own rules for admission, prescribing own courses of study and conduct of examination. Under the autonomous college scheme of the UGC, a college declared autonomous by its affiliating university is fully accountable for the content and quality of education it imparts.

Such a college is also responsible for setting its own examination papers and for the conduct of examinations. The college evaluates the students for the award of degrees, which will be accepted by the parent university.

Under the scheme, financial assistance is provided by the respective regional offices of the UGC, depending upon the State in which a University and its autonomous college is located.

The ceiling of assistance, provided under this scheme, is as follows:

- i) Under-graduate Level only
  - a) Arts/Science/Commerce College (having one faculty only) Rs.4.00 lakhs p.a.
  - b) Arts/Science and Commerce College (with more than one faculty) Rs.6.00 lakhs p.a.
- ii) Both Under-graduate and Post-graduate levels.
  - a) Single faculty Rs. 5.00 lakhs p.a.
  - b) Multi-faculty Rs. 8.00 lakhs p.a.

As on 31.3.1997, 119 Colleges are functioning as autonomous colleges.

Statewise break up of these colleges is given below:

### AUTONOMOUS COLLEGES

NAME OF THE STATE	NO. OF COLLEGES
Tamil Nadu	44
Madhya Pradesh	38
Andhra Pradesh	19
Himachal Pradesh	5
Orissa	5
Maharashtra	3
Uttar Pradesh	3
Gujarat	2
<b>Total</b>	<b>119</b>

The State Governments are requested to take the necessary steps to encourage colleges to become autonomous. The UGC has noted that autonomy provides a process of academic improvement of teachers. It encourages their full participation in the academic work of the institution, from academic planning and curriculum development, to teaching and, finally, evaluation. The UGC closely monitors such institutions. At the end of the first three years after granting autonomy, the university appoints a Committee to review the functioning of autonomous college and, at the end of every five years, the UGC undertakes the review.

### 3.9 Academic Matters

#### 3.9.1 Academic Calendar

The UGC has prescribed a model academic calendar to the universities and colleges. The State Government may ensure the implementation of the Academic Calendar.

### **3.9.2 Performance evaluation of teachers**

While revising the pay scales of teachers in 1987, the Commission recommended the introduction of a system of self-evaluation of performance by teachers, which has been adopted in some of the universities. State Governments are requested to see how far the universities are implementing this recommendation.

### **3.9.3 Performance of Institution**

In the IXth Plan, the Commission has linked one third of the IXth Plan allocation of grants with performance of the universities. The performance linked allocation will be extended to colleges in due course. The State Government may wish to see the indicators for evaluation of the performance of institutions as outlined in the questionnaire. They may utilise the same for viewing the performance of their universities. The proforma will be supplied on request. The data are under process. The final decision, on performance, will be communicated to the State Government and the concerned universities, after the exercise is completed.

### **3.9.4 Assessment and Accreditation**

The Commission established the National Assessment and Accreditation Council at Bangalore to accredit universities and colleges. For this purpose, some funds have been earmarked under the development grant since the State Secretaries of Education at the meeting held on May 14, 1996, did not agree to reimburse the cost. The UGC urges the State Governments to see that the universities apply for assessment. The State Government may pursue the same.

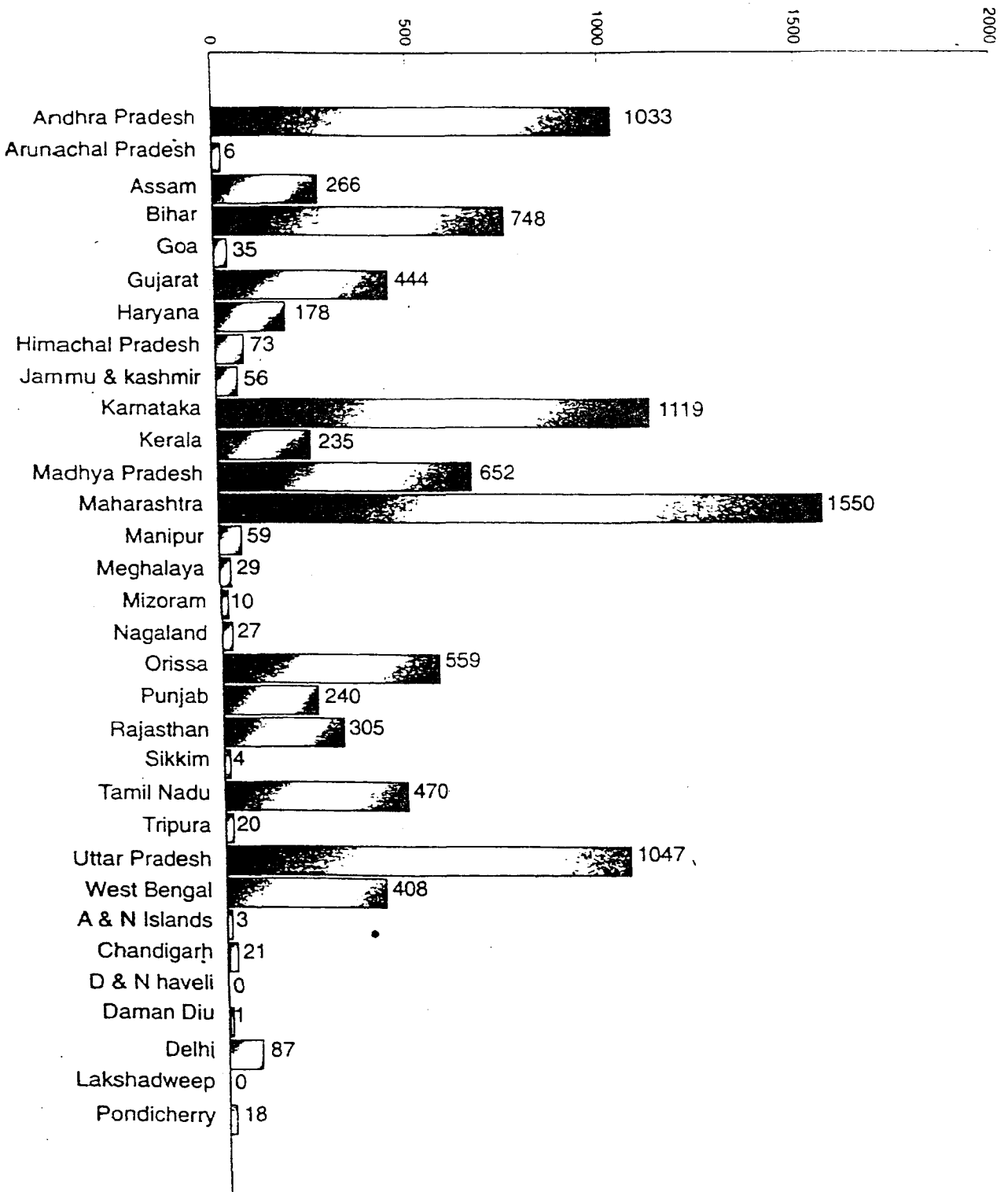
### **3.10 Setting up of State Councils of Higher Education.**

In order to co-ordinate the development of higher education at the State level, the National Education Policy, 1986, and the programme of Action, 1992, recommended the setting up of the State Councils of Higher Education. The States of Andhra Pradesh, West Bengal, Uttar Pradesh and Tamil Nadu, have taken steps to set up such Councils but other states are requested to initiate steps to set up the Council as per the UGC guidelines. The Councils will be beneficial to the development of higher education in the State.

## **4.0 Conclusion**

The UGC is very keen to collaborate with the State Governments for the relevant and qualitative development of higher education and to address the issues of access and equity with the opening of the Regional Offices, the UGC has a better presence in the States. We hope that the UGC and the State Governments can work together as the next millenium will bring challenges to higher education not dreamt of in this country.

**27<sup>th</sup> August, 1998**



27th August, 1998

## UGC STATISTICS AT A GLANCE

1. Development Grants
  - (i) Central Universities 13
  - (ii) Newly Established Central Universities 2
  - (iii) Deemed Universities 19+5 (Technical Universities)
  - (iv) State Universities 107 out of 152
  - (v) Colleges 4815
2. Establishment of College Development Councils in 48 universities.
3. Establishment of SC/ST Cells in 98 Universities/Institutions.
4. Remedial coaching for SC/ST 6 universities, 101 colleges in 1995-96.
5. Girls Hostel in 165 Institutes (College and Universities) during VIIIth.
6. Resource Mobilization in 62 universities.
7. Special Assistance Programme 404 university departments.
8. Committee for Strengthening of Infrastructure in Science and Technology (COSIST) 157 university departments
9. Support for Major Research Projects 527 projects were approved in 1996-97
10. Support for Minor Research Projects 647 projects were approved in 1996-97.
11. Emeritus Fellows During VIIIth Plan number of slots were 100 but in IXth Plan number of slots will depend on amount available for the scheme.

