

मुख्य मंत्रियों का सम्मेलन
CONFERENCE OF CHIEF MINISTERS

15 फरवरी, 1994
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नई दिल्ली
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विषय वस्तु

15 फरवरी, 1994 को आयोजित मुख्यमंत्रियों के सम्मेलन के कार्यवृत्त

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संसद् सौंध नई दिल्ली में 15 फरवरी 1994 को आयोजित मुख्य मंत्रियों के सम्मेलन के कार्यवृत्त ।

साक्षरता पर एन. डी. सी. (राष्ट्रीय विकास परिषद्) समिति तथा शिक्षा के विकेंद्रीकृत प्रबंधन पर केब (केन्द्रीय शिक्षा सलाहकार बोर्ड) समिति की रिपोर्टों और सभी के लिए शिक्षा प्रस्तावों पर विचार करने के लिए 15 फरवरी, 1994 को संसद् सौंध, नई दिल्ली में प्रधान मंत्री की अध्यक्षता में सभी राज्यों और केन्द्र शासित प्रदेशों के मुख्य मंत्रियों का एक सम्मेलन आयोजित किया गया था। सहभागियों की सूची अनुबंध-1 में संलग्न है। विचार विमर्श का सारांश अनुबंध-2 में दिया गया है।

2. मानव संसाधन विकास मंत्री श्री अर्जुन सिंह ने सम्मेलन में सहभागियों का स्वागत किया। उन्होंने कहा कि केवल शिक्षा से संबंधित मुद्दों पर विचार करने के लिए मुख्य मंत्रियों का सम्मेलन कई वर्षों बाद आयोजित किया जा रहा है। यह सर्वथा उचित है कि सभी के लिए शिक्षा के लक्ष्य को प्राप्त करने के लिए प्रयासों को अर्थ और दिशा प्रदान करने के लिए आयोजित सभी के लिए शिक्षा संबंधी प्रथम शिक्षर सम्मेलन के ठीक बाद यह सम्मेलन आयोजित हो रहा है। उत्तर प्रदेश, मध्य प्रदेश, बिहार, राजस्थान और आंध्र प्रदेश जैसे जनसंख्या बहुल राज्यों में निम्न साक्षरता दरों पर चिंता व्यक्त करते हुए श्री अर्जुन सिंह ने इन राज्यों के मुख्य मंत्रियों के एक दल को गठित करने और समय-समय पर इनकी बैठकों का आयोजन करने का प्रस्ताव रखा। उन्होंने मुख्य मंत्रियों की अध्यक्षता में राज्य स्तरीय साक्षरता मिशन प्राधिकरणों के गठन का भी आह्वान किया। उन्होंने साक्षरता के क्षेत्र में अच्छे कार्य करने वाले अधिकारियों के कार्यकाल को बनाए रखने का भी सुझाव दिया। उन्होंने कहा कि हालांकि मद्दी के अंत तक सभी के लिए शिक्षा के लक्ष्य को प्राप्त करने का कार्य कठिन है तथापि विशेष तौर पर प्रौढ़ शिक्षा में कार्य और सफलता से हम आशान्वित हुए हैं कि यह लक्ष्य प्राप्त किया जा सकता है। आवश्यकता इस बात की है कि राष्ट्रीय और राज्य स्तरों पर एक मजबूत और दृढ़ राजनीतिक इरादा हो। श्री अर्जुन सिंह ने मुख्यमंत्रियों का ध्यान नए जिला प्राथमिक शिक्षा कार्यक्रम (डी.पी.ई.पी.) की ओर भी आकर्षित किया। उन्होंने राज्यों से सीधे ही अपनी कार्य योजना को तैयार करने और शिक्षा में विकेंद्रीकृत प्रबंधन मंत्रों को गठित करने के लिए तेजी से कार्रवाई करने का भी अनुरोध किया। शिक्षा के लिए संसाधनों के मुद्दे का उल्लेख करते हुए श्री अर्जुन सिंह ने कहा कि केन्द्र द्वारा शिक्षा के लिए सकल घरेलू उत्पाद के छः प्रतिशत के भविष्य का लक्ष्य राज्यों और गैर सरकारी संगठनों सहित समुदाय के सहयोग से प्राप्त किया जा सकता है। उन्होंने इस बात पर बल दिया कि शिक्षा के लिए संसाधनों को जुटाने के अन्य उपायों तथा शिक्षा की कम खर्च वाली वैकल्पिक पद्धतियों और प्रक्रियाओं का भी पता लगाया जाना चाहिए। इस संदर्भ में उन्होंने गैर-औपचारिक शिक्षा और दूरस्थ शिक्षा का उल्लेख किया। उन्होंने

वर्तमान संसाधनों के अधिकतम और प्रभावी इस्तेमाल की आवश्यकता पर भी बल दिया। उन्होंने स्कूली बच्चों पर शैक्षिक बोझ को कम करने तथा शिक्षा प्रणाली के माध्यम से खेलकूद को प्रोत्साहन देने की आवश्यकता का उल्लेख किया। श्री अर्जुन सिंह का स्वागत भाषण अनुबंध-3 में दिया गया है।

3. प्रधान मंत्री ने अपने उद्घाटन भाषण में कहा कि सभी के लिए शिक्षा के लक्ष्यों को प्राप्त करने में देश को अभी भी लंबा सफर तय करना है। प्रधान मंत्री ने कहा कि समग्र आ गया है कि निश्चय और संकल्प के साथ इस चुनौती का दृढ़ता से सामना किया जाए। मुख्य मंत्रियों का सम्मेलन इसलिए आयोजित किया जा रहा है कि सभी के लिए शिक्षा के लक्ष्यों को प्राप्त करने के लिए आवश्यक कार्यनीतियों और कार्रवाइयों पर विचार किया जा सके। उन्होंने दिसंबर, 1993 में आयोजित सभी के लिए शिक्षा शिक्षर सम्मेलन में की गई अपनी इस प्रतिबद्धता को दोहराया कि 9वीं पंच वर्षीय योजना से शिक्षा के लिए आवंटन को बढ़ाकर सकल घरेलू उत्पाद का छः प्रतिशत कर दिया जाएगा। उन्होंने योजना आयोग के उपाध्यक्ष से आवंटनों को धीरे-धीरे अपेक्षित स्तर तक बढ़ाने के लिए उपाय करने का अनुरोध किया। उन्होंने यह उल्लेख किया कि आधारभूत ढांचे के विकास के लिए मुख्य परियोजनाओं में निजी क्षेत्र के निवेश को बढ़ाने जैसे आर्थिक सुधारों के कारण सामाजिक क्षेत्रों के लिए निधियां प्रदान करने की संभावनाएं बढ़ी हैं। साथ ही उन्होंने इस बात पर भी बल दिया कि संपूर्ण राष्ट्र को हमारे राष्ट्रीय लक्ष्यों के लिए संसाधनों की सहस्रता प्रदान करने की जिम्मेदारी लेनी चाहिए। उन्होंने शिक्षा के लिए संसाधनों को बढ़ाने के लिए वैकल्पिक साधन का पता लगाने की आवश्यकता पर बल देते हुए मुख्य मंत्रियों से शैक्षिक उपकरण लगाने पर विचार करने का अनुरोध किया जिसकी सिफारिश साक्षरता पर गठित एन.डी.सी. समिति ने भी की थी।

4. शिक्षा के लिए पर्याप्त संसाधनों को बढ़ाने की आवश्यकता के साथ-साथ प्रधान मंत्री ने उनके उपयुक्त और अधिकतम उपयोग की आवश्यकता पर बल दिया। उन्होंने स्थानीय समुदाय के निजी पहल और भागीदारी को प्रोत्साहन देने की अपील की। उन्होंने कहा कि निवेश के अनुरूप परिणाम हो इसके लिए शिक्षा पर खर्च में कफायत और सितव्ययिता अनिवार्य है। शिक्षा के सभी क्षेत्रों और स्तरों के लिए संसाधन के आवंटन और उपयोग में सम्पूर्णता को सुनिश्चित करने के लिए राज्यों द्वारा आगामी 7-9 वर्षों के लिए एक सृष्ट और सुविचारित योजना तैयार की जानी चाहिए।

5. प्रधानमंत्री ने प्रौढ़ साक्षरता और प्रारंभिक शिक्षा कार्यक्रमों के अंतर-संबंधों का उल्लेख किया और उनके बीच उचित

क्षमन्वय की आवश्यकता पर बल दिया। उन्होंने जिला प्राथमिक शिक्षा कार्यक्रम की नई पहल की सराहना की। यह पहल संपूर्ण साक्षरता अभियानों के लिए अब अनुपूरक का काम करेगी, जिसमें 258 जिले शामिल हैं।

6. प्रधान मंत्री ने प्रारंभिक शिक्षा के सर्वसुलभीकरण के लक्ष्य को पूरा करने के प्रयासों में शिक्षा के विकेन्द्रीकरण प्रबंधन के महत्व पर भी बल दिया। उन्होंने कहा कि शैक्षिक पुनर्गठन में लोगों की भागीदारी से ही सही परिवर्तन आएगा। उन्होंने कहा कि समुदाय की जागृति और इच्छा से बढ़कर जिम्मेदारी को सुनिश्चित करने का बेहतर तरीका नहीं हो सकता। शिक्षा प्रदान करने की प्रणाली में शिक्षक के महत्व का उल्लेख करते हुए प्रधान मंत्री ने कहा कि शैक्षिक प्रबंधन के महत्वपूर्ण घटक से शिक्षक शिक्षा के स्तरों में सुधार होगा और इससे शिक्षक की दक्षता और उनके कार्य में भी सुधार होगा। प्रधान मंत्री का उद्घाटन भाषण अनुबंध-4 में दिया गया है।

7. योजना आयोग के उपाध्यक्ष श्री प्रणव मुखर्जी ने सम्मेलन में यह बताया कि 9वीं पंचवर्षीय योजना से शिक्षा के लिए सकल घरेलू उत्पाद का छः प्रतिशत आवंटित करने में उन्हें कोई गंभीर समस्या नहीं देख रही है। छः प्रतिशत का अर्थ है 53000 करोड़ रुपये का आवंटन जो कि वर्तमान समय में 20,750 करोड़ रु. है। श्री मुखर्जी ने शिक्षा पर व्यय में समुदाय की भागीदारी का भी आह्वान किया। इस संदर्भ में उन्होंने महाराष्ट्र में चल रही स्वैच्छक स्कूलों की योजना का उल्लेख किया जहां संसाधनों का एक हिस्सा समुदाय से प्राप्त होता है। इसके लिए समुदाय को स्कूलों के प्रबंध के लिए और अधिक स्वतंत्रता दिए जाने की आवश्यकता है। उन्होंने उच्चतम न्यायालय के निर्णयों को दस्तुतः ध्यान में रखते हुए उच्च और तकनीकी शिक्षा के लिए निधि प्रदान करने वाले निजी क्षेत्र को संभावनाओं का पता लगाने की भी अपनी इच्छा व्यक्त की। निरक्षरता की समस्या का समाधान करने के लिए उन्होंने एक विशेष कार्यक्रम का भी सुझाव दिया जिसमें उत्तर प्रदेश, मध्य प्रदेश, बिहार और राजस्थान चार राज्यों पर विशेष ध्यान दिया गया। उन्होंने जनसंख्या नियंत्रण कार्यक्रमों में भी शिक्षा के महत्व पर बल दिया। उन्होंने सामुदायिक सहभागिता को प्रोत्साहन देने की आवश्यकता का भी उल्लेख किया। उन्होंने यह इच्छा व्यक्त की कि शिक्षा उपकर से प्राप्त निधियों का केवल शिक्षा के लिए ही उपयोग किया जाए, किसी और कार्य के लिए नहीं।

8. योजना आयोग के सदस्य (शिक्षा) डा. (श्रीमती) चित्रा नाइक ने विचार विमर्श के लिए कार्यक्रम के मद्दे से परिचय कराया। उन्होंने कहा कि साक्षरता पर गठित एन.डी.सी. समिति ने यह महसूस किया कि संपूर्ण साक्षरता और प्रारंभिक शिक्षा के सर्वसुलभीकरण (यू.ई.ई.) के कार्यक्रमों को कार्यान्वित करने का उत्तम तरीका जिला, ब्लॉक और ग्राम स्तरों पर सूक्ष्म

आयोजना है। समिति का यह भी विचार था कि स्थानीय स्तर पर संसाधनों का अधिकतम उपयोग करने के लिए सूक्ष्म आयोजना सबसे अच्छा उपाय है। इससे प्रणाली प्रभावी होगी और लोगों की सहभागिता भी सुनिश्चित हो पाएगी। उन्होंने यह भी कहा कि हालांकि शिक्षा के कार्यक्रमों की आयोजना और उनके निष्पादन में सामुदायिक सहभागिता को प्रोत्साहन देने की आवश्यकता है। यह भी अनिवार्य है कि पंचायत के कार्यकर्ताओं को प्रशिक्षित किया जाए ताकि वे सूक्ष्म आयोजना की तकनीकों को समझ सकें। सामाजिक निधियों को बढ़ाने के संबंध में साक्षरता पर गठित एन.डी.सी. समिति की सिफारिश का उल्लेख करते हुए डा. नाइक ने कहा कि सामाजिक निधियों का क्षेत्र सामुदायिक सहायता या शिक्षा उपकर के परटे होना चाहिए ताकि सामाजिक निधियां समाज के सभी वर्गों और राष्ट्रीय स्तर के आर्थिक क्षेत्रों से आनी चाहिए। उन्होंने इस सिफारिश का भी उल्लेख किया कि शिक्षा के लिए और अधिक निधियां आवंटित की जानी चाहिए और यह कि व्यापार वाणिज्य और उद्योग को शिक्षा में योगदान करने के लिए प्रोत्साहन देने हेतु रियायतों और सुविधाएं दी जानी चाहिए। उन्होंने लोगों में इस बात के लिए जागरूकता पैदा करने की भी वकालत की कि शिक्षा से दारिद्र्यकार आर्थिक विकास होगा और इसीलिए आर्थिक प्रगति के लिए शिक्षा में निवेश करना अनिवार्य है। शिक्षा को प्रभावी बनाने के लिए उन्होंने यह भी महसूस किया कि शिक्षा में एक नई प्रशासकीय संस्कृति और पर्यवेक्षण संबंधी तकनीक को विकसित करने की आवश्यकता है। उन्होंने यह महसूस किया कि शिक्षा की आवश्यकताओं को महसूस करने की आवश्यकता है ताकि बच्चे स्वयं स्कूल जाएं। उन्होंने शैक्षिक असमानता को भी दूर करने की वकालत की। अनुसूचित जातियों और अनुसूचित जनजातियों के बच्चों तथा बालिकाओं को आकर्षित करने के लिए शिक्षा बच्चों के लिए प्रासंगिक बनाई जानी चाहिए। उन्होंने उत्तर साक्षरता स्तर पर मुक्त शिक्षा को शुरू करने की सिफारिश का भी उल्लेख किया। शिक्षा के विकेन्द्रीकृत प्रबंध के संबंध में केब समिति की सिफारिशों का हवाला देते हुए उन्होंने मुख्य मंत्रियों से अनुरोध किया कि वे इस रिपोर्ट के कार्यान्वयन के लिए शीघ्र कार्रवाई करें।

9. श्री शरद चन्द्र पवार, मुख्य मंत्री महाराष्ट्र ने अपने भाषण में शिक्षा में राज्य की मुख्य उपलब्धियों को संक्षेप में बताया। उन्होंने कहा कि 200 लोगों की जनसंख्या के लिए एक और आधा कि.मी. की परिधि के भीतर एक प्राथमिक स्कूल उपलब्ध है। उनके विश्वास था कि राज्य अगले तीन वर्षों में पूर्ण साक्षरता का लक्ष्य प्राप्त कर लेगा। पूर्ण साक्षरता अभियान 7 जिलों में पूरे कर लिए गए थे और 8 जिलों में पूर्ण साक्षरता अभियान चल रहे थे। राज्य ने राज्य कार्य योजना तैयार करने के लिए एक कार्य दल का गठन किया। श्री शरद पवार ने सुझाव दिया कि शिक्षण तथा अध्ययन प्रक्रिया को अधिक उपयोगी बनाने के लिए शिक्षकों की कंटि को सधारने और उन बच्चों के लिए प्रोत्साहन की योजनाएं शुरू करने के लिए सुझाव दिया जो गरीब होने के

कारण स्कूल छोड़ देते हैं। उन्होंने उल्लेख किया कि महाराष्ट्र गरीबी की रेखा से नीचे की लड़कियों को उपस्थिति भत्ता प्रदान कर रहा है और कुछ बैंक योजना के तहत 10,000 छात्रों को निःशुल्क पुस्तकें प्रदान की गई हैं। उन्होंने यह भी कहा कि लड़कियों की और अधिक भागदारी को सुनिश्चित करने वाले कार्यक्रमों को राष्ट्रीय तथा राज्य स्तरों पर उच्च प्राथमिकता दी जानी चाहिए। इस बात को बढाया कि राज्य स्कूल शिक्षा पर कुल योजनागत और योजनांतर बजट का 17 प्रतिशत पहले से खर्च कर रहा है, उन्होंने केन्द्र से इससे अधिक वित्तीय सहायता प्राप्त करने का अनुरोध किया। शिक्षा उपकर शुरू करने के प्रस्ताव का हवाला देते हुए उन्होंने कहा कि महाराष्ट्र ने सिंचाई फसलों पर इस प्रकार का उपकर पहले ही शुरू कर दिया है परंतु इस उपकर से आय बहुत कम है। तथापि यदि अन्य मुख्य मंत्री इस बात पर सहमत हैं तो उनको एक समान शिक्षा पर उपकर पर कोई आपत्ति नहीं थी। उन्होंने हमें भी कहा कि हालांकि निजी पूंजीनिवेश के अनेक क्षेत्र खोले गए हैं ताकि सामाजिक क्षेत्रों के लिए और अधिक सरकारी वित्त उपलब्ध हो सके, सड़क तथा जन संचार में निजी व्यापार को अभी तक नहीं खोला गया है। उन्होंने आग्रह किया कि इस संबंध में शीघ्र कदम उठाया जाए ताकि शिक्षा क्षेत्र में अधिक संसाधनों को जटाया जा सके। समाज से सहायता को भी प्रोत्साहित करना अपेक्षित है। महाराष्ट्र में ग्रामीण शिक्षा समितियां (वी.ई.सी.) गठित की गयी हैं जो शैक्षणिक उठाव योजना को कार्यान्वित करती हैं जिसका उद्देश्य नकद और वस्तु के रूप में स्वीच्छक सहायता प्रदान करके स्कूल की भौतिक सुविधाओं में सधार करना है। साक्षरता पर राष्ट्रीय विकास समिति और शिक्षा के विकेन्द्रीकृत प्रबंध पर केब समिति की सिफारिशों का स्वागत करते समय श्री पवार ने केन्द्रीय सरकार से आग्रह किया कि वह निश्चित योजनाएं विकसित करके समिति के निर्देशों को कार्यान्वित करने के लिए कदम उठाए जिससे 2000 ई. सन् तक प्रारंभिक शिक्षा को सर्व सलभ बनाने में राज्यों को सहायता मिलेगी। श्री पवार के भाषण का सार अनुबंध-5 में दिया है।

10. श्री लालू प्रसाद, मुख्य मंत्री, बिहार ने सम्मेलन को संबोधित करते हुए कहा कि मेरी सरकार ने साक्षरता पर राष्ट्रीय त्रिकम समिति की सिफारिशों को कार्यान्वित करने की प्रक्रिया पहले ही शुरू कर दी गई है। सभी के लिए शिक्षा के लक्ष्य को प्राप्त करने के लिए राज्य सरकार द्वारा किए गए उपायों में मे कछ को बढेराते हुए, उन्होंने कहा कि स्कूल में आने के लिए अनसंचित जाति के छात्रों को प्रेरित करने के लिए वजीफा के रूप में एक रुपया प्रति दिवस दिया जाता है, 50 प्रतिशत आर्थिक सहायता पर सभी छात्रों को पाठ्य पुस्तकें उपलब्ध कराई जा रही हैं और स्कूल भवनों का निर्माण प्राथमिकता के आधार पर कमजोर वर्गों की गंदी बस्तियों और अन्य स्थानों में कराया जा रहा है। जानवरों की देखभाल करने वाले तथा कृषि के कार्यों में लगे बच्चों के लिए राज्य सरकार द्वारा शुरू की गई चरवाहा विद्यालय योजना को मुख्य विशेषताएं

भी बताईं। उन्होंने कहा कि राज्य में प्राथमिक शिक्षा को सर्व सुलभीकरण के लिए केवल शिक्षकों के वेतन के लिए संसाधन आवश्यक्ताएं 2600 करोड़ रुपये हैं और इसके लिए केन्द्रीय सहायता का अनुरोध किया। उन्होंने यह भी उल्लेख किया कि बेरोजगार युवक और औपचारिक शिक्षा में लगाने जाएंगे। इस बात को स्वीकार करते हुए कि आपरेशन ब्लैक बोर्ड (ओ.बी.) के कार्यान्वयन में बिहार राज्य पिछड़ रहा है, उन्होंने उल्लेख किया कि राज्य सरकार ने आपरेशन ब्लैक बोर्ड के चौथे चरण का प्रस्ताव पहले से ही किया है। उन्होंने स्कूल भवन के निर्माण के लिए केन्द्रीय सहायता का भी अनुरोध किया। श्री लालू प्रसाद ने राज्य में 530 बुनियादी स्कूलों के पुनर्गठन के लिए राज्य सरकार के प्रस्ताव के लिए भारत सरकार की स्वीकृति हेतु अनुरोध किया। उन्होंने यह भी उल्लेख किया कि बिहार शिक्षा परियोजना सात जिलों में कार्यान्वित की जा रही है और अगले वर्ष इसमें सात से अधिक जिलों को शामिल किया जाएगा। शिक्षा के विकेन्द्रीकृत प्रबंध पर केब समिति की सिफारिशों को कार्यान्वित करने में राज्य सरकार द्वारा किए गए उपायों पर प्रकाश डालते हुए श्री लालू प्रसाद ने कहा कि ग्रामीण शिक्षा समितियां (वी.ई.सी.) पहले से ही गठित कर दी गई हैं और बिहार पंचायती राज अधिनियम, 1993 पारित किया जा चुका है। इस अधिनियम के अंतर्गत, प्राथमिक और माध्यमिक स्कूलों का प्रबंध पंचायती राज निकायों को प्रदान कर दिया गया है। सभी के लिए शिक्षा के शिक्षक सम्मेलन का हवाला देते हुए, श्री लालू प्रसाद ने कहा कि राज्य सरकार ने 26 जनवरी, 1994 से राज्य भर में एक व्यापक नामांकन अभियान आरंभ किया है। श्री लालू प्रसाद ने उल्लेख किया कि यशपाल समिति की सिफारिशों के अनुसार राज्य सरकार ने माध्यमिक स्कूल परीक्षाओं में 1050 कुल अंक के परीक्षा प्रश्न पत्रों की संख्या 15 से घटाकर 900 अंक वाले 9 कर दी गई है। राज्य सरकार ने पर्यावरणीय और व्यावसायिक शिक्षा संबंधी प्रबोधन कार्यक्रम की ओर भी विशेष ध्यान दिया है। चार और अधिक जिलों में पर्यावरणीय शिक्षा संबंधी प्रबोधन कार्यक्रम प्रस्तुत करने का प्रस्ताव केन्द्र सरकार को प्रस्तुत किया जा रहा था। उन्होंने राज्य के सभी जिलों में नवोदय विद्यालय खोलने के लिए राज्य सरकार के प्रस्ताव का भी उल्लेख किया। उन्होंने अपने भाषण में केन्द्र सरकार से अनुरोध किया कि वह राज्य को विशेष वित्तीय सहायता प्रदान करे। श्री लालू प्रसाद के भाषण का सार अनुबंध-6 में दिया गया है।

11. उत्तर प्रदेश के मुख्य मंत्री श्री मुत्तायम सिंह यादव ने राज्य में सभी के लिए शिक्षा कार्यक्रम के उद्घाटन के उनको नियंत्रण को स्वीकार करने के लिए माननीय मानव संसाधन मंत्री के प्रति अपना आभार प्रकट किया तथा यह आशा व्यक्त की कि शीघ्र ही इसके लिए एक तारीख नियत की जाएगी। कार्य मूची में दिए गए मर्दान पर बोलते हुए उन्होंने कहा कि उत्तर प्रदेश सरकार ने संपूर्ण साक्षरता को प्राप्त करने के

लिए साक्षरता बल की एक योजना तैयार की है, जिसमें कालेज और विश्वविद्यालयों के विद्यार्थियों को शामिल किया जाएगा। पूरे राज्य को तीन वर्ष की अवधि में साक्षर बनाया जाएगा। उन्होंने शिक्षा के लिए आवंटन को सकल राष्ट्रीय उत्पाद के छः प्रतिशत तक बढ़ाये जाने की उद्घोषणा का स्वागत किया। उत्तर प्रदेश में नकल विरोधी अधिनियम के विरोध का उल्लेख करते हुए श्री यादव ने कहा कि वे परीक्षाओं में नकल किये जाने के सख्त विरोधी हैं, उन्होंने इस बात का समर्थन नहीं किया कि विद्यार्थी अपराधी होते हैं। उन्होंने कहा कि नकल के मुद्दे पर एक पक्षीय विचार नहीं किया जाना चाहिए वरन् शिक्षक सुविधाओं, अध्यापन स्तर इत्यादि को भी ध्यान में रखना चाहिए। उत्तर प्रदेश सरकार ने इस मामले की जांच क्वार्टल के लिए लखनऊ विश्व-विद्यालय के पूर्व कुलपति श्री हरि कृष्ण अग्रवाली की अध्यक्षता में एक समिति का गठन किया था तथा समिति ने अपनी अंतिम रिपोर्ट 14 फरवरी को प्रस्तुत कर दी थी। इस प्रकार राज्य सरकार नकल को रोकने के लिए सभी कदम उठा रही है। उन्होंने यह भी कहा कि उत्तर प्रदेश में लगभग 10,700 ऐसी घस्तियां हैं जहां प्राथमिक स्कूल नहीं हैं तथा लगभग 2000 बस्तियां ऐसी हैं जहां अपर प्राथमिक स्कूलों की आवश्यकता है। उन्होंने इन सुविधाओं को उपलब्ध कराने के लिए केंद्रीय सहायता का अनुरोध किया। उन्होंने यह अनुरोध किया कि शिक्षा उपकर का लगाया जाता व्यय-हस्तिक नहीं है। उन्होंने सुझाव दिया कि साक्षरता कार्यक्रमों पर होने वाले व्यय में केंद्र और राज्य का अनुपात 90 : 10 होना चाहिए। श्री यादव के भाषण का प्रसारित किया गया पाठ संख्या-7 में दिया हुआ है।

12. तमिलनाडु की मुख्य मंत्री डा. जे. जयललिता ने कहा कि सभी के लिए शिक्षा विषय पर सरकार और समाज की वचनबद्धता इतनी दृढ़ पहले नहीं थी जितनी कि अब है और इसलिए उन्होंने इस विषय पर मुख्य मंत्रियों के सम्मेलन को आयोजित करने की वर्तमान पहल का स्वागत किया। उन्होंने उल्लेख किया कि तमिलनाडु ने प्रारंभिक शिक्षा को अनिवार्य बनाने के लिए एक नयी विधायिका का गठन करने की शुरुआत की है। इसने बच्चों के लिए 15 सूत्री नये कार्यक्रम को भी प्रारम्भ किया है जिसमें बाल शिक्षा और महिला साक्षरता की एक तुलनात्मक कार्यवाही योजना शामिल है। तथापि उन्होंने राज्य सरकारों को और अधिक केंद्रीय सहायता दिए जाने का अनुरोध किया। उन्होंने यह भी कहा कि शिक्षा, स्वास्थ्य और कल्याण को सभी के लिए शिक्षा कार्यक्रमों में शामिल करने के लिए तमिलनाडु ने आसक्त दृष्टिकोण अपनाया है। उन्होंने यह भी कहा कि चालू वर्ष के दौरान प्रारंभिक बाल्यावस्था देख-रेख तथा शिक्षा के तुलनात्मक कार्यक्रम को पूरे राज्य में फैलाया जाएगा। तमिलनाडु के प्रांतिक सचिव एम. जी. वार. अपराहन पोषा-हर कार्यक्रम में 6-14 वर्ष की आयु के स्कूल जाने वाले सभी बच्चों को शामिल किया गया है। इस कार्यक्रम में शिक्षा की

एक-तत्व को भी जोड़ा गया है। राज्य का इस वर्ष से ई. सी. सी. ई. प्रणाली को प्राथमिक स्कूल प्रणाली से जोड़ने के लिए एक विशेष कार्यक्रम को शुरू किए जाने का प्रस्ताव है। डा. जयललिता ने बताया कि राज्य पहले ही एक किलोमीटर की दूरी में प्रत्येक 500 की जनसंख्या पर एक प्राथमिक स्कूल की स्थापना का सुनिश्चय कर चुका है। स्कूल बीच में ही छोड़ देने की प्रवृत्ति को कम करने के लिए निःशुल्क अपराहन भोजन, निःशुल्क पाठ्य पुस्तकें, निःशुल्क बस यात्रा, निःशुल्क युनी-फार्म तथा निःशुल्क जूतों सहित आकर्षक प्रोत्साहन वाले एक नए बहु-संसाधन कार्यक्रम को शुरू करने का प्रस्ताव है। बालिका शिक्षा में सुधार लाने के लिए एक नयी बालिका सहायता योजना, जिसके अंतर्गत बालिकाओं को उनके स्कूल के बच्चों के दौरान विस्तीय सहायता प्रदान की जाती है, पहले ही शुरू की जा चुकी है। डा. जयललिता ने यह भी अव्यक्तन दिया कि वर्ष 1994-95 तक तमिलनाडु में एक शिक्षक बाला कोई स्कूल नहीं होगा। राज्य सरकार कक्षा 4 तक केवल महिला शिक्षकों को नियुक्त की एक योजना भी कार्यान्वित कर रही है। तमिलनाडु में पाठ्य पुस्तकों को तैयार करने के कार्य में प्राथमिक स्कूल शिक्षकों की मदद की जाती है। उन्होंने यह भी कहा कि तमिलनाडु में सभी प्राथमिक स्कूलों में माता-शिक्षक परिषदें हैं। तमिलनाडु ने स्कूल प्रणाली को गुणात्मक पहलुओं में सुधार लाने के लिए एक व्यापक कार्यक्रम भी शुरू किया था। इसमें अधिभयम के न्यूनतम स्तर की शुरुआत, शिक्षक प्रशिक्षण तथा प्रबोधन-मध्य-वर्ष तथा पाठ्य पुस्तकों की तुलनात्मक समीक्षा इत्यादि शामिल है। शिक्षा के क्षेत्र में स्वीच्छक संगठनों द्वारा किए गए प्रयासों का स्वागत करते हुए डा. जयललिता ने कहा कि राज्य सरकारों को स्वीच्छक अभिकरणों के विस्तीय अनुवीक्षण तथा मूल्यांकन के कार्य में शामिल होना चाहिए।

उन्होंने कहा कि केंद्र को, राज्यों की राज्य स्तर पर अच्छी प्रबंध टीम बनाने के लिए मदद करनी चाहिए लेकिन विस्तृत क्रियान्वयन योजनाओं का तरीका हॉट निकालने का कार्य राज्यों पर छोड़ दिया जाना चाहिए। उन्होंने यह भी सुझाव दिया कि आकाशवाणी और दूरदर्शन द्वारा शैक्षिक कार्यक्रमों के लिए आवंटित किए जाने वाले समय को राज्य सरकारों के निर्णय पर छोड़ दिया जाना चाहिए। उन्होंने विस्तृत राज्य परियोजना के लिए तमिलनाडु के प्रस्ताव का हवाला दिया और प्रस्ताव को शीघ्र स्वीकृति प्रदान करने का अनुरोध किया। शिक्षा का हस्तांतर देते हुए, उन्होंने कहा कि तमिलनाडु इस संबंध में बहुत ही जल्दी एक नया विधान लाने वाला है। उन्होंने यह भी कहा कि पंचायती राज पदाधिकारियों को आधुनिक प्रबंध तकनीकों में प्रशिक्षित किया जाना अपेक्षित है। उन्होंने यह भी सुझाव दिया कि दसवें वित्त आयोग में, इसकी सिफारिशों में प्रारंभिक शिक्षा की मूल अपेक्षाओं पर ध्यान देने से संबंधित विशिष्ट हवाला दिया जाना चाहिए। उन्होंने कहा कि तमिलनाडु में पंचायत यूनियनों को शिक्षा के लिए भूमि राश्वर पर प्रभार वसूल करने की अनुमति दी जाती रही है। उन्होंने शिक्षा-उपकर लगाने के प्रस्ताव का समर्थन नहीं किया क्योंकि उन्होंने

यह महसूस किया कि इससे प्रतिफल (रिटर्न) वसूली लागत के समानपात नहीं होगी और इससे ग्रामीण लोगों पर भारी बोझ पड़ेगा। तथापि, उन्होंने कहा कि शायद शहरी क्षेत्रों में शिक्षा-उपकर लगाना संभव नहीं होगा। डा. जयललिता के भाषण को परिचालित किया गया पाठ संलग्नक-VIII पर दिया गया है।

13. श्री भैरों सिंह शोखावत मुख्य मंत्री, राजस्थान ने सभी के लिए शिक्षा पर बैठक बुलाए जाने के लिए प्रधान मंत्री द्वारा की गई पहल का स्वागत किया। उन्होंने कहा कि प्राथमिक शिक्षा के प्रावधानों की उपलब्धता सुनिश्चित किया जाना प्रत्येक सरकार का उत्तरदायित्व है। हालांकि राजस्थान में कई कमियां हैं फिर भी उन्होंने आश्वासन दिया कि राज्य 2000 ईस्वी तक सभी के लिए शिक्षा के लक्ष्य को प्राप्त कर लेगा। इस संदर्भ में, उन्होंने राज्य सरकार द्वारा पिछले ही आरम्भ किए गए कुछ कार्यों का हवाला दिया। उन्होंने कहा कि राजस्थान ने 30 वर्ष से अधिक तक के पंचायत स्तर के लिए शिक्षा को विकेंद्रीकृत कर दिया है। शिक्षा के विकेंद्रीकृत प्रबंध पर के. शि. स. बो. की सिफारिशों के विभिन्न पहलुओं की जांच हेतु राजस्थान ने एक उप-समिति गठित की है। उनके विचार से के. शि. स. बो. की एक उप-समिति को विकेंद्रीकरण हेतु साधनों संबंधी पहलुओं की जांच करनी चाहिए। उन्होंने यह भी कहा कि निःशुल्क तथा अनिवार्य प्राथमिक शिक्षा अधिनियम राज्य द्वारा 1964 में पारित किया गया था। उन्होंने राजस्थान में क्रियान्वयनाधीन लोक जूमिबश तथा शिक्षा कर्मी परियोजनाओं का संक्षिप्त ब्यौरा भी दिया। उन्होंने विशेष रूप से लोक जूमिबश परियोजना के बारे में यह कहा कि परियोजना की व्यय प्रणाली वही रहनी चाहिए। उन्होंने यह भी उल्लेख किया कि अगले वर्ष तक 10 जिलों में पूर्ण साक्षरता आरम्भ किए जाएंगे। 1994-95 में राज्य द्वारा शारमिक शिक्षा को जन-जन तक पहुंचाने के लिए कुछेक कार्यक्रम जो आरम्भ किए जाएंगे वे इस प्रकार हैं:—पिछड़े क्षेत्रों में 150 अथवा इससे अधिक की जनसंख्या वाली प्रत्येक बस्ती तथा सभी क्षेत्रों में 200 अथवा इससे अधिक वाली बस्तियों में प्राथमिक स्कूल खोलना, कक्षा 1-5 तक की कक्षाओं के छात्रों को निःशुल्क पाठ्य पुस्तकों और अध्यापन अध्ययन सामग्रियां वितरित करना, सभी एकल स्कूलों में दूसरे अध्यापक की नियुक्ति करना और प्राथमिक स्कूलों की अपर प्राथमिक स्कूलों के अनुपात को 4:1 से 3:1 तक कम करने के प्रयास। उन्होंने शैक्षिक रूप से पिछड़े राज्यों में निरक्षरता के उन्मूलन के लिए यद्द-स्तर पर उपायों को किए जाने की वकालत की। इस संबंध में उन्होंने सुझाव दिया कि शैक्षिक रूप से पिछड़े नौ राज्यों के शिक्षा मंत्रियों की एक समिति का गठन किया जाए। उन्होंने सुझाव दिया कि गैर-औपचारिक शिक्षा में सुधार लाया जाए और इसे अधिक कारगर बनाया जाए। उन्होंने यह भी सुझाव दिया कि ऐसे क्षेत्रों में जहाँ कामकाजी बच्चों की संख्या अधिक है