12.	Autonomous Colleges	119
13.	Research Scientists	This scheme is being phased out.
14.	(i) Academic Staff Colleges	45
	(ii) Universities departments conducting Refresher courses	72

(Nearly 1.14 lakh teachers attended refresher courses 40,000 orientation courses up to 31.3.1997)

15.	Travel Grants to teachers	121 proposals approved in 1996-97.
16.	Adult and Continuing Education	103 universities
17.	Population Education	17 Population Education Research Centres.
18.	Women's Studies Centres	23 universities, 11 Cell in colleges.
19.	(i) Gandhian Studies	17 universities
	(ii) Nehru Studies	3 universities
	(iii) Buddhist Studies	6 universities
20.	Correspondence Courses Institute (CCI)	48 universities
21.	(i) Inter-university Centres	6
	(ii) National Facilities	11 Centres
22.	Vocational Courses	37 universities (107 courses) 1382 colleges (1608 courses)
23.	Facilities for sports in universities and colleges	11 universities 66 colleges
24.	Participation of Youth in adventure activities	8534 students during the year 1996-97.
25.	Establishment of Yoga Courses	18 universities
26.	Cultural Exchange Programme	Incoming Scholars 39 Ongoing Scholars 71

27.	Area Studies Centres	19 universities
28.	Computers	120 universities, 2465 colleges upto March, 1997
29.	Computers Hardware Courses in universities and colleges	73 universities
30.	Countrywide Classroom Programme	7 EMRC 10 AVRC
31.	University Science Instrumentation Centres	75 universities.

**27<sup>th</sup> August, 1998**

**/bsb/EDUSEC.1/**





Presentation of  
**Shri Tako Dabi**  
Minister for Education  
Government of Arunachal Pradesh

At the Conference  
of the State Education Ministers' on  
October 22-23  
at Vigyan Bhawan  
New Delhi

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Hon'ble Union Minister of Human Resource Development, Dr. Murli Manohar Joshi, Hon'ble Education Ministers from different States, Education Secretaries and Senior Officers of the Central and State Governments and Union Territories.

At the outset I on behalf of the people of Arunachal Pradesh and on my own behalf like to express our gratefulness to Dr. Joshiji and his Ministry of Human Resource Development for taking the initiative to arrange this conference of the State Education Ministers followed by the State Education Secretaries Meeting to focus on very important aspects of education as appeared in the agenda of the Conference. I attach a lot of importance to this conference and believe that it will give us a right direction for fulfilment of the nationally accepted goals of education.

After 50 years of our Independence, while we critically analyse how far in Arunachal Pradesh we could translate into reality the aspirations and goals envisaged in our constitution and the extent to which we could accomplish the task of improvement of social infrastructure in the field of education particularly in respect of universalisation of primary education, we find that out of 3834 rural habitations of the state 2030 have no educational facilities even for primary education within a nationally accepted norm of one Km, as revealed by the 6th All India Educational Survey and hereby 22% population of the State are deprived of getting the benefit of primary education. These uncovered habitation are in the interior pockets of the state and 1515 of these uncovered habitation have population below 100. Even if the people in these habitations live in difficult locations, we can never allow them to continue to live in poor socio-economic condition without education. If such condition prevails, we can never achieve the nationally accepted goal, of total eradication of illiteracy, education for all and universalisation of primary education. To improve upon the situation we are in urgent need of special help from the Central Govt. and higher financial allocation considering the communication

difficulties, peculiar geographical condition, hilly terrains and difficult interior infrastructure is a very costly affair. The poor tribal people living in these areas are leading very difficult life and they need special help from the Central Govt. to improve their Education & socio-economic Condition.

Geographically Arunachal Pradesh is situated in the North eastern most part of our country having a long international border with Bhutan to the west, China to the north and north-east and Myanmar to the East. It has got an area of 83,743 sq. km. This is the largest State area wise in the north-east region Administratively, the State is divided into 13 districts. High mountains, dense forests, countless rivers and rivulets have prevented intercommunication between the districts within the state but one has to go through Assam while going from one district to the other. Due to communication bottlenecks one has to walk days together to reach to the interior villages. It was previously known as the North-East Frontier Agency (NEFA). It was given the Union Territory status on January, 1972 and renamed as Arunachal Pradesh. It became a full-fledged state on February 20, 1987.

There was no education in Arunachal Pradesh during pre-independence period. After Independence the present system of education has been started in this state by setting up education dept. under one Education Officer in September, 1947. At that time the strategy was adopted for rapid expansion of education with special emphasis to universalisation of elementary education. But due to inaccessible areas and inadequate funds and communication difficulties, the progress was slow. Only after the Chinese aggression in 1962, a rapid expansion of education took place to bring the territory at par with rest of the country. Today the system of education has not only expanded manifold but also about 25% of the estimated population of 10 lakh of the State are getting education from pre-primary stage upto University. There are now 95 pre-primary, 1264 primary, 311 middle, 93 secondary and 69 Hr. Secondary Schools functioning in the State. There are 8447 teachers imparting school education. The teacher pupil ratio is 1.30. Besides this, 7 degree

college and one University are also functioning in the state. This is a spectacular development of education, but there are a number of challenges before us to achieve the accepted goals of education.

From the very beginning of setting up of Education Department in Arunachal Pradesh, the main emphasis was laid on primary education. More than 70% of the total funds of General Education were spent on Elementary Education. For popularising education and attracting more children to schools from a group of villages, Inter Village residential Primary Schools popularly known here as I.V. School were established in the Centrally located places from 1957-58 to 1989-90. The basic concept of the I.V. School was that the School should serve the people of a group of villages for imparting primary education to their children who would stay in the attached hostels and Govt. would bear all expenditure. At present 187 I.V. schools are functioning in the State. But these schools lack proper infrastructural facilities like all weather proof school buildings and hostel buildings for both boys and girls. The villagers constructed ordinary basa type katcha houses where the schools were initially started functioning. Now these 187 I.V. Schools are functioning as residential primary schools for name sake only without proper boys' and girls' hostels. Again we are going to establish another 13 I.V. Schools during 9th plan for coverage of the children of uncovered habitations. These 200 residential primary schools have to be strengthened by providing girls' hostel for 50 boarders and boys' hostel for 50 boarders in each school. This means 400 hostels are the need of the hour for primary education only for coverage of the habitations where no educational facilities are available. Similarly, about 46% people of the state have no facilities for upper primary education within a nationally accepted norm of 3 km. For coverage of the children of those habitations, existing middle schools have to be provided with hostel facilities. In this regard we require financial help from the Central Govt. so that in the first place we can achieve universalisation of lower primary education upto to class V as per the Prime Minister's special Action Plan on Education and in the second phase upto Class VIII.

Financial constraint is a great barrier for Arunachal Pradesh for fulfilment of nationally accepted goals of education. For instance, after acceptance of new pay scale of teachers we are in shortage of about Rs. 18.00 crore for payment of salary of existing teachers in the current financial year. On the other hand, there is an acute scarcity of teachers in the interior areas of the state. Most of the teachers do not like to serve in the interior areas due to communication problems and difficult life in such areas. Non-availability of proper teachers' accommodation poses another problem. Moreover there is a scarcity of Mathematics and Science teachers. In such a condition, most of the interior schools have been suffering very badly. The State Govt. is not in a position to give some special allowance to the teachers of difficult areas and construct respectable teacher's accommodation and better infrastructural facilities to attract teachers to serve in the interior areas of the State. The infrastructure and other basic facilities are lacking in almost all the institutions resulting in huge drop-outs every year. At the lower primary stage from class I to V, the present drop-out rate is 52% approximately. This poses a great problem of achievement of the universal primary education.

Thus, we require special consideration of the Central Govt. to overcome the financial problems in order to achieve the universal primary education.

Implementation of Prime Minister's *Mid-Day-Meal* programme for the primary schools of the state has suffered due to communication bottlenecks of the state. On one hand there is a very high transportation cost which is not covered by the amount provided and on the other there is a considerable delay in reimbursement of the transportation expenses by the Central Govt. This scheme can only take off in Arunachal Pradesh if the Central Govt. is ready to pay transportation charges at the rates fixed by the State Govt. for transportation of food grains under public distribution system and the amount is released in advance.

All the 13 districts of Arunachal Pradesh are eligible for coverage under externally aided project of District Primary Education programme (DPEP). The proposal of the State Govt. is still lying for consideration of the Central Government. Implementation of this project in Arunachal Pradesh will be very much helpful in achieving the universalisation of primary education. Hence, I would like to request the Hon'ble Union Minister of Human Resource Development to consider our proposal favourable.

As regards literacy, Arunachal Pradesh is making rapid progress. A few advanced districts are going ahead for achievement of total eradication of illiteracy as per 1991 census. The literacy rate of the state was 41.59%. During the last 7 years the position has improved due to expansion of formal education as well as with the help of adult education programmes. At present the estimated cost literacy rate of the state is about 55%. The women literacy as per 1991 census was 29.6% as compared to 51.45% for men. Therefore, special emphasis is laid on woman literacy which is one of the most significant indicator's of development. Due to remoteness of the interior habitation and non-availability of Non-Government organisations for eradication of illiteracy, the state is facing problem for coverage of interior areas. However, it is hoped that the position will improve alongwith universalisation of primary education and the steps that are being taken under adult education programme.