वहाँ प्राथमिक शिक्षा देने का उत्तरदायित्व विधायकों को सौंपा जाना चाहिए। श्री शोखावत ने यह महसूस किया कि रोजगार सहित कुछ आर्थिक लाभों को प्राप्त करने में साक्षरता को एक पूर्व-अपेक्षा बनाया जा सकता है। उन्होंने यह भी दलील दी कि शैक्षिक रूप से पिछड़े हुए राज्यों को केन्द्र द्वारा विशेष सहायता दी जानी चाहिए। शिक्षा संबंधी कर लगाने के प्रस्ताव पर उन्होंने कहा कि प्रस्ताव के सभी पहलुओं की जांच करने के बाद सर्वसम्मति से निर्णय लिया जाय। श्री शोखावत के भाषण का पाठ संलग्नक-XI पर दिया गया है।

14. श्री दिग्विजय सिंह, मुख्य मंत्री, मध्य प्रदेश ने कहा कि उनकी सरकार ने कार्यभार संभालने के 20 दिन के भीतर पंचायती राज अधिनियम पारित कर लिया। राज्य सरकार का सभी सरकारी प्राथमिक तथा मिडिल स्कूलों सहित गैर-औपचारिक शिक्षा केन्द्रों को स्थानीय निकायों को स्थानांतरित करने का प्रस्ताव है। पंचायतों को प्राथमिकता के आधार प्राथमिक स्कूलों के निर्माण कार्य के लिए प्रोत्साहित किया जाएगा। उन्होंने सम्मेलन को यह सूचित किया कि 4 जनवरी से राज्य के 19 चुनिन्दा जिलों में राजीव गांधी प्राथमिक शिक्षा मिशन आरम्भ किया गया। यूनिसेफ की सहायता से कुछ जिलों में शिक्षक समस्या को नाम से शिक्षकों को अधिकार संपन्न बनाने संबंधी एक नवाचारी कार्यक्रम आरम्भ किया गया। बालश्रम की समस्या का समाधान करने के लिए अगले वर्ष शिक्षा के साथ "भोजन" नामक एक नवाचार कार्यक्रम आरम्भ किया जाएगा। राज्य सरकार का इरादा एक कारगर छुटी स्कूल पद्धति की स्थापना का भी है। सामप्रदायिक सद्भावना, समानता और अच्छी नागरिकता के मूल्यों को जहन में बैठने के उद्देश्य से पाठ्यचर्या की पुनरीक्षा एक प्राथमिकता वाला क्षेत्र है। राज्य सरकार का आशय शिक्षा के व्यावसायीकरण को उच्च प्राथमिकता देना है। 26 जिलों को पूर्ण साक्षरता अभियान में पहले ही शामिल कर लिया गया है और सात और जिलों की परियोजना तैयार की जा रही है। आई. सी. डी. एस. और साक्षरता कार्यक्रमों के मध्य अधिक तालमेल बैठाने के लिए पूर्ण प्रयास किए जा रहे हैं। अधिक सहयोग प्राप्त करने के लिए प्राथमिक शिक्षा और प्रौढ़ शिक्षकों एक ही विभाग में लाने का प्रस्ताव है। शिक्षा में गैर-सरकारी संगठनों की और अधिक सहभागिता को प्रोत्साहित करने के लिए भी राज्य सरकार का प्रस्ताव है। श्री सिंह ने मध्य प्रदेश में छात्रों के निम्न अध्ययन स्तर पर खदे व्यक्त किया। श्री दिग्विजय सिंह के भाषण का पाठ संलग्नक-X पर दिया गया है।

15. अरुणाचल प्रदेश के मुख्य मंत्री श्री गंगांग अपांग ने अपने भाषण में उल्लेख किया कि प्राथमिक शिक्षा को जन-जन तक पहुंचाना, निरक्षरता में कमी करना और लड़कियों की शिक्षा को प्रोत्साहन देना तत्काल प्राथमिकता वाले क्षेत्र हैं। अरुणाचल प्रदेश, शिक्षा के संपूर्ण प्रशासनिक ढांचे में सामंजस्य लाने का प्रयास कर रहा है। उन्होंने, राष्ट्रीय विकास

परिषद् की समिति के दृष्टिकोण का समर्थन किया कि प्रौढ़ शिक्षा से संबंधित राष्ट्रीय, राज्य और जिला स्तरीय संरचनाओं के बीच घनिष्ठ संबंध होना चाहिए। अरुणाचल प्रदेश, जिला और राज्य स्तरों तक घनिष्ठ मनीटरींग सहित प्रौढ़ शिक्षा में समिति के प्रस्ताव को अपना रहा है। उन्होंने राष्ट्रीय साक्षरता मिशन की राज्य कार्यकारिणी समिति के गठन और कार्रवाई योजनाओं को तैयार करने में चुनिन्दा प्रतिनिधियों को शामिल करने के सुझाव का स्वागत किया। उन्होंने शिक्षा में समीक्षित वितरण प्रणाली के विचार का भी समर्थन किया। उन्होंने प्रधान मंत्री जी की इस वचन बद्धता को सराहा कि प्रत्येक वर्ष शिक्षा पर महत्वपूर्ण राशि खर्च की गयी। उन्होंने संसाधन जुटाने, जन सहभागिता तथा शिक्षा के विकेन्द्रीकरण जैसे विषयों पर अपनी सहमति प्रकट की। राज्य कार्य योजना को अगले कुछ महीनों में अंतिम रूप दिए जाने की आशा है। उन्होंने स्पष्ट किया कि अरुणाचल प्रदेश में शिक्षा की गुणवत्ता प्राप्त करने के मामले में वर्तमान स्थिति संकटपूर्ण है। राज्य को योग्य शिक्षकों की आवश्यकता है तथा उन्हें प्रोत्साहन, आदि उपलब्ध कराने के लिए केन्द्रीय सहायता को जरूरत है। उन्होंने शिक्षकों के लिए योग्यता आधारित पदोन्नति तथा बेहतर सुव्यवस्थित मूल्यांकन प्रणाली के लिए तर्क दिया। उन्होंने शिक्षकों की नियुक्ति में आरक्षण नीति पर एक नए दृष्टिकोण के लिए भी कहा। उन्होंने यह भी उल्लेख किया कि प्रत्येक स्कूल में समुचित बुनियादी सुविधाओं के साथ एक सुदृढ़ सांस्कृतिक एकता होना चाहिए। उन्होंने अध्ययन बीच में छोड़ने वालों के लिए कार्यक्रम हटाने और अधिक केन्द्रीय सहायता का अनुरोध किया। उन्होंने गहन जनसंख्या शिक्षा प्रणाली की आवश्यकता पर भी बल दिया। श्री अपांग के भाषण का पाठ संलग्नक- X पर दिया गया है।

16. हितेश्वर सीकिया, मुख्य मंत्री, असम ने अपने भाषण में प्रधान मंत्री की सकल राष्ट्रीय उत्पाद के छः प्रतिशत भाग को शिक्षा के लिए आवंटन की घोषणा का स्वागत किया तथा कहा कि शिक्षा में निवेश मानव संसाधन विकास में निवेश का सर्वोत्तम रूप है। उन्होंने साक्षरता के संबंध में राष्ट्रीय विकास समिति की सिफारिशों पर भी सहमति जाहिर की। उन्होंने कहा कि अनु. जातियों तथा अनु. जनजातियों की शिक्षा के लिए शुरू किए गए विशेष कार्यक्रमों के फलस्वरूप असम में उनकी शिक्षा का स्तर स्पष्टतया अच्छा है। जनसंख्या में न्यून साक्षरता वाले समूहों के शैक्षिक स्तर के सुधारने के लिए राज्य सरकार द्वारा विशेष प्रयास किए जा रहे हैं। उन्होंने यह भी कहा कि कानून और व्यवस्था समस्याओं के कारण असम में पूर्ण साक्षरता अभियान कार्यक्रम पहले शुरू नहीं किए जा सके परन्तु कानून और व्यवस्था में सुधार के बाद पूर्ण साक्षरता अभियान कार्यक्रमों का कार्यान्वयन अब शुरू कर दिया गया है। असम में लगभग 94 प्रतिशत गांवों में अब एक किलोमीटर की दूरी पर एक प्राथमिक स्कूल है। शिक्षा के विकेन्द्रीकृत प्रबंध पर केन्द्रीय शिक्षा सलाहकार

बोर्ड की समिति की सिफारिशों का उल्लेख करते हुए उन्होंने कहा कि प्राथमिक तथा माध्यमिक शिक्षा के प्रबंध के विकेन्द्रीकरण के लिए आवश्यक कदम शीघ्र ही उठाए जाएंगे। वह इस सिफारिश से सहमत थे कि शिक्षा एक सहभागी प्रक्रिया होनी चाहिए। तथापि, उन्होंने स्थानीय निकायों को शक्तियां सौंपने की प्रक्रिया के प्रति सावधान किया। उन्होंने कहा कि असम में स्वीकृत दो नए विश्वविद्यालय तथा भारतीय प्रौद्योगिकी संस्थान अगले शैक्षिक वर्ष से कार्य करना आरम्भ कर देंगे।

17. श्री भजन लाल, मुख्य मंत्री, हरियाणा ने अपने भाषण में विश्वास व्यक्त किया कि 2000 ई. तक सबके लिए शिक्षा का लक्ष्य प्राप्त कर लिया जाएगा। उन्होंने शिक्षा के विभिन्न क्षेत्रों में हरियाणा द्वारा किए गए विकास की जानकारी दी। उन्होंने कहा कि साक्षरता दर 55.33 प्रतिशत तथा महिला साक्षरता दर 40.95 प्रतिशत तक पहुंच गई तथा प्राथमिक स्तर पर स्कूल छोड़ने वालों में कमी आकर वह 19 प्रतिशत हो गई। शिक्षा उपलब्ध कराने में उल्लेखनीय प्रगति हुई है तथा केवल 100 गांवों में प्राथमिक शिक्षा के लिए सुविधाएं नहीं हैं तथा लगभग 70 प्रतिशत गांवों में मिडिल स्कूल है। ग्राम शिक्षा समितियां गठित की गई हैं तथा प्रवेश अभियान में उल्लेखनीय कार्य के लिए पंचायती का पुरस्कृत किया गया। एक अलग से प्राथमिक शिक्षा निदेशालय स्थापित किया गया तथा एक राज्य स्तरीय उच्चाधिकार समन्वय समिति गठित की गई। शिक्षा जारी रखने के संबंध में सुधार और लड़कियों को प्रोत्साहित करने के लिए बच्ची और छात्रवृत्तियों के अतिरिक्त कमजोर वर्गों के छात्रों को निःशुल्क लेखन सामग्री और पाठ्यपुस्तकें तथा छात्राओं को निःशुल्क वर्दी मुहैया कराई गई, प्राइमरी स्कूल शिक्षकों के 60 प्रतिशत पद महिलाओं के लिए आरक्षित किए गए हैं, 100 नए प्राइमरी स्कूल केवल लड़कियों के लिए स्थापित किए गए और लड़कियों को उपस्थिति पुरस्कार दिए जाते हैं और स्नातक स्तर तक उनके लिए शिक्षा निःशुल्क है। उन्होंने कहा कि 38-39 प्रतिशत शिक्षा बजट प्राइमरी शिक्षा पर और अन्य 17 प्रतिशत मिडिल स्कूल शिक्षा पर खर्च किया गया, 8 जिलों में संपूर्ण साक्षरता अभियान परियोजनाएं कार्यान्वित की जा रही हैं और अन्य 8 जिलों में पर्यावरण भवन कार्यक्रम आरम्भ किए गए। उन्होंने कहा कि अगले वर्ष एक खूला स्कूल स्थापित किए जाने का प्रस्ताव है। स्कूल भवनों को मरम्मत करने और अतिरिक्त कक्षा-कक्षों के निर्माण के लिए एक सुदृढ़ कार्यक्रम आरम्भ किया गया। श्री भजन लाल शिक्षा के विकेन्द्रीकृत प्रबंध के प्रस्ताव से मूल रूप से सहमत थे और उन्होंने कहा कि स्थानीय निकायों द्वारा चलाए जा रहे स्कूलों को 1957 में प्रादेशिक बनाया गया। राज्य के 73वें और 74वें संवैधानिक संशोधनों के अनुसरण में आगे और विधान बनाने का प्रस्ताव किया। उन्होंने जिला परिषदों के गठन का समर्थन नहीं किया। यशपाल समिति पर राज्य

सरकार ने सम्मेलन आयोजित करने का प्रस्ताव किया। उन्होंने कहा कि स्कूल बंग के बंधन को कम किए जाने की आवश्यकता है। शारीरिक शिक्षा और खेल-कूद समिति की रिपोर्ट का उल्लेख करते हुए श्री भजन लाल ने कहा कि खेल-कूद के लिए प्रतिदिन एक पीरिएड का निर्धारण, खेलकूद निधि का सृजन और खेलकूद शुल्क लेने के संबंध में सिफारिशें राज्य में पहले ही कार्यान्वित की गई हैं। इसी प्रकार, राज्य में मिडिल, हाई और सीनियर सेकेंडरी स्कूलों में शारीरिक शिक्षा के लिए कम से कम एक प्रशिक्षित शिक्षक होना चाहिए। उन्होंने, विशेष तौर पर, स्कूली भवनों के रख-रखाव के लिए अतिरिक्त निधियों के लिए अनुरोध किया। उन्होंने नकल रोकने के उपायों के लिए आग्रह किया। यह लोगों में जागरूकता उत्पन्न करके किया जाना चाहिए। उन्होंने त्रिभाषा सूत्र के कार्यान्वयन के लिए भी निवेदन किया। उन्होंने कहा कि यह देश की एकता के लिए आवश्यक है। श्री भजन लाल के भाषण का मूल पाठ संलग्नक- XII में है।

18. श्री मदनलाल खराना, मुख्य मंत्री, दिल्ली ने कहा कि नगर सरकार ने एक समिति गठित की है जो अगले पांच वर्षों के भीतर पूर्णतः प्रांढ साक्षरता प्राप्त करने के लिए एक कार्यवाही योजना तैयार करेगी। समिति की रिपोर्ट अगले दो महीनों में मिलने की संभावना है। गैर सरकारी और स्वीच्छक संगठन सांघर्ष साक्षरता कार्यक्रम के साथ संबद्ध होंगे। संपूर्ण साक्षरता प्राप्त करने के लिए दिल्ली के इलाकों में मुख्य बाधा वे बड़ी संख्या में निरक्षर अप्रवासी हैं जो प्रतिवर्ष आते हैं। सरकार ने सभी स्कूलों के लिए भवनों का निर्माण करने के लिए एक योजना भी तैयार की है। अनुसूचित जाति/अनुसूचित जनजाति और पिछड़े वर्गों के छात्रों को उच्च शिक्षा के लिए छात्रवृत्ति देने के लिए भी एक योजना तैयार की गई है। अनुसूचित जाति, अनुसूचित जनजाति और गरीब पिछड़े वर्गों के छात्रों को मफ्त बस यात्रा पास भी दिए जाएंगे। उन्होंने शैक्षणिक प्रबंध के विकेन्द्रीकृत के प्रस्ताव पर सिद्धांत रूप से सहमति व्यक्त की। किन्तु दिल्ली का मामला अन्य राज्यों तथा संघ राज्यों से भिन्न है। यहां दूरी एक बड़ी समस्या नहीं है। कौटि परक शिक्षक के महत्व पर जोर देते हुए श्री मदनलाल खराना ने कहा कि मूल्य शिक्षा के लिए एक समिति गठित की गई है जो एक माह के भीतर अपनी रिपोर्ट देगी। उन्होंने कहा कि उनकी सरकार ने मूल्य शिक्षा को अनिवार्य करने का इरादा किया है। उन्होंने आश्वासन दिया कि दिल्ली सभी के लिए शिक्षा कार्यक्रमों के लिए निश्चित लक्ष्यों को पूरा करेगी। श्री खराना के भाषण का सारांश संलग्नक- XIII में है।

19. श्री सुरेन्द्र नाथ, प्रशासक, चंडीगढ़ ने कहा कि चंडीगढ़ में साक्षरता का प्रतिशत लगभग 80% है और इस प्रकार चंडीगढ़ ने दिसम्बर, 1993 में संपूर्ण साक्षरता कार्यक्रम पूरा कर लिया था। उन्होंने यह भी कहा कि स्कूली बच्चों के बंधन, विशेषकर पूर्व-प्राइमरी और नर्सरी स्तर पर, को हल्का करने

के लिए कदम उठाए गए थे। प्रशासन आग्रह कर रहा है कि इस स्तर पर कोई पुस्तकें नहीं होनी चाहिए। चंडीगढ़ पहले ही अपने बजट का एक बड़ा भाग शिक्षा पर खर्च कर रहा है। शिक्षा के लक्ष्यों को प्राप्त करने के लिए कार्यवाही योजना भी बनाई गई है। राष्ट्रीय इच्छा केवल राजनीतिक इच्छा नहीं है इसमें सामाजिक इच्छा भी शामिल है इस टिप्पणी का उल्लेख करते हुए श्री सुरेन्द्र नाथ ने कहा कि हमें शिक्षा को जन आंदोलन बनाना है। उन्होंने यह भी कहा कि प्रांढ शिक्षा कार्यक्रम को तीव्रता से आगे बढ़ाना चाहिए क्योंकि जब प्रांढ व्यक्ति शिक्षित होगा तो वह यह सुनिश्चित करेगा कि उसके बच्चे भी शिक्षित हों। उन्होंने स्कूल में बच्चों को आकर्षित करने के लिए प्रोत्साहन जैसे मध्याह्न भोजन, उपस्थिति छात्रवृत्तियां, परस्कार, आदि बढ़ाने का भी तर्क दिया। उन्होंने महसूस किया कि नलकूप संस्वीकृत करने के लिए शिक्षा/साक्षरता को एक पूर्ण पूर्व शर्त बनाने अथवा रोजगार देने जैसे उपायों के जरिए हल्के दबाव का स्वागत किया जाएगा। प्रोत्साहन अथवा अप्रोत्साहन के ऐसे पैकेज स्थानीय परिस्थितियों के अनुसार होने चाहिए। उन्होंने ऐसे गांवों को परस्कृत करने का भी सूझाव दिया जो भारी अनुदानों के जरिए संपूर्ण साक्षरता प्राप्त करते हैं। विकेन्द्रीकरण के संबंध में बोलते हुए उन्होंने पंचायत के प्रति शिक्षक के उत्तरदायित्व पर बल दिया। इससे शिक्षक के कार्य निष्ठादन में सधार होगा। उन्होंने कहा कि फिलहाल आर्थिक कार्यकलापों को दौ जाने वाली सरकारी निधियां सामाजिक क्षेत्रों को दौ जानी चाहिए। इस संबंध में वह इस मत से सहमत थे कि प्राइवेट निवेश को आकर्षित करने के लिए प्रक्रियाओं को सरलीकृत किए जाने की आवश्यकता है। उन्होंने यह भी महसूस किया कि शिक्षा में निवेश करने के लिए वाणिज्य, व्यापार आदि में बहुत अधिक अवसर हैं। उन्होंने उच्च शिक्षा क्षेत्र से आरंभिक क्षेत्र की ओर निधियों के दिक्परिवर्तन पर भी निवेदन किया। उन्होंने शिक्षा के उच्च स्तर पर फीस की संरचना को संशोधित करने का सुझाव दिया। उन्होंने महसूस किया कि उच्च व्यावसायिक शिक्षा में निजी नेतृत्व को प्रोत्साहित किया जाना चाहिए। उन्होंने यह भी कहा कि विश्व-विद्यालय शिक्षा के स्तरों को सधारने के लिए केन्द्रीय विधान को जरिए उपाय किए जा सकते हैं।

20. मुख्य मंत्रियों के सम्मेलन को संबोधित करते हुए हिमाचल प्रदेश के मुख्य मंत्री, श्री वीर भद्र मिश्र ने कहा कि राज्य ने राज्य कार्यवाही योजना तैयार करने के लिए पहले से ही कार्यवाही आरम्भ कर दी है। उन्होंने यह भी कहा कि साक्षरता पर राष्ट्रीय विकास परिषद की बहुत सी सिफारिशों का राज्य द्वारा कार्यान्वयन किया जा चुका है। सर्वजनी प्राथमिक शिक्षा के लिए शुरू किए गए उपायों में आधुनिक पिछड़े और जनजातीय क्षेत्रों में 1100 अतिरिक्त प्राइमरी स्कूल खोलना, प्राथमिक स्कूलों में 150 रु. प्रति वर्ष की दर से, सीनियर माध्यमिक स्कूलों में 1800 रु. प्रति वर्ष की दर से शाई. आर. डी. पी. के परिवारों के बच्चों को

छात्रवृत्तियाँ देकर जनजातीय क्षेत्रों में 8 रु. से 15 रु. प्रतिमाह की दर से छात्रवृत्तियाँ प्रदान की जाती हैं, पढ़ाई बीच में छोड़कर जाने वाले अनुसूचित जातियों एवं अनुसूचित जनजातियों के बच्चों को प्रोत्साहन प्रदान करना, अनुसूचित जातियों और अनुसूचित जनजातियों के छात्रों को छात्रवृत्तियाँ प्रदान करना, कक्षा 10 तक के जनजातीय बच्चों को निःशुल्क पाठ्यपुस्तकें प्रदान करना, जनजातीय क्षेत्रों में प्राथमिक स्तर तक की लड़कियों को निःशुल्क वस्त्र प्रदान करना, अनु. जातियों/अ.ज. जातियों और पिछड़े वर्गों के छात्रों के लिए 217 छात्रावास और उपस्थित छात्रवृत्तियाँ प्रदान करना शामिल है। उन्होंने लड़कियों के लिए निःशुल्क तथा प्रदत्त छात्रावास स्थापित करने का सुझाव दिया। उन्होंने भारत सरकार से अनुरोध किया कि वह आपरेशन ब्लैक बोर्ड योजना के अंतर्गत राज्य में 1100 अतिरिक्त प्राथमिक स्कूलों के लिए वित्तीय सहायता प्रदान करे। उन्होंने यह भी उल्लेख किया कि जन, 1992 में राज्य में संपूर्ण साक्षरता अभियान शुरू किया गया था और यह अभियान प्रोन्त स्तर पर पहुंच गया है। राज्य में संपूर्ण साक्षरता अभियान और पी. एल. सी. कार्यक्रम आश्रित से स्व-मार्गदर्शी आन्दोलन तक पहुंच गए हैं। उन्होंने यह आश्वासन दिया कि हिमाचल प्रदेश जून, 1995 तक पूर्ण रूप से साक्षर बन जाएगा। राज्य सरकार ने प्रारम्भिक शिक्षा के प्रबंध और समुदाय सहभागिता बढ़ाने के लिए पंचायती राज संस्थाओं और स्थानीय निकायों को प्रिरीक्षात्मक शक्तियाँ प्रदान करने के लिए एक पद्धति विकसित करने का निर्णय किया है। त्रिभाषा सूत्र का समर्थन करते हुए उन्होंने कहा कि इसका कार्यान्वयन राष्ट्रीय एकता और अखण्डता को प्रोत्साहित करेगा। उन्होंने कालेज और विश्वविद्यालय शुल्क संरचना को यकित्यक्त बनाने के लिए और विश्वविद्यालय एवं उच्चतर शिक्षा को सरल एवं कारगर बनाने को आवश्यकता पर बल दिया। श्री वीरभद्र सिंह के भाषण का पाठ संलग्नक- XIV पर दिया गया है।

21. गोवा के मुख्य मंत्री डा. फिलिप्रोड डिसूजा ने कहा कि गोवा ने पहले ही प्राथमिक स्कूलों में 100 प्रतिशत दाखिला प्राप्त कर लिया है। प्राथमिक शिक्षा सविधाएं, सविधाजनक दूरी तक प्रदान की गई थी और 90 प्रतिशत से अधिक प्राथमिक स्कूलों के अपने भवन हैं। 35 किलोमीटर के घेरे में उच्च प्राथमिक शिक्षा उपलब्ध है। 50 प्रतिशत उच्चतर माध्यमिक स्कूलों को व्यावसायिक शिक्षा कार्यक्रम के अंतर्गत शामिल कर लिया गया है। गोवा में उच्चतर माध्यमिक स्तर तक शिक्षा निःशुल्क है। फिलहाल राज्य में 100 जन शिक्षण निलयम कार्य कर रहे हैं। संपूर्ण साक्षरता/अभियान के लिए कारवाई योजना, जुलाई 1993 में अनुमोदित की गई थी। संपूर्ण साक्षरता अभियान का बाहरी मूल्यांकन अक्टूबर, 1993 में आयोजित किया गया था। प्रौढ़ शिक्षा का राज्य स्तरीय सलाहकार बोर्ड गठित कर लिया गया है। स्कूल समितियाँ और अभिभावक शिक्षक संघ स्थापित करके स्कूल

कार्यक्रम में जन-सहभागिता सुनिश्चित की जाती है। डा. डिसूजा ने महसूस किया कि प्रचलित शैक्षिक प्रबंध संरचना जिसमें गांवों की स्कूल समितियाँ सक्रिय भूमिका निभाती हैं, जहां तक समुदाय की शैक्षिक आवश्यकताओं का संबंध है, पर्याप्त रूप से उपयुक्त आकांक्षाओं का ध्यान रखा जाता है। उन्होंने यह भी उल्लेख किया कि राज्य ने पहले ही प्रोफेसर यशपाल समिति की रिपोर्ट पर बहस शुरू कर दी है। उन्होंने यह भी सूचित किया कि राज्य ने खेलों एवं शारीरिक शिक्षा पर केन्द्रीय शिक्षा सलाहकार बोर्ड की अधिकांश सिफारिशों का कार्यान्वयन कर लिया है लेकिन निधियों के अभाव में, अधिकांश स्कूलों में खेलों के लिए पर्याप्त अवसंरचना, तैयार नहीं की जा सकी। उन्होंने यह भी महसूस किया कि चूंकि शिक्षा निःशुल्क है अतः खेलों के लिए किए जाने वाले शुल्क के संबंध में सिफारिशों की पुनरीक्षा की जानी चाहिए। डा. डिसूजा के भाषण का पाठ संलग्नक- XV पर दिया गया है।

22. मेघालय के मुख्य मंत्री श्री सलसैंग सी. मारक ने अपने भाषण में राज्य द्वारा शुरू की गई नवीन नीतिगत पहल पर प्रकाश डाला जिसमें प्रारम्भिक शिक्षा का पुनर्गठन शामिल है। उन्होंने बताया कि सभी के लिए शिक्षा कार्यक्रम बुनियादी रूप से सामूहिक कार्यक्रम है। जो सफलता के लिए समुदाय की सक्रिय सहायता तथा भागेदारी पर निर्भर है। उन्होंने यह भी बताया कि मेघालय में 100% प्राथमिक स्कूल तथा 93% अपर प्राथमिक स्कूल, प्राइवेट प्रबन्ध के अधीन हैं। शिक्षा के विकेन्द्रीकृत प्रबन्ध पर केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की रिपोर्ट के संदर्भ में उन्होंने बताया कि संविधान का 73वां संशोधन अधिनियम मेघालय राज्य में लागू नहीं होता। मेघालय में स्वायत्त जिला परिषदें प्राथमिक स्कूलों का संचालन करती हैं। 1980 में सरकार को प्राथमिक स्कूलों के नियन्त्रण तथा प्रबन्ध को जिला परिषदों से अस्थायी तौर पर अपने हाथों में लेना पड़ा। अतएव उन्होंने यह भी स्पष्ट किया कि वर्तमान परिस्थितियों ने राज्य सरकार को मेघालय में शिक्षा की विकेन्द्रीकृत प्रबन्ध संरचना को कार्यान्वित नहीं करने दिया अतः उन्होंने यह स्पष्ट किया कि परिस्थितियाँ 73वां संवैधानिक संशोधन अधिनियम के प्रावधानों को अनुरूप मेघालय में शिक्षा के विकेन्द्रीकृत प्रबन्ध ढांचे को कार्यान्वित करने के लिए राज्य सरकार को अनुमति प्रदान नहीं करती हैं। उन्होंने इस बात पर अपना विश्वास व्यक्त किया कि भारत 2000 ईस्वी तक सभी के लिए शिक्षा को लक्ष्य को प्राप्त कर लेगा। श्री मारक का अभिभाषण, अनुबंध-XVI में दिया गया है।

23. सी. एस. पी. जमीर, मुख्य मंत्री, नागालैंड ने बताया कि विशेषकर उत्तरी पूर्वी राज्यों में, शैक्षिक विकास के रास्ते में मुख्य बाधा पर्याप्त संसाधनों की है। वे यह भी चाहते हैं कि विभिन्नताओं को ध्यान में रखते हुए सभी शैक्षिक कार्यक्रमों में कुछ ढील दी जाए। उन्होंने बताया

कि जब प्राथमिक स्तर पर कवरज सन्तोषजनक थी; लेकिन शिक्षा की कॉस्ट सन्तोषजनक नहीं थी। सभी के लिए शिक्षा का कार्यक्रम में अनुसूचित जनजातियों की शिक्षा पर विशेष ध्यान दिए जाने की सराहना करते हुए उन्होंने बताया कि जनजातीय समुदायों की विशेष सामाजिक सांस्कृतिक वातावरण तथा विशिष्टताओं को ध्यान में रखा जाना, जरूरी है। उन्होंने यह भी बताया कि राज्य, प्राथमिक तथा माध्यमिक शिक्षा के लिए एक कार्य-योजना तैयार कर रहा है राज्य को इस योजना के कार्यान्वयन के लिए केन्द्र से वित्तीय सहायता लेनी पड़ेगी। आपरेशन ब्लैकबोर्ड योजना पर राष्ट्रीय विकास परिषद् समिति की सिफारिश का स्वागत करते हुए, श्री जमीर यह चाहते हैं कि इस योजना का विस्तार, माध्यमिक स्कूलों तक किया जाए। उन्होंने स्कूल पाठ्यपुस्तकों के उत्पादन के लिए सफेद मद्रास कागज की आपूर्ति के लिए इस योजना के संशोधन का आग्रह किया। उन्होंने प्राथमिक स्कूल शिक्षकों की नियुक्ति के लिए औपचारिक योग्यताओं में छूट देने के प्रस्ताव का समर्थन नहीं किया। प्रौढ़ शिक्षा के विषय में बात करते हुए, उन्होंने बताया कि 5000 गांवों की जनसंख्या के लिए एक जनशिक्षण निलयम का मौजूदा मानदण्ड, पहाड़ी राज्यों में व्यावहार्य नहीं है। उन्होंने सघाव दिया कि जनसंख्या अकार की अपेक्षा इन राज्यों में 3 किलोमीटर की परिधि में आने वाले गांवों के लिए एक निलयम स्थापित किया जाए। वे शिक्षा के विकेंद्रीकृत प्रबंध पर केन्द्रीय शिक्षा सलाहकार बोर्ड की सिफारिशों से पूरी तरह से सन्नत हैं लेकिन शिक्षा का विकेंद्रीकरण एक क्रमिक प्रक्रिया होनी चाहिए। श्री जमीर का लिखित अभिभाषण अनुबन्ध- XVII में दिया गया है।

24. श्री वी. वैधीलिंगम, मुख्य मंत्री, पाण्डिचेरी ने सभी के लिए शिक्षा कार्यक्रमों में पाण्डिचेरी संवशासित क्षेत्र द्वारा की गई प्रगति का संक्षिप्त विवरण प्रस्तुत किया। इस संवशासित क्षेत्र में 530 अरिबोली सम्पर्क एवं स्तर शिक्षा केन्द्र स्थापित किए हैं। उत्तर साक्षरता अभियान का मुख्य केन्द्र बिन्दु महिलाओं में उनके कानूनी अधिकारों के प्रति जागरूकता पैदा करने के तथा महिलाओं एवं युवाओं के लिए व्यावसायिक शिक्षा के प्रति जागरूकता पैदा करना है। शिक्षा के विकेंद्रीकृत प्रबंध की संकल्पना के संदर्भ में उन्होंने बताया कि इस स्तर पर शिक्षण संस्थानों को ग्रामीण पंचायतों को स्थानान्तरित करना व्यावहारिक नहीं है। इस संवशासित क्षेत्र ने छः चढ़े हुए प्राथमिक स्तरों में शैक्षिक भार को कम करने के सिद्धांत को प्रयोग में लाने का निश्चय किया है। श्री वैधीलिंगम का अभिभाषण अनुबन्ध- XVIII पर दिया गया है।

25. लीफ्टनेंट जनरल वी. के. नायर, मुख्य मंत्री, मणिपुर ने सामान्यतः साक्षरता पर राष्ट्रीय शिक्षण परिषद् समिति तथा शिक्षा के विकेंद्रीकृत प्रबंध पर केन्द्रीय शिक्षा

सलाहकार बोर्ड समिति की रिपोर्टों का समर्थन किया है। उन्होंने बताया कि मणिपुर घाटी में पंचायत राज प्रणाली विद्यमान है जबकि पहाड़ी इलाकों में स्वायत्त पंचायत जिला संकल्पना मौजूद है। उन्होंने बताया कि मणिपुर में शिक्षा के क्षेत्र में दो मुख्य कमियों, पढ़ाई बीच में छोड़ने वालों की उंची दर तथा महिलाओं की साक्षरता की दर का कम होना है। 10% गांवों में तो स्कूल ही नहीं हैं तथा 6 से 14 आयु वर्ग के लगभग 27% बच्चे औपचारिक स्कूलों में नहीं जाते। वे चाहते हैं कि जातीय संघर्ष में नष्ट हुए स्कूलों आदि के पुनरुद्धार आदि के लिए विशिष्ट केन्द्रीय सहायता दी जाए। उन्होंने मणिपुर में सीमावर्ती क्षेत्र विकास कार्यक्रम के विस्तार के लिए भी आग्रह किया। उन्होंने यह अनुभव किया कि विकेंद्रीकरण, केवल शिक्षा के क्षेत्र में न होकर सभी विकासोत्तम क्षेत्रों में होना चाहिए। शिक्षा तथा श्रम बाजार में असमानता के संदर्भ में उन्होंने बताया कि व्यावसायिक शिक्षा के क्षेत्र में मुख्य-बल दिया जाना अपेक्षित है तथा उन्होंने यह भी अनुभव किया कि व्यावसायिक शिक्षा प्राथमिक स्तर पर ही आरम्भ की जानी चाहिए। उन्होंने अनुरोध किया कि राज्य को पहले से संस्वीकृत कृषि विश्व-विद्यालय की स्थापना जल्दी की जाए। उन्होंने यह इच्छा व्यक्त की कि राज्य में और अधिक औद्योगिक प्रशिक्षण संस्थान स्थापित किए जाएं। जनरल नायर का अभिभाषण अनुबन्ध- XIX में दिया गया है।

26. श्री अचिन्त्य रे, पश्चिम बंगाल के प्राथमिक एवं माध्यमिक शिक्षा के कार्यभारी मंत्री ने पश्चिम बंगाल में साक्षरता कार्यक्रमों के महत्त्व को संक्षेप में दोहराया। उन्होंने बताया कि आठवीं पंचवर्षीय योजना के दौरान, पश्चिम बंगाल के सभी जिलों को पूर्ण साक्षरता अभियान के अंतर्गत शामिल किया जाएगा। उन्होंने यह भी महसूस किया कि पूर्ण साक्षरता अभियानों में स्वीच्छक एजेंटियों की व्यापक सहभागिता को देखते हुए यह लगता है कि उत्तर साक्षरता अभियान चरण में स्वेच्छावाद पर जोर देना अपेक्षित नहीं होगा। वे चाहते थे कि जिला साक्षरता समितियों द्वारा चलाए जा रहे जनशिक्षण निलयम तथा प्रौढ़ उच्च शिक्षा स्कूल भी जारी रखे जाएं। उन्होंने बताया कि राज्य सरकारों को भारत सरकार की कार्यनीति की व्यापक आधारभूत संरचना के अनुसार अपने कार्यक्रमों को तैयार करने की अनुमति दी जानी चाहिए। उन्होंने यह भी बताया कि आर्थिक सुधार भूमि सुधार आदि कार्यक्रम सभी के लिए शिक्षा कार्यक्रमों से परी तरह से सम्बद्ध हैं। उन्होंने यह सुझाव भी दिया कि सभी के लिए शिक्षा कार्यक्रमों में मीडिया को लगाया जाना चाहिए तथा बच्चों को शैक्षिक संस्थानों की परिसम्पतियों में सुधार लाने के लिए अपने विशेष कार्यक्रम प्रदान करने चाहिए। राजा सरकार, शिक्षा के विकेंद्रीकृत प्रबंध की कार्यनीति में पर्याप्त सहमत हैं तथा उन्होंने यह भी वगैरह कि पश्चिम बंगाल में जिला, ब्लॉक तथा ग्राम तीन स्तरीय शैक्षिक विकास

है। उन्होंने यह भी अनुभव किया कि भूमि सुधार किए बिना सभी पंचायत राज निकायों का नियन्त्रण स्थानीय हितों के लिए किया जाएगा। पश्चिम बंगाल में जिला प्राथमिक शिक्षा परिषद्, राजकीय प्राथमिक शिक्षा बोर्ड, माध्यमिक शिक्षा बोर्ड, उच्च शिक्षा परिषद् आदि संवैधानिक रूप से गठित शैक्षिक निकाय हैं। इन निकायों के सदस्य चुने जाते हैं। राज्य सरकार इस बात पर विचार कर रही है कि संविधान के 73वें तथा 74वें संशोधनों के संबंध में, पंचायतों, साक्षरता एवं औपचारिक शिक्षा से कैसे जोड़ी जाएं। इस अभिभाषण को अनुबंध-XX में दिया गया है।

27. डा. पी. वी. रंगाराव, मंत्री, आन्ध्र प्रदेश ने श्री के. विजय भास्कर रेड्डी मुख्य मंत्री, आन्ध्र प्रदेश की टिप्पणियों को पढ़ा।

उन्होंने आंध्र प्रदेश, बिहार, गुजरात, कर्नाटक, मध्य प्रदेश, महाराष्ट्र, उड़ीसा, राजस्थान, तमिलनाडु, उत्तर प्रदेश तथा पश्चिम बंगाल की साक्षरता स्थिति को ध्यान में रखते हुए कहा कि देश की 90 प्रतिशत से अधिक निरक्षरों की संख्या इन्हीं 11 राज्यों में है। अतः इन 11 राज्यों की साक्षरता पर विशेष ध्यान दिया जाना चाहिए तथा इन 11 राज्यों के लिए सभी के लिए शिक्षा के वास्तु एक सचिवालय की स्थापना की जानी चाहिए ताकि कार्य-नीतियों तथा पहल शक्तियों से संबंधित सूचनाओं के सतत आदान-प्रदान करने के लिए एक मंच के रूप में कार्य किया जा सके और उचित कार्य-पद्धतियों को विकसित किया जा सके। उन्होंने यह भी कहा कि संपूर्ण साक्षरता अभियानों के अंतर्गत आन्ध्र प्रदेश को लगभग पूरी तरह से शामिल किया जा रहा है। उन्होंने यह अनुरोध किया कि इसी वित्तीय आधार पर नौवीं योजना में भी पूर्ण साक्षरता अभियान को जारी रखा जाए। प्रारम्भिक शिक्षा को सर्वसुलभ बनाए जाने की दिशा में राज्य सरकार द्वारा अपनाए गए उपायों की चर्चा करते हुए उन्होंने कहा कि राज्य सरकार सरकारी तथा स्थानीय निकाय के स्कूलों के पहली से पांचवीं कक्षाओं में पढ़ने वाले सभी बच्चों को निःशुल्क पाठ्यपुस्तकें उपलब्ध करा रही है। उन्होंने यह भी कहा कि राज्य सरकार 1994 के शैक्षिक वर्ष से दूसरी कक्षा से ही सामान्य रूप से स्कूलों में बच्चों को बनाए रखने के लिए एक कार्यक्रम आरम्भ कर रही है। शिक्षा के विकेन्द्रीकृत प्रबंधन के बारे में चर्चा करते हुए उन्होंने कहा कि विधान सभा में पंद्रहवीं राज का एक उचित विधेयक प्रस्तुत किया गया है और राज्य सरकार केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की विकेन्द्रीकृत शिक्षा प्रबंध संबंधी सिफारिशों को सिद्धान्त-रूप में स्वागत करती है। उन्होंने इस बात की प्रबल सिफारिश की कि विकेन्द्रीकृत शिक्षा उपकरण के स्थान पर व्यावसायिक शिक्षा परिषदों के अधिकार प्रदान करना काफी वांछनीय होगा ताकि राज्य शिक्षा निधि की जगह को बढ़ावा जा सके। उन्होंने शिक्षा के लिए छह प्रतिशत बजट के लक्ष्य को पालन करने की दृष्टिकोण से अपनी सहमति जताई। उन्होंने आशा

प्रकट की कि वित्तीय व्यवस्थाओं की रूप-रेखा तैयार करते समय दसवें वित्त आयोग द्वारा सभी के लिए शिक्षा के लक्ष्य की उद्घरणों को ध्यान में रखा जाएगा। उन्होंने वित्तीय आवश्यकताओं पर चर्चा करने तथा आवश्यक सिफारिशें सुझाने के लिए एक केन्द्रीय शिक्षा सलाहकार बोर्ड समिति बनाने का सुझाव दिया। उन्होंने शिक्षा के लिए सभी स्रोतों, जिसमें वित्तीय संस्थाएं भी शामिल हैं, से संसाधन जुटाने की महत्ता पर बल दिया। शिक्षा के गुणात्मक पहलू पर चर्चा करते हुए उन्होंने कहा कि आंध्र प्रदेश ने पाठ्यपुस्तकों के लेखन में शिक्षकों को शामिल करके एक प्रयोग शुरू किया है और राज्य शिक्षक शिक्षा पर भी विशेष ध्यान दे रहा है। इस परिप्रेक्ष्य में, उन्होंने आन्ध्र प्रदेश प्राथमिक शिक्षा परियोजना का हवाला देते हुए कहा कि राज्य जिला प्राथमिक शिक्षा परियोजना को बड़ी उत्सुकता से प्रतीक्षा कर रहा है। उनके द्वारा दिए गए भाषण का लिखित पाठ अनुबंध-XXI में संलग्न है।

28. श्री ई. टी. मोहम्मद बशीर, शिक्षा मंत्री, केरल ने कहा कि दिल्ली घोषणा को कार्यान्वित करने के लिए कार्यनीतियां तैयार की जाएं। भारतीय संविधान के 73वें तथा 74वें संशोधन के अन्वय में उन्होंने कहा कि केरल ने जिला तथा उप-जिला स्तर के अधिकारियों को विविध प्रकार के अधिकार प्रदान किए हैं। इस संबंध में राज्य सरकार नगर-पालिकाओं तथा पंचायतों को और अधिक अधिकार देने का विचार रखती है। उन्होंने जनजातीय तथा समुद्र तटीय क्षेत्रों में उत्तर साक्षरता कार्यक्रमों को शुरू करने के लिए भारत सरकार से वित्तीय सहायता प्रदान करने का अनुरोध किया। इस समय केरल में 6-14 आय-वर्ग के बच्चों के नामांकन में शत-प्रतिशत नामांकन का लक्ष्य प्राप्त कर लिया है फिर भी पढ़ाई बीच में छोड़ जाने वालों की समस्याएं आती रहीं हैं। अभिभावक शिक्षक संघ के माध्यम से तथा सामुदायिक सहभागिता को प्रोत्साहन दिया जाता रहा है। सभी जिला शिक्षा प्रशिक्षण संस्थानों को क्रियाशील बनाया गया। राज्य सरकार यशपाल समिति की रिपोर्ट, खेल तथा जारिरीक शिक्षा से संबंधित केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की रिपोर्ट तथा शिक्षा के विकेन्द्रीकृत प्रबंध से संबंधित केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की रिपोर्ट का परी तरह से समर्थन करती है। उनके भाषण का पाठ अनुबंध-XXII में संलग्न है।

29. श्री प्रभाकर राने, प्रौढ शिक्षा राज्य मंत्री, कर्नाटक ने प्रधानमंत्री द्वारा सकल राष्ट्रीय उत्पाद का 6 प्रतिशत अंश शिक्षा के लिए आवंटित करने की घोषणा का स्वागत किया। उन्होंने कहा कि कर्नाटक में 2000 ई. तक प्रति स्कूल में लिए कम से कम एक शिक्षक तथा एक कक्षा-कक्ष उपलब्ध कराने का एक व्यापक कार्यक्रम शुरू किया है। प्रारम्भिक स्तर पर वर्ग नामांकन सन्निहित करने के लिए निम्न अभियान शुरू किया गया है। शिक्षा की गणना बढ़ाने के लिए निम्न निम्नलिखित स्तर की परियोजनाएँ चलाई जा रही हैं। उन्होंने अग्रिम योजना का हवाला देते हुए कहा कि इस योजना के अंतर्गत सभी

प्राथमिक स्कूली बच्चों के पाठ्यपुस्तक, यूनिफार्म गादि निःशुल्क दिए जाते हैं। राज्य ने पाठ्यपुस्तकों के मुद्रण को निजीकरण कर दिया है। राज्य ने पाठ्यचर्या के बोझ को कम करने के लिए कदम उठाए हैं। राज्य की आशा है कि जिला शिक्षा प्रशिक्षण संस्थानों के माध्यम से सभी शिक्षक प्रशिक्षित कर दिये जायेंगे। उन्होंने यह भी कहा कि जिला प्राथमिक शिक्षा परियोजना तैयार करने की प्रक्रिया उच्च स्तर पर चल रही है। उन्होंने पूर्व-परियोजना के वित्तपोषण का अनुरोध किया। उन्होंने अभियान के तौर पर अनौपचारिक शिक्षा घटक को शुरू करने का सुझाव भी दिया। उन्होंने यह भी कहा कि शिक्षा विकेन्द्रीकरण राज्य शिक्षा नीति की आधार-शिला है। राज्य पंचायती राज अधिनियम 1993 के अनुसार प्राथमिक शिक्षा परियोजना तैयार करने की प्रक्रिया उच्च स्तर को सौंपी गई है। उन्होंने कर्नाटक में चल रहे पूर्ण साक्षरता अभियान कार्यक्रमों का भी उल्लेख किया। उन्होंने यह भी कहा कि पूर्ण साक्षरता अभियानों के माध्यम से जन साधारण में सामाजिक तथा राजनीतिक चेतना का प्रादुर्भाव हुआ है। उन्होंने यह भी कहा कि जिला स्तर पर प्रौढ़ शिक्षा सहित अनौपचारिक शिक्षा के सभी कार्यक्रमों का कार्यान्वयन किसी एक एजेंसी के माध्यम से किया जाए ताकि एक अभियान के रूप में जिला साक्षरता समिति द्वारा जिला प्राथमिक शिक्षा कार्यक्रमों को लागू किया जा सके। उन्होंने यह सुझाव दिया कि जिला साक्षरता समिति में मूलभूत रूप से सभी विकासात्मक कार्यक्रमों को शामिल किया जाए तथा मात्र स्कूली सुविधाओं के स्थान पर सभी के लिए शिक्षा की गुणवत्ता के प्रावधान पर विशेष बल दिया जाए।

30. श्री पी. सी. घडगे, मंत्री (स्कूल तथा जन शिक्षा), उड़ीसा ने कहा कि राज्य सरकार मोटे तौर पर साक्षरता से संबंधित एन. डी. सी. समिति तथा शिक्षा के विकेन्द्रीकृत प्रबंधन पर केन्द्रीय शिक्षा सलाहकार बोर्ड समिति की सिफारिशों तथा सभी के लिए शिक्षा प्रस्तावों से सहमत है। राज्य सरकार ने पहले से ही इन सिफारिशों तथा प्रस्तावों को कार्यान्वित करना आरम्भ कर दिया था। किन्तु बीच में संसाधनों की कमी आ गई, अतः उन्होंने केन्द्रीय सहायता तथा विदेशी सहायता प्राप्त परियोजनाओं को तुरंत अनुमति प्रदान करने का अनुरोध किया। उन्होंने कहा कि दक्षिण उड़ीसा शिक्षा परियोजना के लिए भारत सरकार की अनुमति की प्रतीक्षा की जा रही है। उन्होंने इस बात का उल्लेख किया कि राज्य शिक्षा कार्य-योजना के निर्माण का कार्य अंतिम चरण पर है।

राज्य में पूर्ण साक्षरता अभियान कार्यक्रमों तथा अनौपचारिक शिक्षा कार्यक्रमों का हवाला देते हुए उन्होंने कहा कि यदि उन कार्यक्रमों के कार्यकरण पर कुछ अंकुश लगाए तो गैर-सरकारी संगठनों के कार्यों को बेहतर बनाया जा सकता है। उन्होंने यह भी कहा कि राज्य सरकार ने राज्य कार्य योजना तैयार

करने तथा सभी के लिए शिक्षा का लक्ष्य प्राप्त करने के लिए एक कार्य बल (टास्क फोर्स) का गठन किया है। आशा है कि इस कार्य बल की रिपोर्ट फरवरी, 1994 तक प्राप्त हो जायेंगी। प्रारम्भिक शिक्षा को सर्वसुलभ बनाने हेतु मानीटर करने के लिए अक्टूबर, 1993 को राज्य में सभी के लिए शिक्षा का कोष्ठ (सेल) स्थापित किया गया है। उन्होंने यह भी कहा कि सभी के लिए शिक्षा प्रदान करने की दिशा में किए जा रहे प्रयासों के बारे में सभी शैक्षिक कार्यकर्ताओं में चेतना उत्पन्न करने तथा उन्हें प्रेरित करने के लिए सम्मेलन तथा संगोष्ठियां आयोजित की गईं। शिक्षा के विकेन्द्रीकृत प्रबन्ध पर केन्द्रीय शिक्षा सलाहकार बोर्ड समिति का हवाला देते हुए, श्री घडगे ने कहा कि प्रबंध के विकेन्द्रीकरण की प्रक्रिया धीरे-धीरे होनी चाहिए और इसे चरणबद्ध ढंग से लिया जाना चाहिए। उन्होंने कहा कि उड़ीसा में शहरी स्थानीय निकायों के साथ विकेन्द्रीकृत प्रबन्ध का पिछला अनुभव बहुत सफल नहीं हुआ है। उन्होंने यह भी बताया कि प्राथमिक स्कूली स्तर पर, उड़ीसा में काफी विकेन्द्रीकरण था। अनिवार्य शिक्षा उपकर के प्रस्ताव पर उन्होंने कहा कि अधिकांश लोग गरीबी रेखा के नीचे रहते हैं और किसी भी तरह का उपकर नहीं दे सकते। भाषण का मूल पाठ अनुबंध- XXIII में है।

31. श्री के. एन. उप्रेती, शिक्षा मंत्री, सिक्किम ने आशा व्यक्त की कि सभी के लिए शिक्षा प्राप्त करने के लिए सुझाव गए उपायों से लक्ष्य की प्राप्ति होगी। उन्होंने इस बारे में राज्य सरकार द्वारा किए गए स्कूल प्रोत्साहनों इत्यादि के प्रावधान जैसे विभिन्न उपायों को संक्षिप्त रूप से दांहराया। तथापि उन्होंने निधियों के आवंटन में पहाड़ी राज्यों के लिए विशेष प्रबन्ध के लिए कहा। उन्होंने यह भी स्वीकार किया कि सभी के लिए शिक्षा के अंतर्गत शामिल की गईं मदों पर खर्च वहन करने के लिए विशेष रूप से राज्यों को अतिरिक्त योजना निधि उपलब्ध कराई जाएगी। इस भाषण का मूल पाठ अनुबंध XXIV में है।

32. श्री अनिल सरकार, शिक्षा मंत्री, त्रिपुरा ने बताया कि इस कार्यसूची की सभी मदें मूलतः प्रारम्भिक शिक्षा के सर्वसुलभीकरण नामक विषय के बारे में हैं। उन्होंने बताया कि 2000 ईस्वी तक सभी के लिए शिक्षा प्राप्त करने के लिए हमें प्रति वर्ष बजट का कम से कम 10 प्रतिशत शिक्षा क्षेत्र के लिए आवंटित करना होगा और उसका कम से कम 50 प्रतिशत प्रारम्भिक शिक्षा पर लगाना होगा। उन्होंने शिक्षा के विकेन्द्रीकृत प्रबन्ध के विचार का समर्थन किया, लेकिन कहा कि विकेन्द्रीकरण ध्यानपूर्वक और धीरे-धीरे किया जाना चाहिए। उत्तर त्रिपुरा जिला में पूर्ण साक्षरता अभियान परियोजना की स्वीकृति की प्रशंसा करते हुए उन्होंने दक्षिणी और पश्चिमी त्रिपुरा जिलों के लिए इन परियोजनाओं को शीघ्र

स्वीकृत करने का अनुरोध किया। उन्होंने यह भी कहा कि दिसम्बर, 1996 तक सभी को साक्षर बनाने का लक्ष्य प्राप्त करने के लिए राज्य सरकार ने 21 फरवरी, 1994 को सम्पूर्ण राज्य में पूर्ण साक्षरता अभियान परियोजना शुरू करने का निर्णय लिया है। इस भाषण का मूल-पाठ अनुबंध-XXV में है।

33. स्वर्गीय श्री चिमनभाई पटेल, मुख्य मंत्री, गुजरात, श्री ललथनवाला, मुख्य मंत्री, मिजोरम और श्री ए. मोहनदास मोसेस, जम्मू कश्मीर राज्यपाल सलाहकार के परिचालित विवरण क्रमशः अनुबंध 26, 27 और 28 में संलग्न है।

34. इस चर्चा के उत्तर में श्री अर्जुन सिंह ने कहा कि इस बैठक में प्रधान मंत्री की रुचि पर न केवल निर्णायक रूप से बल दिया गया बल्कि इस शताब्दी के अन्त तक सभी के लिए शिक्षा को साकार बनाने का वादा भी किया। उन्होंने कहा कि दिल्ली घोषणापत्र पर हस्ताक्षर होते ही हमने गम्भीरतापूर्वक सभी के लिए शिक्षा प्राप्त करने और इस मार्ग में आने वाली सभी बाधाओं को दूर करने का वचन लिया है। उन्होंने कहा कि शिक्षा उपकर किसी भी कर या भूमि पर लगाया जा सकता है और सभी के साथ परामर्श करने के पश्चात् इसके तरीके पर निर्णय लिया जा सकेगा। वह विशेष रूप से प्रकाश में लाए गए चारों उत्तरी राज्यों की मांग पर प्रधान मंत्री के निर्देश लगे। श्री अर्जुन सिंह ने कहा कि विकेंद्रीकरण अब एक संवैधानिक आवश्यकता बन गई है। उन्होंने दसवाँ वित्त आयोग में शिक्षा के क्षेत्र में राज्यों की आवश्यकताओं पर जोर देने के लिए मुख्य मंत्रियों द्वारा दिए गए सुझावों पर विचार करने के लिए प्रधान मंत्री से भी अनुरोध किया। शिक्षा के संसाधनों पर प्रधान मंत्री और उपाध्यक्ष, योजना आयोग द्वारा दी गई टिप्पणियों पर अपनी प्रसन्नता व्यक्त करते हुए श्री अर्जुन सिंह ने कहा कि अब यह निश्चित है कि नौवीं योजना में वास्तविक रूप में कुल उत्पाद का 6 प्रतिशत शिक्षा के लिए होगा।

35. अपने सभापन वक्तव्य में प्रधान मंत्री ने कहा कि सभी मुख्य मंत्रियों का सभी के लिए शिक्षा के लक्ष्य पर सहमत होने से अब यह आवश्यक है कि वे कार्यात्मक घटकों में कार्य को विभाजित करके कार्यान्वयन का प्रारम्भ करें। उन्होंने कहा कि जैसे-जैसे समय बीतता गया, सबके लिए शिक्षा का काम कठिन होता गया है। यह 1950 की तुलना में 2½ गुना अधिक कठिन है। लेकिन हमें प्रतिशतता पर ध्यान देने की आवश्यकता नहीं है।

36. प्रधानमंत्री ने कहा कि अधिक जनसंख्या और निम्न साक्षरता वाले चार या पांच राज्यों के लिए विशेष कार्यक्रम बनाए जाएं। प्रधान मंत्री ने बताया कि यद्यपि इन राज्यों में वैयक्तिक विशिष्टता बहुत अधिक है, लेकिन जब आप सम्पूर्ण समुदाय को एक ईकाई के रूप में लेते हैं तो लोग पीछे रह जाते हैं। राज्यों की विशिष्ट कठिनाइयों को ध्यान

में रखते हुए उपाय तैयार किए जाने चाहिए। उन्होंने इस कार्य में सूक्ष्म योजना के महत्व पर प्रकाश डाला। उन्होंने कहा कि हमें सामुदायिक विकास कार्यक्रम जिन्हें परिणामोन्मुख दृष्टिकोण से शुरू किया गया था लेकिन जिनके परिणाम विपरीत निकले, उनके कारणों की जांच भी करनी चाहिए।

37. प्रधान मंत्री ने स्वास्थ्य, महिला और बाल विकास के क्षेत्रों में कार्यक्रमों के साथ समीकृत शिक्षा की आवश्यकता पर भी बल दिया ताकि एक क्षेत्र के कार्यक्रमों के लाभ दूसरे क्षेत्रों के कार्यक्रमों को जा सके। एक समग्र दृष्टिकोण आवश्यक है ताकि केन्द्र राज्य और निचले स्तरों पर राजनीतिक और प्रशासनिक संरचना विकसित और समीकृत की जा सके। उन्होंने यह इच्छा व्यक्त की कि योजना आयोग इस पहलू की जांच करे।

38. प्रधान मंत्री ने बताया कि संपूर्ण शैक्षिक संरचना के लिए 6% का आवंटन किया जाएगा यह केवल प्राथमिक शिक्षा के लिए ही न होकर उच्च शिक्षा और तकनीकी शिक्षा के लिए भी होगा। यह सब समीकृत भाग होंगे। साक्षरता, इस प्रक्रिया का अन्त नहीं है, यह शुरुआत है। साक्षरता की शुरुआत करने के साथ-साथ हमें अन्य क्षेत्रों को भी देखना होगा। उन्होंने इच्छा व्यक्त की कि शिक्षा की पूरी प्रक्रिया इस तरह से संगठित की जाए कि प्रत्येक बच्चे का मूल्यांकन वैज्ञानिक ढंग से किया जा सके।

39. प्रधान मंत्री ने इस बैठक के अगले दशक या और आगे तक इस देश के लिए शैक्षिक विकास के परिप्रेक्ष्य में एक नई कहानी की शुरुआत के रूप में व्यक्त किया। उन्होंने कहा कि यह निरक्षरता, अज्ञानता और गरीबी के दुष्चक्र की अपेक्षा गुणात्मक चक्र के निर्माण का आरम्भ होगा। उन्होंने योजना आयोग के उपाध्यक्ष को निर्देश दिया कि नौवीं पंचवर्षीय योजना पर कार्य करते समय कार्यक्रमों को समीकृत करने का प्रयत्न करें जिनका एक दूसरे से संबंध हो ताकि मानव संसाधन विकास की सम्पूर्णता को अपेक्षित बढ़ावा मिले। उन्होंने कहा कि कमजोरों और गरीबों का पता लगाने के लिए सभी प्रयत्न करें ताकि उन्हें सभी के लिए शिक्षा की मुख्य धारा में लाया जा सके और वे सामाजिक न्याय प्राप्त करने के लिए शिक्षा का यह एक कार्यक्रम बने।

40. **कृषारी संलजा**, शिक्षा और संस्कृति उप मंत्री ने आभार प्रदर्शन प्रस्तुत किया। उन्होंने कहा कि यह देखकर सन्तुष्टि हुई कि इस पर सभी एक मत थे कि सभी के लिए शिक्षा को सबसे अधिक प्राथमिकता दी जाए और शिक्षा के लिए और अधिक संसाधन आवंटित किए जाएं। उन्होंने सभी के लिए शिक्षा कार्यक्रमों की आवधिक मोनिटरिंग होने के लिए मुख्य मंत्रियों द्वारा ली गई गहन रुचि की भी सराहना की। उन्होंने यह भी कहा कि इस सम्मेलन ने यह दर्शाया कि शिक्षा भारत में विकासात्मक प्रक्रिया के केन्द्रीय स्तर पर आ गई है। उन्होंने सभी भाग लेने वालों और प्रधान मंत्री को धन्यवाद दिया।

15 फरवरी, 1994 को नई दिल्ली में आयोजित मुख्य-
मंत्रियों के सम्मेलन में भाग लेने वालों की सूची

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|---|--|
| 1. श्री पी. वी. नरसिम्हा राव
प्रधान मंत्री | 6. श्री वीरभद्र सिंह
मुख्य मंत्री
हिमाचल प्रदेश |
| 2. श्री अर्जुन सिंह
मानव संसाधन विकास मंत्री | 7. श्री दिग्विजय सिंह
मुख्य मंत्री
मध्य प्रदेश |
| 3. श्री प्रणव मुखर्जी
उप सभापति
योजना आयोग | 8. श्री शरद पवार
मुख्य मंत्री
महाराष्ट्र |
| 4. श्रीमती शीला कौल
शहरी विकास मंत्री | 9. लैफ्टनंट जनरल वी. के. नायर (रिटायर्ड)
राज्यपाल, मणिपुर |
| 5. श्री रामेश्वर ठाकुर
ग्रामीण विकास राज्य मंत्री | 10. श्री एस. सी. मरक
मुख्य मंत्री
मेघालय |
| 6. श्री भुवनेश चतुर्वेदी
प्रधान मंत्री कार्यालय में राज्य मंत्री | 11. श्री लाल धान्हावला
मुख्य मंत्री
मिजोरम |
| 7. श्री मुकुल वासनिक
युवा कार्य एवं खेल राज्य मंत्री | 12. सी. एस. सी. जमीर
मुख्य मंत्री
नागालैंड |
| 8. डा. (श्रीमती) चित्रा नायक
सदस्य
योजना आयोग | 13. श्री बंजंत सिंह
मुख्य मंत्री
पंजाब |
| 9. कु. सैलजा
शिक्षा एवं संस्कृति उप मंत्री | 14. श्री भैरों सिंह शेखावत
मुख्य मंत्री
राजस्थान |
| मुख्य मंत्री | 15. डा. जे. जयललिता
मुख्य मंत्री
तमिलनाडु |
| 1. श्री हितेश्वर सैकिया
मुख्य मंत्री
आसाम | 16. श्री मुलायम सिंह यादव
मुख्य मंत्री
उत्तर प्रदेश |
| 2. श्री गियांग अपांग
मुख्य मंत्री
अरुणाचल प्रदेश | 17. श्री मदन लाल खुराना
मुख्य मंत्री
दिल्ली |
| 3. श्री लालू प्रसाद
मुख्य मंत्री
बिहार | 18. श्री सुरेन्द्र नाथ
प्रशासक, चण्डीगढ़ |
| 4. डा. विल्फ्रेड डिसूजा
मुख्य मंत्री
गोवा | |
| 5. श्री भजन लाल
मुख्य मंत्री
हरियाणा | |

19. श्री कं. एस. बंदवा
प्रचारक
दादरा एवं नगर हवेली

20. श्री वी. वैथीलिंगम
मुख्य मंत्री
पांडिचेरी

शिक्षा मंत्री

1. डा. पी. वी. रंगा राव
शिक्षा मंत्री, बांधू प्रदेश
2. श्री आर. के. खिरम
शिक्षा विज्ञान एवं प्रौद्योगिकी मंत्री
अरुणाचल प्रदेश
3. श्री गोलक राजबंशी
शिक्षा मंत्री, असम
4. श्री राम चन्द्र पूर्ण
मानव संसाधन विकास मंत्री
बिहार
5. श्री नारहराभाई आमीन
शिक्षा मंत्री, गुजरात
6. श्री कूल चंद मौलना
शिक्षा मंत्री, हरियाणा
7. श्री ए. मोहन दास मोसेस
राज्यपाल के सलाहकार, कर्नाटक
8. श्रीमती नगमा केशव मूर्ति
शिक्षा मंत्री, कर्नाटक
9. श्री प्रभाकर राणे
प्रौढ़ शिक्षा राज्य मंत्री
कर्नाटक
10. श्री ई. टी. मुहम्मद बशीर
शिक्षा मंत्री, केरल
11. श्री महेन्द्र सिंह
शिक्षा मंत्री
मध्य प्रदेश
12. श्री सदाशिव राव
स्कूल शिक्षा राज्य मंत्री
महाराष्ट्र
13. श्री सलीम जकारिया
स्कूल शिक्षा मंत्री
महाराष्ट्र
14. डा. एच. लामित
शिक्षा मंत्री, मेघालय

15. श्री जोशियामा पाचू
शिक्षा मंत्री
मिज़ोरम

16. श्री पी. सी. घडगेई
शिक्षा मंत्री (लोक एवं स्कूल शिक्षा),
उड़ीसा

17. श्री ललित किशोर चतुर्वेदी
उच्च शिक्षा मंत्री
राजस्थान

18. श्री गुलाब चन्द कटारिया
प्राथमिक एवं माध्यमिक शिक्षा मंत्री
राजस्थान

19. श्री के. एन. उप्रेती
शिक्षा मंत्री
सिक्किम

20. प्रो. के. पोन्तुसमी
शिक्षा मंत्री
तमिलनाडु

21. डा. मसूद अहमद
शिक्षा मंत्री
उत्तर प्रदेश

22. श्रीमती अंजु केर
जन शिक्षा राज्य मंत्री
पश्चिम बंगाल

23. श्री अचिन्तय राय
शिक्षा मंत्री (प्राथमिक एवं माध्यमिक)
पश्चिम बंगाल

24. श्री साहिब सिंह वर्मा
शिक्षा मंत्री
दिल्ली

25. श्री ए. गान्धीराज
शिक्षा मंत्री
पांडिचेरी

26. श्री जितेन्द्र चौधरी
प्राथमिक शिक्षा एवं खेल राज्य मंत्री
त्रिपुरा

संसाधन संगठनों के अध्यक्ष

1. प्रो. जी. राम रेड्डी
अध्यक्ष
विश्वविद्यालय अनुदान आयोग
2. प्रो. एस. के. खन्ना
अध्यक्ष
अखिल भारतीय तकनीकी शिक्षा परिषद्
3. श्री ए. के. शर्मा
निदेशक
राष्ट्रीय शैक्षिक एवं अनुसंधान प्रशिक्षण परिषद्

4. प्रो. एम. मुखोपाध्याय
अध्यक्ष
राष्ट्रीय मुक्त विश्वविद्यालय
5. कुमारी नीरू नंदा
निदेशक
नवोदय विद्यालय समिति

भारतीय राष्ट्रीय अधिकारी

मंत्रिमंडल सचिवालय

1. श्री जफर सैफुल्लाह
मंत्रिमंडल सचिवालय

प्रधान मंत्री कार्यालय

1. श्री ए. एन. वर्मा
प्रधान मंत्री के मुख्य सचिव
2. श्री प्रभात सी. चतुर्वेदी
निदेशक, प्रधान मंत्री कार्यालय

मानव संसाधन विकास मंत्रालय के अधिकारी (शिक्षा विभाग)

1. श्री एस. वी. गिरि
शिक्षा सचिव
2. श्री वाई. एन. चतुर्वेदी
अपर सचिव
3. डा. आर. वी. वंदनाथ अय्यर
संयुक्त सचिव (जिला प्राथमिक शिक्षा परियोजना)
4. श्री पी. ठाकुर
संयुक्त सचिव (स्कूल)
5. डा. जे. एस. राजपूत
संयुक्त शिक्षा सलाहकार (प्राथमिक शिक्षा)
6. श्री सुदीप बंनर्जी
संयुक्त सचिव (प्रौढ शिक्षा)
7. श्री एस. डी. आवले
संयुक्त शिक्षा सलाहकार (तकनीकी)
8. क. एस. चौहान
वित्तीय सलाहकार
9. श्री दीपक गुप्ता
संयुक्त सचिव (प्रशासन एवं योजना)

अन्य मंत्री/विभाग

1. श्री बी. एन. युगंधर
सचिव
ग्रामीण विकास विभाग

2. श्री बी. एन. भागवत
सचिव
युवा कार्य एवं खेल विभाग
3. डा. पी. सी. राव
सचिव
विधि कार्य विभाग
4. श्री आर. सी. त्रिपाठी
सलाहकार
योजना आयोग
5. डा. (श्रीमती) सरला गोपालन
सलाहकार
योजना आयोग

राज्य सरकार अधिकारी

1. डा. जे. एस. शर्मा
शिक्षा सचिव
आंध्र प्रदेश
2. श्री के. एस. शर्मा
सचिव, योजना एवं वित्त
आंध्र प्रदेश
3. श्री ए. के. पंतन्दी
शिक्षा सचिव
अरुणाचल प्रदेश
4. श्री एम. सेन
मुख्य मंत्री के संयुक्त सचिव
अरुणाचल प्रदेश
5. श्री डी. के. बरठाकुर
शिक्षा सचिव (उच्च शिक्षा)
असम
6. श्री आर. सी. ए. जैन
सचिव
मानव संसाधन विकास मंत्रालय
बिहार
7. श्री वी. एच. पचताओ
शिक्षा सचिव
गोवा
8. श्री जी. सुब्बा राव
मुख्य मंत्री के प्रधान सचिव
गुजरात
9. श्री एस. डी. शर्मा
शिक्षा सचिव
गुजरात