The State Govt. has been facing extreme financial constraint in managing the affairs of Arunachal University in order to improve the quality of education. It is the only University of the State. We find that a huge amount of fund is required for strengthening all the facilities, library and other infrastructure. Every year about 40% of the allocation on higher education out of the state plan fund is spent as a grant-in-aid to Arunachal University and still it becomes inadequate to meet up its essential requirements. This, in turn, drastically reduces fund allocation to the existing seven degree colleges of the state for

their infrastructural development. Arunachal University was established in the year 1984, but it lacks essential infrastructural facilities after 14 years of its establishment due to financial constraint. This being the condition, it will be a great help to the people of Arunachal Pradesh if it is converted to a Central University for which the State Govt. has been approaching the Govt. of India for last so many years. This will be a great relief to the state Govt. and also a favourable step for improving the quality of education in Arunachal University and colleges of the state.

In fine, I would like to assure that we are committed to achieve the objective laid down in the agenda of this conference in Arunachal Pradesh and for this purpose a higher allocation on general education for Arunachal Pradesh may be considered favourably, considering the most important need of infrastructure development in the existing institutions where the schools are in urgent need of school buildings, additional class rooms, science laboratories, school and college auditorium, teachers' quarters, hostels for boys and girls, requisite number of teachers competent to teach Mathematics, Science and Languages and also other essential facilities which are badly required for balanced growth of education. Allocation on an average of Rs. 150 crore every year during the 9th Plan and Rs. 200 crore every year during the 10th plan may be considered as a bare minimum need on education for Arunachal Pradesh to meet the challenge, before us to achieve the nationally accepted goals. Long years of deprivation of the State in its darker days of NEFA period may kindly be taken into consideration for allocating higher allocation of fund to bring the state at par with the rest of the country.

**Jai Hind**





सत्यमेव जयते

GOVERNMENT OF NAGALAND

SPEECH OF

**SHRI H. CHUBA CHANG**  
MINISTER FOR SCHOOL EDUCATION  
NAGALAND

AT

THE CONFERENCE OF  
STATE EDUCATION MINISTERS  
&  
EDUCATION SECRETARIES

22 – 24 OCTOBER 1998  
VIGYAN BHAVAN  
NEW DELHI

*Respected Prime Minister, Hon'ble Union Minister for Human Resource Development, esteemed colleagues and friends,*

At the outset, I thank the Hon'ble Union Minister, Human Resource Development for having convened this meeting and I am happy to participate in presenting the views of Government of Nagaland on various educational issues posed before us today.

## **PRIMARY EDUCATION**

Although education came to the Nagas in the later part of the 19th century, actual development of educational processes began only after Statehood in 1963. Beginning with just 2 high schools and a few primary schools scattered in various locations of the then Naga Hills district of Assam, we have today, 1272 primary schools, 240 upper primary schools, 125 high schools and 4 higher secondary schools. The literacy rate, which stood at 17.9% in 1961, had risen to 61.5% in 1991. We have no doubt made remarkable progress in the field of Education. However, within this overall literacy rate, the variation in different parts of this small State, measuring 16,579 sq. kms, ranges from 36.02% to 77.85%. Thus, it may be seen that in some areas the literacy rate is still far below the national average.

With the rest of the country, the State of Nagaland has also determined to universalise primary education. It has been the commitment of successive governments in the State, to bring education to the doorstep of every citizen. With this objective, primary schools have been opened in almost every village. There is however still a backlog of 92 unserved habitations. Due to the hilly terrain of the State, it is not feasible to form clusters of such habitations and at the same time the size is not economically viable for educational investment. Never the less, they will necessarily have to be covered.

On the other hand, universalisation of access and enrolment is of little value unless we are able to provide the support system of adequate number of teachers in every school who are qualified and trained. In this regard, the Centrally Sponsored Scheme of DIETs is very beneficial and I hope that it will be continued. We are particularly happy because we have the paradox of a high literacy rate but with 68% of our teachers remaining untrained, perhaps the highest percentage in the country. We hope to remove this apparent contradiction through the 5 DIETs, which have so far been sanctioned for the State. We are grateful to the Central Government for the liberal assistance extended to the State and we rest assured that the remaining three districts shall also be covered under the Scheme during the Ninth Plan period. This will go a long way in helping us to clear the backlog of untrained teachers.

We continue to have single teacher schools and due to low enrolment in the rural schools, we have not also been able to provide a Head Teacher in the primary schools, which is provided under Operation Blackboard. Due to logistic difficulties and linguistic variations, schools have to be opened in the villages, irrespective of size, and therefore, although we have benefited from the Scheme initially, we are now hampered from receiving further assistance, due to the minimum enrolment prescribed for eligibility.

During the last two years, allocation of Plan funds have been enhanced, on the recommendation of the Planning Commission, for implementing UEE, under the earmarked sector of Basic Minimum Services. I hope that this support will be continued as it enabled us to establish new primary schools in uncovered habitations and villages.

In Nagaland, mathematics has only very recently been made a compulsory subject for both girls and boys in the Class X Board Examination. The pressure on the students is tremendous because there is a dearth of trained teachers in mathematics and science. The need to improve the quality of teaching mathematics and science is therefore urgent but the State has neither the funds nor sufficient training facility. Coupled with this, is the requirement to accelerate the promotion of computer education in the schools. The program has only barely begun in selected schools, with assistance from the North-Eastern-Council and the CSS CLASS Programme. Normal funds within the State are not adequate to meet these requirements, as also the cost of construction and maintenance of school buildings, particularly the upper primary, high schools and secondary schools, many of which lack laboratory facilities. I must therefore say, that although it is necessary to give due priority to primary education, the other levels cannot be neglected, or else we would have an incomplete education system.

In view of the high percentage of untrained teachers in the State and considering the inadequate training institutes available, we are interested in the proposed Distance Education Programme for Teacher Education. The North-Eastern Region however does not have the required up-link facility, which I believe, would make the programme much more convenient. In this regard, it would also be necessary to have a dependable intra and inter-State tele-communication network. The STD facility, which is required for implementation of the Programme, would necessarily have to be extended to many remote areas. I hope that the North-East will be given due preference under this Program, particularly those States that are having huge numbers of untrained teachers.

We consider that the State as a whole, is relatively well covered with schools at all levels. Admittedly, we have not been able to satisfactorily control the rate of drop-outs. However, a survey is in process of completion, to enable a study of the likely causes for such drop-outs. Remedial measures will be framed to deal with the problem on assessment. The State Government does not propose to introduce Non-Formal Education in the immediate future as there are very few established and self-sustaining NGOs who can be entrusted with this responsibility. We propose to strengthen the formal system, which as already stated by me, has been established in almost every village in the State. There are however some Centres of the National Open School functioning in the State. I would like to stress here that selection of these Centres must be done in consultation with the State Department of Education, as there are instances of such Centres being set up in unrecognised schools, thereby creating contradictions within the system. I am sure it is in the interest of everyone to ensure that the Centres are set up in reputed schools.

In the recommendations of the experts, it is suggested that the open learning system should be utilised to the maximum at all levels of education. We are not however

prepared to introduce the open system at this stage. Our experience of it at the level of Secondary Education has not been good, with reference to the performance of the NOS Centres as already mentioned. We shall not however discourage such Centres that are already functioning in the State. At the primary stage, there is a minimum of one regular school in every village and more than one in each of the towns/administrative head-quarters and we do not feel that it is necessary to introduce the open system at this level.

A suggestion has also been made to liberalise the rules & regulations governing the establishment of educational institutions. The State Government during the 1980's adopted an Open Door Policy by relaxing the norms of granting permission, recognition and affiliation for opening schools. It resulted in uncontrolled mushrooming of schools at all levels without any standard and quality. We do not think this is in the general interest of education. While we are committed to universalise education, it cannot be at the cost of quality. Abolition of 'controls' as suggested is therefore not an acceptable proposal. Privatisation of education within regulated controls should be encouraged and funding of voluntary NGOs conducting primary education is fully supported. These NGOs should however be restricted to private schools and educational institutions that can sustain themselves even without Government assistance.

Alongwith the rest of the country, the State is also implementing the National Nutrition Program for promoting universal enrolment, retention and prevention of drop-out at the lower primary level. It has been the view of the State Government that, in Nagaland, rather than uncooked rice, providing cash incentive, equivalent to the cost of the prescribed monthly amount of rice, as an attendance allowance, would more effectively achieve the objective of the Scheme. I take this opportunity to once again make a request for considering a deviation in respect of Nagaland.

The task involved in achieving the objective of universal elementary education is indeed huge and it is appropriate that a National level Mission as suggested be set up, integrating the implementation of the support schemes of UEE under it. We must however, ensure that the Mission is made functional and not remain on paper only. It is observed that the National Adult Education Programme covers the target group aged 15-35 years and its implementation is guided by its own objectives and instructions. It may therefore remain separate and may not be integrated under the proposed NEEM.

## **CURRICULAR REFORMS**

The strength of our country is its diversity and therefore the suggestion that the curriculum should be "Indianised, nationalised and spiritualised" projects a narrow concept unless these terms can be elaborated. It is our view that the culture and history of each region and community adds to the cultural richness of the nation and all this contributes to our Indian-ness. Similarly, 'to nationalise and to spiritualise' leaves a lot of room for speculation.