10. श्री एम. सी. गुप्ता
मुख्य सचिव
हरियाणा
11. श्रीमती अनुराधा गुप्ता
निदेशक माध्यमिक शिक्षा
हरियाणा
12. श्री पी. एस. नेगी
विन्न एवं शिक्षा सचिव
हिमाचल प्रदेश
13. श्री एस. के. दास
मुख्य मंत्री के सचिव
कर्नाटक
14. श्री के. एम. पोनप्पा
शिक्षा सचिव-2
कर्नाटक
15. श्री सुधाकर राव
जन अनुदेश आयुक्त
कर्नाटक
16. श्री लुक्रोस वालथराइ
निदेशक, जन शिक्षा
कर्नाटक
17. श्री के. के. विजय कुमार
शिक्षा सचिव
केरल
18. श्री एच. मिश्रा
शिक्षा सचिव
मध्य प्रदेश
19. श्रीमती अनीता दास
सचिव
सामाजिक कल्याण (श्रीढ़ शिक्षा)
मध्य प्रदेश
20. श्री के. एम. आचार्य
आयुक्त, जन अनुदेश
मध्य प्रदेश
21. श्री आर. गोपालाकृष्णन
मुख्य मंत्री के अपर सचिव
मध्य प्रदेश
22. श्रीमती कमुद बंसल
शिक्षा सचिव
महाराष्ट्र
23. श्री जी. पी. बाह्लांग
शिक्षा सचिव
मेघालय
24. श्री एल. राय
जन अनुदेश निदेशक
मेघालय
25. श्री टी. पी. खांडे
जावासीय आयुक्त
मिजोरम
26. श्री रघु सेनन
मुख्य मंत्री के विशेष सचिव
नागालैंड
27. श्री आर. एस. पांडेय
जावासीय आयुक्त
नागालैंड, नई दिल्ली
28. श्री डी. एन. पाथी
आयुक्त एवं सचिव
स्कूल एवं जन शिक्षा
उड़ीसा
29. श्री एस. के. टूटोजा
सचिव
पंजाब
30. श्री जे. एस. मनी
मुख्य मंत्री के प्रधान सचिव
पंजाब
31. श्री एम. एल. मेहता
मुख्य सचिव
राजस्थान
32. श्री अभिमन्यू सिंह
सचिव (प्राथमिक एवं माध्यमिक शिक्षा)
राजस्थान
33. श्री सुनील अरोड़ा
मुख्य मंत्री के सचिव
राजस्थान
34. श्री एस. डब्ल्यू. तेनजिंग
शिक्षा सचिव
सिक्किम
35. श्री एम. सी. माथूर
मुख्य मंत्री के विशेष ड्यूटी अधिकारी
सिक्किम

36. श्री टी. बी. बेंकटारमण
मुख्य सचिव
तमिलनाडु
37. श्रीमती जयन्ती
शिक्षा सचिव
तमिलनाडु
38. श्री एन. नारायणन
सचिव (वित्त)
तमिलनाडु
39. श्री पी. क्लोलान्दवेलु
नई दिल्ली में तमिलनाडु सरकार के विशेष सचिव
40. श्री आर. वासुदेवराजुलु
मुख्य मंत्री के सचिव
तमिलनाडु
41. श्री जवाहर बाबू
मुख्य मंत्री के उप सचिव
तमिलनाडु
42. श्री एस. आर. देवेनाथ
निदेशक, स्कूल शिक्षा
तमिलनाडु
43. श्री आर. सी. वीरवार
उप आवासीय आयुक्त
त्रिपुरा
44. श्री पी. सी. शर्मा
प्रधान सचिव
बुनियादी एवं प्रौढ़ शिक्षा
उत्तर प्रदेश
45. श्री पी. एल. पनीया
सचिव मुख्य मंत्री
उत्तर प्रदेश
46. श्री एम. ए. सिद्दीकी
मुख्य मंत्री के संयुक्त सचिव
उत्तर प्रदेश
47. श्रीमती बी. प्रसाद
आवासीय आयुक्त
अण्डमान एवं निकोबार महाद्वीप
48. श्री ए. एन. तलवार
शिक्षा सचिव
चंडीगढ़
49. श्रीमती कलदीप कौर
जन अनूदेश निदेशक
चंडीगढ़
50. श्री मनीष गुप्ता
उप कलेक्टर
दादरा एवं नगर हवेली
51. श्री वी. बी. शर्मा
लायसन अधिकारी
दादरा एवं नगर हवेली
52. श्री एम. के. बेचबोरा
शिक्षा सचिव
दिल्ली
53. श्री शक्ति सिन्हा
शिक्षा निदेशक
दिल्ली
54. श्री वी. वी. सेल्वाराण
शिक्षा सचिव
पांडीचेरी
55. श्री एम. दूरार्त्सामी
मुख्य मंत्री के निजी सचिव
पांडीचेरी

सभी के लिए शिक्षा संबंधी मुख्य मंत्रियों के सम्मेलन में हुए
विचार-विमर्श का सारांश

1. सम्मेलन में इस बात पर पूर्ण एकमत था कि सभी के लिए शिक्षा को देश की विकासात्मक कार्य सूची में उच्च स्थान दिया जाना चाहिए। नीची योजना से शिक्षा के परिव्यय को राष्ट्रीय आय के छः प्रतिशत तक बढ़ाए जाने संबंधी प्रधान मंत्री जी घोषणा का स्वागत करते हुए मुख्य मंत्रियों ने संसाधनों को जुटाने में केन्द्रीय सरकार के प्रयासों को बढ़ाने और राज्य योजनाओं में प्राथमिक तथा प्रौढ़ शिक्षा को उच्चतर प्राथमिकता प्रदान करने पर सहमति व्यक्त की है।

2. यह महसूस किया गया कि बजटिय संसाधनों को अलावा सामुदायिक संसाधनों तथा निजी पहल को भी काम में लाने की पर्याप्त गुंजाइश है। इस बात पर व्यापक सहमति थी कि शैक्षिक उपकर केन्द्र और राज्यों दोनों द्वारा संसाधन बढ़ाने का एक साधन हो सकता है और यह सुनिश्चित किया जाना चाहिए कि उपकर की आय का शैक्षिक विकास हेतु अलग से रखा जाना चाहिए। यह सुझाव दिया गया कि वित्त आयोग को प्रारम्भिक शिक्षा की बुनियादी आवश्यकताओं का जायजा लेना चाहिए और विश्वविद्यालयों तथा राष्ट्रीय महत्व के संस्थानों को दिए जाने वाले दान को आय कर के अंतर्गत दी जाने वाली छूट प्रारम्भिक शिक्षा पर भी दी जानी चाहिए।

3. इस बात पर भी सहमति व्यक्त की गई कि संसाधनों के और अधिक आवंटन के साथ-साथ अपने-अपने राज्यों में कार्यक्रमों के प्रभावी कार्यान्वयन और अनुवीक्षण के माध्यम से संसाधनों का बेहतर उपयोग सुनिश्चित किया जाना भी आवश्यक है। मुख्य मंत्री समय-समय पर इस क्षेत्र में प्रगति की समीक्षा करेंगे ताकि पूरे राज्य में सभी के लिए शिक्षा को दी गई उच्च प्राथमिकता तथा शैक्षिक सेवाओं और कार्यक्रमों के प्रबंध के बारे में सही संकेत प्रभावशाली ढंग से भेजे जा सकें।

4. गैर-सरकारी संगठनों, शिक्षक संघों तथा सामाजिक रूप से जागरूक व्यक्तियों के सहयोग को सूची बद्ध करने की आवश्यकता चर्चा के दौरान स्पष्ट रूप से सामने आई। यह साक्षात् विचार था कि शैक्षिक प्रशासन के उचित विकेन्द्रीकरण

तथा और अधिक सामुदायिक भागीदारी को बिना प्रारम्भिक शिक्षा का सर्वसुलभीकरण प्राप्त नहीं किया जा सकता। स्कूल को एक बार फिर एक महत्वपूर्ण सामाजिक संगठन होना चाहिए जैसा कि यह पहले हुआ करता था।

5. मुख्य मंत्रियों ने महसूस किया कि संविधान के 73वें और 74वें संशोधनों में यह प्रावधान है कि इन संशोधनों में की गई समय सीमा के अंदर शैक्षिक प्रशासन को विकेन्द्रीकृत किया जाए। के. शि. स. बो. समिति की विकेन्द्रीकरण संबंधी सिफारिशों का समर्थन किया गया और यह निर्णय लिया गया कि संविधान के संशोधनों का अनुसरण करने तथा समयबद्ध तरीके से अधीनस्थ कानून बनाने के लिए राज्य के कानून लागू करने समय इन सिफारिशों को उचित रूप से कार्यान्वित किया जाए।

6. मुख्य मंत्रियों का विचार था कि कानूनी उपायों के अलावा, विकेन्द्रीकृत संरचनाओं के सदस्यों को प्रबोधित किया जाए ताकि वे उनमें निहित उत्तरदायित्वों को पूरा कर सकें।

7. मुख्य मंत्रियों ने इस बात पर भी सहमति व्यक्त की कि प्राथमिक शिक्षा और शिक्षु की देखभाल एवं शिक्षा, आई. सी. डी. एस. स्कूल स्वास्थ्य एवं पोषण जैसी संबंधित सेवाओं के अभिसरण को प्रोत्साहित करने के लिए विशेष प्रयास किए जाने चाहिए। यह महसूस किया गया कि कार्यकुशलता में सुधार करने के साथ-साथ ऐसे अभिसरण से नामांकन बढ़ेगा और स्कूल बीच में छोड़े जाने वालों में कमी होगी।

8. यह महसूस किया गया कि बिहार, उत्तर प्रदेश राजस्थान, मध्य प्रदेश और आन्ध्र प्रदेश जैसे राज्यों में विशिष्ट प्रयास किए जाने की आवश्यकता है। इन राज्यों के कार्यक्रमों की मुख्य मंत्रियों के एक दल द्वारा समय-समय पर समीक्षा की जाएगी ताकि इसकी गति को बनाया रखा जा सके और शिक्षा, स्वास्थ्य, महिला एवं बाल विकास तथा पोषण के संबंधित क्षेत्रों में इन कार्यक्रमों को कार्यान्वित करने के लिए पारस्परिक कारवाई की जा सके।

श्री लालु प्रसाद
मन्त्रिमन्त्री, बिहार
का
अभिभाषण

यह प्रसन्नता की बात है कि आज साक्षरता, शिक्षा के विकेन्द्रीकृत प्रबन्धन, सब के लिए शिक्षा एवं इन विषयों पर राष्ट्रीय विकास परिषद् केंद्रीय सलाहकार समिति (के) की रिपोर्ट एवं शिक्षा जगत से जुड़े अन्य महत्त्वपूर्ण राष्ट्रीय मुद्दों पर चर्चा हेतु मुख्यमंत्रियों का सम्मेलन आयोजित किया गया है। मैं इस सम्मेलन के आयोजन के लिए माननीय प्रधानमंत्री का आभार व्यक्त करता हूँ।

बिहार राज्य के लिए साक्षरता के लक्ष्य का परिवेश और भी महत्त्वपूर्ण है। बिहार कभी शिक्षा, संस्कृति, दर्शन एवं समृद्धि के पर्याय के रूप में विश्व प्रसिद्ध था। परन्तु, अभी पूरे देश की साक्षरता दर 52.11 प्रतिशत के विरुद्ध बिहार की साक्षरता दर केवल 38.54 प्रतिशत है। बिहार की आबादी पूरे देश की आबादी का लगभग 10 प्रतिशत है। स्वभावतः साक्षरता, सब के लिए शिक्षा संबंधी बाँट भी योजना, अभियान या आन्दोलन बिहार के उपर्युक्त परिवेश में बहुत महत्त्वपूर्ण मायने रखता है। इसलिए हमारी सरकार आज के इस सम्मेलन के विचाराधीन मुद्दों में विशेष अभिरुचि रखती है और हम इस दिशा में अब तक की गयी अनुशंसाओं और दिशा-निर्देश को अपने राज्य के विशेष परिवेश में सहर्ष अपनाने और लागू करने के लिए कटिबद्ध है।

राष्ट्रीय विकास परिषद् की साक्षरता समिति का सदस्य होने का मुझे भी अवसर मिला था। समिति ने 72 अनुशंसाएँ की हैं। हमारी सरकार ने बिहार में उन अनुशंसाओं को कार्य रूप देने की प्रक्रिया प्रारम्भ कर दी है। बिहार राज्य साक्षरता मिशन प्राधिकरण को स्वायत्त संस्था का स्वरूप प्रदान किया गया है। साक्षरता एवं प्राथमिक शिक्षा का सार्वजनीकरण अभियान बिहार में आन्दोलन बन गया है। बिहार के 13 जिलों में सम्पूर्ण साक्षरता अभियान चलाया जा रहा है। अन्य जिले भी अतिशीघ्र इस अभियान के तहत लिये जायेंगे। नामांकन अभियान पर विशेष बल दिया गया है, जिसके फलस्वरूप 92-93 में 24.0 लाख अतिरिक्त छात्र नामांकित हुए हैं। अनुसूचित जातियों में मुसहर, डोम, हलखोर आदि जाति के अब भी अत्यन्त पिछड़ेपन को देखते हुए हमारी सरकार ने इस वर्ग के छात्रों को विद्यालय जाने के लिए उत्प्रेरित करने के उद्देश्य से एक रुपया प्रति दिन अलग राशि देने का निर्णय लिया है। सभी छात्रों को 50 प्रतिशत अनुदान पर पाठ्य-पुस्तक उपलब्ध करायी जा रही है।

अनुसूचित जाति, अनुसूचित जनजाति एवं कमजोर वर्गों को इस अभियान के प्रति आकर्षित करने और अभियान में उनकी भागीदारी सुनिश्चित करने के लिए नगर की झुग्गी-झोपड़ियों में तथा कमजोर वर्गों के रहने के अन्य इलाकों में हमारी सरकार तेजी से स्कूल एवं भवन निर्माण करा रही है।

“बच्चे यदि विद्यालय नहीं आ सकते तो विद्यालय को बच्चों तक पहुँचाने” के सिद्धान्त को हमारी सरकार ने मूर्त रूप देने की दिशा में कामकाजी बच्चे, जो अधिकतर जानवर चराने या कृषि संबंधी कार्य में लगे रहते हैं, के लिए चरवाहा विद्यालय की योजना चालू की है। तत्काल 114 कृषि फार्मों में ये विद्यालय स्थापित किये गये हैं। यह विद्यालय पशुपालन, मत्स्य एवं कृषि पर आधारित शिक्षा, पशुओं के लिए चारागाह एवं सरकार के सभी विभागों की गतिविधियों का केन्द्र बनाया गया है। वन, कल्याण, लघु उद्योग, ग्रामीण विकास आदि से संबंधित ग्राम स्तरीय सभी कार्यक्रम चरवाहा विद्यालय प्रांगण से चलाया जाना है। इन विद्यालयों के छात्रों को पोशाक, मध्याह्न भोजन, पुस्तक-स्टैट-पेंसिल-खेल-कूद का सामान इस वर्ष से दिया जाना है। योजना आयोग ने चरवाहा विद्यालय के लिए 2 करोड़ रुपये अलग से स्वीकृत किया है जिसके लिए हम आभारी हैं। हमें आशा है कि इस राशि की विमुक्ति यथाशीघ्र कर दी जायगी। इसके अतिरिक्त राज्य के विद्यालय न जाने वाले बच्चों की शिक्षा के लिए पचास हजार अनौपचारिक शिक्षा केन्द्रों की स्वीकृति दी गयी है।

अभी तक राज्य में कुल 124 लाख बच्चों को प्राथमिक शिक्षा देने की व्यवस्था हो सकी है, जबकि आठवीं पंचवर्षीय योजना के अंत तक 229 लाख बच्चे विद्यालय जाने लायक होंगे। इस प्रकार प्राथमिक शिक्षा के सार्वजनीकरण हेतु 105 लाख अतिरिक्त बच्चों की पढ़ाई की व्यवस्था आठवीं पंचवर्षीय योजना के अंतर्गत करने के लिए हमारी सरकार दृढ़ संकल्प है। परन्तु, इस योजना की उपलब्धि के लिए केवल शिक्षकों पर 3600 करोड़ रुपये व्यय की आवश्यकता होगी। राज्य के सीमित साधन के चलते इस लक्ष्य की पूर्ति तब तक नहीं हो सकती है जब तक भारत सरकार इसके लिए विशेष वित्तीय सहायता न प्रदान करे। राज्य में उपलब्ध 3 लाख अनियोजित शिक्षित युवकों, जिन्हें सांकेतिक अनियोजन भत्ता दिया जा रहा है, को अनौपचारिक शिक्षा में लगाकर प्राथमिक

शिक्षा का सार्वजनिकरण का लक्ष्य प्राप्त करने की दिशा में हम सचेष्ट हैं।

आपरेशन ब्लैक बोर्ड योजना अभी तक मात्र 55 प्रतिशत क्षेत्रों में प्रथम, द्वितीय एवं तृतीय चरणों में लागू की जा सकी है। दूसरे राज्यों की अपेक्षा हम इसमें अवश्य पीछे हैं, परन्तु, पूर्व में हुई त्रुटियों को सुधारने एवं योजनाबद्ध कार्यक्रम को तहत लक्ष्य की पूर्ति के लिए हम दृढ़ संकल्प हैं। चतुर्थ चरण के लिए राज्य सरकार का प्रस्ताव भारत सरकार के विचाराधीन है। हम इस सम्मेलन के माध्यम से आशा करते हैं इसकी स्वीकृति शीघ्र मिल जाएगी।

बिहार में करीब 13000 विद्यालय अर्थात् 25 प्रतिशत विद्यालय भवनहीन हैं। सीमित वित्तीय साधनों के चलते हम अपने संकल्प को पूरा करने के लिए केन्द्र सरकार से भवन निर्माण के लिए पर्याप्त राशि की अपेक्षा करते हैं।

राष्ट्रपिता महात्मा गांधी के सपनों को मूर्त रूप देने के उद्देश्य से बिहार राज्य को 530 बुनियादी विद्यालयों को पुनर्गठित करने के लिए राज्य सरकार ने 12 करोड़ रुपये की विस्तृत योजना भारत सरकार को समर्पित की है। मुझे आशा है कि भारत सरकार इसे स्वीकृति देगी।

राज्य में यूनिसेफ, भारत सरकार तथा राज्य सरकार की साझेदारी में 360 करोड़ रुपये की अनुमानित लागत पर बिहार शिक्षा परियोजना लागू की गयी है। तत्काल यह योजना 7 जिलों में लागू है। चालू वर्ष में अन्य 7 जिलों में इसे लागू करने का कार्यक्रम है। शिक्षा में गुणात्मक सुधार, न्यूनतम अधिगम स्तर की संप्राप्ति, प्राथमिक शिक्षा के सार्वजनिकरण, सभी कार्यक्रमों में लोक भागीदारी सुनिश्चित करने हेतु स्वयंसेवी संगठनों का आवश्यक सहयोग प्राप्त करने पर भी विशेष बल दिया जा रहा है।

शिक्षा के विकेन्द्रीकृत प्रबन्धन पर केब समिति की अन्य अनुशंसाओं को लागू करने की दिशा में हमने कार्रवाई प्रारम्भ कर दी है। ग्राम शिक्षा समिति का गठन किया जा चुका है और ग्राम शिक्षा समिति द्वारा नामांकन, भवन निर्माण एवं विद्यालय के शैक्षणिक स्वरूप को परिवर्तित करने में लोक भागीदारी बढ़ी है। ग्राम शिक्षा समिति की बैठक में राज्य के शिक्षा विभाग के औबजर्बर के रूप में न केवल वरिष्ठ पदाधिकारियों बल्कि प्रभारी मंत्री भी सम्मिलित होते हैं। समिति के सुझावों का स्पष्ट प्रतिफल नामांकन

में वृद्धि तथा भवन निर्माण में ग्रामीणों के अंशदान से परिलक्षित होता है।

पंचायती राज अधिनियम 1993 पारित कर प्राथमिक एवं माध्यमिक विद्यालयों के प्रबन्धन, पर्यवेक्षण, नियंत्रण आदि का दायित्व पंचायती राज संस्थाओं को सौंप दिया गया है। प्राथमिक एवं माध्यमिक शिक्षा से संबंधित पदाधिकारियों/कर्मचारियों एवं शिक्षकों पर प्रशासनिक पर्यवेक्षण एवं नियंत्रण का दायित्व इन संस्थाओं को ही दिया गया है। विद्यालयों के विकास, कल्याण एवं रख-रखाव से संबंधित कार्य इन संस्थाओं के पर्यवेक्षण एवं मार्ग-दर्शन में ही होंगे। इस विकेन्द्रीकरण के माध्यम से लोक भागीदारी सही मायने में हासिल की जा सकेगी तथा ग्राम शिक्षा समितियां और अधिक सक्रिय, सबल एवं कारगर सिद्ध होंगे। पंचायती राज संस्थाओं में कमजोर पिछड़े वर्गों एवं महिलाओं के लिए संरक्षण का प्रावधान कर हमारी सरकार ने कमजोर एवं पिछड़े वर्गों के छात्र-छात्राओं के हित पर विशेष ध्यान दिया है।

'सब के लिए शिक्षा' पर दिसम्बर, 93 में 9 राष्ट्रों का शिक्षक सम्मेलन दिल्ली में आयोजित किया गया था। मुझे इस सम्मेलन में भारतीय प्रतिनिधिमंडल का सदस्य होने का सौभाग्य प्राप्त हुआ। सम्मेलन के उपरान्त दिल्ली घोषणा-पत्र जाहिर किया गया जिसमें यह लक्ष्य दोहराया गया कि सन् 2000 ई. तक 6 से 14 वर्ष की आयु के सभी बच्चे-बच्चियां प्राथमिक शिक्षा के प्रक्षेत्र में नामांकित हो जायेंगे। मैं अपनी सरकार का यह संकल्प दोहराना चाहता हूँ कि हम इस दिल्ली घोषणा-पत्र को कार्यान्वित करने के लिए कटिबद्ध हैं। हमने 26 जनवरी, 94 से एक व्यापक नामांक अभियान भी पूरे राज्य में प्रारम्भ किया है। इस अभियान की शुरुआत मैंने स्वयं रांची के एक स्लम क्षेत्र से शुरू की है।

स्कूली छात्रों पर शैक्षिक भार कम करने के लिए विचार करने हेतु गठित यसपाल समिति की अनुशंसा की भी हमारी सरकार ने समीक्षा की है। अनुशंसा के अनुरूप शिक्षार्थियों पर पुस्तक का बोझ कम करने के उद्देश्य से माध्यमिक शिक्षा पाठ्यक्रम में माध्यमिक कक्षाओं के छात्र-छात्राओं के लिए 15 पत्र एवं 1050 अंक घटाकर क्रमशः 9 पत्र एवं 900 अंक कर दिये गये हैं। दूसरी ओर हमारी सरकार ने पर्यावरण उन्मुखीकरण शिक्षा एवं व्यावसायिक शिक्षा कार्यक्रम पर विशेष बल दिया है। पर्यावरण उन्मुखीकरण शिक्षा प्रथम चरण में 4 जिलों में लागू की गयी है तथा द्वितीय चरण के लिए 4 अतिरिक्त जिलों का प्रस्ताव भारत सरकार को समर्पित है।

राज्य के 148 विद्यालयों में व्यवसायिक शिक्षा लागू की जा चुकी है। बिहार में लगभग 4000 उच्च विद्यालय ऐसे हैं जहाँ केवल मीट्रिक स्तर की पढ़ाई होती है। वहाँ भी हम व्यवसायिक शिक्षा लागू करना चाहते हैं।

बिहार में 51 जिलों में से मात्र 30 जिलों में नवोदय विद्यालय खोले जा सके हैं। शेष जिलों में भी खोलने का प्रस्ताव है। केन्द्र सरकार से शीघ्र स्वीकृति की अपेक्षा है।

राष्ट्रीय शिक्षा नीति एवं समय-समय पर गठित विभिन्न उच्च स्तरीय समितियों की अनुशंसाओं के कार्यान्वयन की दिशा

में हमारी सरकार पूरी तरह सचेष्ट है और हमने इसके लिए कारगर एवं व्यावहारिक कार्य योजना भी तैयार की है। परन्तु यह स्वीकार करने में मुझे कोई हिचक नहीं है कि बिहार के वित्तीय संसाधन ऐसे हैं कि अपेक्षानुसार कार्य योजनाओं को मूर्त रूप देना हमारे लिए कठिन है। वित्तीय साधन हमारी सरकार के लिए एक ऐसा मसला है जिस पर हमें केन्द्र सरकार से विशेष सहायता की अपेक्षा है। इस सम्मेलन के माध्यम से मैं आदरणीय प्रधानमंत्री जी से विशेष आशा करता हूँ कि वे बिहार की समस्याओं एवं वित्तीय साधनों के परिवेश में विशेष सहायता उपलब्ध करायें।

मुलायम सिंह यादव
मुख्य मंत्री, उत्तर प्रदेश
का
वक्तव्य

मुझे आज शिक्षा-विशेष रूप से बौसिक शिक्षा से संबंधित कतिपय महत्वपूर्ण एवं नीतिगण प्रकरणों पर मुख्य मंत्रियों के सम्मेलन में विचार व्यक्त करते हुए अपार हर्ष का अनुभव हो रहा है। मैं अपने वक्तव्य को मुख्यतः पूर्व प्रसारित एजेण्डा बिंदुओं पर ही सीमित रखूंगा।

साक्षरता

राष्ट्रीय विकास परिषद् द्वारा साक्षरता पर गठित समिति ने अपने प्रतिवेदन के अध्याय 5 में शिक्षा के निम्नांकित पहलुओं पर संस्तुतियां की हैं—

- (1) संगठनात्मक
- (2) प्राथमिक शिक्षा (अनौपचारिक शिक्षा सहित)
- (3) प्रौढ़ शिक्षा
- (4) वित्तीय प्रबंध

संगठनात्मक व्यवस्था

समिति ने शिक्षा के संगठनात्मक पक्ष के संदर्भ में शासन और स्वैच्छिक अभिकरणों के मध्य अधिक घनिष्ठ समन्वयन और ताल-मेल पर बल दिया है तथा पंचायतीराज व्यवस्था को सुदृढ़ किए जाने तक प्राथमिक और प्रौढ़ शिक्षा के क्षेत्र में ग्राम शिक्षा समिति को पर्यवेक्षण का अधिकार दिए जाने की संस्तुति की है। इस संदर्भ में हमारे प्रदेश की स्थिति यह है कि उत्तर प्रदेश बौसिक शिक्षा अधिनियम 1972 के अधीन उत्तर प्रदेश बौसिक शिक्षा परिषद् स्थापित है जो राज्य में बौसिक शिक्षा तथा उसके लिए अध्यात्मिक परिशिक्षण दिए जाने को संगठित करने, उनका समन्वयन करने, उन पर नियंत्रण करने और उसके स्तर को उंचा उठाने तथा राजा की संपूर्ण शिक्षा प्रणाली से संबंध करने का दायित्व निभाती है। जिलों के ग्रामीण तथा नगर क्षेत्रों में बौसिक स्कूलों की स्थापना करने और उनके विकास, प्रसार तथा संधार के लिए योजनाएँ तैयार करने हेतु जिला बौसिक शिक्षा समितियों और नगर बौसिक शिक्षा समितियों का गठन किया गया है। इसके साथ ही बौसिक स्कूलों के भवनों और उनके उपकरणों में संधार करने हेतु जिला बौसिक शिक्षा समितियों को संधार देने, विद्यालयों का निरीक्षण करने, शिक्षकों द्वारा समय पालन कराए जाने और शिक्षकों की उपस्थिति के संबंध में जिला बौसिक शिक्षा अधिकारियों को सूचना भी देने के लिए गांव शिक्षा समितियों का गठन किया गया है।

जिला बौसिक शिक्षा समितियों, नगर बौसिक शिक्षा समितियों तथा ग्राम शिक्षा समितियों के गठन को और अधिक सुदृढ़ करने तथा इनमें जन-प्रतिनिधियों का प्रतिनिधित्व बढ़ाए जाने और इन समितियों के अधिकारों और दायित्वों को अधिकार व्यापक और प्रभावी बनाए जाने की आवश्यकता है। जिला नगर तथा गांव स्तर पर गठित बौसिक शिक्षा समितियों के अतिरिक्त विकास खण्ड स्तर पर भी शिक्षा समिति का गठन किया जाना आवश्यक है। अब यह कार्यवाही संविधान के 73वें तथा 74वें संशोधन के परिप्रेक्ष्य में की जानी है।

प्राथमिक शिक्षा (अनौपचारिक शिक्षा सहित)

समिति की यह संस्तुति है कि प्राथमिक शिक्षा के लक्ष्य वयवर्गों के लिए किसी भी स्थिति में अनिवार्य विद्यालयी व्यवस्था सुनिश्चित की जाए। इस संस्तुति के क्रियान्वयन में असेवित क्षेत्रों में प्राथमिक विद्यालयों का खोला जाना, उनके भवन निर्माण, पहले से खूले हुए पुराने और जर्जर भवनों के पुन-निर्माण को प्राथमिक दी जानी है। इस अवसर पर मैं माननीय प्रधान मंत्री जी तथा माननीय मानव संसाधन विकास मंत्री जी का ध्यान उत्तर प्रदेश में प्राथमिक शिक्षा के पहुंच के विस्तार की ओर आकृष्ट करना चाहता हूँ। हमारे प्रदेश में अभी भी लगभग 10,700 ऐसे आबादी युक्त ग्राम-सभाएं हैं जहां प्राथमिक स्कूल नहीं हैं तथा लगभग 2,000 ऐसी न्याय पंचायतें हैं जो उच्च प्राथमिक स्कूल की सुविधा से वंचित हैं। हमारा यह लक्ष्य है कि आठवीं पंचवर्षीय योजना के अंत तक हम सभी ग्राम सभाओं में प्राथमिक स्कूल सूलभ करा दें और इसके बाद पहुंच के विस्तार को पूरा कर शिक्षक गुणवत्ता पर विशेष ध्यान केंद्रित करें। मेरा यह आग्रह है कि इस नीति विषयक सद्भाव को राष्ट्रीय स्तर से क्रियान्वित कराए जाने की पहल की जाए तथा अपेक्षित केंद्रीय सहायता भी दी जाए।

अपेक्षित वर्ग के छात्रों के लिए निःशुल्क पाठ्यपुस्तकों की व्यवस्था, मध्याह्न आहार और वित्तीय प्रोत्साहन दिए जाने की संस्तुति के साथ-साथ इस वर्ग के छात्रों को दी जाने वाली छात्र-वस्तियों की संख्या और छात्रवृत्तियों की धनराशि को बढ़ाया जाना तथा इन्हें-प्रतिबन्धित आच्छादित किया जाना उचित होगा।

अनौपचारिक शिक्षा कार्यक्रम समुदाय की वास्तविक आवश्यकता से संबद्ध होना चाहिए और इसके नियोजन, प्रबंधन, अनु-धरण तथा मूल्यांकन की गतिविधियों पर ग्राम शिक्षा समिति का

नियंत्रण होना चाहिए। अनौपचारिक शिक्षा केन्द्रों के खोलने में शीर्ष धरोयता असंविक्त क्षेत्रों को दी जानी चाहिए। अनौपचारिक शिक्षा के प्रभावी संचालन के लिए यह आवश्यक है कि इन केन्द्रों पर आने वाले बालक/बालिकाओं को उपलब्ध करायी जाने वाली पठन-पाठन सामग्री तथा लेखन सामग्री को एक किट के रूप में तैयार कराकर गांव शिक्षा समिति के सदस्यों की उपस्थिति में वितरित कराने तथा अनौपचारिक शिक्षा केन्द्रों के अनुदेशक/अनुदेशिकाओं को मानव्य का भुगतान ग्राम शिक्षा समितियों के माध्यम से ही कराए जाने की व्यवस्था की जानी चाहिए। उत्तर प्रदेश में इस दिशा में कार्यवाही की जा रही है।

प्रौढ़ शिक्षा

प्रौढ़ शिक्षा के क्षेत्र में कार्य करने को इच्छुक स्वैच्छिक संस्थाओं के आवेदन पत्रों के परीक्षण हेतु जनपद स्तर पर जिला साक्षरता समिति और राज्य स्तर पर राज्य स्तरीय परीक्षण समिति गठित की गयी है। राज्य स्तरीय परीक्षण समिति द्वारा परीक्षण किए जाने के बाद ही स्वैच्छिक संस्थाओं के अनुदान के आवेदन पत्र केन्द्र सरकार के मानव संसाधन विकास मंत्रालय के शिक्षा विभाग को प्रेषित किए जाते हैं।

उत्तर साक्षरता एवं सतत् शिक्षा का क्रियान्वयन ग्राम शिक्षा समिति के माध्यम से कराया जाए। कार्यक्रम के क्रियान्वयन का क्षेत्र एक गांव सभा इकाई निर्धारित की जाए। उत्तर साक्षरता एवं सतत् शिक्षा केन्द्र सार्वजनिक स्थान पर जैसे स्कूल, पंचायत-घर आदि पर खोले जाएं। इन केन्द्रों पर उपलब्ध कराए जाने वाले साहित्य के चयन आदि में राज्य स्तर तथा गांव शिक्षा समिति के स्तर पर लचीलापन हो। उत्तर साक्षरता एवं सतत् शिक्षा केन्द्र मुख्यतः नवसाक्षरों, प्राथमिक स्कूल छोड़े हुए बच्चों द्वारा अर्जित साक्षरता और अंक ज्ञान की दक्षता में वृद्धि हेतु होंगे जो उनके खुद-ब-खुद सीखने में भी सहायक होंगे। उत्तर साक्षरता सतत् शिक्षा केन्द्र पर एक अध्ययन कक्ष होगा जहां सभी प्रकार के नवसाक्षर आएंगे और वहां पर उपलब्ध समाचार पत्र, विकासत्मक साहित्य और अन्य पुस्तकें आदि का अध्ययन करेंगे और विचार-विमर्श तथा चर्चा करेंगे। इन केन्द्रों का संचालन प्रेरक द्वारा किया जाना चाहिए और इनके प्रबंधन में स्थानीय समुदाय का भी सहयोग और सहभागिता की जानी चाहिए। उत्तर साक्षरता और सतत् शिक्षा केन्द्र के प्रेरक के प्रशिक्षण की व्यवस्था यथासंभव विकास खण्ड स्तर पर खण्ड संदर्भ केन्द्र पर की जानी चाहिए।

समिति ने राष्ट्रीय साक्षरता मिशन की भांति ही प्राथमिक शिक्षा के सार्वभौमिकरण के लिए एक पृथक मिशन की स्थापना की संस्तुति की है। प्राथमिक शिक्षा के सार्वभौमिकरण और जन साक्षरता में परस्पर गहरा संबंध है। अतः इन दोनों मिशनों में पारस्परिक सामंजस्य एवं सहभाग्य स्थापित होना आवश्यक है।

मानव संसाधन विकास मंत्रालय द्वारा आज की बैठक के लिए 11 फरवरी, 1994 को प्रेषित टिप्पणी में देश में साक्षरता कार्यक्रम की अद्यतन स्थिति की समग्र समीक्षा प्रस्तुत की गयी है। उत्तर प्रदेश में संपूर्ण साक्षरता की दिशा में अभी बहुत कुछ करना है। प्रदेश में स्थिति की समीक्षा करने के बाद हमारी सरकार ने आगामी 3 वर्षों में संपूर्ण राज्य को साक्षर करने का लक्ष्य निर्धारित किया है। जनवरी 1994 तक राज्य के 30 जनपदों की संपूर्ण साक्षरता कार्य योजनाएं राष्ट्रीय साक्षरता मिशन द्वारा अनुमोदित की जा चुकी हैं। राज्य सरकार की प्राथमिकता वाले कार्यक्रमों में साक्षरता कार्यक्रम को भी शामिल किया गया है। प्रदेश में साक्षर संज्ञा गठित किए जाने का प्रस्ताव है। मुझे यह कहते हुए प्रसन्नता है कि संपूर्ण साक्षरता अभियान से आच्छादित जनपदों में कार्यक्रमों का अनुश्रवण तत्परता से किया जा रहा है। मुख्य सचिव के स्तर से भी संबंधित जनपदों के जिलाधिकारियों के साथ इस कार्यक्रम की समीक्षा की जा रही है।

वित्तीय प्रबंध

केन्द्र सरकार द्वारा राज्यों को शिक्षा के क्षेत्र में पर्याप्त वित्तीय सहायता उपलब्ध करायी जानी चाहिए। प्राथमिकता शिक्षा के क्षेत्र में अनौपचारिक शिक्षा तथा आपरेशन ब्लॉक बोर्ड के अंतर्गत केन्द्रीय सहायता प्राप्त होती है। शिक्षा के क्षेत्र में विशेष कर ऐसे राज्य जो शैक्षिक दृष्टिकोण से पिछड़े हुए हैं अथवा ऐसे जनपद जो राष्ट्रीय साक्षरता दर से नीचे हैं, उन्हें प्राथमिक शिक्षा से संबंधित कार्यक्रमों के लिए शत-प्रतिशत सहायता दी जानी चाहिए। आपरेशन ब्लॉक बोर्ड योजना के अंतर्गत प्राथमिक विद्यालयों के अतिरिक्त उच्च प्राथमिक विद्यालयों को भी आच्छादित किया जाना चाहिए। इसी के साथ केन्द्रीय सरकार को असंविक्त क्षेत्रों में स्कूलों के खोलने तथा भवन के निर्माण हेतु अनुदान भी प्रदान करना चाहिए।

समिति द्वारा शिक्षा पर "सेस" लगाने का प्रस्ताव किया गया है जो व्यावहारिक नहीं प्रतीत होता है। मानव संसाधन विकास मंत्रालय, शिक्षा विभाग द्वारा निर्धारित मानक के अनुसार संपूर्ण साक्षरता अभियान परियोजनाओं के कुल लागत का 2/3 भाग केन्द्र सरकार द्वारा वहन किया जाता है और शेष 1/3 भाग राज्य सरकार को वहन करना होता है। इस कार्यक्रम में मुख्यतः पिछड़े वर्ष के व्यक्ति जिनमें महिलाएं, अनुसूचित जाति तथा अनुसूचित जनजाति के व्यक्ति ही होते हैं क्योंकि इसी वर्ग के व्यक्ति अधिक संख्या में निरक्षर हैं। इस परिप्रेक्ष्य में मेरा सुझाव है कि साक्षरता कार्यक्रम के कुल व्यय का 90% भाग केन्द्र सरकार तथा 10% भाग राज्य सरकार को वहन करना चाहिए।

सभी के लिए शिक्षा

"सभी के लिए शिक्षा" के संबंध में मैं अपने प्रदेश के महत्वपूर्ण पहल का उल्लेख करना चाहूंगा। मुझे यह कहते हुए

प्रसन्नता हो रही है कि विश्व बैंक द्वारा पेशित उ. प्र. सभी के लिए शिक्षा परियोजना जो प्रथम चरण में प्रदेश के दस जयानत जनपदों (वाराणसी, गोरखपुर, इलाहाबाद, बांदा, सीतापुर, इटावा, अलीगढ़, सहारनपुर, पौड़ी तथा नैनीताल) में क्रियान्वित की जा रही है, में उन्हें सभी पहलुओं, विचार-धारा तथा केन्द्रीय बिंदुओं का समावेश है जिनका उल्लेख मानव ससाधन विकास मंत्रालय की टिप्पणी (दिनांक 11-2-1994) में किया गया है। वस्तुतः उत्तर प्रदेश की यह परियोजना हमारे देश में प्रारम्भिक शिक्षा के क्षेत्र की अग्रगामी गति निर्धारक परियोजना है जिसने "जिला प्राथमिक शिक्षा कार्यक्रम" (डी. पी. ई. पी.) को साकार रूप प्रदान किया है। देश में सभी के लिए शिक्षा का एक सुदृढ़ आधार प्रदान करने तथा इस संकल्पना को विशेष रूप से भारत तथा 8 अन्य देशों (बंगलादेश, चाइना, बांग्ला, इजिप्ट, इण्डोनेशिया, मॉक्सिको, नाइजीरिया तथा पाकिस्तान) जिसमें विश्व की आधे से अधिक जनसंख्या है तथा 70% से अधिक निरक्षर व्यक्ति व्यक्त है, के राष्ट्राध्यक्षों/उनके प्रतिनिधियों को एकत्रित कर जिस वचनबद्धता का परिचय "दिल्ली घोषणा" के रूप में दिया है इसके लिए मैं माननीय प्रधानमंत्री जी को बधाई देना चाहता हूँ और इस पूर्णतः संकल्प को कार्यरूप में परिणत करने के लिए उत्तर प्रदेश सरकार को प्रबल इच्छाशक्ति और ढढ़ निश्चय से भी अवगत कराना चाहता हूँ।

प्रदेश की सभी के लिए शिक्षा की उ. प्र. बौसिक शिक्षा परियोजना की संरचना राज्य सरकार द्वारा की गई है। विश्व बैंक के साथ परियोजना से संबंधित औपचारिक विचार-विमर्श तथा समझौते पर हस्ताक्षर होने के बाद 5 अक्टूबर, 1993 से प्रभावी हुई है। यह परियोजना शिक्षा के क्षेत्र में समता और पहुँच में सुधार, गुणवत्ता एवं दक्षता में सुधार पर कोन्द्रित है। परियोजना का उद्देश्य है कि 14 वर्ष तक के आयु के सभी बालक-बालिका को औपचारिक अथवा अनापचारिक विद्या से शिक्षा सुलभ कराई जाए। इस परियोजना की अवधि 7 वर्ष है।

इस परियोजना के क्रियान्वयन में "सामुदायिक सहभागिता" का विशेष रूप से ध्यान रखा गया है। सभी स्तर पर गठित समितियों में जन-प्रतिनिधियों, समाज में शिक्षा के क्षेत्र के सक्रिय कार्यकर्ताओं, महिलाओं तथा अपवर्चित वर्ग के व्यक्तियों को प्रतिनिधित्व प्रदान किया गया है।

भारत सरकार, विशेष रूप से माननीय प्रधानमंत्री जी से मेरा यह अनुरोध है कि उत्तर प्रदेश के शैक्षिक पिछड़पन को दृष्टिगत रखते हुए तथा इसमें व्याप्त क्षेत्रीय शैक्षिक असमानताओं को

आलोक में डी. पी. ई. पी. कार्यक्रम में उत्तर प्रदेश के भी कतिपय जनपदों को सम्मिलित किया जाए।

शिक्षा का विकेन्द्रीकृत प्रबंधन

संविधान के 73वें तथा 74वें संशोधनों के माध्यम से प्रजा-तंत्रात्मक निर्वाचित निकायों की जनपद, उप-जनपद और पंचायत/नगर पालिका स्तर पर गठित किए जाने की व्यवस्था की गई है। केन्द्रीय शिक्षा सलाहकार बोर्ड द्वारा शिक्षा के विकेन्द्रीकृत प्रबंधन पर गठित समिति की रिपोर्ट में ग्राम शिक्षा समिति, पंचायत, जिला परिषद् तथा नगर पालिका स्तरीय समितियों के माध्यम से शिक्षा व्यवस्था के विकेन्द्रीयकरण का सुझाव दिया है। इस रिपोर्ट में यह भी स्पष्ट किया गया है कि प्रत्येक राज्य सरकार समिति द्वारा प्रस्तुत संस्तुतियों को स्थानीय परिस्थितियों की उपयुक्तता के अनुसार स्वीकार करे।

हमारे प्रदेश में पंचायती राज व्यवस्था पूर्व से ही लागू है तथा बौसिक शिक्षा के क्षेत्र में जैसा कि मैं पहले कह चुका हूँ कि सन् 1972 में उ. प्र. बौसिक शिक्षा अधिनियम प्रवृत्त होने के पश्चात् स्थानीय निकायों से शैक्षिक प्रबंधन का दायित्व बौसिक शिक्षा परिषद् को स्थानान्तरित किया गया है।

प्रदेश सरकार द्वारा संविधान के इन संशोधनों की मंशा तथा प्रावधानों के संदर्भ में गंभीरतापूर्वक विचार किया जा रहा है।

अंत में, मैं संविधान के 73वें तथा 74वें संशोधन की माध्यम से देश में प्रजातंत्र की तीन स्तरीय विकेन्द्रीकृत व्यवस्था जो आर्थिक विकास और सामाजिक न्याय के लिए उत्तरदायी होगी, को अमलीजामा पहनाने की अपरिहार्यता को रेखांकित करना चाहता हूँ। मेरी यह मान्यता है कि हम अपने देश, प्रदेश और समाज में इस विकेन्द्रीकृत प्रभावी संरचना के द्वारा ही आज की इस राष्ट्रस्तरीय बैठक के एजेंडा में सम्मिलित सभी बिंदुओं/कार्यक्रमों का सफल क्रियान्वयन कर सकते हैं।

मैं, माननीय प्रधानमंत्री जी के प्रति आभार व्यक्त करते हुए उन्हें पुनः इसलिए बधाई देना चाहता हूँ कि उन्होंने शिक्षा की महत्ता और उसके प्रसार तथा विकास की तात्कालिकता को देखते हुए राष्ट्रीय आय का 6% विनियोग किए जाने का निर्णय लिया है तथा इसी के साथ उन्होंने प्रथम बार शिक्षा जैसे महत्वपूर्ण विषय पर मुख्य मंत्रियों का सम्मेलन बुलाने की पहल की है और इस अवसर पर मुझे अपना विचार व्यक्त करने का अवसर प्रदान किया है।

राजस्थान के मुख्यमंत्री
श्री भंरौंसिंह शेखावत
का
अभिभाषण

1. सर्वप्रथम मैं अपनी और राजस्थान की जनता की ओर से प्रधानमंत्री जी को इस बात की बधाई देना चाहूंगा कि उन्होंने आज देश के समक्ष सबसे बड़ी चुनौती—प्राथमिक शिक्षा के सार्वजनीनकरण एवं संपूर्ण साक्षरता—पर विचार करने हेतु मुख्य मंत्रियों का यह सम्मेलन बुलाने की पहल की है। प्रधानमंत्री जी आप स्वयं एक संवदनशील शिक्षाविद हैं और आपने शिक्षा के विकास में गहरी रूचि ली है। राष्ट्रीय शिक्षा नीति, 1986 बनाने में आपने मानव संसाधन मंत्री की हौंसियत से अहम भूमिका निभाई। मुझे विश्वास है कि आपके कुशल नेतृत्व में हम 'सबके लिए शिक्षा' के लक्ष्य की ओर तेजी से कदम बढ़ायेंगे।
 2. यह बैठक ऐसे समय पर आयोजित की गई है जब हम वर्ष 2000 तक सभी के लिए शिक्षा के लक्ष्य को प्राप्त करने हेतु पर्याप्त शक्ति और संसाधन जुटा रहे हैं। प्रारम्भिक शिक्षा की सबके लिए उपलब्धता और संतोषप्रद स्तर की प्रौढ़ साक्षरता हमारी अर्थव्यवस्था और समाज के आधुनिकीकरण की पहली सीढ़ियां कही जा सकती हैं। वस्तुतः साक्षरता विकास की आधारशिला है और साक्षरता की आधारशिला है प्रारम्भिक शिक्षा। यह हमारी भाषी पीढ़ी का भविष्य उज्ज्वल बनाने की कुन्जी है।
 3. प्रारम्भिक शिक्षा के स्तर पर हमारे बच्चे बुनियादी ज्ञान और कौशल अर्जित करते हैं जो इस संसार में जीवनयापन करने एवं आधुनिक विश्व में श्रेष्ठ तरीके से जीवन जीने की मूलभूत आवश्यकताएं हैं। सभी बच्चों को, चाहे वे कहीं भी रहते हों; संतोषजनक स्तर की प्रारम्भिक शिक्षा ग्रहण करने का अवसर उपलब्ध करवाना सरकार का कर्तव्य है।
 4. सबके लिए शिक्षा एवं संपूर्ण साक्षरता का उन राज्यों के लिए विशेष महत्व है जो शैक्षणिक रूप से पिछड़े हैं, जैसे राजस्थान, जो देश में साक्षरता की दृष्टि से सबसे पिछड़े हुए राज्यों में गिना जा सकता है। पिछले 40 वर्षों में शिक्षा के विकास तथा साक्षरता की प्रौत्सनी के लिए किये गये हमारे प्रयत्नों से राज्य में साक्षरता की दर जो कि 1951 में 9 प्रतिशत थी, 1991 में बढ़कर 39 प्रतिशत हो गई। तथापि राजस्थान में निरक्षरता की विभीषिका अब भी चिन्ता का विषय है। राजस्थान की महिला साक्षरता दर देश में सबसे कम है जो कि राष्ट्रीय औसत का लगभग आधा ही है।
5. इन कठिनाइयों व समस्याओं के बावजूद राज्य सरकार वर्ष 2000 तक सबके लिए शिक्षा के लक्ष्य को प्राप्त करने हेतु कटिबद्ध है। हमें इस बात का संतोष है कि राष्ट्रीय शिक्षा परिषद् की समिति के कई सुझावों पर राजस्थान में आवश्यक कार्यवाही की जा चुकी है। इस संदर्भ में मैं आपका ध्यान निम्न बिन्दुओं की ओर आकर्षित करना चाहूंगा :—
 - * गामीण क्षेत्रों में प्राथमिक शिक्षा व्यवस्था पंचायती राज संस्थाओं को सौंपने की पहल राजस्थान में लगभग तीस वर्ष पूर्व हुई थी। संविधान के 73वें संशोधन एवं शैक्षिक प्रबंधन के विकेन्द्रीकरण पर केंद्रीय शिक्षा सलाहकार बोर्ड की समिति द्वारा की गई अभिसंसाओं पर राजस्थान के परिप्रेक्ष्य में विचार कर सुझाव देने हेतु राज्य सरकार एक विशेष समिति के गठन का विचार रखती है।
 - * राज्य में निःशुल्क एवं अनिवार्य प्राथमिक शिक्षा प्रदान करने हेतु प्राथमिक शिक्षा अधिनियम, 1964 पारित किया गया। राजस्थान के ऐसे जिलों में जहां अनुकूल वातावरण बना है तथा जहां साक्षरता दर संतोषप्रद है, इस अधिनियम के प्रावधानों को लागू करने पर हम गंभीरता से विचार कर रहे हैं।
 - * हमने दो वर्ष पूर्व स्वीडन एवं भारत सरकार के वित्तीय सहयोग से राज्य में "सबके लिए शिक्षा" का लक्ष्य सन् 2000 तक प्राप्त करने हेतु लोक जूमिबश नामक महती परियोजना प्रारम्भ की थी। मुझे यह कहते हुए प्रसन्नता है कि अल्प समय में ही इस परियोजना ने लोक सहभागिता से प्राथमिक शिक्षा के सार्वजनीनकरण की दिशा में कई ऐसे नवाचार व

प्रयोग किए हैं जो देश के अन्य राज्यों के लिए लाभदायक सिद्ध होंगे। मैं प्रधानमंत्री जी को विशेष रूप से धन्यवाद देना चाहूंगा कि उनके सान्निध्य में लिए गए निर्णयानुसार इस परियोजना को आठवीं पंचवर्षीय योजना में केन्द्रीय सरकार से वित्तीय सहयोग प्राप्त हुआ।

मुझे ऐसा पता चला है कि भारत सरकार द्वारा अगली पंचवर्षीय योजना से इस परियोजना के लिए भारत सरकार, सीडा व राज्य सरकार द्वारा वहन किये जाने वाले आनुपातिक व्यय में परिवर्तन करने पर विचार किया जा रहा है। मेरा पूरजोर अनुरोध है कि इस परियोजना के क्रियान्वयन के बीच में किसी प्रकार का परिवर्तन नहीं किया जाये। जिस अनुपात से आठवीं योजना में सीडा भारत सरकार व राज्य सरकार ने व्यय वहन किया है वही अगली योजना में भी रखा जाये।

* राजस्थान के पिछड़े एवं दूरस्थ इलाकों में प्राथमिक शिक्षा के सार्वजनिककरण के लिए किए जा रहे एक और अभिनव प्रयोग की इन दिनों देश-विदेश में काफी चर्चा है। शिक्षा-कमी नामक इस परियोजना के अन्तर्गत प्रदेश के करीब 900 गांवों के प्रतिभावान् नवयुवकों के असाधारण प्रयासों से करीब एक लाख छात्र एवं छात्राओं को दिन एवं रात्रि के स्कूलों में प्राथमिक शिक्षा प्रदान की जा रही है। इस परियोजना के 111 गांवों में शत-प्रतिशत नामांकन की उपलब्धि उल्लेखनीय है। शिक्षा-कमी परियोजना की प्रारम्भिक सफलता के आधार पर अगले पांच वर्षों में इसका व्यापक विस्तार किया जाने का प्रस्ताव है। अब तक इस परियोजना में केवल सीडीए एवं राज्य सरकार का वित्तीय योगदान है। राजस्थान के दूरस्थ क्षेत्रों में इस परियोजना की उपलब्धियों व मांग को मद्दे नजर रखते हुए भारत सरकार भी इसमें आर्थिक समर्थन दे तो उपयुक्त होगा।

* हमारी सरकार ने सन् 1990 में राजस्थान में सम्पूर्ण साक्षरता अभियान का शुभारम्भ किया। इन प्रयासों से अजमेर को उत्तर भारत का प्रथम साक्षर जिला एवं डूंगरपुर को देश का प्रथम जनजाति साक्षर जिला बनने का गौरव प्राप्त हुआ। वर्तमान में इन दो जिलों में उत्तर साक्षरता कार्यक्रम एवं पांच अन्य जिलों में सम्पूर्ण साक्षरता अभियान चल रहे हैं।

राजस्थान में निरक्षरता के अभिशाप को मिटाने हेतु हम इस कार्यक्रम को अगले वर्ष तक 15 जिलों में प्रारम्भ करने जा रहे हैं। मुझे उम्मीद है कि इन लक्ष्यों की पूर्ति में भारत सरकार से अपेक्षित मार्गदर्शन व सहयोग प्राप्त होगा।

6. वर्ष 1994-95 में हमारी सरकार द्वारा प्राथमिक शिक्षा पर किये जाने वाले विनियोजन में आशाहीत वृद्धि की जायेगी। प्राथमिक शिक्षा के सार्वजनिककरण हेतु जिन योजनाओं व नवाचारों पर हम विचार कर रहे हैं, उनमें से मुख्य इस प्रकार है :

-- राज्य के पिछड़े इलाकों में प्राथमिक शिक्षा के विस्तार के लिए रीगिस्तानी, जनजाति तथा अनुसूचित जाति क्षेत्रों के गांवों में 1991 की जनगणना के आधार पर 150 से अधिक आबादी के प्रत्येक गांव में प्राथमिक विद्यालय खोला जायेगा।

-- अन्य क्षेत्रों में 1991 की जनगणना के आधार पर 250 से अधिक आबादी वाले प्रत्येक गांव में प्राथमिक विद्यालय की स्थापना की जायेगी।

-- राजकीय प्राथमिक स्कूलों में नामांकन व ठहराव में सुधार हेतु कक्षा 1 से 5 के समस्त छात्र व छात्राओं को निःशुल्क पाठ्यपुस्तकों एवं शिक्षण सामग्री उपलब्ध करवाई जायेगी।

-- प्रदेश में जिन प्राथमिक विद्यालयों में केवल एक अध्यापक है, उन सब में अगले वर्ष दूसरे अध्यापक का पद दिया जाएगा।

-- प्राथमिक विद्यालय तथा उच्च प्राथमिक विद्यालय के मध्य वर्तमान अनुपात जो 4:1 है, उसे राष्ट्रीय अनुपात 3:1 के करीब लाने के लिए अगले वर्ष विशेष प्रयास किये जायेंगे। इससे पांचवी कक्षा के बाद छात्राओं द्वारा स्कूल छोड़ने की प्रवृत्ति पर अंकुश लगेगा।

7. हमारे दृढ़ संकल्प व सतत प्रयासों के बावजूद राजस्थान शैक्षणिक रूप से विकसित राज्यों से बहुत पीछे है। आज यह विडम्बना अन्य पिछड़े राज्यों के सामने भी है। इस परिप्रेक्ष्य में राष्ट्रीय विकास परिषद् द्वारा गठित समिति ने साक्षरता की उपलब्धि में गहरी प्रादेशिक असमानताओं को हमारे समक्ष उजागर कर महत्वपूर्ण भूमिका अदा की है। समिति के सदस्य इसके लिए बधाई के पात्र हैं। जहाँ एक ओर केरल (91 प्रतिशत), मिजोरम,

लक्षद्वीप, चंडीगढ़ तथा गोवा जैसे उच्च साक्षरता वाले क्षेत्र हैं, जहां 75 प्रतिशत से अधिक साक्षरता है वहीं दूसरी ओर बिहार, राजस्थान, उत्तर प्रदेश एवं मध्य प्रदेश जैसे राज्य भी हैं, जहां 45 प्रतिशत से कम साक्षरता है। स्पष्ट है कि शैक्षणिक रूप से पिछड़े राज्यों में प्रारम्भिक शिक्षा के सार्वजनिक व प्रौढ़ शिक्षा प्रसार के लिए युद्ध स्तर पर उपाय किये बिना हम सन् 2000 तक 'सबके लिए शिक्षा' के लक्ष्य को प्राप्त नहीं कर सकते।

8. यहां मेरे यह कहने का तात्पर्य कदापि नहीं है कि केन्द्र सरकार ने पिछड़े राज्यों को प्रशासनिक एवं वित्तीय सहायता प्रदान करने में कोताही की है। तथापि यह तो प्रायः सुविदित तथ्य है कि विविध कारणों से शैक्षणिक रूप से विकसित राज्य पिछड़े राज्यों की अपेक्षा केन्द्र द्वारा प्राणोजित एवं अन्य योजनाओं के अन्तर्गत अधिक ढंडा भाग ले ही जाते हैं। ऐसी स्थिति में शैक्षणिक रूप से पिछड़े एवं विकसित राज्यों के बीच का अन्तर और अधिक बढ़ते जाने की संभावना है।
9. मेरा यह मानना है कि जिस तरह से अन्तर्राष्ट्रीय स्तर पर शैक्षणिक दृष्टि से सबसे पिछड़े देशों में प्राथमिक शिक्षा के सार्वजनिकरण एवं साक्षरता को आगे बढ़ाने के लिए विशेष प्रयास किये जा रहे हैं, उसी तरह से अपने देश में भी शैक्षणिक दृष्टि से पिछड़े 9 राज्यों की समस्याओं की ओर पर्याप्त ध्यान देना होगा। मेरा प्रस्ताव है कि इन 9 राज्यों में सार्वजनिक शिक्षा एवं सम्पूर्ण साक्षरता के लिए प्रधानमंत्रीजी की अध्यक्षता में मुख्यमंत्रियों की एक समिति गठित की जाये जो वर्ष में कम से कम एक बार इस विषय पर गंभीर चिन्तन कर इन राज्यों को अपेक्षित मार्गदर्शन प्रदान करे एवं सबके लिए शिक्षा के प्रयासों का जायजा ले। साथ ही मानव संसाधन विकास मंत्री की अध्यक्षता में इन 9 राज्यों के शिक्षा मंत्रियों की एक समिति बनाई जाये जो वर्ष में कम से कम दो बार प्राथमिक शिक्षा एवं साक्षरता की विभिन्न योजनाओं की समीक्षा करे तथा अनुभवों व विचारों के आदान-प्रदान से एक समन्वित व्यूह रचना तैयार करने में मदद करे।
10. पिछले वर्षों में देश के विभिन्न राज्यों में अन्तर्राष्ट्रीय सहायता से प्राथमिक शिक्षा के सार्वजनिककरण हेतु कई योजनाएं प्रारम्भ की गई हैं। हालांकि इन योजनाओं के लक्ष्य लगभग सामान्य हैं, प्रत्येक राज्य की समस्याओं के परिप्रेक्ष्य में योजना की व्यूह रचना और गतिविधियां भिन्न हो सकती हैं। जैसे-जैसे इन योजनाओं का आकार एवं संख्या

बढ़ती है, हमें राज्यों में बेहतर तालमेल की व्यवस्था करनी होगी। मेरा मत है कि विभिन्न राज्यों में चल रही ऐसी परियोजनाओं के अध्यक्षों व परियोजना निदेशकों की राष्ट्रीय स्तर पर एक समन्वय समिति कायम की जाये। इससे एक ओर सफल प्रयोगों का सबको फायदा होगा और दूसरी ओर दृष्टियों की एकराजिता नहीं होगी।

11. केन्द्रीय सरकार की पहल पर गत कई वर्षों से देश के शैक्षणिक दृष्टि से पिछड़े राज्यों में अनौपचारिक शिक्षा योजना क्रियान्वित की जा रही है। इसके अंतर्गत ऐसे छात्र-छात्राओं को प्राथमिक शिक्षा के अवसर प्राप्त हुए हैं जो सामाजिक, आर्थिक एवं अन्य कारणों से दिन के स्कूल में नहीं पढ़ सकते हैं। राजस्थान में अभी करीब 10 हजार अनौपचारिक शिक्षा केन्द्रों के माध्यम से हम लगभग 3.20 लाख ऐसे छात्र-छात्राओं को प्राथमिक शिक्षा मूहय्या करवा रहे हैं। यह संतोष की बात है कि इनमें अनुसूचित जाति एवं अनुसूचित जनजाति के विद्यार्थियों व छात्राओं की संख्या अधिक है लेकिन दुर्गम ग्रामीण क्षेत्रों में रात्रि में अनौपचारिक शिक्षा केन्द्र सव्यवस्थित ढंग से चलाना एक बहुत बड़ी चुनौती है। यह देखा गया है कि अनौपचारिक शिक्षा कार्यक्रम के संचालन में कई कठिनाइयां आ रही हैं, जिसके कारण इनका स्तर प्राथमिक स्कूलों की तुलना में काफी कमजोर है। राजस्थान में शिक्षाकर्मियों परियोजना के तहत चलाई जा रही प्रहर पाठशालाओं का अनुभव यह बताता है कि अगर अनौपचारिक शिक्षा कार्यक्रम को जन समुदाय की सहभागिता से चलाया जाये, पर्याप्त साधन उपलब्ध किये जायें एवं प्रशिक्षित अनुदेशकों की सेवायें प्राप्त हों तो ग्रामीण क्षेत्रों में बालिकाओं के नामांकन व उपस्थिति में उल्लेखनीय वृद्धि हो सकती है। हालांकि भारत सरकार ने अनौपचारिक शिक्षा योजना में हाल ही में कुछ वांछनीय परिवर्तन किए हैं। मेरा राय में इस कार्यक्रम के सफल संचालन के लिए ये पर्याप्त नहीं हैं। पिछड़े राज्यों में अनौपचारिक शिक्षा केन्द्रों के स्तर को प्राथमिक स्कूलों के समकक्ष लाने के लिए हमें इस योजना को प्रभावी बनाना होगा। इसके लिए प्रत्येक राज्य में अनौपचारिक शिक्षा कार्यक्रम के लिए अलग प्रशासनिक व्यवस्था की जाये तो उत्तम होगा। साथ ही अनौपचारिक शिक्षा केन्द्रों के अनुदेशकों के सघन प्रशिक्षण एवं इन केन्द्रों के लिए विशेष शिक्षण सामग्री तैयार करने के कार्य को भी सर्वोच्च प्राथमिकता दी जाये। जिन क्षेत्रों में कामकाजी बच्चों की संख्या अधिक है, वहां उन्हें प्राथमिक शिक्षा

दने का दायित्व नियोजकों को भी सौंपा जाना चाहिए ।

12. लगभग सभी राज्यों का यह अनुभव है कि वे प्राथमिक शिक्षा के सार्वजनिककरण व साक्षरता पर अपेक्षित ध्यान इसलिए नहीं दे सकते कि उनका अधिकांश समय शिक्षकों के स्थानान्तरण व उनकी सेवा संबंधी समस्याओं को निपटाने में व्यतीत हो जाता है । यही शिक्षा की गुणवत्ता में कमी तथा केन्द्रीय प्रवर्तित योजनाओं की सही क्रियान्वित नहीं होने का प्रमुख कारण भी है । अब तक केन्द्रीय सरकार एवं राज्य सरकारों ने इन समस्याओं का कोई प्रभावी हल नहीं ढूँढा है । हमारी सरकार ने इस समस्या से निपटने की पहल की है । एक ओर शिक्षकों की सेवा संबंधी परिवेदनाओं के समयबद्ध निराकरण के लिए सनियोजित कार्यक्रम तैयार किया है । दूसरी ओर शिक्षकों, शिक्षाविदों और जन प्रतिनिधियों के परामर्श के आधार पर शिक्षकों के पदस्थापन व स्था-

नान्तरण के संबंध में नियम बनाने हेतु एक उच्च स्तरीय समिति का गठन किया जा रहा है । इसको साथ ही शिक्षकों के अनुभरत प्रशिक्षण तथा शैक्षिक प्रशासकों की क्षमता में वृद्धि हेतु कदम उठाये जा रहे हैं ।

13. अंत में मैं एक बार फिर इस बात पर जोर देना चाहूँगा कि शैक्षणिक दृष्टि से पिछड़े राज्यों को केन्द्र सरकार विशेष रूप से प्रशासनिक, शैक्षिक एवं वित्तीय सहयोग प्रदान करे । मौजूदा असमानताओं के रहते हुए 21वीं सदी तक सबके लिए शिक्षा का लक्ष्य प्राप्त करना मुश्किल लगता है । लेकिन अगर हम समस्याओं की जड़ तक जाकर एक समन्वित एवं सशक्त प्रयास करें तो हमें अवश्य सफलता मिलेगी । विभिन्न कठिनाइयों के बावजूद हम इस बारे में निरन्तर प्रयत्नशील रहेंगे और मुझे विश्वास है कि हम निश्चित रूप से शिक्षा के सार्वजनिककरण के लक्ष्यों को प्राप्त करेंगे ।

श्री दिग्विजय सिंह
मुख्यमंत्री मध्य प्रदेश
का
अभिभाषण

एक ऐसे प्रदेश के मुख्य मंत्री होने के नाते, जिसे अपनी आबादी के 57 प्रतिशत लोगों को साक्षर बाना है, उत्तरदायित्व का बहुत बड़ा बोझ लिये मैं आज आपके बीच उपस्थित हूँ। 14 वर्ष तक आय के बच्चों के लिए निःशुल्क और अनिवार्य शिक्षा का प्रबंध हमारे संविधान के निर्देशक सिद्धांत के रूप में प्रतिष्ठित है। हमारे उस संकल्प के 44 वर्ष बाद आज भी हमारे बच्चे तीन वर्गों में बंटे हुए हैं। इनमें एक छोटा प्रतिशत उनका है जिन्हें अच्छी से अच्छी शिक्षा मिलती है, दूसरे-बड़ी संख्या में वे बच्चे हैं जिन्हें ऐसी प्राथमिक शिक्षा मिलती है जिसमें कोई गारन्टी नहीं है और तीसरे, उन बच्चों का काफी बड़ा प्रतिशत है जिन्हें शिक्षा मिलती ही नहीं है। इसके बावजूद कि शिक्षा ऐसा क्षेत्र है जिसमें विनियोजन का प्रतिफल हमारी अर्थ-व्यवस्था के अनेक क्षेत्रों से कहीं ज्यादा मिलता है। फिर, शिक्षा अपने आप में कल्याणकारी है। अपनी संभावना को साकार करने के लिए किसी व्यक्ति को उपलब्ध विकल्पों में से चुनाव करने का शिक्षा अवसर बढ़ाती है। यह बड़े संतोष की बात है कि सबके लिए शिक्षा और इससे निकट से जुड़े शिक्षा के प्रबंध के विकेंद्रीकरण के विषय में विचार विमर्श करने के लिए माननीय प्रधान मंत्री जी ने मुख्य मंत्रियों का यह सम्मेलन आयोजित किया है।

2. माननीय प्रधान मंत्री जी ने हाल ही में विश्व समुदाग के समक्ष यह बात जोर से दोहरायी है कि सामाजिक दायरे में अक्सर की समानता दिलाने और आर्थिक क्षेत्र में ज़दातीकरण के लिए राज्य में हस्तक्षेप के बारे में भारत "मध्य मार्ग" का अनुगमन करना चाहता है ताकि लोगों की रचनात्मक ऊर्जा के सहारे आगे बढ़ा जा सके। इसके लिए शिक्षा के क्षेत्र में राज्य की भूमिका को कहीं अधिक बढ़ाने की ज़रूरत होगी, क्योंकि शिक्षा सबसे सबल वह अस्त्र होगी जिसके बल पर निरीह जन धरती की विरासत पर अपना अधिकार जता सकेंगे। श्री राजीव गांधी और हमारे वर्तमान प्रधान मंत्री जी के नेतृत्व में 1986 में रचित राष्ट्रीय शिक्षा नीति ने सबके लिए प्राथमिक शिक्षा के संविधान में निर्दिष्ट लक्ष्य को कार्यशील बनाने के लिए विस्तृत रणनीति ब्याख्यायित की। 1988 में आरम्भ किये गये राष्ट्रीय साक्षरता मिशन ने शिक्षा को जन आन्दोलन बनाने के लिए एकदम नया वातावरण निर्मित किया है। हम देख रहे हैं कि यह आन्दोलन इतनी तेजी से बढ़ रहा है कि यह दूसरा स्वाधीनता आन्दोलन होगा। माननीय संसाधन मंत्रालय द्वारा बड़ी दक्षतापूर्वक आयोजित

दिल्ली में हाल ही में संपन्न सबके लिए शिक्षा विषयक शिखर सम्मेलन ने भी इन मुद्दों पर दबारा ध्यान केंद्रित किया है। मुझे इसमें संदेह नहीं कि सबके लिए शिक्षा का मुद्दा विकास की हमारी विषय सूची में अन्ततः उचित ही केंद्रीय सरकारी बन रहा है।

3. तीन कारणों से यह बैठक बहुत सामयिक है। पहले तो यह हमारी राजनीतिक इच्छाशक्ति का स्पष्ट संकेत है कि समाज के कमजोर तबकों को विकास के लिए अवसरों की रचना उपलब्ध होगी और शिक्षा को हम इसके लिए प्रेरक शक्ति मानते हैं। दूसरे, संविधान के ऐतिहासिक तिहत्तरवें और चौहत्तरवें संशोधन के जरिये पंचायत राज संस्थाओं में अब जो प्राण फूँके जा रहे हैं उससे अन्ततः ऐसा समर्थ वातावरण बनेगा जिसमें शिक्षा को जन-आन्दोलन बनाना संभव होगा। तीसरे, राष्ट्रीय साक्षरता मिशन के तहत हमें कार्यक्रम संबंधी सहायता उपलब्ध है जिसके साथ जिला प्राथमिक शिक्षा कार्यक्रम है जिसे हमने प्रदेश में राजीव गांधी प्राथमिक शिक्षा मिशन का रूप दिया है।

4. ऐसे प्रदेश में जहां सबके लिए शिक्षा हिम्मत पुस्त करने वाली चनीती हो, समर्थन का यह वातावरण उस चनीती को स्वीकार करने का आत्मविश्वास और आश्वासन देता है। प्रदेश का भरांग इस बात से और भी बढ़ता है कि हम विकेंद्रित कार्ययोजना के जरिये इस चनीती की जनता के साथ मिल-बाँटकर पूरा करेंगे। सत्ता संभालने के 20 दिनों के भीतर हमारी सरकार ने संविधान के तिहत्तरवें और चौहत्तरवें संशोधनों के अनुरूप जनता को अधिकार सौंपने के लिए पंचायत राज अधिनियम पारित कराया। अब ऐसा सहज वातावरण बना है जिसमें हम अपनी योजनाओं को रूपायित कर सकेंगे।

5. मध्य प्रदेश में जो काम किया जाना है उस पर विहंगम दृष्टिपात करें तो हम देखेंगे कि इस प्रदेश की 6 करोड़ 60 लाख से अधिक जनसंख्या में से केवल 43.5 प्रतिशत लोग साक्षर हैं, जबकि राष्ट्रीय औसत 52 प्रतिशत है। प्रदेश के कुल 45 जिलों में से 38 जिले साक्षरता में राष्ट्रीय औसत से नीचे हैं। जनसंख्या वृद्धि को घटाने और सामाजिक