In Nagaland English has been adopted as the official language as also the medium of teaching. The proposed programme to make the mother-tongue the medium of instruction will therefore not be feasible.

Sanskrit is yet to be introduced in any school and therefore the question of making it a compulsory subject does not arise at this stage. Hindi has been made compulsory in the Class VIII Board Examination only from this year and is an optional subject in the High School Leaving Certificate Examination. Popularity of the language is gradually increasing and there is a demand both from the parents as well as the teaching community for its introduction in the Lower Primary level. We would like to start the study of Hindi from Class III but are hampered in taking a concrete decision due to paucity of funds. We are submitting a detailed proposal for 100% Central assistance for the creation of posts of Hindi Teachers to meet this requirement. We hope the Government of India will be liberal.

The Vedas and Upanishads are undeniable and important aspects of Ancient Indian History and have always been incorporated in the syllabi of Social Studies at appropriate levels.

The suggestion of setting up Value Education Centres to facilitate comparative study of all religions will require careful examination, as it could result in unnecessary social disharmony. I do not think many of us in the country have yet reached such levels of enlightenment to be able to dispassionately and objectively study religious concepts.

#### **TOTAL ERADICATION OF ILLITERACY**

There are 750 Adult Education Centres covering 7 districts. Achievements have not been very remarkable due primarily to topographical and logistic factors, which hamper access and communication. There are also 113 Jana Shiksha Nilayams, which need to be revitalised by increasing the manpower available and also by revising the honorarium payable to the functionaries. The State Government is seized with the necessity for removal of mass illiteracy and ignorance if development is to take root. Towards this, implementation of the Adult Education Program is being restructured to promote the participation of all the education officers at various levels, in the field. Ways and means of involving local NGOs in the villages, such as Youth and Women Organisations are also being planned out. We hope that with these small but definite changes in our approach there will be more committed effort to the cause of fighting illiteracy.

#### **EDUCATION OF THE GIRLS**

The commitment to provide free education for girls upto College is appreciated. However, I feel strongly that formulation of schemes in this regard may be area and region specific. I am happy to say that in Nagaland, the educational gap between boys and girls is not very disparate. The average ratio of boys and girls enrolled from Class 1-12 and appearing in Board and University Examinations is 52:48.

The State Government is not implementing special schemes for girls in a large way. A monthly stipend of Rs 30/- is being given to an insignificant number of 200 girls every year, on the basis of merit-cum-low income status. We would like to provide incentives such as free uniform and stipend to girl students from those pockets where the female

enrolment and literacy rates are below the national level and to provide special coaching in Science, Mathematics and Commerce to girl students. Resource constraints however, prevent us from introducing such incentive schemes that will promote female literacy in the vulnerable areas. The proposed free education for girls can be implemented in the manner suggested only if it is funded 100% as Central assistance. If this is agreed to in principle, detailed proposal can be prepared for consideration.

In our Government schools and colleges, tuition fee is not realised from any student, whether boy or girl. In private institutions however, fees are charged at a monthly average ranging from Rs 60 to 100/- per child. If the tuition fees of girl students belonging to the lower income group can be subsidised, it would ensure continuance of their education beyond what is affordable by the parents.

We are of the view that there should be no differentiation in the curriculum for boys and girls at any level and not only at the primary level, as suggested. We also feel that residential schools should be established for both boys and girls and in fact, preference may be given to girls as they face more difficulty in finding accommodation when they leave their respective villages for further studies at the middle and high school levels.

#### **EDUCATION OF SC/ST AND OTHER BACKWARD CLASSES**

The State is predominantly tribal and with the exception of small areas falling in the plain sector, the average ratio of the population would be 90-95% tribal. We have been availing of various Centrally Sponsored Welfare Schemes and amongst them, the Post Matric Scholarships and reservation of seats in educational institutions have in a very large way contributed towards the promotion of education in the State. We are grateful to the Central Government for the recent decision to waive the committed liability in respect of the North-Eastern States under the Post Matric Scholarship Scheme. Due to chronic and perennial financial problems, the State Government could not distribute the scholarships on time and very often arrears had to be paid due to backlog of liability. We hope that with the generous gesture of the waiver this problem will be removed.

#### **EDUCATION OF THE MINORITIES**

I would like to make a mention of the fact that although we do not have 'Minorities' as generally understood, there are pockets within the State where the literacy rate of not only the females but in general, is much lower than the national average, especially in the rural areas. As of 1991, the total literacy rate in respect of Mon district stands at 36.02% with Male at 41.90% and Female at 29.10%. The population composition in Tuensang district, another area declared educationally backward, is a mixture of several tribes, quite distinct in culture, customs and language. Tribe-wise break-up of over-all literacy rate would show a vast gap amongst the tribes, even within the district. These areas may therefore be considered under the minority category. We had, on several earlier occasions, sought for inclusion of the educationally backward district of Mon

under the District Primary Education Project(DPEP) but this has not been considered. I once again make a plea that Mon District with some pockets of Tuensang district be included under the DPEP.

### **HARNESSING OF YOUTH POWER**

This sector is looked after by the Department of Youth Resources & Sports and my Minister colleague is well seized with the need to increase participation of the youth in constructive and nation-building activities. We are having more than three times the number of colleges, which are covered under the National Service Scheme, and therefore there is a big need to extend the Scheme to more colleges. The Nehru Yuva Kendras are functioning in the districts and putting to good use the meager resources that are provided to them. Duplication of programmes and pooling-in of resources to cover larger group of beneficiaries would be possible if there is closer co-ordination with State agencies in the formulation and implementation of NYK schemes.

We have introduced Physical Education as a subject from Class V. However, due to resource constraints and also shortage of trained and qualified personnel, we have not been able to provide the required teaching staff to all the schools. We hope to meet this need during the 9<sup>th</sup> Five Years Plan. The State Government is also in the process of reviving inter-school sports tournaments, which apart from encouraging all-round development of the students, will also provide opportunity for identifying sports talents. This will cost us a good sum and we propose to avail of all Central assistance that may be available for such schemes. I hope that the Central Government will be generous in their contribution towards this.

### **HIGHER EDUCATION**

Higher Education in Nagaland is still relatively recent. A Central University has been set up here only in 1993. Aspiration for collegiate and university studies amongst the youth is very high. Enrollment is much higher in the humanities stream; this could be due to the fact that only one college in the State is offering BSc course - we hope to increase this to two by 1999. We have no professional college in the State and are wholly dependent on the seats that are allocated to us annually by the Central Government for Engineering/Medical and allied courses. While we appreciate the assistance extended to us, we would like to request the Central Government to consider increasing the number of seats for Computer Technology and MBBS as the largest number of students opt for these streams. These studies also provide a wider scope for employment.

A suggestion has been made in the recommendations of the experts that access to higher education should not be unrestricted. It is my observation that acceptance of vocational education, as an alternative to general higher education, has not still been firmly established and therefore till such time an alternative can be provided, restrictions to access as suggested may not be practical, more so in insurgency-prone States.

## **INFORMATION TECHNOLOGY**

Information Technology has invaded every aspect of our day to day existence and its importance in the area of education cannot be stressed enough. It is however unfortunate that till today, the North-Eastern States are still unable to avail of the Internet facilities. I request the Central Government to provide the necessary technological infrastructure to make this possible within December 1998.

Regarding Distance Education, we would like to first introduce this in the area of Teacher Education for which I have already made my observation, together with the views on the open education system.

## **FINANCIAL RESOURCES**

The commitment to increase the expenditure on education to 6% of the GDP is appreciated and fully supported. In rational terms this ought to be the guiding factor for State Governments to also enhance their investment in education. In Nagaland however, this is an impossible dream. Education has always been given high priority and the number of schools that have been established and the rise in the rate of literacy, bear evidence of this. However, with increasing student population and consequent infrastructural expansion, without corresponding increase in resources, the State Government is today faced with a situation where beyond meeting the cost of teachers' salary, resources are insufficient to cover the other basic needs of the schools. The State has virtually no revenue of its own and with the long drawn out problem of insurgency, there is little scope of viable industries being set up to contribute towards the State's resources. Here I would like to share with you the fact that Nagaland enjoys a special position among the States of the Indian Union, being a creation of an Agreement, namely the Sixteen Point Agreement of 1960. Through this Agreement, we have been committed special consideration in terms of funding of our development programs. I wish to present the case of my State, that the funding of the various schemes for the promotion and improvement of education may be considered in the light of this Agreement.

The State is also in the process of transferring the +2 level from collegiate to higher secondary education. The burden of this transfer falls on the State Government as the Nagaland University being a Central University will not effect the transfer along with the funds. The Central Government have financially assisted State Governments for this structural change when it was implemented in earlier years. I request that similar assistance may also be extended to Nagaland.