विकास में योगदान करने में शायद सबसे महत्वपूर्ण नियामक, महिला साक्षरता में प्रदेश का 28 प्रतिशत का औसत 39.4 प्रतिशत के राष्ट्रीय औसत से बहुत पीछे है। प्राथमिक शिक्षा के लिए हमारे प्रदेश में 72,000 प्राथमिक और पूर्व-प्राथमिक शालाएँ हैं जिनमें से 6000 के अपने शाला भवन नहीं हैं। हमारी शिक्षा व्यवस्था अधिकांशतः सरकार द्वारा संचालित है और वर्षों से इसने सामुदायिक सहभागिता को निर्बल किया है। अब हम इसे दूबारा बढ़ाने के प्रयास कर रहे हैं।

6. इन लक्ष्यों तक पहुँचने की हमारी कार्य-योजना आगे बतायी गयी बातों पर केंद्रित है :

मध्य प्रदेश में हमने संविधान के तहत रखे संशोधन के अनुरूप पंचायत राज अधिनियम पारित कर लिया है और इसके तुरन्त बाद नगरपालिक अधिनियम बनाया जा रहा है। इस तरह प्रदेश में शिक्षा के क्षेत्र को पूरी तरह विकेंद्रित करने की तैयारी हो चुकी है। सभी सरकारी प्राथमिक और पूर्व माध्यमिक शालाओं और औपचारिकतर शिक्षा केन्द्रों को हम स्थानीय संस्थाओं को सौंपने जा रहे हैं। तब ग्राम पंचायतों और नगरपालिकाओं जैसी स्थानीय संस्थाओं का अपने क्षेत्रों की शिक्षण संस्थाओं पर पूरा नियंत्रण होगा। हर बच्चा शाला जाये और रह निरक्षर साक्षर बने, इसे सुनिश्चित करने के लिए आवश्यक जन-मानस बनाने की पहल का वे नतुत्व कर सकेंगे।

जवाहर रोजगार योजना और अन्य रोजगार योजनाओं के लिए दी गयी विकास धनराशि का निर्वाण पहले ही पंचायतों को सौंपा जा चुका है। उन्हें निर्देश दिये जायेंगे कि वे शाला भवनों के निर्माण को प्राथमिकता दें ताकि बीनयादी सुविधाएँ उपलब्ध हों।

इस सदन को यह बताते हुए मुझे खशी हो रही है कि इस वर्ष 4 जनवरी से हमने राजीव गांधी प्राथमिक शिक्षा मिशन शुरू किया है। 685 करोड़ रुपये की लागत वाले इस मिशन का उद्देश्य प्रदेश के 19 चूने हुए जिलों में प्राथमिक शिक्षा का लोकव्यापीकरण है। इस मिशन का आधार सामाजिक सक्रियता होगी और हमने जिला स्तरीय समितियाँ गठित करने की पहल शुरू कर दी है, जो स्वायत्त रूप से कार्यक्रम बनायेंगी और उन्हें क्रियान्वित करेंगी।

प्रदेश के कुछ जिलों में संयुक्त राष्ट्र बाल कोष की मदद से शिक्षक समाख्या नाम से शिक्षकों को समर्थ बनाने का अभिन्व कार्यक्रम शुरू किया गया है। इस कार्यक्रम का उद्देश्य प्राथमिक शालाओं के शिक्षकों को अपना काम अधिक दक्षतापूर्वक करने के लिए प्रेरित करना है। ऐसी व्यवस्था की गयी है कि उनकी व्यक्तिगत कठिनाइयों का फ़ी से निराकरण हो। उन्हें शिक्षक समाधान केन्द्रों में समर्थों से संगठित किया गया है ताकि उनमें विचारों के परस्पर आदान-प्रदान को बढ़ावा मिले, उनकी दक्षता बढ़े और वे शिक्षा में सहायक किरफायनी उपकरणों का विकास कर सकें। इस कार्यक्रम को उल्लेखनीय सफलता

मिली है और हम इसे चरणों में सारे प्रदेश में लागू करना चाहते हैं।

बाल श्रमिकों की समस्या के समाधान के लिए एक नवाचारी कार्यक्रम 'शिक्षा के लिए अन्न' नाम से अगले वर्ष एक मार्गदर्शी कार्यक्रम के रूप में शुरू किया जायेगा। इसके तहत जितने दिन कमाऊ बच्चा शाला जाता है उतने दिन की मजदूरी के बराबर अनाज उसके माता-पिता को दिया जायेगा। इस तरह गरीब मां-बाप को अपने बच्चे को शाला भेजने के लिए प्रोत्साहित किया जा सकेगा।

औपचारिक शालाय शिक्षा की प्रणाली चूक शाला जाने की उम्र के उन बच्चों तक नहीं पहुँच सकेंगी जो काफी असें से सुदूर इलाकों में रह रहे हैं, इनकी शिक्षा के लिए हमें कई विकल्प तैयार करने की आवश्यकता होगी। मध्य प्रदेश में हम प्रभावी खुली शाला प्रणाली स्थापित कर इसकी व्यवस्था करेंगे। इस प्रयास में इलेक्ट्रॉनिक संचार माध्यमों का व्यापक उपयोग होगा और औपचारिकतर शिक्षा प्रणाली का भी उपयोग किया जाएगा।

हमारी सरकार पाठ्यक्रम की पुनरचना पर ख़ोर दे रही है ताकि सांप्रदायिक सद्भाव, समानता और अच्छे नागरिक बनने के आदर्शों को बच्चे हृदयंगन कर सकें। इस काम में गैर-सरकारी संगठनों और विशेषज्ञों को शामिल करने की हमारी योजना है ताकि यह केवल लीक पर चलने की वरिष न हो वरन रचनात्मक प्रयास हो।

एक दूसरा क्षेत्र, जिसको हम उच्च प्राथमिकता देंगे वह है व्यावसायिक शिक्षा। यह जरूरी है जिससे विद्यार्थी स्कूल में 12 वर्ष पढ़ने के बाद सीधे व्यवसाय को प्रारम्भ करने के लिये आवश्यक कुशलता अर्जित कर आजीविका कमा सके। इससे उच्च शिक्षा की व्यवस्था पर दबाव भी कम होगा। वर्तमान में राज्य में 323 उच्चतर माध्यमिक शालाओं में 23 व्यावसायिक, पाठ्यक्रमां में प्रशिक्षण दिया जाता है। हमारी योजना इस संख्या में वृद्धि करने और व्यावसायिक शिक्षा को हाई स्कूल के स्तर तक ले जाने की है। हमने भारत सरकार को 30 ऐसी शालाओं में पूर्व व्यावसायिक पाठ्यक्रम प्रारम्भ करने के लिये प्रस्ताव भेजा है और हम इसको शीघ्र स्वीकृति दिये जाने व आग्रह करते हैं।

साक्षरता मिशन अभियान के रूप में गतिशील हो चुका है और इस समय इसके दायरे में 26 जिले हैं। अब तक 10 लाख 40 हजार से ज्यादा लोग साक्षर बनाये जा चुके हैं। और 7 जिलों की परियोजनाओं पर विचार हो रहा है। इस वर्ष 31 मार्च तक बाकी के 12 जिलों की परियोजनाएँ भी प्रस्तुत कर दी जायेंगी। नव-साक्षरों के लिए 2818 शिक्षण निरुद्यम स्थापित किये जा चुके हैं और इसे और भी बढ़ाने की योजना बनायी जा रही है। इस बात के उस्ताहजनक प्रमाण है कि साक्षरता मिशन प्रदेश में गतिशील हो रहा है।

● दोनों मिशनों की सफलता और समंजित बाल विकास योजना के जरिए किए गए हस्तक्षेप के बीच बड़े मजबूत अंत-संबंध हैं। हमारा यह प्रयास है कि इन दोनों कार्यक्रमों के बीच अधिक से अधिक तालमेल हो। ग्राम समितियों के जरिये हम ऐसा सम्युच्चन करना चाहते हैं ताकि पंचायतों को सौंपे जा रहे तीनों कार्यक्रमों की निगरानी ये समितियां कर सकें।

● सरकार के भीतर हमें विभक्ति, यहां तक कि शिक्षा के क्षेत्र के भीतर भी विभक्ति, कभी-कभी दिखायी पड़ती है। हमारे लक्ष्यों को प्राप्त करने में यह एक बड़ी बाधा है। हमारे अपने स्तर पर अब तक प्राथमिक शिक्षा एक विभाग के अधीन है तो प्रौढ़ शिक्षा दूसरे के अधीन। मैंने इस प्रणाली को बदलने का निश्चय किया है और इन दोनों कार्यक्रमों को शिक्षा विभाग के अधीन लाने का तय किया है ताकि तालमेल बढ़े। जैसा कि मैं देखता हूँ हमारी बड़ी संगठनात्मक चुनौती सरकार के संगठनात्मक ढांचे में लचीलापन लाना है ताकि लोग उनसे सीधे जुड़ सकें।

● आज जब सारी दुनिया में समाज राज्य की भूमिका को चुनौती दे रहे हैं और पहले अपने हाथों में ले रहे हैं, वह समय आ गया है जब कार्यक्रमों के क्रियान्वयन में सामाजिक समूहों जैसे गैर-सरकारी संगठनों को शरीक किया जाए। मध्य प्रदेश सरकार इसके लिये पूरी तरह प्रतिबद्ध है कि प्रमाणिक गैर-सरकारी पहलुं के लिए अनुकूल वातावरण उपलब्ध हो। शिक्षा के क्षेत्र में हम चाहेंगे कि उनकी आज जितनी शिरकत है उससे कहीं अधिक उनकी हिस्सेदारी हो। इस क्षेत्र में बस्तर जैसे सुदूर जिले, जहां रामकृष्ण मिशन ने अत्यन्त पिछड़ी आदिम जाति अबुभमाडिया के लिये उल्लेखनीय कार्य किया है, में भी गैर-सरकारी संगठनों की शिरकत के बड़े संतोषजनक प्रयोग हमारे यहां हुए हैं। सहभागी पहल के लिये समान विषयसूची विकसित करने के लिए हमने 'कपाट' के साथ मिलकर प्रादेशिक स्तर पर मार्च के मध्य में प्रदेश तथा राष्ट्रीय स्तर के अग्रणी गैर-सरकारी संगठनों से विचार-विमर्श करना तय किया है।

● शिक्षा के लिहाज से अपेक्षाकृत पिछड़ा हुआ मध्य प्रदेश होने के नाते हमें इस बात का अहसास है कि इस तरह कि लामबन्दी के बहुत से आनुषंगिक लाभ भी होंगे। वित्तीय संसाधनों को मानव संसाधनों से प्रतिस्थापित किया जा सकता है। विकेन्द्रीकृत स्थिति में पर्यवेक्षण करने वाली पूर्वापर प्रशासनिक संरचना फिजूल हो जाती है। हमने हाल ही में देखा कि कुछ प्रदेशों में शिक्षित महिलाएं शराब की विक्री का विरोध कर रही हैं। इस प्रक्रिया में जो रचनात्मक ऊर्जा निकलती है उसका उपयोग रचनात्मक सामाजिक पहल में करने का हमारा इरादा है।

7. हम क्षेत्र में हमारी उपलब्धि के सामाजिक सम्परीक्षण के लिए हम अपनी सरकार को प्रस्तुत करेंगे। सांख्यिकी कई बातों को छपाती है। हमारे सरकारों प्रतिवेदनों में 6 से 11 वर्ष आयु वर्ग की सकल भर्ती 86.78 प्रतिशत बतायी गयी है और राष्ट्रीय स्तर पर सरकार का दावा 102 प्रतिशत के औसत का है। वास्तविकता यह है कि प्रायोगिक अध्ययनों से यह बात सामने आयी है कि पांचवीं कक्षा के विद्यार्थियों के द्वारा अर्जित ज्ञान का स्तर अत्यन्त नीचा है। इस स्थिति को सुधारने और इस क्षेत्र की योजना बनाने के लिए निर्भर योग्य जानकारी जुटाने में हमें स्वतंत्र और निष्पक्ष मूल्यांकन की आवश्यकता है। हमारी सरकार प्रतिवर्ष प्रदेश के लिए मानवीय विकास प्रतिवेदन की प्रस्तुति शुरू करने का इरादा रखती है। इस प्रतिवेदन से हमारी यह अपेक्षा होगी कि पोषण, अन्न सुरक्षा, साक्षरता, प्राथमिक शिक्षा, सुरक्षित पीने का पानी, स्वास्थ्य, टीकाकरण, शिशु मृत्यु दर और अपेक्षित आयु के मामले में हमारी वर्तमान स्थिति का संदर्भ प्रस्तुत कर सकें। मानव विकास के क्षेत्र में कुछ अन्य भारतीय प्रदेशों की तुलना में हम अपनी अपेक्षाकृत दयनीय स्थिति जानते हैं। यह प्रतिवेदन बदलाव के लिये हमें सतत् स्मरण दिलाने का काम करेगा।

8. अपने विचार व्यक्त करने का जो अवसर माननीय प्रधान मंत्री जी ने मुझे दिया उसके लिये मैं उनका बहुत आभारी हूँ। मैं उन्हें आश्चर्य करना चाहूंगा कि कम से कम समय में सबके लिये शिक्षा के लक्ष्य की ओर बढ़ने के अपने प्रयास में हम कोई कसर बाकी नहीं रखेंगे।

श्री भजन लाल
मुख्य मंत्री, हरियाणा
द्वारा दिया गया
अभिभाषण

मैं आदरणीय प्रधान मंत्री जी का अभारी हूँ कि आपने मुझे इस महत्वपूर्ण मंच पर शिक्षा से सम्बन्धित महत्वपूर्ण बिन्दुओं पर अपने विचार रखने का अवसर दिया है।

2. आदरणीय प्रधान मंत्री जी, आप स्वयं विद्वान हैं और साहित्य तथा शिक्षा में आपकी गहरी रुचि है। आपने मानव संसाधन विकास मंत्री के पद पर रहते हुए नई राष्ट्रीय शिक्षा नीति को बनाने में जो महत्वपूर्ण योगदान दिया था, उससे हम सब परिचित हैं। आपकी प्रेरणा और आपके मार्गदर्शन में उस समय नवोदय विद्यालय और आप्रेशन ब्लॉक बोर्ड आदि जैसे जो नए कार्यक्रम शुरू किए गए थे, उनमें राज्यों में शिक्षा के सुधार कार्यों में बहुत सहायता मिली है। इसलिए यह आशंका की बैठक विशेषतः पर बड़ा महत्व रखती है और मुझे आशा है कि सन् 2000 तक "सभी के लिए शिक्षा" के लक्ष्य को प्राप्त करने में यह एक मार्गदर्शक बैठक सिद्ध होगी।

3. शिक्षा का कार्यक्रम राष्ट्रीय कार्यक्रम है। इसलिए जहाँ तक सम्भव हो इसमें आम राष्ट्रीय सहमति का होना बहुत आवश्यक है, ताकि दलगत राजनीति के आधार पर शिक्षा की प्रगति में बाधा न पड़े।

4. राष्ट्रीय विकास परिषद् की पिछली बैठक में जब हम मिले थे तो उसके बाद विश्व के सब से अधिक जनसंख्या वाले 9 देशों का शिखर सम्मेलन दिल्ली में हुआ था। उस सम्मेलन में जो मसौदा जारी हुआ, और उसके आधार पर जो कार्यक्रम बनाया गया है, उस पर राष्ट्रीय सहमति हो सकती है। उसी दिशा में साक्षरता पर राष्ट्रीय विकास परिषद् की समिति की रिपोर्ट और शिक्षा प्रशासन के विकेंद्रीकरण के बारे में जो सुझाव सामने आये हैं, वे सभी महत्वपूर्ण हैं। इस अवसर पर मैं सभी महत्वपूर्ण मुद्दों पर हरियाणा का दृष्टिकोण संक्षेप में आपके सामने रखना चाहूंगा।

5. हरियाणा सब एक अलग प्रान्त बना तो यह प्रदेश विकास के दूसरे क्षेत्रों की तरह शिक्षा के क्षेत्र में भी बहुत पिछड़ा हुआ था। वर्ष 1971 में हमारे प्रदेश में साक्षरता की दर 26.89 प्रतिशत थी, जबकि उस समय राष्ट्रीय साक्षरता की दर 34.45 प्रतिशत थी। परन्तु वर्ष 1991 में राष्ट्रीय साक्षरता की दर बढ़कर 52.19 प्रतिशत हो गई और हरियाणा में साक्षरता की दर 55.33 प्रतिशत तक पहुँच गई।

6. हमारे प्रदेश में महिलाओं की साक्षरता की दर में भी उल्लेखनीय प्रगति हुई है। वर्ष 1971 में साक्षरता की दर 14.89 प्रतिशत थी और अब महिला साक्षरता की दर 40.95 प्रतिशत है, जबकि राष्ट्रीय स्तर पर महिला साक्षरता की दर 39.42 प्रतिशत है। महिला साक्षरता की दर में वृद्धि होने से सामाजिक जागृति पैदा हुई है और इससे जन्म दर में भी कमी लाने में सहायता मिली है। हालांकि हरियाणा में साक्षरता की दर बढ़ी है, लेकिन हम अपनी इन्हीं उपलब्धियों पर सन्तोष करके नहीं बैठे हैं, बल्कि हमन तो शत-प्रतिशत साक्षरता का लक्ष्य प्राप्त करने का संकल्प लिया है।

7. जहाँ तक 6 से 11 वर्ष की आयु के बच्चों की शिक्षा देने का प्रश्न है, हमने इस दिशा में भी काफी प्रगति की है। वर्ष 1986 में हरियाणा में 96.68 प्रतिशत आबादी-क्षेत्रों में प्राइमरी स्कूल थे, जबकि राष्ट्रीय स्तर पर इसकी प्रतिशत दर 80.34 थी। हरियाणा में इस समय 8 हजार से अधिक प्राइमरी स्कूल हैं। अब केवल 150 आबादी-क्षेत्र ऐसे हैं, जहाँ प्राइमरी स्कूल नहीं हैं और इन क्षेत्रों में भी दो साल के अंदर-अंदर प्राइमरी स्कूलों की सुविधाएं प्रदान करने का प्रस्ताव है। आज हमारे प्रदेश में कोई भी प्राइमरी स्कूल एक किलोमीटर से ज्यादा दूर नहीं है।

8. राष्ट्रीय स्तर पर लगभग 40 प्रतिशत आबादी-क्षेत्रों में मिडल स्कूल के मुकाबले हरियाणा में लगभग 70 प्रतिशत आबादी-क्षेत्रों में मिडल स्कूल हैं। हमारे प्रदेश में औसतन दो किलोमीटर के भीतर मिडल स्कूल की सुविधा बच्चों को उपलब्ध है। इस प्रकार राज्य में मिडल स्कूलों की सुविधाओं का व्यापक रूप से प्रसार किया गया है। हमारे यहाँ प्राइमरी स्कूलों में अध्यापकों और विद्यार्थियों का अनुपात 1 : 42 है, जोकि राष्ट्रीय नीति के अनुसार पर्याप्त है। अतः यह स्पष्ट है कि प्रदेश में अध्यापकों एवं स्कूलों के अभाव की कोई विशेष समस्या नहीं है।

9. हरियाणा में प्राइमरी कक्षाओं में बच्चों की भर्ती की स्थिति में भी काफी सुधार हुआ है। स्कूलों में लड़कों की भर्ती लगभग 116 प्रतिशत है। वर्ष 1990 में प्राइमरी स्कूलों में लड़कियों की भर्ती 87 प्रतिशत थी, जोकि अब बढ़कर 100 प्रतिशत हो गई है। जब यह बढ़कर 120 प्रतिशत

हो जाएगी, सभी हम "सभी के लिए शिक्षा" के लक्ष्य को प्राप्त कर सकेंगे। इस लक्ष्य को पाने के लिए हम विशेषरूप से प्रयत्नशील हैं।

10. जन समुदाय को शिक्षा प्रक्रिया में शामिल करने के उद्देश्य से हमने गांवों के लिए शिक्षा समितियां बनाई हैं, जिनमें शिक्षकों, महिलाओं और सामाजिक कार्यकर्ताओं तथा पंचायतों के सदस्यों को सम्मिलित किया गया है। इन समितियों का मुख्य उद्देश्य जन साधारण में शिक्षा के प्रति जागरूकता उत्पन्न करना, स्कूलों में बच्चों के प्रवेश को बढ़ावा देना और शिक्षा सुविधाओं का प्रसार करना है। हर गांव में जो बच्चे स्कूलों में नहीं आ रहे, उनकी लिस्ट बनाकर प्रत्येक परिवार में जाकर उनके स्कूलों में प्रवेश के लिए प्रयत्न किये जा रहे हैं। इन प्रयत्नों के परिणामस्वरूप पिछले दढ़ाई सालों में स्कूलों में बच्चों के प्रवेश की संख्या में उल्लेखनीय प्रगति हुई है। सब से अच्छा कार्य करने वाली पंचायतों को हम पुरस्कार भी देते हैं और इनके बहुत अच्छे परिणाम सामने आए हैं।

11. हरियाणा जब एक अलग प्रान्त बना था तब उस समय हमारे प्रदेश में ऐसी स्थिति थी कि प्राइमरी स्कूलों में जाने वाले बच्चों में से 49 प्रतिशत बच्चे शिक्षा पूरी होने से पहले ही स्कूल छोड़ देते थे। अब यह कम होकर लगभग 19 प्रतिशत रह गई है। प्राइमरी शिक्षा के प्रसार के लिए जो सुझाव कारगर साबित हुए हैं, उन में एक अलग प्राइमरी निदेशालय की स्थापना, कमजोर वर्गों के बच्चों के लिए स्टेशनरी, लड़कियों के लिए वर्दी तथा छात्रवृत्ति की व्यवस्था बहुत ही महत्वपूर्ण है।

12. किन्तु चिन्ता की बात तो यह है कि अनुसूचित जातियों की लड़कियों में से 36 प्रतिशत लड़कियां शिक्षा पूरी होने से पहले ही स्कूल छोड़ देती हैं। इस दिशा में भी हम पूरी तरह जागरूक हैं और ऐसे पग उठा रहे हैं, जिनसे लड़कियां अपनी शिक्षा अधूरी न छोड़ें।

13. हम अपने प्रदेश में लड़कियों की शिक्षा पर विशेष बल दे रहे हैं। अब 60 प्रतिशत रिक्तियां महिला अध्यापकों के लिए सुरक्षित हैं। प्रति वर्ष 100 नये प्राइमरी स्कूल केवल लड़कियों के लिए खोले जा रहे हैं। लड़कियों को मुफ्त वर्दी और छात्रवृत्ति की सुविधाएं प्रदान की गई हैं। राज्य में लड़कियों के लिए बी. ए. तक की शिक्षा मुफ्त है। हम अनुसूचित जातियों की लड़कियों को विशेष सुविधाएं उपलब्ध कराने पर लगभग 4 करोड़ रुपये प्रतिवर्ष खर्च कर रहे हैं। कमजोर वर्गों के बच्चों को मुफ्त किताबें जूटाने की भी व्यवस्था है। सभी के लिए मुफ्त किताबों का जूटाना ठीक नहीं होगा। हमारा विशेष ध्यान कमजोर वर्गों की लड़कियों में शिक्षा के प्रचार व प्रसार पर है।

14. हम अपने प्रदेश में शिक्षा के कुल बजट की 38-39 प्रतिशत राशि प्राइमरी शिक्षा पर खर्च कर रहे हैं। अगर इस राशि में मिडल स्तर की शिक्षा पर किये जाने वाले खर्च को भी जोड़ लिया जाए तो यह राशि 55 प्रतिशत से भी अधिक हो जाती है, जोकि दूसरे राज्यों की तुलना में अधिक है।

15. आज हम जिन मसौदों पर विचार-विमर्श कर रहे हैं, इनमें बहुत ही महत्वपूर्ण सुझाव दिये गये हैं। छः वर्ष से कम उम्र के बच्चों के लिए आई. सी. डी. एस. कार्यक्रम पर जो बल दिया गया है, वह उचित है। हरियाणा में 6 ब्लाकों को छोड़कर बाकी सभी में यह योजना लागू है।

16. पौष्टिक आहार व स्वास्थ्य कार्यक्रमों के साथ-साथ इन बच्चों के लिए शिक्षा के कार्यक्रम बनाने में भी हरियाणा ने पहल की है। हमने विश्व बैंक की सहायता से हरियाणा के 4 जिलों के लिए जो प्राथमिक शिक्षा का प्रोजेक्ट तैयार किया है, उसमें आंगनवाड़ी कार्यकर्ताओं के लिए बच्चों की शिक्षा हेतु प्रशिक्षण और कौशल बनाने का भी प्रस्ताव है। इस योजना से गरीब लड़कियों को स्कूलों में आने के लिए प्रोत्साहन मिलेगा और बच्चों में स्कूल आने की इच्छा बढ़ेगी।

17. खेल-कूद तथा विज्ञान में छोटे बच्चों में जिज्ञासा पैदा करने के लिए उपयुक्त साज-सामान रखने का भी सुझाव है। ये कार्यक्रम आपके सुझावों के अनुसार ही तैयार किये गये हैं। यदि ये कार्यक्रम सफल हो गए तो इन्हें आगे बढ़ाने की कोशिश की जाएगी। आंगनवाड़ियों और स्कूलों में तालमेल के जो सुझाव दिये गये हैं, उन पर इस कार्यक्रम के तहत पूरा शामिल किया जाएगा।

18. हम आठवीं पंचवर्षीय योजना के अन्त तक राज्य में शत-प्रतिशत साक्षरता का लक्ष्य प्राप्त करने के लिए वचनबद्ध हैं। प्रदेश के 8 जिलों में साक्षरता अभियान चलाये जा रहे हैं। प्रदेश के दूसरे 8 जिलों में भी साक्षरता अभियान चलाने के लिए प्रारम्भिक कार्य शुरू कर दिया गया है और उनके प्रोजेक्ट भारत सरकार को मंजूरी के लिए भेजे जा रहे हैं। साक्षरता कार्यक्रम की देखभाल के लिए, राज्यपाल महोदय की अध्यक्षता में एक राज्य स्तरीय तालमेल समिति का गठन किया गया है। जिला पानीपत "पोस्ट लिटरेसी फेज" में आ गया है।

19. हमें हरियाणा में अनौपचारिक शिक्षा को केन्द्रीय सरकार की योजना को अदालतों के फैसले के कारण बन्द करना पड़ा है। इसलिए हम वैकल्पिक योजना बना रहे हैं, जिसके लिए मंत्रालय क्षेत्र में अल्पसंख्यकों की शिक्षा के लिए प्रोजेक्ट भारत सरकार को भेज दिया गया है।

20. इसी प्रकार चार जिलों के लिए जो प्रोजेक्ट विश्व बैंक के लिए प्रस्तावित किया गया है, उसमें यह व्यवस्था की

जा रही है कि गांवों की विकास समितियां स्वयं स्थानीय स्तर पर 400 रुपये से 500 रुपये प्रतिमास की दर से कार्यकर्ताओं का चयन करके उन बच्चों को पढ़ाने की व्यवस्था करें, जो किसी भी कारण स्कूलों में नहीं जा सकते। इस कार्यक्रम को आगे बढ़ाने के लिए हमें अतिरिक्त धन की आवश्यकता होगी।

21. हम निकट भविष्य में ही अपने प्रदेश में "ओपन स्कूल" की व्यवस्था उन विद्यार्थियों के लिए कर रहे हैं, जो किसी भी कारण से औपचारिक शिक्षा पूरी नहीं कर पा रहे हैं। राज्य का शिक्षा बोर्ड इस कार्यक्रम को प्रदेश में जल्दी से जल्दी अमलीजामा पहनाने के लिए प्रयत्नशील है और यह आशा है कि अगले वर्ष से यह कार्यक्रम चालू हो जाएगा।

22. शिक्षा के स्तर में सुधार का कार्य बहुत महत्वपूर्ण है और इसके लिए जो सुझाव दिये गये हैं, वे भी सभी महत्वपूर्ण हैं। हम इन सुझावों से सहमत हैं। शिक्षकों के प्रशिक्षण और पाठ्य पुस्तकों में सुधार आदि के कार्यक्रमों पर हम पहले से ही काम कर रहे हैं। राज्य शिक्षक प्रशिक्षण संस्थान, जिला प्रशिक्षण संस्थान तथा राज्य के बी. एड. कालेजों के नियंत्रण के लिए एक आटानोमस काउंसिल बनाने का सुझाव विचाराधीन है।

23. अध्यापकों के लिए सेवाकाल के दौरान प्रशिक्षण के लिए एक बहुत व्यापक कार्यक्रम बनाया गया है। लेकिन इसमें धन की उपलब्धि की समस्या है। प्राइमरी स्कूलों के अध्यापकों को अपनी कुशलता बढ़ाने के लिए हरियाणा में लगभग "900 स्कूल काम्प्लेक्स" पहले से ही काम कर रहे हैं। इन्हें और ज्यादा प्रभावशाली बनाने का प्रयास किया जा रहा है।

24. हरियाणा में स्कूलों में पाठ्य पुस्तकों के स्तर में और सुधार के लिए विशेष सैल बनाये गये हैं। वर्तमान स्कूल इमारतों और अध्यापकों की सेवाओं का और अधिक उपयोगी रूप में लाभ उठाने के उद्देश्य से सिरसा जिले में प्राथमिक कक्षाओं के लिए "प्रयोग के तौर पर" तीन घण्टे के स्कूल का कार्यक्रम आरम्भ कर दिया गया है। इस प्रयोग के सफल रहने पर इस कार्यक्रम को और आगे बढ़ाया जाएगा।

25. हमने स्कूलों की इमारतों की मरम्मत और नये कमरे बनाने के लिए राज्य में एक स्कीम लागू की है। इस कार्यक्रम के तहत शिक्षा विभाग के बजट की राशि "स्कूल भवन निधि" और जिला प्रशासन के पास विभिन्न स्कीमों के तहत आई हुई राशि को और जनता द्वारा दिए गए योगदान को पूल करके अतिरिक्त उपायुक्त की देख-रेख में इस काम पर लगाया जा रहा है। पिछले तीन-चार सालों में इस कार्यक्रम के अधीन 7000 कमरे बनाए गए हैं।

26. शिक्षा के प्रशासन के विकेन्द्रीकरण के बारे में जो सुझाव दिया गया है, हम उससे सिद्धान्त रूप में तो सहमत हैं। हमारे प्रदेश में वर्ष 1957 में लोकल बाडीज के स्कूलों का प्रान्तीयकरण हो गया था और अब लगभग सभी गांवों के स्कूल सरकारी हैं। इसलिए हम इन अध्यापकों का नियन्त्रण पूरी तरह से तो स्थानीय संस्थाओं को नहीं सौंप सकते, लेकिन आपसी सहयोग का तरीका निकाला जा रहा है।

27. हम संविधान के 73वें और 74वें संशोधनों के अनुरूप कानून बनाने जा रहे हैं। मेरा विचार है कि जिला स्तर पर विकास कार्य, जिला योजना और विकास बोर्डों को सौंप दिए जाने चाहिए और एक एककृत एजेन्सी अतिरिक्त उपायुक्त के नियंत्रण में होनी चाहिए। मेरे विचार में जिला परिषदों को बनाने की आवश्यकता नहीं है और अतिरिक्त उपायुक्त ही सभी विभागों में तालमेल का कार्य अच्छी तरह देख सकते हैं।

28. अब मैं यशपाल कमेटे की रिपोर्ट का जिक्र करना चाहूंगा। जहां तक बच्चों को पढ़ाए जाने वाले किताबों और किताबों में सुधार का यशपाल कमेटे की रिपोर्ट से संबंध है, कैब (सी. ए. बी. ई.) की पिछली बैठक में यह तय हुआ था कि इस पर अभी आगे विचार किया जाए। भारत सरकार ने भी हमें लिखा है कि इस रिपोर्ट पर विचार करने के लिए समितियों का आयोजन किया जाए, जिससे अधिक से अधिक लोगों के विचार इस बारे में जाने जा सकें और अन्तिम नीति निर्धारित की जा सके। अतः इस बारे में समितियों के आयोजन का कार्यक्रम तैयार किया जा रहा है। मैं इस अवसर पर यह जरूर अनुरोध करना चाहूंगा कि बच्चों पर किताबों का बोझ कम करने की हर मुमकिन कोशिश की जानी चाहिए।

29. अब मैं "शारीरिक शिक्षा" से सम्बन्धित समिति की सिफारिशों का जिक्र करना चाहूंगा। इस समिति की मुख्य सिफारिश यह है कि प्रत्येक क्लास में एक पीरियड शारीरिक शिक्षा के लिए होना चाहिए और खेल सुविधाओं के विकास के लिए "खेल शुल्क" लिया जाना चाहिए और एक "खेल फण्ड" बनाया जाना चाहिए। ये सभी कार्यक्रम हमारे प्रदेश में पहले से ही लागू हैं।

30. इस क्रमेटे द्वारा यह भी सिफारिश की गई है कि विद्यालय में कम से कम एक शिक्षक ऐसा होना चाहिए जिससे "शारीरिक शिक्षा" में विशेष प्रशिक्षण प्राप्त हो। हमारे मिडल स्कूलों और हाई तथा हायर सेकेंडरी स्कूलों में शारीरिक शिक्षकों की व्यवस्था पहले से ही की हुई है और टेनिस-टेबल में भी इस को नियमित पीरियड की व्यवस्था की जाती है।

31. प्राइमरी स्कूलों में एक अध्यापक को विशेष प्रशिक्षण देने के बारे में कार्यक्रम बनाया जा रहा है। इसी प्रकार से स्वास्थ्य शिक्षा का प्रशिक्षण देने के लिए भी कार्यक्रम तैयार

किया गया है। समिति की सिफारिशें स्वागतयोग्य हैं और हम अपने प्रवेश में उन पर बमल कराएंगे।

32. आदरणीय प्रधान मंत्री जी, शिक्षा कार्यक्रमों के बारे में जो सुझाव हमारे सामने रखे गए हैं, वे सभी स्वागत-योग्य हैं और हमें लगभग सभी स्वीकार हैं। मैंने जैसा कि पहले अनुरोध किया कि हम हरियाणा में लगभग सभी कार्यक्रमों को पहले से ही चला रहे हैं और हमारी अब तक की उपलब्धियाँ भी उल्लेखनीय हैं। हम इन कार्यक्रमों के भविष्य में भी पूरी निष्ठा और तत्परता से लागू करने के लिए वचनबद्ध हैं।

33. मान्यवर, मैं इस अवसर पर इन कार्यक्रमों को चलाने के लिए धन के अभाव का भी जिक्र करना चाहूंगा। स्कूलों की इमारतों के रख-रखाव की समस्या काफी गम्भीर है। अगर प्रत्येक प्राइमरी स्कूल के रख-रखाव के लिए 10 हजार रुपये प्रतिवर्ष का प्रबन्ध भी किया जाए तो भी 8 करोड़ रुपये सालाना चाहिए। इसके अलावा स्कूलों में विद्यार्थियों की बढ़ती हुई संख्या के साथ-साथ और अध्यापक भी चाहिए।

स्कूलों के नक्शों और छाटों तथा लाइब्रेरी व सेबॉरट्री आदि के लिए भी धन की आवश्यकता है। अतः मेरा यह अनुरोध है कि कुछ विशेष कार्यक्रम चलाए जाएं, जिनमें हमें केंद्रीय सरकार से आर्थिक सहायता मिले ताकि उन सभी कार्यक्रमों को तत्परता से अमल में लाया जा सके। उचित संसाधन होने पर ही सन् 2000 तक "सभी के लिए शिक्षा" का जो संकल्प देश ने लिया है उसे सभी प्रान्त मिलकर सफलतापूर्वक पूर्ण कर सकते हैं।

34. आदरणीय प्रधान मंत्री जी, अपनी बात को समाप्त करने से पहले मैं आपको यह विश्वास दिलाना चाहूंगा कि शिक्षा कार्यक्रमों के बारे में जो भी निर्णय इस बैठक में लिए जाएंगे, उन्हें तेजी से अमल में लाने में हम कोई कसर शक्ती नहीं रहने देंगे। हमारा प्रदेश सन् 2000 तक "सभी के लिए शिक्षा" का लक्ष्य प्राप्त करने हेतु बनाए गए प्रोग्राम में पूर्ण निष्ठा से भाग लेगा। इन शब्दों के साथ, मैं एक बार फिर आपका और इस बैठक में उपस्थित सभी महानुभावों का धन्यवाद करता हूँ।

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श्री मदन लाल खुराना
मुख्यमंत्री दिल्ली का
अभिभाषण

यह वास्तव में हर्ष का विषय है कि आज हम साक्षरता पर राष्ट्रीय विकास परिषद की रिपोर्ट, सभी के लिए शिक्षा और शिक्षा के विकेन्द्रित प्रबन्ध पर सी. ए. बी. ई. समिति की रिपोर्ट जैसे महत्वपूर्ण विषयों पर चर्चा कर रहे हैं। और क्यों ही भी ना। यह सर्वमान्य है कि जब शिक्षा की जड़ गहरी होगी तभी कोई समाज अपने साधनों को श्रेष्ठर उपयोग कर पाएगा।

अब मैं संक्षिप्त में आज के सम्मेलन के मुख्य मुद्दों पर दिल्ली के संदर्भ में अपने विचार आपके समक्ष रखना चाहूंगा :—

‘पूर्ण साक्षरता अभियान’ (टोटल लिटरसी कोम्पेन) परियोजना का कार्यान्वयन दिल्ली में शैक्षणिक दृष्टि से पिछड़े 6 इलाकों में एक पायलेट परियोजना के स्वरूप में आरम्भ तो जरूर हो गया है, किन्तु हमारी आशाओं के अनुकूल नहीं। अतः दिल्ली की हमारी नई सरकार ने हाल-ही में एक समिति का गठन किया है जो साक्षरता के सभी मूलभूत पहलुओं पर विचार करेगी और अगले 5 वर्षों में शत-प्रतिशत प्रौढ़ साक्षरता दिल्ली में आ सके इसके लिए एक कार्य योजना तैयार करेगी। हम यह जानते हैं कि इस काम में गैर सरकारी स्वयं सेवा संस्थाओं और जनता के प्रतिनिधियों की एक महत्वपूर्ण भूमिका है। अतः इस कार्य में उनका सहयोग अवश्य ही लिया जाएगा। साक्षरता अभियान में प्राथमिक शिक्षा, प्रौढ़ शिक्षा व अनौपचारिक शिक्षा इत्यादि को एक समन्वित कार्य प्रणाली में लिया जाएगा। लक्ष्य तो यह है कि दिल्ली साक्षरता में आदर्श प्रस्तुत करे इसके लिए जिन संसाधनों की आवश्यकता होगी उन्हें हम पूरा करें और जो भी कमी रह जाएगी खास तौर से आर्थिक दृष्टि से उसके लिए भारत सरकार से हम अनुरोध भी करेंगे।

‘सभी के लिए शिक्षा’ पर अभी हाल-ही में हुई दिल्ली घोषणा का स्वागत है। क्योंकि जैसा मैं पहले भी कह चुका हूँ हमारी शिक्षा का आधार सृढ़ होना आवश्यक है।

दिल्ली नगर निगम 12 नए प्रभावों में ‘संगी के लिए शिक्षा’ परियोजना का कार्यान्वयन कर रहा है, इसको बेहतर बनाना है। जिससे कि हम अतने लक्ष्य ‘सभी के लिए शिक्षा सन् 2000 तक’ का है, को उपलब्ध कर सकें। इसके लिए अनौपचारिक शिक्षा माध्यम को जन-समुदाय के सम्मिलन और सहायता से सफल बनाना होगा। प्राथमिक शिक्षा को तो हम वर्ययता देते ही हैं और हम क्षेत्र के लिए बजट के प्रावधान में हम आगामी वर्षों में और अधिक बढ़ोतरी भी करेंगे। किन्तु शिक्षा के कार्यक्रम को औपचारिक ढांचे के बाहर लेजा कर सभी वर्गों की कठिनाइयों और जरूरतों को दृष्टिगत रखते हुए सुनिश्चित करना आवश्यक है।

सैधान्तिक रूप से हम शिक्षा के प्रबन्धन के विकेन्द्रिकरण से सहमत हैं लेकिन दिल्ली की स्थिति इस मामले में अन्य प्रदेशों से जरा हट कर है। जनसंख्या की घनता के कारण दिल्ली सरकार भावनात्मक पहलुओं के अतिरिक्त लोगों से प्रत्यक्ष रूप में भी जुड़ी हुई है। प्रायः मध्यम आकार के राज्यों में भी एक आम आदमी को मुख्यालय तक पहुंचने के लिए कुछ सौ किलो-मीटर की यात्रा करनी पड़ती है। सम्भवतः उसके लिए यातायात के साधन भी स्विधाजनक नहीं होंगे। दिल्ली में ऐसा नहीं है। वैसे भी दिल्ली के स्थानीय निकाय दिल्ली नगर निगम, नई दिल्ली नगर पालिका तथा केन्टोनमेंट बोर्ड आदि प्राथमिक शिक्षा का एक बहत विस्तृत पद्धति को यहां चला रहे हैं। अपितु आर्थिक सहायता सरकार दे रही है। इन सब को ध्यान में रखते हुए दिल्ली में शिक्षा के प्रबन्धन का एक अलग ही ढांचा बनाना होगा। लगता तो यह है दिल्ली में विद्यालय न केवल स्थानीय समुदाय के शैक्षक केन्द्रों के रूप में वर्णन करेंगे बल्कि सांस्कृतिक गतिविधियों के केन्द्र के रूप में भी इनकी भूमिका निभाती होगी। शनः शनः हम इसी लक्ष्य की ओर बढ़ रहे हैं।

दिल्ली सरकार का तो यह छद्म विश्वास है कि शिक्षा की वर्तमान प्रणाली में एक बहुत बड़ा शून्य—नैतिक शिक्षा की अवहेलना के कारण रहा है। आज जो सामाजिक व्यवहार में बुराईयाँ उभर आई हैं उनका एक मूल कारण नैतिक शिक्षा का अभाव ही है। अतः हमारी सरकार ने नैतिक शिक्षा को शिक्षा का विभिन्न अंग किस प्रकार बनाया जाए इस पर विचार करने के लिए एक समिति का गठन किया है। नैतिक शिक्षा से हमारा तात्पर्य धार्मिक शिक्षा की नहीं है। नैतिक शिक्षा में मुख्य जोर इस बात पर होगा कि छात्रों में सुचरित्र का निर्माण करना, सामाजिक दायित्व की भावना विकसित करना तथा देश भक्ति आदि संस्कारों को जागृत करना इत्यादि।

मैं प्रधानमंत्री और अन्य उपस्थित गणमान्य सदस्यों को विश्वास दिलाना चाहता हूँ कि हम दिल्ली में गूणवत्ता पूर्ण शिक्षा प्रणाली लाने के लिए कटिबद्ध हैं जिसमें दिल्ली का प्रत्येक नागरिक न केवल पूर्णतः साक्षर होगा बल्कि राष्ट्र, अपने समुदाय, अपने परिवार और अन्ततोगत्वा अपने ही लाभ के लिए अपनी क्षमता को पूरी तरह प्रयुक्त कर सकेगा। यह एक राष्ट्रीय लक्ष्य है और इसकी प्राप्ति के लिए हमें अपनी धारणाओं और पद से निरपेक्ष रह कर इसमें सम्मिलित होना चाहिए।

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**MINUTES OF THE CHIEF MINISTERS' CONFERENCE HELD ON 15TH FEBRUARY, 1994
AT THE PARLIAMENT HOUSE ANNEXE, NEW DELHI**

A Conference of Chief Ministers of all States and Union Territories (UTs) was held under the chairmanship of the Prime Minister at Parliament House Annex, New Delhi on 15th February, 1994 to consider the reports of the NDC (National Development Council) Committee on Literacy and CABE (Central Advisory Board of Education) Committee on Decentralised Management of Education, and Education for All proposals. The list of participants is appended at **Annexure-I**. A summary of the discussion is at **Annexure II**.

2. Shri Arjun Singh, Minister of Human Resource Development, welcomed the participants to the conference. He said that a conference of Chief Ministers exclusively to consider issues relating to education was being convened after many years. It was only appropriate that this Conference was being held immediately after the first Education for All (EFA) Summit to give a meaning and direction to the efforts for achieving EFA. Expressing concern at the low literacy rates in the high population States of Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan and Andhra Pradesh, Shri Arjun Singh proposed the formation of a group of Chief Ministers of these states which could meet periodically. He called for formation of State level literacy mission authorities under Chief Ministers. He also suggested continuity of tenures of officers doing good work in literacy. While the task of achieving the goal of EFA by the end of the century appears daunting, the performance and success, particularly in adult education, had given us hope that this is achievable, he said. What was required was a strong and unwavering political will both at national and state levels. Shri Arjun Singh also drew attention of the Chief Ministers to the new District Primary Education Programme (DPEP). He also requested the States to prepare their own Programme of Action quickly and to take expeditious action for setting up decentralised management structures in education. Referring to the issue of resources for education, Shri Arjun Singh said that the norm of six per cent of GDP for education was to be achieved by the Centre with the cooperation of States and the community including non-governmental organisations (NGOs). He emphasized that other measures for mopping up resources for education as well as less costly alternative systems and processes of education also should be explored. In this context he referred to the non-formal education and distance education methods. He also stressed the need for optimal and effective utilisation of existing resources. He referred to the need for reducing the academic burden on school children and also for greater encouragement of sports through the education system. The text of Shri Arjun Singh's welcome address is at **Annexure-III**.

3. In his inaugural address the **Prime Minister** pointed out that the country still has a long way to go

to achieve the goals of Education For All. The time has come, the Prime Minister said, to squarely face this challenge with determination and resolve. The conference of Chief Ministers was, therefore being held to consider the strategies and actions needed for achieving the goals of EFA. He re-affirmed the commitment made by him at the EFA Summit in December, 1993 that allocation for education would be raised to six per cent of GDP from the 9th Five Year Plan. He requested Dy. Chairman, Planning Commission to take measures to gradually increase the allocations to the desired level. He pointed out that the economic reforms had created greater possibilities for releasing funds for social sectors by increasing private sector investment in major projects for infrastructure development. At the same time he stressed that the nation as a whole must assume the responsibility of providing the resource support for our national goals. Emphasizing the need for exploring alternative means for augmenting resources for education, he urged the Chief Ministers to consider the imposition of an educational cess as had been recommended by the NDC Committee on literacy.

4. Along with the need for raising sufficient resources for education, the Prime Minister underlined the need for their appropriate application and optimal utilization. He called for encouraging private initiative and involvement of the local community. Economy and thrift should be the characteristics of our spending on education so that the returns are commensurate with the input, he said. A rigorous and well conceived perspective plan for the next 7-8 years should be prepared by the States ensuring complementarity in resource allocation and utilisation covering all sectors and levels of education.

5. The Prime Minister underscored the inter-related nature of adult literacy and elementary education programmes and emphasized the need for proper co-ordination between them. He commended the new initiative of the District Primary Education Programme which would complement the total literacy campaigns now covering 258 districts.

6. The Prime Minister also under-scored the importance of decentralised management of education in the efforts to achieve universal elementary education. He said that it was the people's involvement in educational reconstruction which would make the real difference. There is no better way to ensure accountability than an awakened and demanding community, he said. Stating that it was the teacher who stood at the cutting edge of the educational delivery system, the Prime Minister said that a critical component of the educational management would be improving the standards of teacher education thereby improving teacher competence and performance. The text of the Prime Minister's inaugural address is at **Annexure-IV**

7. **Shri Pranab Mukherjee, Deputy Chairman of the Planning Commission** informed the conference that he did not visualise any serious problem in allocating six per cent of GDP to education from the 9th Five Year Plan onwards which would mean an allocation of Rs. 53,000 crore as against the present level of Rs. 20,750 crore. Shri Mukherjee also called for community sharing of expenditure on education. In this context he referred to the scheme of voluntary schools in Maharashtra where a part of the resources accrue from the community. For this more freedom needed to be given to the community to manage the schools. He also wanted to explore the possibilities of private sector financing higher and technical education, of course keeping in view the Supreme Court judgements. To solve the problem of illiteracy he suggested a special programme with focus on the four States of Uttar Pradesh, Madhya Pradesh, Bihar and Rajasthan. He also underlined the importance of education in the population control programmes. He also highlighted the need for encouraging community participation. He wanted that it should be ensured that the proceeds from education cess are used only for education and not diverted.

8. **Dr. (Smt.) Chitra Naik, Member (Education), Planning Commission**, introduced the agenda items for discussion. She said that the NDC Committee on Literacy felt that the best way to implement programmes for total literacy and Universalisation of Elementary Education (UEE) was microplanning at district, block and village levels. The Committee also took a view that microplanning was the best way to utilize resources optimally at the local level. This would raise the efficiency of the system and would also ensure people's participation. She also said that while community participation needed to be encouraged in planning and execution of education programmes, it was also necessary that Panchayat functionaries should be trained so that they would understand the techniques of micro-planning. Referring to the recommendation of the NDC Committee on Literacy that social finances be raised, Dr. Naik said that the scope of social finances' extend beyond community support or education cess; that social finances would come from all sections of society and sectors of economy at the national level. She also referred to the recommendation that more funds should be allocated for education and that trade, commerce and industry be given concessions and facilities to encourage their contribution to education. She also pleaded for creating an awareness among the people that education would ultimately lead to economic development and that it was therefore necessary to invest in education for economic progress. She also felt that a new administrative culture and supervisory technique needed to be inculcated in education to improve efficiency. She felt that education should become a felt need so that children were automatically sent to schools. She also pleaded for removal of educational disparities. To attract children belonging to SCs and STs and girls, education should be made relevant to the context of the child. She also referred to the recommendation for introduction of open education at the post-literacy level. Referring to the recommendations of the

CABE Committee on Decentralised Management of Education she requested the Chief Ministers to take early action for implementation of the report.

9. **Shri Sharadchandra Pawar, Chief Minister, Maharashtra**, in his address, briefly narrated major achievements of the State in education. He said that a primary school is available within a radius of one and a half kilometre for a population of 200. He was confident that the state will achieve total literacy in the next three years. Total Literacy Campaigns (TLCs) had been completed in 7 districts and were going on in 8 districts. The state has set up a task force to prepare State Programme of Action. Shri Pawar suggested that we should focus on improving the quality of teachers to make the teaching and learning process more enjoyable and on starting incentives schemes for children who dropout on account of poverty. He mentioned that Maharashtra was providing attendance allowance to girls below poverty line and under the book-bank scheme 10,000 students had been provided books free of cost. He also said that programmes for ensuring greater participation of girls should receive priority at the national and state levels. Stating that the State is already spending 17 per cent of the total plan and non-plan budget on school education, he requested for more financial assistance from the Centre, Referring to the proposal for introducing education cess, he said that Maharashtra had already introduced such a cess on irrigated crop, but the income from the cess is not much. He, however, had no objection to a uniform education cess if other Chief Ministers (CMs) agreed. He also said that while many sectors have been opened to private investment, thus making more governmental finances available for social sectors, roads and telecommunication have not yet been opened to private business. He urged that early step be taken in this regard so that more resources could be provided to education sector. Contributions from the community also need to be encouraged. In Maharashtra Village Education Committees (VEC) have been setup; which implement **Shaikshanik Uthav** scheme aiming at improving the physical amenities at the school with voluntary contribution in cash and kind. While welcoming the recommendations of the NDC Committee on Literacy and CABE Committee on Decentralised Management of Education, Shri Pawar urged the Central Government to take steps to implement Committee's directives by evolving definite schemes which would help the States achieve the UEE by 2000 AD. The text of Shri Pawar's speech is at **Annexure-V**.

10. **Shri Lalu Prasad, Chief Minister, Bihar** addressing the Conference said that his government had already initiated the process of implementing the recommendations of the NDC Committee on Literacy. Recounting some of the measures taken by the State Government for achieving EFA, he said that one rupee per day was given as stipend to motivate Scheduled Caste students to come to school; textbooks were being made available to all students on 50 per cent subsidy and construction of school buildings was being taken up in urban slums and other localities of weaker sections on priority basis. He also gave the salient features of the Charvaha Vidyalayas

scheme launched by the State Government for children engaged in tending cattle or in agricultural operations. He said that the resource requirements for salary of teachers alone for universalisation of elementary education in the State was Rs. 2600 crore and requested central assistance for this. He also mentioned that the unemployed youth would be engaged in non-formal education. While admitted that Bihar was lagging behind in implementation of Operation Blackboard (OB), he mentioned that the State Government had already proposed the fourth phase of OB. He also requested for central assistance for construction of school buildings. Shri Laloo Prasad requested for approval of the Government of India for the State Government's proposal for reorganisation of 530 basic schools in the State. He also mentioned that the Bihar Education Project was under implementation in seven districts and that it would be extended to seven more districts in the next year. Elucidating the measures taken by the State Government to implement the recommendations of the CABE Committee on Decentralised Management of Education, Shri Laloo Prasad said that Village Education Committees had already been constituted; and that Bihar Panchayati Raj Act, 1993 had been passed. Under the Act, management of primary and secondary schools had been delegated to Panchayati Raj bodies. Referring to the Education for All Summit, Shri Laloo Prasad said that the State Government had launched a comprehensive enrolment drive throughout the State from 26th January, 1994. Shri Laloo Prasad mentioned that in accordance with the recommendations of the Yashpal Committee, the State Government had reduced the number of examination papers from 15 with total marks of 1050 to 9 with 900 marks in the secondary school examinations. The State Government had also paid special attention towards orientation programme on environmental and vocational education. The proposal for extending the orientation programme on environmental education to four more districts was under submission to the Central Government. He also referred to the proposal of the State Government for opening Navodaya Vidyalayas in all the districts in the State. He concluded his speech with an appeal for special financial assistance from the Central Government. The text of Shri Laloo Prasad's speech is at **Annexure-VI**.

11. **Shri Mulayam Singh Yadav, Chief Minister, Uttar Pradesh** conveyed his gratitude to the HRM for accepting his invitation to inaugurate the Education for All programme in the state and hoped that a date would be fixed soon for the same. Speaking on the agenda items he said that to achieve universal literacy, Government of Uttar Pradesh had prepared a plan for a literacy force, which would consist of college and university students. The entire state would be made literate within three years. He welcomed the announcement that allocation for education would be raised to six per cent of GNP. Referring to the scrapping of Anti-copying Act in Uttar Pradesh, Shri Yadav said that he was totally against copying in exams; only that he did not share the view that students are criminals. He said that the issue of copying ought to be considered not in isolation but keeping in view educational facilities, teaching standards, etc. Uttar Pradesh Government has set up a Com-

mittee under the chairmanship of Shri Hari Krishan Awasti, former Vice-Chancellor of Lucknow University to look into this matter and the committee had submitted its interim report on 14th February. The State Government, thus, was taking all steps to stop copying. He also said that Uttar Pradesh had about 10,700 habitations which did not have primary schools and about 2000 habitations which required upper primary schools. He requested for central assistance for providing these facilities. He felt that the proposal to levy education cess was not practical. He suggested that the expenditure on literacy programmes should be shared between centre and state governments in the ratio of 90 : 10. The circulated text of Shri Yadav's address is at **Annexure-VII**.

12. **Dr. J. Jayalalitha, Chief Minister, Tamil Nadu** said that in the past the commitment of the Government and society to EFA had not been as strong as it should have been and, therefore, she welcomed the present initiative in holding the conference of Chief Ministers on the subject. She mentioned that Tamil Nadu had initiated a new legislation to make elementary education compulsory. It had also launched an innovative 15 point programme for the child which is a comprehensive plan of action including education for child and women literacy. She, however, sought more central support to State Governments. She also said that Tamil Nadu had adopted holistic approach covering education, health and welfare in the programmes for EFA. She also mentioned that the entire State would be covered by comprehensive programme of Early Childhood Care and Education during the current year. Puratchithalaivar MGR Nutritious Noon Meal Programme of Tamil Nadu covers all the school going children from 6—14 years. An element of education is also added to the programme. The State also propose to launch from this year a special programme to link the ECCE system with the primary school system. Dr. Jayalalitha mentioned that the State had already ensured one primary school for every 500 population within a distance of one kilometre. To reduce dropout, a new multi-pronged programme consisting of an attractive package of incentives including free mid-day meals, free textbooks, free bus travel, free uniforms and free footwear is proposed to be launched. To improve girls' education, an innovative girl child support scheme under which financial support is given to girls throughout their schooling years has already been launched. Dr. Jayalalitha also assured that by the year 1994-95 there would be no single-teacher school in Tamil Nadu. The State Government was also implementing a scheme of appointing only women teachers upto standard V. In Tamil Nadu, primary school teachers are associated with textbook preparation. She also said that mother-teacher councils had been found in all the primary schools in Tamil Nadu. Tamil Nadu had also launched a massive programme to improve qualitative aspects of school system. This includes introduction of minimum levels of learning, teacher training and orientation, comprehensive review of curriculum and textbooks, etc. While welcoming efforts of voluntary agencies in the promotion of education, Dr. Jayalalitha said that State Governments should be involved in financing, monitoring and evaluating the work of voluntary agencies. She also

pleaded for allowing more flexibility to the States in implementing state-specific strategies in primary education. She said that centre should assist the States to create a good management team at the state level but leave it to the states to devise detailed implementation plans. She also suggested that the time allotted by All India Radio and Doordarshan for educational programmes be placed at the disposal of the State Governments. She also referred to Tamil Nadu's proposal for a comprehensive state project and requested for early clearance of the proposal. Referring to the report of the C.A.B.E. Committee on Decentralised Management of Education, she said that Tamil Nadu would be bringing forward new legislation in this regard very soon. She also said that the Panchayati Raj functionaries needed to be trained in modern management techniques. She also suggested that a specific reference should be made to the Tenth Finance Commission to take note of the basic requirements of elementary education in its recommendations. She said that in Tamil Nadu the Panchayat Unions had been permitted to levy a surcharge on land revenue for education. She did not support the proposal to levy an education cess as she felt that the return would not be commensurate with the cost of collection and as it would put a heavy burden on the rural people. She, however, felt that perhaps in the urban areas it would be possible to levy an education cess. The circulated text of Dr. Jayalalitha's speech is at **Annexure-VIII**.

13. Shri Bhairon Singh Shekhawat, Chief Minister, Rajasthan welcomed the initiative taken by the Prime Minister in calling a meeting on EFA. He said that it was the responsibility of every government to ensure availability of provisions for primary education. While Rajasthan had many handicaps, he expressed confidence that the State would achieve EFA by 2000 AD. In this context, he referred to some of the programmes already launched by the State Government. He said that Rajasthan had decentralised education to Panchayat level more than 30 years ago. To look into various aspects of the recommendations of the C.A.B.E. Committee on Decentralised Management of Education, Rajasthan had set up a sub-committee. He wanted a sub-committee of C.A.B.E. to look into the resource aspects of decentralisation. He also said that Free and Compulsory Primary Education Act was passed by the State in 1964. He also gave brief details of the *Lok Jumbish* and *Shiksha Karmi* projects, under implementation in Rajasthan. Specifically about Lok Jumbish project he said that the expenditure pattern of the project should continue to be the same. He also mentioned that the TLCs would be started in 15 districts by next year. Some of the programmes that would be undertaken by the State in 1994-95 for UEE were opening primary schools in every habitation with a population of 150 or more in the backward region and habitations of 200 or more in all regions; free distribution of textbooks and teaching-learning material to students in classes I—V; appointment of a second teacher in all single-teacher schools and efforts to

reduce the ratio of primary schools to upper-primary schools from 4 : 1 to 3 : 1. He also pleaded for steps on a war footing to eradicate illiteracy in the educationally backward states. In this regard, he suggested setting up of a committee of education ministers of nine educationally backward states. He suggested that non-formal education should be improved and made more effective. He also suggested that in regions where the number of working children are more, the responsibility for giving them primary education should be entrusted to the legislators. Shri Shekhawat felt that literacy could be made a prerequisite for availing of certain economic benefits including employment. He also made a plea that the educationally backward states should be given special assistance by the centre. On the proposal to levy education cess he said that a consensual decision may be taken after examining all aspects of the proposal. The text of Shri Shekhawat's speech is at **Annexure-IX**.

14. Shri Digvijay Singh, Chief Minister, Madhya Pradesh said that his government had, within 20 days of taking office, passed the Panchayati Raj Act. State Government proposes to transfer all government primary and middle schools as well as non-formal education centres to the local bodies. The Panchayats would be encouraged to construct primary schools on a priority basis. He informed the conference that on 4th January the State launched the Rajiv Gandhi Prathamik Shiksha Mission in 19 selected districts. An innovative teacher empowerment programme called *Shikshak Samakhya* had been started in few districts with UNICEF support. To tackle the problem of child labour, an innovative programme called Food for Education would be started next year. The State Government also intended to set up an effective open school system. Revision of curricula with a view to inculcating the values of communal harmony, equity and good citizenship was another priority area. The State Government intended to accord higher priority to vocationalisation of education. The TLCs have already covered 26 districts and projects for seven more districts are under preparation. Efforts are also being made to achieve maximum convergence between literacy programmes and ICDS. Primary education and adult education are proposed to be brought under the same department for achieving maximum synergies. The State Government also propose to encourage more involvement by NGOs in education. Shri Singh lamented the low level of learning achievement by students in Madhya Pradesh. The text of Shri Digvijay Singh's speech is at **Annexure-X**.

15. In his address Shri Gegong Apang, Chief Minister, Arunachal Pradesh mentioned that the immediate priority areas were UEE, reduction of illiteracy and promotion of education of girls. Arunachal Pradesh was trying to bring in coherence in the overall administrative structure of education. He supported the NDC Committee view point that there should be closer linkage between the national, state and district level structures concerned with adult education. Arunachal Pradesh was adopting the

Committee's approach in adult education with close monitoring at district and state levels. He welcomed the suggestion for constitution of a State Executive Committee of National Literacy Mission and involvement of elected representatives in the preparation of action plans. He also supported the concept of an integrated delivery system in education. He appreciated the commitment of the Prime Minister to spend a sizable sum every year on education. He expressed his agreement with them like resource mobilization, people's participation and decentralisation of education. The State Programme of Action was expected to be finalised in the next couple of months or so. He pointed out that the existing situation in education in Arunachal Pradesh is problematic in the matter of achieving quality of education. The State required qualified teachers and for providing incentives to them Central assistance was needed. He pleaded for merit-linked promotion policy and also for a better designed appraisal system for teachers. He also wanted a fresh look on the reservation policy in the recruitment of teachers. He also mentioned that every school should have a strong cultural unit with enough infra-structural backup. He requested for more Central assistance for programmes for the dropouts. He also impressed the need for intensive population education system. The text of Shri Gegong Apang's speech is at Annexure-XI.

16. **Shri Hiteshwar Saikia, Chief Minister, Assam** in his address welcomed the announcement of Prime Minister to increase the allocation for education to six per cent of GNP and said that investment in education was the best form of investment in human resource development. He endorsed the recommendations of NDC Committee on Literacy. He said that because of the special programmes launched for the education of SCs and STs, their level of education is fairly good in Assam. Special efforts are being undertaken by the State Government to improve the educational level of low literacy population groups. He also said that because of law and order problem Assam could not launch TLC programmes earlier but have started implementing TLCs now that the law and order situation has improved. About 94 per cent of the villages in Assam now have a primary school within a distance of one kilometre. Referring to the recommendations of CAGE Committee on Decentralised Management of Education he said that necessary steps for decentralisation of management of elementary and secondary education would be taken shortly. He agreed with the recommendation that education should be a participatory process. He, however, cautioned about the process of delegating powers to the local bodies. He said that the two new central universities and IITs sanctioned in Assam would start functioning from next academic year.

17. **Shri Bhajan Lal, Chief Minister, Haryana** in his address expressed confidence that the target of EFA by 2000 AD would be achieved. He presented the progress achieved by Haryana in the various

sectors of education. He said that the literacy rate had reached to 55.33 per cent and female literacy was 40.95 per cent and drop out rate at primary stage had come down to 19 per cent. Considerable progress had been achieved in providing access to education with only about 100 habitations not having facilities for primary education and approximately 70 per cent of the habitations having middle schools. Village Education Committees had been constituted and awards were given to panchayats for their outstanding performance in the enrolment drive. A separate Primary Education Directorate had been formed and a State level high powered coordination committee constituted to monitor literacy programmes. To improve retention and encourage girls free stationery and textbooks had been provided to students from weaker sections and free uniforms to girl students besides provision of stipend and scholarships, 60 per cent of posts of primary school teachers reserved for women, 100 new primary schools have been established exclusively for girls and girls are given attendance prizes and education is free for them upto graduation level. He said that 38-39 per cent of the education budget was spent on primary education and another 17 per cent on middle school education; TLC projects were being implemented in 8 districts and environment building programmes had been started in 8 other districts. He said that an open school proposed to be established by next year. A massive programme for repairing school buildings and construction of additional class rooms had been launched. Shri Bhajanlal agreed in principle to the proposal for decentralised management of education and said that the schools run by local bodies were provincialised in 1957. The state also proposed to enact further legislation in pursuance of the 73rd and 74th constitutional amendments. He did not support the setting up of Zila Parishads. On the Yashpal Committee, the State Government proposed to organise seminars. He said that the load of school bag needed to be reduced. Referring to the report of the Committee on Physical Education and Sports, Shri Bhajan Lal said that the recommendations regarding assignment of a daily period for sports, creation of sports fund, and charging of sports fee have already been implemented in the State. Similarly, in the middle, high and senior secondary schools in the State there was at least one trained teacher for physical education. He requested for additional funds, particularly for maintenance of school buildings. He pleaded for measures for stopping copying. This is to be done through awareness generation in the people. He also pleaded for implementation of the three-language formula. He said that this is essential for unity of the country. The text of Shri Bhajan Lal's speech is at Annexure-XII.

18. **Shri Madanlal Khurana, Chief Minister, Delhi** said that the city government has constituted a committee which would prepare an action plan for achieving total adult literacy within the next five years. The report of the committee is expected within the next two months. Non-governmental and voluntary organisations would be associated with the total

literacy programme. A major hurdle in Delhi's efforts to achieve total literacy is the substantial illiterate immigrants who flow in every year. The government has also prepared a plan for construction of building for all schools. A new scheme for giving stipend to SC/ST and Backward Classes students for higher education has also been prepared. Free bus travel passes will also be given to the SC, ST and poor backward students. He conveyed agreement in principle to the proposal for decentralisation of educational management. But Delhi's case is different from states and other UTs. Distance is not a major problem here. Stressing the importance of value education, Shri Khurana said that a committee on value education had also been set up which would give its report within a month. He said that his government intended to make value education compulsory. He assured that Delhi would fulfill the targets set for Education for All programmes. The text of Shri Khurana's address is at **Annexure-XIII**.

19. **Shri Surendra Nath, Administrator, Chandigarh**, said that percentage of literacy in Chandigarh is above 80%, and that Chandigarh completed total literacy programme in December, 1993. He also said that steps had been taken to lighten the burden of school children particularly at the pre-primary and nursery levels; the Administration is insisting that there shall be no books at that stage. Chandigarh already is spending a significant portion of its budget on education. An action plan has also been brought out to achieve the goals of education. Referring to the observation that national will is not merely political will, it involves social will also, Shri Surendra Nath said that we have to make education a people's movement. He also said that adult education programme should be pushed hard because when the adult gets educated he would ensure that his children get educated. He also pleaded for increasing the incentives for attracting children to school, like mid-day meals, attendance scholarships, prizes. He felt that a gentle compulsion through measures like making education/literacy a pre-condition for sanctioning a tube well or for giving employment would be welcome. Such packages of incentives or disincentives, however, should relate to the local conditions. He also suggested rewarding a village which achieves total literacy through hefty grants. Talking about decentralisation he insisted on the accountability of the teacher to the Panchayat. This would improve teacher performance. He said that the governmental funds at present going for economic activities should be diverted to social sectors. In this context he agreed with the view that to attract private investment the procedures needed to be simplified. He also felt that there was tremendous scope for commerce, trade, etc., to invest in education. He also pleaded for diversion of funds from higher education sector to elementary education. He suggested revision of fee structure at higher education stage. He felt that private initiative should be encouraged in higher professional education. He also said that measures may be taken through a Central legislation for improving the standards of university education.

20. **Addressing the Chief Ministers' Conference, Shri Veer Bhadra Singh, Chief Minister, Himachal Pradesh** said that the State had already initiated action for preparing the State Programme of Action. He also said that many of the recommendations of the NDC Committee on Literacy had been implemented by the State. Measures taken for UEE included opening 1100 additional primary schools in the interior, backward and tribal areas; incentives for reducing dropout rate by way of scholarships to the children belonging to IRDP families ranging from Rs. 150 per annum in primary schools to Rs. 1800 per annum in senior secondary schools; Scholarships in the tribal areas ranged from Rs. 8 to Rs. 15 per month; scholarships to SC/ST students; free textbooks to tribal children upto class X; free clothing to girl students at primary level in tribal areas; 217 hostels for students belonging to SC/ST and backward classes; and attendance scholarships. He also suggested setting up of free as well as paid hostels for girls. He requested the Government of India to provide assistance for additional 1100 primary schools in the State under the Operation Blackboard scheme. He also mentioned that the TLC was launched in the State in June 1992 and that the Campaign had reached an advanced stage. The TLC and PLC programmes in the State have graduated from a dependent to a self-guiding movement. He assured that Himachal Pradesh would become fully literate by June, 1995. The State Government also decided to evolve a pattern for revolution of supervisory powers to the Panchayati Raj institutions and local bodies for the management of elementary education and also for increasing community participation. Endorsing the three language formula he said that its implementation would promote national unity and integration. He also stressed the need for streamlining the university and higher education and also for rationalization of college and university fee structure. The text of Shri Vir Bhadra Singh is at **Annexure-XIV**.

21. **Dr. Wilfred D'Souza, Chief Minister, Goa** said that Goa had already achieved 100 per cent enrolment in primary schools. Primary education facilities were provided at a walking distance and over 90 per cent of primary schools have their own buildings. Upper Primary education was available within a radius of 3-5 kilometres. Fifty per cent of the higher secondary schools were covered under the programme of vocational education. Education upto higher secondary level is free in Goa. At present 100 Jan Shikshan Nilayams are functioning in the State. The action plan for TLCs had been approved in July 1993. The external evaluation of TLC was conducted in October 1993. State level Advisory Board of Adult Education has been formed. People's participation in school programme is ensured by establishing school committees and parent-teacher associations. Dr. D'Souza felt that the prevailing educational management structure, in which the Village School Committees play an active role, adequately takes into account the proper aspirations so far as the educational needs of the community were concerned. He also mentioned that State had already initiated debate on Prof. Yashpal Committee report. He also intimated that the State

Government had implemented most of the recommendations of the CABE Committee on Sports and Physical Education, but for lack of funds adequate infrastructure for sports could not be built up in most of the schools. He also felt that the recommendations to charge sports fee needed to be reviewed since education was free. The text of Dr. D' Souza Speech is at **Annexure XV**.