## **EDUCATIONAL MANAGEMENT**

The Education sector in every State perhaps has the largest and widest network; its management, has necessarily to be decentralised at various levels to be effective. Collection of information and statistics requires to be rationalised and simplified. Results of analysis and studies made on information furnished by functionaries in the field should also percolate to them, so that they develop the sense of participation and



contribution in the development process. It is observed that functionaries responsible for furnishing data do so, mechanically, and are not encouraged to get involved in the process. Data and statistics are essential for any kind of planning, monitoring or evaluation but by themselves they have no value. The human beings, handling them at different levels make the difference and they must be trained. While supporting the proposed integrated information system, it may be stated that all the States are not uniformly updated with modern equipments. This may be kept in view when designing the National Information System.

Decentralisation of management and administration as suggested by the experts is supported. However, the modalities must be drawn up in such a way that the powers and responsibilities are clearly defined. The arrangement should also complement the requirement that management and administration of education should be handled by educationists. In Nagaland the majority of elementary schools are Government-run while 50% of the high schools are privately owned and managed.

I have already given my reaction to some of the recommendations of the experts. I would further like to add these comments. We, in Nagaland had introduced the system of Comprehensive Continuous Evaluation together with the grading system, in early and mid-80's, while implementing the 'No Detention Policy'. Neither was successful. Instead of improving the system, we experienced total loss of accountability on the part of the teachers. We are not prepared to re-introduce it. I must also state that tribal students are generally indifferent to competition and it is observed that marking and ranking in public examinations encourage the development of the spirit of competitiveness. We would therefore not like to change the existing system.

Regarding the proposed amendments to Articles 45, 29 and 30 of the Constitution, it is not clear whether they are with reference to Court decisions which are to be implemented or whether the suggestions are being made to meet social requirements as felt by the experts. In respect of making free and compulsory education upto the age of 14 years a Fundamental Right, we have no objection. However, we are not in a financial position to meet the additional cost that will be involved for its enforcement. The other two proposed amendments relate to the Rights of Minorities, which involve issues that go beyond education and must be examined in much greater detail and in a bigger forum than this Conference. We cannot agree to this at present.

I shall be participating in further deliberations if time is slotted for this. I hope that the views and suggestions shared at this Conference will bring us to better understanding and that, regional variations of the States will also be given due consideration while framing the schemes and programmes for implementation.

*JAI HIND*

**ADDRESS OF  
HON'BLE EDUCATION MINISTER, PUNJAB**

**FOR THE CONFERENCE OF  
EDUCATION MINISTERS/EDUCATION SECRETARIES  
OF THE STATES**

**Period: 22.10.98 to 24.10.98  
Venue: Vigyan Bhawan, New Delhi**

Respected Chairman,

I am extremely thankful to Hon'ble Minister of Human Resources Development, Government of India for giving us this august opportunity to participate in this historic-Conference of National importance. It will indeed provide us an opportunity to discuss various aspects of school/higher education. We are all aware that education scenario in the country is far from satisfactory. Even after 50 years of Independence, the goal of providing Universal Elementary Education to the children eludes us. Nearly 50% of our people are illiterate and 30% of the children in the age group of 6-11 years are out of schools while in the developed world and in many of the developing nations, elementary education has been equated with the human rights of the child. Unchecked increase of population, poverty, lack of awareness about education and lack of commitment on the part of all concerned are probably the major causes for lagging behind in this vital Sector. Constitutional amendment aroused the national consciousness and made us realise our responsibility and make a recommitment to eradicate the menace of illiteracy from the country.

The Punjab prides itself, as the richest State of India. However, the education scene, specially the elementary education is quite depressing, as is evident from the following facts:

- i) Literacy rate is only 60% as compared to the national average of 52% and the highest rate of 90%.
- ii) 1/5th children in the age group 6-11 are out of Schools.
- iii) Dropout rate in the age group 6-11 is more than 20% which jumps to over 48% in the group 6-14, one of the highest in the country.
- iv) Enrollment in the age group 6-14 stagnated at around 1.9 million between 1980 and 1995, despite an increase of 20.81% in population between 1981-91.
- v) Due to poor infrastructure, schools are mere child detention centres.

What will be the fate of school education in other under developed of the country, can be well appreciated. A number of expert committees and commissions constituted at the Central and State level have gone into the rea-

sons of such poor performance. While constraints such as lack of awareness about importance of education, social and economic backwardness, poor funding for UEE programme, lack of infrastructure and teacher-truancy/absenteeism are well known and well documented, in the 'Report on Human Development in South Asia', its author, Mr. Mehbur-UI-Haq, holds the lack of political will responsible for poor rate of literacy. Now is the time we show that will and create an educational environment which fulfills the aspirations of our people.

In Punjab, presently, there are about 13,942 Primary, 2387 Middle, 1740 High and 830 Senior Secondary Schools imparting education to about 37 lac students. But these schools do not have even the minimum infrastructure, civic amenities and other facilities necessary for quality education. There is an urgent need of about Rs. 517.51 crore to provide only basic infrastructure to the Primary Schools alone. Micro survey in 171 Blocks (10713 schools) out of the 223 Primary Education Blocks (13943 schools) of the State reveals the following:

- i) For 13942 schools, there are about 26000 classrooms required by the schools which means that at an average each school require 2 classrooms for its functioning.
- ii) There are about 49% schools which have either poor or unreliable water facilities
- iii) 83% of the schools have poor or do not have any sanitation facilities
- iv) Practically all the schools of the state do not have proper seating arrangement. In the state, there is a requirement of 353812 desks, 257873 benches, 444051 patras and 586793mts of tat patti.

State of the Middle, High and Senior Secondary Schools is not better.

- i) For 4957 Middle, High and Senior Secondary Schools, there is a need of 12534 classrooms i.e. each school require 2-3 classrooms at an average.
- ii) There are about 71% schools which have either poor or unreliable water facilities.
- iii) 91% of the schools have poor or do not have any sanitation facilities
- iv) Practically all the schools of the state do not have proper seating arrangement and need 434533 desks and 379474 benches.

With such a state of poor infrastructure, talking about other facilities like teaching aids, sports facilities, libraries and laboratories will be meaningless.

Major constraint is the non-availability of funds. Every effort is being made by the State Government to meet these requirements, which can be gauged from the fact that budgetary outlay for General Education has been

increased from Rs. 970.00 Crore for 1996-97 to Rs. 1165.00 Crore in 1997-98, which has further been increased to about Rs. 1247.00 Crore in 1998-99. Similarly, Plan Outlay for General Education has been increased from Rs. 95.48 Crore during 1997-98 to Rs. 113.90 Crore in 1998-99. Efforts are being made for creating additional resources, as recently, a bill for levying educational cess on the sale of liquor has been passed by the Assembly, which would yield a revenue of Rs. 13.71 Crore per annum. Additional Grants to the tune of Rs. 30.00 Crore during the year 1998-99 stand released for improvement of school infrastructure. But efforts of the state are not sufficient to bring about an effective change. Central assistance is needed to bridge the gap.

To make judicious use of these funds the process of databasing has been started. At the initial stage it will be limited to quantitative data only but will move to qualitative assessment in due course. In addition to that steps are being taken to introduce school mapping, which will provide a better picture of what is needed and where. This concept is being beneficially used by the Govt. of Rajasthan and its variants by Govt. of Maharashtra, Gujarat and Madhya Pradesh for micro level planning and for setting up of new schools and upgradation of existing schools on the basis of a well thought out criteria. The school mapping needs to be extended to the whole of the country for appropriate use of resources.

Similarly, to meet the requirements of teachers for interior areas where teachers are reluctant to go on account of difficult approach and living conditions, a new scheme on the pattern of Rajasthan Govt. called 'Punjab Sikhya Karmi Scheme' is being contemplated. With the introduction of this scheme, an educated person of the same village will be employed as 'Sikhya Karmi' by the Village Education Committee itself. Sikhya karmis may be given short term training at DIETs. It is felt that it would not only provide teachers from the community itself but such schools will be better administered, as well, due to enhanced community participation.

Retirement of teachers in the mid session is another problem needing urgent attention. In Punjab about 600/700 vacancies occur each month. Such a large number of retirements every month disrupts the studies in each session. To overcome the problem, State is considering to reemploy the retired teachers or local unemployed youth upto 31st March at the rate of Rs. 1500 to Rs. 2500 per month by the P.T.A. This step will prove very beneficial to the students.

National Policy on Education, 1996 (N.P.E) has emphasised the importance of decentralising the Planning and Management of Education at all levels by involving people in the process. This has been re-emphasised by the 73rd and 74th amendment of the Constitution which provide for functional and financial autonomy to the Urban Local Bodies and Panchayati Raj Institutions (PRIS) and provide them the opportunity of effectively intervention in the planning and execution of various developmental programmes. This very

point has been stressed by the Mehbub-UI-Haq Report when it says that a successful model for universalising Elementary Education is for the Government to finance the set standards and monitor Education Programmes, while leaving actual implementation to N.G.Os, and local communities. An ideal situation would be to transfer elementary education to the Panchayati Raj Institutions and Urban Local Bodies to ensure community participation. However, at an intermediate stage, it would be beneficial to set up Village Education Councils and Village Education Committees at the village level for enlisting community participation in elementary education. In urban areas, Ward Level Councils/Committees could be considered.

The National Elementary Education Mission (NEEM). Which is one of the topics of the Conference is a well thought idea. There is a need to integrate various ongoing Schemes like Operation Black Board, SOPT, Educational Technology Scheme, Mid-day meal and DPEP etc. But while doing so, there is also a need to look into the Socio-economic disparities of the country, as Mid-day Meal Scheme is not relevant in Punjab which is surplus in foodgrains whereas there is need to provide school uniforms and shoes to the poor students. Thus, this Mid-day meal fund should be allowed to be utilized for the said purpose.

Similarly for externally funded Schemes like DPEP, States should not be discriminated simply on account of their high per capita income. Within each state there are communities and regions which are poorer than the other areas and communities. In Punjab, three districts namely Bathinda, Mansa and Sangrur are educationally backward and to some extent economically backward also. In these areas, the female literacy rate is just about 30%. Therefore, such areas should be funded liberally to bring the literacy rate to the desired level.

Eradication of illiteracy is another area of serious concern. For providing informal education to illiterates between the age group of 15-35 years Total Literacy Campaign (TLC) was launched in the entire state. In most of the districts TLC/PLC has since been successfully completed. As per survey report, in the age group of 15-35 there were about 26.00 lac learners, out of which 12.00 lac have been enrolled in T.L.C. which has covered various stages of learning. Many other independent projects have been prepared and have been accepted by the Total Literacy Mission, Govt. of India but due to a resource crunch on the State Budgets 100% grant from Government of India is required.

For linking literacy to vocational and life related skills, special projects need to be formulated where soft loans may be given to such neo literates. It will not only provide them the means of livelihood but will also serve as an incentive to others to join the total literacy campaign. State is not in a position to provide funds due to its limited resources. To continue the scheme in its

earnest and fulfil the objective for which it has been perceived and implemented so far, centre should come forward to fully fund the scheme as dropping it in the middle when it should start bringing fruit will be a waste of resources and efforts deployed so far. However, taking its responsibility State of Punjab is prepared to share 50% burden of the scheme after the completion of five years of central assistance.

So far as the education of girls is concerned, state has already introduced free education of girls upto 10+2 level. Free text-books are also given to girl students on which Rs.11.00 crore are spent every year. There is need to introduce area specific projects/women ITIS to empower girls/women to become economically independent. For this purpose liberal grants need to be sanctioned to the states as per their requirements.

The State Government is committed for providing quality education to the Scheduled Caste/Backward Classes students. The following schemes will give a glimpse of the efforts being made in this regard:

Sr. No.	Name of the Scheme	Funds allocated (Rs. in lac)
1.	Attendance scholarship to scheduled castes girls studying in primary classes.	1641.20
2.	Post matric scholarship for SC/ST students.	334.94
3.	State scholarship to SC/BC students	2,166.25
4.	Scheme for denotified tribes (Vimukat Jatis) – Award of stipends	27.50

The state is also committed for providing full freedom to minorities for improving their education. Such minorities are free to avail of all the educational facilities being extended to other sections of the society in the State.

India is a land of saints and sages. Its thousands years of civilisation has given birth to a number of religious and sects. It has a vast corpus of literature and thought having a bearing on each facet of human life. Even the modern concepts and theories of Science and Management can find relevance in our ancient thought. It is imperative that our young mind is made aware about his rich heritage. Inclusion of moral teachings of our great men and their biographies in our text books will prove a light-house for our students.

So far as the quality education is concerned In-Service Training Institutes and District Institute of Education and Training (DIETs) are functioning in the 12 districts of the State. Teachers are being given regular training to cope with the modern trends of education. However, there is a need for more funds to provide modern infrastructure in the training institutes to prepare the teachers to meet with the demands of the new world of 21st Century. In this regard vocationalisation of education, particularly, Computer Education, Bio-

technology and other new subjects need to be introduced for training. To open DIETs in the remaining 5 districts funds are urgently needed.

Information Technology is the need of the hour. The piece of development in technology has gone very fast in the recent decades. We are way behind and need initiation of such programmes and actions that this gap is bridged without much loss of time. Basics of computer need to be learned at elementary stage and to attain this objective computer education needs to be introduced as a regular subject like other subjects and with the same thrust and importance at all the school levels. This needs a huge infrastructure. The average cost for each school without building and other necessary infrastructure will be around Rs. 5 lac per school. With the limited state resources centre should come forward with the necessary funding so as the programme can be implemented in a phased manner. Provision of computer facilities at school will help the students to gain more proficiency in other subjects also by using the latest tools in information technology.

There is a tremendous scope for harnessing youth power. NSS/NYK promoting youth activities are very useful projects. In addition, there are number of sports and Youth Clubs constituted by the voluntary bodies of the youth particularly in rural areas. Such bodies are meeting their financial requirement from the voluntary donations of the community only but there is a definite need to formulate such policies and projects so that this voluntary initiative can be organised into a well-knit organisation. Every effort is being made by the state Government in this regard, but as is well known, state resources are limited to meet the huge requirement in this field. Therefore, ample funds need to be provided for the purpose. It has been seen in the past that these bodies had contributed a lot in the National Campaigns like blood donation, Pulse-polio, blindness control, village sanitation and afforestation etc. Similarly to promote sports at school level, creation of modern sports infrastructure is required, for which State Government needs to be sanctioned adequate grants. It will be well appreciated that for each component of education, youth activities, bridging gender gap and to empower youth, a minimum infrastructure is required for which requisite funds are needed. It is well mentioned in the agenda note that the goal is set to spend 6% of GDP on education. However, it is a matter of serious concern to note that allocation to education has declined from 8% in the First Five Year Plan to 3% in the Sixth Five Year Plan. Though there is increase in Seventh and Eighth Five Year Plan, but allocation of 4.9% for education in Eighth Plan is still less than the allocation in the First Five Year Plan. Therefore, serious efforts need to be made to increase this allocation to the desired level so that we may meet the commitment to our people to provide universal education, improve its quality and train our young minds to that level where they bravely face the challenges of the 21st century and happily enjoy the future.

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**Conference of  
State Education Ministers  
And  
Education Secretaries**

October 22-24, 1998

Speech of

**Shri Thaneswar Boro**  
Minister Of Education, Assam

**VIGYAN BHAWAN  
NEW DELHI**

Most respected Prime Minister of India, Shri Vajpayeeji, Hon'ble Union Minister of Human Resource Development, Dr. Joshiji, Hon'ble Education Ministers of different states, other Hon'ble Union Ministers present, distinguished Secretaries and officers of Education Department of both Centre and States, and other dignitaries present, it gives me immense pleasure to address this august gathering to-day in this conference of state Education Ministers and Education Secretaries graced by the Hon'ble Prime Minister of India by his kind presence.

The state of Assam has an area of 78,438 sq. K.M.s of which 63,116 sq. K.Ms are plains and 15,322 sq. K.Ms are hill areas administered under 6th Schedule of the Constitution. It has long boarder with West Bengal and six other states in the North Eastern Region besides having international border with Bhutan and Bangladesh. As per 1991 census, the population of Assam is 22.4 million. The literacy rate of the state is 52.89 percent against the all India literacy of 52.10 percent. Of the total population, 12.82 percent belongs to scheduled tribes and 7.40 percent belongs to scheduled caste. 89 percent rural population depends mainly on agriculture for their livelihood. Assam has shown remarkably high growth of population. The per capita income of Assam at constant prices of 1980-81 is lower by Rs. 125/- than the all India average of Rs.2282 in 1993-94.

The inadequate pace of economic development and backwardness has its root in a number of constraints faced by Assam, which are responsible for sluggish economic development. Some of the main constraints are its geographical remoteness from the main centres of industries and trade, fragile road and railway connection with the rest of the country, stagnant agricultural productivity, low rate of capital formation, lack of infra-structural facilities, like power, transport and communication etc., lack of investible resources, lack of purchasing power of the people, lack of entrepreneurship and skill development, inadequate coverage of financial institution, the perennial problem of floods with its accompanying effect of ravaging the state's economy. Over and above the problem of insurgency and militancy has posed as serious impediment for economic growth of the state. The

Private sector being shy in Assam, much of the responsibility for removing these constraints rests with Govt. both state as well as central.

## EDUCATIONAL SCENARIO

The education department in Assam has different Directorates to control, regulate, monitor, supervise and implement Govt. policies from lower primary to Higher education. For lower and upper primary schools, it is the Directorate of Elementary Education, for Secondary and Higher Secondary courses, it is the Directorate of Secondary Education and for college education, there is directorate of Higher Education. In addition to these, there are Directorates of Adult and Non Formal Education and Directorate of SCERT to take care of non-formal education and also training of teachers respectively.

The Education Department in the state has been facing a serious problem as the entire plan allocation approved for this sector itself appears insufficient even for continuation of existing liabilities due to the fact that the liabilities created in the previous plan period, are still continuing under plan. Logically, all such liabilities should have been transferred to Non-plan sector, but this could not be done as required due to unfavorable recommendation and inadequate transfer of fund by the 8th, 9th and 10th Finance Commission. As a consequence all such committed liabilities has to be continued under plan head, as there is no other alternative. However in spite of having constraint, we have transferred about 22,000 posts of schoolteachers created upto 1990, to Non-plan this year. Had the 10th Finance Commission provide adequate fund, perhaps, we could have presented a better picture here.

In the 8th Five year plan, 1992-97, the main thrusts were (i) to provide schooling facilities to all children in the age group of 6-13 years, within their walking distance (ii) 100% enrollment of the children in the age group of 6-10 years and 75% enrollment in the age group of 11-13 years, (iii) to provide minimum facilities to the schools, and (iv) improvement of quality in imparting education to the children. It was

therefore proposed to open 5000 new primary schools and 5000 new middle schools during 8th Five-Year Plan period. But no school could be opened for want of adequate allocation of fund.

The total proposed outlay for 8th Five-Year Plan was Rs. 75,705.00 lakhs but the planning commission reduced the total outlay to Rs. 52,605.00 lakhs only.

As the position stands now, the 9th Five-Year plan will have to play very vital role in the field of elementary education as has been emphasized in the National Policy on Education. As per guidelines the target for universalization of Elementary Education is to be achieved by the end of 9th Five Year Plan for which all the physical facilities are to be provided during the first three years of the plan.

Assam at present has 30145 primary schools, 6730 upper primary schools, 3565 high schools and 599 higher secondary schools. The DPEP has covered 9 districts out of 23 districts of the state. 6.73% of students in the age group of 6-9 years are required to travel a distance of 2 K.Ms on an average from their residence to schools. However, the accessibility is a real problem in hilly region and in the areas having natural barriers. About 50% of the students enrolled in the primary schools dropped out between class I and class V. The drop out rate is highest after class I standard. On the average, about 70% of those enrolled do not reach class X standard. Poor economic condition of the people of state can be attributed for such high rate of dropouts. Children are required to help their parents in agricultural works, cattle rearing and for other domestic compulsions.

To achieve the goal of universalisation of Elementary Education, the state Govt. has different schemes under execution. These are supply of free text books upto class VII, scholarships to students of protected class, incentive cash awards to teachers, financial assistance for construction and maintenance of school building in backward areas and capacity building of teachers through training and educational facilities for physically disabled children.

The pre-primary section has been identified as feeder and support programme of U.E.E. As the admission to class I has been taken at 6 years, there is no scope to grow schooling habits amongst the children below 6 years, Thus there exist a need for introduction of pre-primary educational programme.

Out of the total 30145 primary schools in the plain districts of Assam, only 439 primary schools in urban areas have got pre primary schools, So 29706 ~~pre~~-primary schools are functioning without preprimary schools. It is therefore, proposed to cover these schools in phase manner to be completed by the end of 2001 A.D.

Being a multilingual society, the state is facing the problem of providing education through a number of medium of instruction, bilingual school like Assamese and Bodo, Hindi and Assamese, Bengali and Bodo, Bengali and Manipuri, Assamese and Nepali. Hmar and Assamese, English and Karbi, Karbi and Assamese etc. are quite common in Assam. This is very much essential to maintain the social fabric and cohesiveness of multilingual society of the state.

The Department is required to provide teachers for teaching in these multi-media schools even when there are at least 10(ten) students in a particular class speaking that language group.

The State Govt. had decided to provide textbooks to all elementary school students free of cost since 1986-87. To provide free text books to 3 million students in the age group of 6-10 years and 1.3 million students in the age group 11-13 years, a sum of Rs. 650.00 lakhs is proposed in the 9th five year plan, 1997-2002 to meet the expenditure on this scheme.

#### **CENTRALLY SPONSORED SCHEMES**

**OPERATION BLACK BOARD:-** The implementation work of the first two phases of the schemes O.B.B. is completed and the implementation work of 3<sup>rd</sup> phase is in

progress and completion stage. The preparation of the project report for 4<sup>th</sup> phase is under progress.

As per the project report of the O.B.B , 18224 primary schools were identified for building construction out of which 16504 primary schools building have been constructed with two all weather usable rooms. Thus, 1720 primary schools are required to be constructed. For this purpose an amount of Rs. 20.64 crores will be required @ of Rs. 1.20 lakhs for each schools in order to complete the construction during 9<sup>th</sup> plan period.

Under the O.B.B. scheme in the 1<sup>st</sup> phase the Govt of India released 2065 posts of teachers including 750 lady teachers appointed earlier. During the 2<sup>nd</sup> phase no posts of teachers were released. Later during the 3<sup>rd</sup> phase another 6838 posts were released by the Govt. of India making a total of 8903 post of teacher created in three different phases under O.B.B. scheme.

The revised scheme of O.B.B envisages that a 3<sup>rd</sup> teacher will be provided in primary schools for which Govt. of India have released 1723 posts of teachers. In addition to primary school teachers, Govt. of India has released 4040 posts for upper primary schools.

Now, I would like to draw the kind attention of the house to another problem of the state. Though as per statistics there are more primary schools than the total revenue villages, we have 5554 habitations without primary schools and 5391 habitations without upper primary schools as per 6<sup>th</sup> All India Educational Survey report. So we will need Rs. 679.94 crores for opening 5554 primary schools and 5391 upper primary schools in unserved areas. The amount includes the provision of furniture, contingency, fund and salary for 2 (two) teachers, in primary schools and 7 posts in upper primary schools.

#### **NON -FORMAL AND ADULT EDUCATION.**

The non-formal education is being implemented in 21 districts with 121 projects covering 13508 centers. For successful implementation of the scheme and

to tide over the present financial crunch of State, the 90:10 sharing basis is being proposed uniformly for all the centers, in stead of 60:40 & 90:10 at different ratios.

**ADULT EDUCATION:-** Out of the total population of 22.4 million in Assam, approximately 4.8 million are people between the age group 15-35 years which is targeted population group of TLC are to be made literate. We therefore proposed to cover the districts under the TLC scheme, which are not yet covered.

The scheme has been completed in 4 districts namely -- JORHAT DIBRUGARH, SIBSAGAR AND TINSUKIA. For the information of the members the TLC is being run by voluntary organisation in Morigaon. Post literacy programme (PLC) has been launched in the districts of Jorhat fully and partially through a project, run by Assam Science Society.

The reprisal of 8<sup>th</sup> Five-year plan will show the target for achieving maximum coverage of illiterate age group for eliminating illiteracy in the State. Now we are to cover 2(two) districts of TLC out of 23 districts during the 9<sup>th</sup> plan period namely - Bongaigaon & Morigaon. Karbi-Anglong district has already been covered by RFLP in lieu of TLC.

We expect to complete at least 10 districts under TLC by the end of 1999. As such PLC programme will commence in these districts for which state govt. will have to bear the State share.

#### **APPOINTMENT OF HINDI TEACHERS:**

The three-language formula is an accepted policy in the State and hence teaching of Hindi as third language in Middle schools is compulsory. The scheme has been implemented as 100% centrally sponsored schemes since 1989 onwards. The scheme is implemented in secondary schools also. We created 600 post of Hindi teachers for middle schools and 500 posts for secondary schools during the 8<sup>th</sup>

plan period. But it is a matter of regret that we have not received any fund from Govt. of India for salary of these teachers.

During the current year, considering the need we have proposed for 600 posts of Hindi teachers for Middle schools and 500 posts for Secondary schools under the 9<sup>th</sup> plan period. Through this August meeting I would like to request the Hon'ble Union Minister for H.R.D. to look into the matter for sanctioning these posts at the earliest.

#### EDUCATIONAL FACILITIES TO DISABLED CHILDREN.

The scheme in question has been taken up for implementation since 1987-88 as 100% central assistance. During the period of 9<sup>th</sup> five year-plan few schemes are proposed to implement with requirement of Rs. 211.28 lakhs for the period.

#### EDUCATION FOR WOMEN.

Against 52.89 literacy rate of the state, the male literacy rate is 61.87%, whereas the female literacy rate is 43.03% as per 1991 census. With the objective to reduce the wide gap between the male and female literacy, emphasis has been given to implement a few programmes for development of girl's education. They are

- i. Exemption of tuition fees upto class XII
- ii. Appointment of at least one female teacher has been made compulsory
- iii. Relaxation of condition for establishment of girls schools.  
For attracting girls students a few incentive programmes such as
  - a) free school uniforms
  - b) Construction of Girls Common room
  - c) Drinking water and sanitary facilities, etc. had been chalked out.



In addition to existing programme the following incentive programmes are proposed to be undertaken to attract the girls students.

- i. Attendance scholarship.
- ii. Sickroom for girls.
- iii. Hostel facilities
- iv. Development of School Campus.

To undertake these incentive programmes additional fund will be required.

### Education for Minorities.

According to constitutional provision, the state Govt. has given adequate facilities to the religious minorities in the field of education. There are four categories of Madrassa now running under the Madrassa Education Board. They are

- (i) Pre-Sr.Madrassa
- (ii) Senior Madrassa
- (iii) Arabic College and
- (iv) Title Madrassa

In this connection it is to be stated that 1464 employees of 74 senior Title Madrassa and Arabic Colleges have been given regular pay at par with other Govt. employees of similar ranks. For modernisation of Madrassa, Govt. of India released Rs. 28.83 lakhs for maintenance of voluntary madrassa in 1995-96. We have also submitted for further grant for 217 nos. of such organisation for this year. To cover all the Madrassa, the required fund is needed to be provided under centrally sponsored schemes.

Assam is historically famous for production of tea and a large population of Tea garden labours are residing in Assam. In order to raise the level of literacy and education among the Ex-Tea garden population, a Special Cell has been constituted

& functioning in the Directorate of Secondary Education. Additional posts are created for employing teachers for Ex-locum community to man the schools located in their areas.

### HIGHER EDUCATION:

Higher Education has an important role to play not only in the field of higher academic pursuits and achievement of knowledge but also in respect of national Development. Accordingly possible emphasis has been laid on consolidation and qualitative improvement of Higher Education. The Higher Education Department in Assam comprises of Six Directorates. They are

- (i) Directorate of Higher Education.
- (ii) Directorate of Technical Education
- (iii) Directorate of Library Services
- (iv) Directorate of Museum
- (v) Directorate of Archaeology and
- (vi) Directorate of Historical and Antiquarian Studies.

Under the Higher Education Department we have, Universities-2, Govt. Colleges-6, Deficit Colleges- 178, Adhoc colleges-60, Pali and Sanskrit Tols-80, Voluntary Organisation-17, Institution of languages – 01, Art & Cultural Sanskrit Board- 1, Non-Govt Law Colleges –7 and Engineering Colleges-2. In addition to these, we have two residential Girls Polytechnics among nine Polytechnics in Assam.

However, due to financial constraints the state has not been able to provide adequate infrastructural facilities to the aforesaid educational institutions.

As I have already mentioned, emphasis has been laid on girl's education in primary and secondary education level. We have also given due stress in higher and technical education for Girls through several schemes under the directorate.

Following action plan to enhance participation of women in technical field have been proposed.

- i. To interact with employers to help women students in getting equal opportunities in employment.
- ii. Establishment of women cell in the Directorate to look in to the needs of women in technical personnel with post of training and placement officer (TPO) from women.

For better facilities and wide coverage it has been desired that a model Girls' Polytechnics with diversified courses suited to women may be set up soon at Guwahati with 80% Central funding.

#### **Introduction of correspondence courses**

As we all know, the idea of imparting higher education through correspondence courses is accepted through out the world now. It has been decided to introduce correspondence course in postgraduate level and also at under graduate level.

#### **Financial Resource & 9<sup>th</sup> Plan Allocation:**

Keeping in view of the quality of higher education and research in the country at least 8% of the GDP be allocated from the public exchequer. The expenditure by the Govt. on education currently amounts to about 3.5% of GDP, which is the lowest among the developing countries. Thus there is a need to increase Govt. allocation to education substantially. The allocation of fund made to the different State University during Ninth Five-Year Plan is quite meager in comparison with the needs and liabilities. It is therefore imperative that the Central Govt. take urgent steps to enhance the allocation upto at least four times more of the present allocation.

Hon'ble dignitaries and the senior officials present here, I am making sincere efforts to project the economic and educational scenario of Assam with a high hope

that our problems will receive preferential consideration from all concerned. The basic spirit of proper education lays the foundation for a better and healthy society. Improvement of quality education at all levels has been the concern of the Govt. despite financial constraints. In conclusion, I would like to emphasize that teachers, being the moulders of the future citizens, are the real human resource of the nation. If their capacity is built up, they can sacrifice themselves in the altar of the motherland.

Finally, I sincerely offer my thanks to the Ministry of Human Resource Development, Govt. of India for organising this conference and hope that the deliberations of this session will go a long way in achieving the mission, that is, education for all : welfare & development of the nation.

**“ SARVE SUKHINABHAWANTUH  
SARVE SANTU NIRAMAYAH”**

**“ JAI HIND”**

**ALL INDIA EDUCATION**  
**MINISTERS' CONFERENCE**

**VIGYAN BHAWAN, NEW DELHI**  
**OCTOBER 22 TO OCTOBER 24, 1998**

*Speech of Hon'ble Minister of Higher Education  
Government of National Capital Territory of Delhi*

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**Speech of Hon'ble Minister of Higher Education  
Government of National Capital Territory of Delhi**

After 50 years of independence, higher education in the country finds itself at a cross road. College and university education is highly subsidised. Women have lagged behind their male counterparts in terms of enrolment in all professional courses except education. Paucity of education facilities and craze for certain courses have given rise to rank commercialisation and corruption. With the almost unrestricted entry to higher education, there are a large number of students on roll who should not be there at all. Provision of facilities of higher education is not based on man-power requirements of the country with the result that the higher education in the country today suffers from several imbalances and infirmities.

In such a scenario, it is imperative that the system be put back on the rails so as to make it responsible and responsive to the nation's needs. The august gathering of educationists and educational managers and administrators may like to consider the following suggestions:-

1. Higher education should be restricted to those who are deserving of it i.e. the highly meritorious. This will not only raise the standards but also result in savings which can be utilised for consolidation and upgradation of existing facilities. Whereas the needy need to be given freeships and scholarships, those who are able to pay, must pay for the education they get.

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2. More and more vocational courses particularly those relating to agriculture and industry should be introduced in the existing universities and colleges.
3. Career orientation should be an integral part of all general courses.
4. Distance Education Mode should be acceptable as an alternate education mode for general education and not as an inferior mode. For this, it should be strengthened and stream-lined.
5. Private initiative must be promoted and encouraged in higher education to reduce the burden on public exchequer. The savings could be utilised for the universalisation of elementary education.
6. To increase the accountability of the system, the performance of institutions and teachers should be systematically reviewed every year and incentives & dis-incentives should be awarded on the basis of performance. This task could be allotted to the State Council for Higher Education which will evolve the procedure and lay down the criteria of performance appraisal.
7. There should be optimum utilisation of existing facilities and infrastructure. The same premises could be used to run colleges in two or even three shifts, whenever possible.

8. The research conducted in the colleges and universities should fulfil a felt need and should be user friendly. It is, therefore, necessary to co-relate it with the industry and technical education being provided in the colleges.
9. Pre-service and in-service teacher training programmes should be devised for college and university teachers. Career advancement could be related to successful participation in in-service training programme so as to make them attractive to the teachers.
10. Evaluation of colleges and universities by the National Assessment & Accreditation Council must be made obligatory so as to maintain a reasonable standard of education.
11. In order to create an academic environment in our colleges, facilities for research, well equipped libraries, laboratories and workshops, grant for books and study rooms for teachers should be provided. This will also help in attracting the best talent available to the teaching profession.

At present there are 28 Delhi Govt. sponsored colleges which are funded by Delhi Govt. 12 of them are fully funded by the Govt. of Delhi and the remaining 16 are partly funded by UGC & Govt. of Delhi on sharing basis. All these colleges are affiliated to the University of Delhi and are governed by the rules, regulations & guidelines of that university.



This year the Govt. of NCT of Delhi has established an affiliating-cum-teaching university, namely Indraprastha Vishwavidyalaya to facilitate & promote studies, research & extension work in emerging areas of higher education with focus on professional education, e.g., engineering, technology, management studies, medicine, pharmacy, nursing, education, law etc. and also to achieve excellence in these and connected fields and other matters connected therewith. This step was necessitated by the disinclination of the Delhi University to affiliate new colleges with the result that thousands of young men and women of Delhi had to seek admission to far flung colleges outside Delhi with all the attendant inconvenience and financial burden.

The university will be affiliating in character & teaching will be done only in affiliated colleges. The corporate sector, both public & private, shall be encouraged to come forward to support education by setting up professional, vocational & technical institutions and create endowments for research. Attempts shall also be made to mobilise resources from industry, trade & development agencies for undertaking research which will be useful to the funding organisation also.

We propose to make the Indraprastha Vishwavidyalaya a centre of top quality education and research. In order that the University and all the colleges function in one big, beautiful campus, the Government of Delhi is in the process of acquiring a 500 acre plot in the South-West Delhi. About 5 acres are

proposed to be allotted to each affiliated college where it will have its building, grounds, staff quarters etc. In order that the benefit of the University may be available to the students of the neighbouring states also, an enabling provision has been made in the Act for affiliating colleges and institutions in the National Capital Region.

Regarding item No. 3.3 of UGC papers it may be stated that the Delhi Govt. has released a lump sum amount to its fully funded colleges to meet expenditure on payment of arrears to the teachers & non-teaching employees.

As regards item Nos. 3.4, 3.5 and 3.6 it may be stated that the Delhi Govt. will take into account these points in the set up of its own University viz. the Indraprastha Vishwavidyalaya and in opening of new colleges in future.

As regards item No. 3.7 it may be stated that the Delhi Govt. has set up an engineering college for women this year where education shall be free. This college is first of its kind in the country with an initial intake capacity of 160 girls.

As regards item No. 3.8, 3.9 & 3.10 it may be stated that these points will be taken into account while working out the details of the set up of the new University. Setting up of State Council for Higher Education is under active consideration.

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