22. **Shri Salseng C. Marak, Chief Minister, Meghalaya**, in his address, highlighted the recent policy initiatives taken by the State which included re-structuring of elementary education. He said that 63 per cent of total habitations in Meghalaya were having primary schools within the habitation itself and 12 per cent within a walking distance of one kilometre; 50 per cent of the rural habitations were covered by upper primary school within three kilometres. He pointed out that EFA was basically a mass programme, depending on active support and participation of the community for success. He also said that 100 per cent of primary schools and 93 per cent of upper primary schools in Meghalaya were under private management. Referring to the report of the CABE Committee on Decentralised Management of Education, he said that the 73rd Constitutional Amendment Act did not apply to Meghalaya. In Meghalaya the autonomous district councils were looking after the primary schools. The Government had to temporarily take over the control and management of primary schools from the district councils in the early 1980s and is now contemplating to make the arrangement permanent. He, therefore, made it clear that the circumstances did not allow the State Government to implement the decentralised management structure of education in Meghalaya in line with provisions of the 73rd Constitutional Amendment Act. He expressed confidence that India would be able to achieve EFA by AD 2000. The text of Shri Marak's speech is at **Annexure XVI**.

23. **Shri S. C. Jamir, Chief Minister, Nagaland** said that the biggest hurdle in the way of educational development was lack of adequate resources particularly in the North-Eastern states. He also wanted an element of flexibility to be built into all educational programmes keeping in view the diversities. He said that while coverage at the primary stage was satisfactory in Nagaland, the quality of education was not so. While appreciating the special emphasis laid on education of STs in the EFA strategy, he said that the distinctive socio-cultural milieu and characteristics of the tribal communities needed to be taken into account. He also said that the state was preparing Plan of Action for primary and secondary education. However, the state would require financial assistance from the centre for implementing the plan. While welcoming the NDC Committee's recommendation on Operation Blackboard, Shri Jamir wanted the scheme to be extended to middle schools. He pleaded for revival of the scheme for supply of white printing paper for production of school textbooks. He did not support the proposal for relaxation of formal qualifications for appointment of primary school teachers. Talking about adult education, he said that the existing norm of one Jana Shikshan Nilayam for a population of 5000 villages was not workable in hilly states.

He suggested that for such states one Nilayam may be set up for villages within a 3 km radius irrespective of population size. He broadly agreed with the recommendations of the CABE Committee on Decentralized Management of Education, but decentralization should be a gradual process. The text of Shri Jamir's written speech is at **Annexure XVII**.

24. **Shri V. Vaithilingam, Chief Minister, Pondicherry** gave a brief account of the progress achieved by the Union Territory in EFA programmes. The UT has set up 530 Arivoli Contact and continuing Education Centres. The special focus of the PLC is on creation of awareness among women about their legal rights and on vocational training for women and youth. Referring to the concept of decentralised management of education he said that it may not be viable to transfer the education institutions to village panchayats at this stage. The Union Territory decided to experiment with the concept of reduced academic burden in 6 selected primary schools. The text of Shri Vaithilingam's speech is at **Annexure XVIII**.

25. **Lt. General V. K. Nayar, Governor, Manipur** generally endorsed the Reports of NDC Committee on Literacy and CABE Committee Decentralized Management of Education. He said that in Manipur, the Panchayati Raj system was existing in the valley and the autonomous hill district concept in the hilly areas. He said that the major problems in Manipur in education were the high dropout rate and the low literacy rate of women. Ten percent of the village do not have schools and about 27 per cent of 6-14 age group children are not in formal schools. He wanted special central assistance to renovate schools, etc., destroyed in the ethnic conflict. He also pleaded for extension of Border Area Development Programme to Manipur. He felt that decentralisation is not only to be in education but also in other developmental areas. Referring to the mismatch between education and labour market he said that a major thrust was required in the field of vocational training, which he felt could even begin at primary stage. He requested for early establishment of the Agricultural University sanctioned in the State. He wanted more ITIs to be set up in the State. The text of Gen. Nayar's address is at **Annexure-XIX**.

26. **Shri Achintya Ray, Minister-in-Charge of Primary and Secondary Education, West Bengal** briefly recounted the importance of literacy programmes in West Bengal. He said that all the districts in West Bengal would be covered under TLC during the Eighth Five Year Plan. He however, observed that while TLCs attracted wide participation of voluntary agencies, the thrust of volunteerism was not sustained at the PLC phase. He wanted JSNs and Adult High Schools run by Zilla Saksharata Samitis be also continued. He said that State Governments should be allowed to draw up their own programmes within the broad framework of the Government of India Policy. He also said that economic reform, land reform, etc., are closely linked with Education for All programmes. He also suggested that the media should be effectively employed in the EFA programmes and also that the banks should go forward with specific programmes to improve the assets of educational institutions. The

State Government agreed with the policy of decentralised management of education and said that West Bengal had a three-tier body at the district, block and village levels. He also felt that without effective land reforms, all the Panchayati Raj bodies would be controlled by the local vested interests. In West Bengal there are statutorily constituted educational bodies such as District Primary Education Council, State Primary Education Board, Secondary Education Board, Higher Education Council, etc. Members of these bodies are elected. The State Government was considering how Panchayats be linked with literacy and formal education in the light of the 73rd and 74th amendments to the Constitution. The text of the address is at **Annexure XX**.

27. **Dr. P. V. Ranga Rao, Minister, Andhra Pradesh** read out of the observations of Shri K. Vijaya Bhaskar Reddy, Chief Minister, Andhra Pradesh. He said that considering that the 11 States of Andhra Pradesh, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal accounted for more than 90 per cent of the country's illiterate population, these 11 States must be considered for special attention and that an EFA secretariat for these 11 States be set up so as to serve as a forum for constant exchange of information on the strategies and initiatives as well as to develop appropriate methodologies. He also said that the entire Andhra Pradesh was on the verge of being covered under the Total Literacy Campaigns (TLCs) and he requested that the TLC be continued in Ninth Plan on the same financial basis. Recounting the measures taken by the State Government towards UEE, he said that State Government intended to supply free textbooks to all children studying in classes I-V in Government and local body schools. The State Government was embarking on a programme of universal retention from the 2nd standard in the academic year 1994. Talking about decentralised management of education, he said that suitable legislation for Panchayati Raj had been introduced in the Legislative Assembly and that the State Government welcomed in principle the recommendations of the CABE Committee on Decentralised Management of Education. He strongly recommended that instead of levying a centralised education cess, it would be far more desirable to empower the VECs to levy and cultivate the Village Education Fund. He also expressed his agreement with the commitment to achieve the six per cent target of allocation for education. He hoped that the financial requirements for achieving EFA would be kept in view by the Tenth Finance Commission while working out the financial arrangements. He suggested constitution of a CABE Committee to deliberate upon financial requirements and to make necessary recommendations. He underlined the importance of mobilising resources for education from all sources, including financial institutions. Talking about the qualitative aspect of education, he said that Andhra Pradesh had initiated an exercise of involving teachers in writing textbooks and that the State was also focussing attention on teacher education. In this context, he referred to the Andhra Pradesh Primary Education Project and also mentioned that the State was looking forward to the DPEP. The written text of the address is at **Annexure XXI**.

28. **Shri E. T. Mohammed Basheer, Education Minister, Kerala** said that strategies to implement the Delhi Declaration should be drawn up. He mentioned that, in pursuance of the 73rd and 74th Constitution amendments, Kerala had delegated a wide variety of powers to the district and sub-district level officers and that the State Government intended to give more powers to the municipalities and panchayats. He requested for financial assistance from the Government of India for continuing the postliteracy programmes in the tribal areas and the coastal belt. While Kerala had achieved 100 per cent enrolment of children in the age group of 6-14 years, it was facing the problem of dropouts. Through the parent-teacher association community involvement was sought to be nurtured. All the DIETs were functional. The State Government fully endorsed the Yashpal Committee report; the report of the CABE Committee on Sports and physical Education and the report of the CABE Committee on Decentralised Management of Education. The text of the address is at **Annexure XXII**.

29. **Shri Prabhakar Rane, Minister of State for Adult Education, Karnataka** welcomed the announcement of the Prime Minister to allot 6 per cent GNP for education. He said that Karnataka had taken up a massive programme of providing at least one teacher and one class room per school by AD 2000. Special drives are made to ensure total enrolment at the primary stage. For enhancing quality of education, Project on Minimum Level of Learning is underway. He also referred to the Akshaya Scheme wherein textbooks, uniforms, etc. are distributed free of cost to all primary school children. The State has also privatized printing of textbooks. The state has taken measures to reduce the burden of curriculum. Through the DIETs the state hopes to train and orient all teachers. He also said that the project preparation under DPEP was at an advanced stage. He pleaded for provision for pre-project funding. He also suggested that the NFE component be taken on a campaign mode. He also said that decentralisation of education was the corner stone of state education policy. The state Panchayati Raj Act 1993 entrusted primary and secondary education to the Zilla Parishads. He also recounted the TLC programmes in Karnataka. He said that TLCs have created social and political awareness among people. He also said that implementation of all types of NFE including adult education should be through a single agency at the district level, the implementation of DPEP should be through the campaign mode and by the Zilla Saksharata Samiti (ZSS). The ZSS should be actively involved in all developmental programme at the grass roots levels and that the emphasis be shifted from mere provision of schooling facilities to that of provision of quality of education to all.

30. **Shri P. C. Ghadei, Minister (School and Mass Education), Orissa** stated that the State Government broadly agreed with the recommendations of the NDC Committee on Literacy and CABE Committee on Decentralised Management of Education and the FFA proposals. While the State Government had already

started implementation of these recommendations and proposals, it was facing resource crunch and, therefore, he requested for adequate central assistance and expeditious clearance of externally aided projects. He pointed out that the South Orissa Education Project was awaiting the clearance of the Government of India. He also mentioned that the preparation of State Programme of Action was in the final stage. Referring to the TLC Programmes and NFE programmes in the State, he said that NGOs would function better if the state had some control over their functioning. He also mentioned that the State Government had constituted a task force to prepare an action plan to achieve EFA goals and the report of the task force was expected by the end of February 1994. The EFA cell for monitoring UEE had already been set up in the State in October 1993. He also mentioned that the State Government had organised conventions and seminars to sensitise and motivate educational functionaries about the efforts towards EFA. Referring to the CABE Committee on Decentralised Management of Education, Shri Ghadei said that the process of decentralisation of management should be gradual and taken up in a phased manner. He said that the past experiment in Orissa in decentralised management with urban local bodies was not very successful. He also mentioned that at the primary school level there had been considerable decentralisation in Orissa. On the proposal to levy education cess, he said that most of the people live below poverty line and cannot afford to pay any cess. The text of the speech is at **Annexure XXIII**.

31. **Shri K. N. Upreti, Minister of Education, Sikkim** expressed the hope that the measures suggested for achieving EFA would achieve the objective. He briefly recounted the various measures like provision of schools, incentives, etc., taken by the State Government in this regard. He, however, asked for special dispensation for the hilly states in the allocation of funds. He also pleaded that the additional plan funds should be made available to States specifically for meeting expenditure on items covered under EFA. The text of the address is at **Annexure XXIV**.

32. **Shri Anil Sarkar, Education Minister, Tripura** mentioned that all the agenda items were basically about one theme, namely, universalisation of elementary education. He observed that to achieve EFA by 2000 AD we have to allocate at least 10 per cent of the budget each year to the education sector and out of that at least 50 per cent should flow to elementary education. He supported the idea of decentralised management of education, but said that decentralisation should be done cautiously and gradually. While appreciating the sanctioning of the TLC project in North Tripura District, he requested for early sanction of the projects for South and West Tripura Districts. He also said that the State Government had decided to launch TIC in the entire state on 21st February, 1994 with the objective of making the state totally literate by December 1996. The text of the address is at **Annexure XXV**.

33. The circulated statements of **Late Shri Chimanbhai Patel, Chief Minister of Gujarat, Shri Lal Thanawla, Chief Minister of Mizoram and Shri A. Mohandas Moses, Adviser to Governor of Jammu Kashmir** are appended at **Annexure XXVI, XXVII and XXVIII** respectively.

34. In his response to the discussion, **Shri Arjun Singh** said that the meeting had underlined very decisively not only the concern of the Prime Minister but also his commitment to make EFA a reality by the turn of the century. He said that with the signing of the Delhi Declaration we have earnestly taken the pledge to achieve EFA and all obstacles in the way would be resolved. He said that the education cess could be imposed on any tax or land and the mode could be decided later after consultation with all. He sought PM's directive on the demand for special focus on the four northern states. Shri Arjun Singh said that decentralisation has now become a constitutional requirement. He also requested PM to consider the suggestions made by the CMs that the 10th Finance Commission should take note of the requirements of the States in the education sector. Expressing his happiness over the statements by the PM and the Dy. Chairman, Planning Commission on resources for education, Shri Arjun Singh said that now there is a certainty that 6% of GNP for education would be a reality in the 9th Plan.

35. In his closing remarks the **Prime Minister** said that the Chief Ministers having now agreed on the objectives of Education for All, it was essential that they work out the modalities by dividing the task into actionable components and start implementing them. He said that as time passed the task of EFA was becoming more difficult; it is now two and a half times more difficult than it was in 1950, but we need not go by percentages.

36. The **Prime Minister** said that special programmes may be devised for the four or five high population and low literacy states. The PM observed that though individual excellence is very much there in these states, when you take the community as a whole they lag behind. Solutions have to be devised keeping in view the peculiar problems of the states. He highlighted the importance of microplanning in this task. He said that we should also look into the reasons for the Community Development Programme which started on a very promising note going away.

37. The **Prime Minister** also emphasised the need for integrating education with programmes in the areas of health, women and child development so that the benefits of programmes in one sector flow into programmes in the other sectors. A holistic approach is essential so that the political and administrative structure at the Centre, State and lower levels are developed and integrated. He wanted the Planning Commission to look into this aspect.

38. The **Prime Minister** pointed out that the 6 per cent allocation would be for the entire educational structure. It was not only for primary education but

also for higher education and technical education. These are all integrated parts. Literacy is not the end of the process it is the beginning. Starting with literacy we must fan into other areas. He wanted the whole system of education so organised that the evaluation of a child is done in a scientific way. receives the requisite thrust. He said that all efforts are to be made to address the weakest and poorest with a view to bring them into the mainstream of Education for All and it should be a programme of education for achieving social justice.

39. The Prime Minister described the meeting as the 'beginning of a new story' in providing a perspective of educational development for the country for the next decade or so. He said that this would be the beginning of the formation of a 'virtuous circle' as opposed to the 'vicious circle' of illiteracy, ignorance and poverty. He directed the Deputy Chairman of the Planning Commission that while working on the Ninth Five Year Plan, efforts should be made to integrate programmes which have linkages with each other so that the totality of human resource development

40. **Km. Selja, Deputy Minister for Education and Culture** proposed the vote of thanks. She said that it was gratifying to find that there was a general consensus that education for all should be given the highest priority and that more resources should be allocated for education. She also appreciated the keen interest evinced by the Chief Ministers in having periodic monitoring of EFA programmes. She also said that the Conference had shown that education had come to the centre stage of developmental process in India. She thanked all participants and the Prime Minister.

ANNEXURE-I

LIST OF PARTICIPANTS IN THE CONFERENCE OF CHIEF MINISTERS HELD ON 15TH FEBRUARY 1994 IN NEW DELHI

1. **Shri P. V. Narasimha Rao**
Prime Minister
2. **Shri Arjun Singh**
Minister of Human Resource Development
3. **Shri Pranab Mukherjee**
Deputy Chairman
Planning Commission
4. **Smt. Sheela Kaul**
Minister of Urban Development
5. **Shri Rameshwar Thakur**
Minister of State for
Rural Development
6. **Shri Bhuvnesh Chaturvedi**
Minister of State in PMO
7. **Shri Mukul Wasnik**
Minister of State for Youth Affairs
& Sports
8. **Dr. (Smt.) Chitra Naik**
Member
Planning Commission
9. **Km. Selja**
Deputy Minister for Education & Culture
9. **Lt. General V. K. Nayar (Retd)**
Governor
Manipur.
10. **Shri S. C. Marak**
Chief Minister
Meghalaya.
11. **Shri Lal Thanhawla**
Chief Minister
Mizoram.
12. **Shri S. C. Jamir**
Chief Minister
Nagaland.
13. **Shri Beant Singh**
Chief Minister
Punjab.
14. **Shri Bhairon Singh Shekhawati**
Chief Minister
Rajasthan.
15. **Dr. J. Jayalalitha**
Chief Minister
Tamil Nadu.
16. **Shri Mulayam Singh Yadav**
Chief Minister
Uttar Pradesh.

CHIEF MINISTERS

1. **Shri Hiteshwar Saikia**
Chief Minister
Assam.
2. **Shri Gegong Apang**
Chief Minister
Arunachal Pradesh.
3. **Shri Lalu Prasad**
Chief Minister
Bihar.
4. **Dr. Wilfred De Souza**
Chief Minister
Goa.
5. **Shri Bhajan Lal**
Chief Minister
Haryana.
6. **Shri Vir Bhadra Singh**
Chief Minister
Himachal Pradesh.
7. **Shri Digvijay Singh**
Chief Minister
Madhya Pradesh.
8. **Shri Sharad Pawar**
Chief Minister
Maharashtra.

17. **Shri Madan Lal Khurana**
Chief Minister
Delhi.
18. **Shri Surendra Nath**
Administrator
Chandigarh.
19. **Shri K. S. Baidwan**
Administrator
Dadra & Nagar Haveli.
20. **Shri V. Vaithilingam**
Chief Minister
Pondicherry.

MINISTERS OF EDUCATION

1. **Dr. P. V. Ranga Rao**
Minister for Education
Andhra Pradesh.
2. **Shri R. K. Khrimay**
Minister for Education,
Science & Technology
Arunachal Pradesh.
3. **Shri Golak Rajbanshi**
Minister for Education
Assam.

4. **Shri Ram Chander Purvey**
Minister for HRD
Bihar.
5. **Shri Narharibhai Amin**
Minister for Education
Gujarat.
6. **Shri Phool Chand Mullana**
Minister for Education
Haryana.
7. **Shri A. Mohan Das Mosses**
Advisor to Governor,
Jammu & Kashmir.
8. **Smt. Nagamma Keshava Murthy**
Minister for Education
Karnataka.
9. **Shri Prabhakar Rane**
Minister of State for
Adult Education
Karnataka.
10. **Shri E. T. Mohd. Basher**
Minister for Education
Kerala.
11. **Shri Mahendra Singh**
Education Minister
Madhya Pradesh.
12. **Shri Sadashiv Rao**
MOS for School Education
Maharashtra.
13. **Shri Salim Zakaria**
Minister for School Education
Maharashtra.
14. **Dr. H. Lamin**
Education Minister
Meghalaya.
15. **Shri Zosiama Pachuau**
Education Minister
Mizoram.
16. **Shri P. C. Ghadei**
Minister of Education (Mass & School Edu-
cation)
Orissa.
17. **Shri Lalit Kishore Chaturvedi**
Minister for Higher Education
Rajasthan.
18. **Shri Gulab Chand Kataria**
Minister for Primary & Secondary Education
Rajasthan.
19. **Shri K. N. Upreti**
Minister of Education
Sikkim.
20. **Prof. K. Ponnusamy**
Education Minister
Tamil Nadu.

21. **Dr. Masood Ahmed**
Education Minister
Uttar Pradesh.
22. **Smt. Anju Kar**
Minister of State Mass Education
West Bengal.
23. **Shri Achintya Ray**
Minister of Education (Primary & Secondary)
West Bengal.
24. **Shri Sahib Singh Verma**
Minister of Education
Delhi.
25. **Shri A. Gandhiraj**
Education Minister
Pondicherry.

HEADS OF RESOURCE ORGANISATIONS

1. **Prof. G. Ram Reddy**
Chairman
UGC.
2. **Prof. S. K. Khanna**
Chairman
AICTE.
3. **Shri A. K. Sharma**
Director
NCERT.
4. **Prof. M. Mukhopadhyaya**
Chairman
National Open School.
5. **Ms. Neeru Nanda**
Director
NVS.

GOVERNMENT OF INDIA OFFICERS

CABINET SECRETARIAT

1. **Shri Zaffar Saifullah**
Cabinet Secretary.

PRIME MINISTER'S OFFICE

1. **Shri A. N. Verma**
Principal Secretary to Prime Minister.
2. **Shri Prabhat C. Chaturvedi**
Director, PMO.

OFFICERS OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(DEPARTMENT OF EDUCATION)

1. **Shri S. V. Giri**
Education Secretary.
2. **Shri Y. N. Chaturvedi**
Additional Secretary.
3. **Dr. R. V. Vaidyanatha Ayyar**
Joint Secretary (DPEP).

4. Shri P. Thakur
Joint Secretary (S).
5. Dr. J. S. Rajput
JEA (EE).
6. Shri Sudeep Banerjee
Joint Secretary (AE).
7. Shri S. D. Awale
JEA (T).
8. Ms. S. Chauhan
FA.
9. Shri Deepak Gupta
Joint Secretary (A&P).
9. Shri S. D. Sharma
Secretary Education
Gujarat.
10. Shri M. C. Gupta
Chief Secretary
Haryana.
11. Mrs. Anuradha Gupta
Director, Secondary Education
Haryana.
12. Shri P. S. Negi
Finance-cum-Education Secretary
Himachal Pradesh.
13. Shri S. K. Das
Secretary to Chief Minister
Karnataka.

OTHER MINISTERS/DEPARTMENTS

1. Shri B. N. Yugandhar
Secretary
Department of Rural Development.
2. Shri B. N. Bhagwat
Secretary
Department of Youth Affairs & Sports.
3. Dr. P. C. Rao
Secretary
Department of Legal Affairs
4. Shri R. C. Tripathi
Adviser
Planning Commission.
5. Dr. (Smt.) Sarla Gopalan
Adviser
Planning Commission.
14. Shri K. M. Ponnappa
Education Secretary-II.
Karnataka.
15. Shri Sudhakar Rao
Commissioner of Public Instructions
Karnataka.
16. Shri Lukose Walatharai
Director, Mass Education
Karnataka.
17. Shri K. K. Vijay Kumar
Education Secretary
Kerala.
18. Shri H. Mishra
Secretary Education
Madhya Pradesh.

STATE GOVERNMENT OFFICERS

1. Dr. J. S. Sarma
Secretary Education
Andhra Pradesh.
2. Shri K. S. Sarma
Secretary Planning & Finance
Andhra Pradesh.
3. Shri A. K. Paitandy
Secretary Education
Arunachal Pradesh.
4. Shri M. Sen
Joint Secretary to Chief Minister
Arunachal Pradesh.
5. Shri D. K. Barthakur
Education Secretary (Higher Education)
Assam.
6. Shri R. C. A. Jain
Secretary, HRD
Bihar.
7. Shri V. H. Pachnao
Education Secretary
Goa.
8. Shri G. Subba Rao
Principal Secretary to Chief Minister
Gujarat.
19. Smt. Anita Das,
Secretary
Social Welfare (Adult Education)
Madhya Pradesh.
20. Shri K. M. Acharya
Commissioner
Public Instructions
Madhya Pradesh.
21. Shri R. Gopalakrishnan
Addl. Secy. to Chief Minister
Madhya Pradesh.
22. Smt. Kumud Bansal
Secretary Education
Maharashtra.
23. Shri G. P. Wahlang
Secretary Education
Meghalaya.
24. Shri L. Roy
Director of Public Instructions
Meghalaya.
25. Shri T. P. Khaund
Resident Commissioner
Mizoram.
26. Shri Raghu Menon
Spl. Secretary to Chief Minister
Nagaland.

27. Shri R. S. Pandey
Resident Commissioner
Nagaland, New Delhi.
28. Shri D. N. Padhi
Commissioner-cum-Secretary
School & Mass Education
Orissa.
29. Shri S. K. Tuteja
Secretary
Punjab.
30. Shri J. S. Maini
Principal Secretary to Chief Minister
Punjab.
31. Shri M. L. Mehta
Chief Secretary
Rajasthan.
32. Shri Abhimanyu Singh
Secretary (Primary & Secondary Education)
Rajasthan.
33. Shri Sunil Arora
Secretary to Chief Minister
Rajasthan.
34. Shri S. W. Tenzing
Education Secretary
Sikkim.
35. Shri M. C. Mathur
OSD to Chief Minister
Sikkim.
36. Shri T. V. Venkataraman
Chief Secretary
Tamil Nadu.
37. Smt. Jayanthi
Education Secretary
Tamil Nadu.
38. Shri N. Narayanan
Secretary (Finance)
Tamil Nadu.
39. Shri P. Kolandaivelu
Special Representative to
Govt. of Tamil Nadu at New Delhi.
40. Shri R. Vasadarajulu
Secretary to Chief Minister
Tamil Nadu.
41. Shri Th. Jawahar Babu
Dy. Secy. to Chief Minister
Tamil Nadu.
42. Shri S. R. Debnath
Director of School Education
Tripura.
43. Shri R. C. Poddar
Dy. Resident Commissioner
Tripura.
44. Shri Jitendra Choudhary
MOS Primary Education & Sports
Tripura.
45. Shri P. C. Sharma
Principal Secretary
Basic & Adult Education
Uttar Pradesh.
46. Shri P. L. Punia
Secretary to Chief Minister
Uttar Pradesh.
47. Shri M. A. Siddiqui
Joint Secretary to
Chief Minister
Uttar Pradesh.
48. Mrs. B. Prasad
Resident Commissioner
Andaman & Nicobar Island.
49. Shri A. N. Talwar
Education Secretary
Chandigarh.
50. Smt. Kuldip Kaur
Director of Public Instructions
Chandigarh.
51. Shri Manish Gupta
Dy. Collector
Dadra & Nagar Haveli.
52. Shri V. B. Sharma
Liaison Officer
Dadra & Nagar Haveli.
53. Shri M. K. Bezboruah
Education Secretary
Delhi.
54. Shri Shakti Sinha
Director of Education
Delhi.
55. Shri B. V. Selvaraj
Education Secretary
Pondicherry.
56. Shri M. Duraisamy
Private Secretary to the
Chief Minister
Pondicherry.

**SUMMARY OF DISCUSSIONS AT CHIEF MINISTERS' CONFERENCE
ON EDUCATION FOR ALL**

1. There was complete unanimity at the Conference that EFA should be placed high in the country's developmental agenda. Welcoming the announcement of the Prime Minister to enhance the outlay on education to six per cent of the national income from Ninth Plan, the Chief Ministers agreed to supplement the efforts of the Central Government in the mobilization of resources and to accord higher priority to primary and adult education in State Plans.

2. It was felt that apart from budgetary resources there was considerable scope for harnessing community resources and private initiative. There was broad agreement that education cess can be a means of raising resources by both the Centre and the States and that it should be ensured that the proceeds of the cess are earmarked for educational development. It was suggested that the Tenth Finance Commission should take note of the basic requirements of elementary education and that the exemption under Income Tax for donations to the universities and institutions of national importance should be extended to elementary education.

3. It was also agreed that alongwith higher allocation of resources it was necessary to ensure better utilization of resources through effective implementation and monitoring of programmes in their States. The Chief Ministers would periodically review the progress in this area so that the right signals are sent all over the State about the high priority attached to EFA and management of educational services and programmes more effectively.

4. The need to enlist the cooperation of NGOs, teachers' unions and socially conscious individuals came out very clearly in the discussions. The shared perception was that without proper decentralisation of educational administration and greater community

participation, universalisation of elementary education (UEE) cannot be achieved. The school should be an important social organisation once again as it used to be.

5. The Chief Ministers felt that the Seventy-third and Seventy-fourth Constitutional amendments provide an opportunity to decentralised educational administration within the time span provided by the amendments. The recommendations of the CABE Committee on Decentralisation were endorsed and it was decided to appropriately implement the recommendations while enacting the State legislations to follow the Constitutional amendments and framing the subordinate legislation in a time bound manner.

6. The Chief Ministers were of the view that apart from legislative measures, it was necessary to orient the members of the decentralised structures so that they can fulfil the responsibilities vested in them.

7. The Chief Ministers also agreed that special efforts would be made to promote convergence of primary education and related services like Early Childhood Care and Education (ECCE), ICDS, school health and nutrition. It was felt that apart from improving efficiency such a convergence would promote enrolment and reduction of drop outs.

8. It was felt that specific efforts are needed in educationally backward States like Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and Andhra Pradesh. The programmes in these States would be periodically reviewed by a group of Chief Ministers with a view to sustaining the tempo and achieving synergies in implementing the programmes in the related fields of education, health, women and child development and nutrition.

WELCOME ADDRESS OF SHRI ARJUN SINGH, UNION MINISTER OF HUMAN RESOURCE DEVELOPMENT AT THE CHIEF MINISTERS' CONFERENCE ON FEBRUARY 15, 1994 AT PARLIAMENT HOUSE ANNEXE, NEW DELHI

I have great pleasure in welcoming you all to this Conference of Chief Ministers. It has been many years since a Conference of Chief Ministers was convened to exclusively consider issues relating to Education. It is but appropriate that this meeting is being held immediately after the first ever Education for All Summit of nine high population countries. Some of you were kind enough to participate in the Summit which adopted a declaration and also formulated a framework for action to achieve Education for All by the turn of the century. This Conference today is a first step in giving a meaning and direction to that effort.

Literacy has been an area of concern for us right from the days of the freedom struggle. This concern has been reflected in the Constitution which directs the state to ensure free and compulsory education to all children within a period of ten years. Unfortunately, we have not yet been able to fulfil this directive. While there are several reasons for this the time has now come for us to address ourselves to this issue in right earnest. A strong commitment needs to be made by all. Although India's efforts in recent years on the basic education and literacy front have come in for much international appreciation, it will be our success in achieving total literacy that will define the contours of our future development in the twenty-first century.

A look at the total literacy profile of the country shows clearly that the high population States of Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan and Andhra Pradesh also have lower literacy rates. It is also unfortunate that these very States have not been able to mount literacy and elementary education programme as effectively as the others. These States have more than one crore illiterates in the age-group of 15—35. The coverage in the total literacy campaign in the first four States is about 16 to 17%. Andhra Pradesh has a substantial coverage in TLCs but its overall size of illiterates is very large. We may perhaps consider constituting a group of the Chief Ministers of these States which could meet periodically and take appropriate initiatives in coordination.

In addition to this, there are some points of action for all States. The State level Mission Authorities under the Chief Ministers should be constituted and meet atleast once in a quarter. There is also a need for coordinated delivery of Elementary Education and the literacy programmes. They could be brought under a single political and administrative umbrella. NGOs and voluntary organisations have an important

role to play and should be encouraged. Moreover, to generate the right climate for literacy, a series of sensitization and awareness workshops for Legislators, Panchayat functionaries and officials at all levels should be held. The role of officers, particularly Collectors is vital in attaining total literacy. I request the Honourable Chief Ministers to try and ensure continuity of tenures of officers doing good work.

Literacy leads to empowerment of women and weaker sections. It is bound to lead to some challenges to the socio-political-economic status quo. This must be appreciated and the State administration must be tolerant and sympathetic to the new aspirations.

Shri Rajiv Gandhi had taken the initiative in the formulation of a new education policy in 1986 which became a land mark in the field of Indian education. Based on an in-depth review of the entire education system and evolved through a consensual process. It provides a comprehensive framework for streamlining our effort in this regard. In 1992, this policy and its programme of action were revised and updated by a similar process. What is now required is sincere implementation of the policy and its programme. The States were also requested to prepare their own state programmes of action in line with their situational imperatives within the broad framework of the national programme of action. I am sure that all the states have completed their task.

In order to achieve the goal of **Education for All** by the end of this century, we have to literally cover as much ground in the next half decade as in the four and a half decades since independence. While this task would appear daunting, our performance, and success in the past few years, particularly in the area of adult education, has given us hope that it is definitely achievable. Precise planning, concerted effort accompanied by constant monitoring is absolutely necessary to bring our efforts to fruition. Above everything else, a strong and unwavering political will has to be applied both at the national and state level. This Conference, I am sure, would reaffirm our country's determination to remove illiteracy and delineate clear strategies to fulfil this commitment.

A highlight of our efforts in this direction during the last year has been the development of the District Primary Education Programme (DPEP). This is a comprehensive and holistic approach to primary education in a given area and marks a major departure from piecemeal implementation of individual schemes.

Through decentralised educational planning and management of all aspects of elementary education, DPEP would be our principal vehicle of achieving UEE in educationally backward districts. The issue of decentralisation of education has gained sharper focus after the 73rd and 74th Constitutional Amendments and we will be discussing the recommendations of the CAGE report on this today.

We have five externally funded on-going DPEP projects. Six more are under negotiations. With the massive inflow of funds and national and international interest, we feel that we must respond with an adequate mechanism to implement these projects. We are in the process of setting up a national mission for primary and elementary education. Not only is this in line with the proposals of the NPE, 1986 and Programme of Action 1992, a mission mode would impact a sense of urgency and make our efforts time bound.

A recurring theme that comes up in discussions about education is that of availability of resources. The Hon'ble Prime Minister, while addressing the EFA Summit, said that he was confident that given the determination, we could reach the six per cent GDP level of total investment on education by the turn of the century. While the Government of India is committed, what I would like to stress is that this target is to be achieved not by the centre alone, but with the cooperation of the States and the community including non-governmental organisations. Seeing the present budgetary constraints, we have necessarily to think of other measures for enhancing resources for education. The NDC Committee on Literacy, whose report is before you, recommends an education cess for raising resources for education. We would like to know the views of the State Governments on this recommendation.

We also have to think of other measures for mopping up resources for education. While I am sure you all would have innovative suggestions to make in this regard, I would also like to draw your attention to the need to optimise utilisation of resources, not only in inter-sectoral allocations, but also in the

actual implementation of programmes. With all the emphasis at my command, I urge that an ethos of cost-effectiveness and accountability should permeate every part of the education system. It is necessary, therefore, for us to consider whether there are less costly alternative systems and processes.

One of the alternative systems of education is Non-formal Education. Keeping in mind the high drop-out rate in schools, this system would provide access to education to children who, for one reason or the other, have remained beyond the pale of the formal school system. Through this, we will carry the school to the child.

We can perhaps no longer rely exclusively on providing access through setting up of formal schools. The alternative of the Distance Education method, which has now come to be accepted universally as an instrument for democratising education and for making it a life-long process, is particularly suited to the diverse requirements of our country. Compared to the conventional system, it is cost effective too.

There are two other issues which need emergent action. The first is to reduce the academic burden on school children. This is a problem that is distressing a very large number of parents. We have circulated copies of the Prof. Yash Pal Committee report to all the States for their comments.

The second important issue is the need for greater encouragement to sports through the educational system. The report of the CAGE Committee on this will be considered by the CAGE in its forthcoming meeting on March 2, 1994. My request to the Chief Ministers now is that they should look into the recommendations of both these Committees and give necessary guidance to their Ministers who would be attending this meeting.

I once again extend a very warm welcome to all of you to this Conference. I am confident that the deliberations today will mark the beginning of our joint endeavours to fulfil our commitment to achieve Education for All by the end of this century.

PRIME MINISTER'S ADDRESS

"I join Arjun Singh ji, in welcoming you all to this important conference. I have always felt that this Conference was a little overdue and I am glad that it is taking place today.

Even since planning began in 1950, we have been striving towards universalisation of elementary education and total literacy. Considerable progress has been made over these years in spreading literacy and creating educational opportunities. Nevertheless, we all recognise that to achieve the goal of education for all, we still have a long way to go. The time has come to squarely face the challenge of reaching the goals of universalisation of elementary education and universal literacy with determination and resolve. Education is a concurrent subject. This envisages a sharing of responsibility between the Union government and States. The Centre and the States will have to act together and in concert, if we are to achieve our objective.

Two months ago, India was privileged to host the Education for All summit of nine High Population countries in New Delhi. The Summit sent out a clear message of international solidarity in the fight against illiteracy. It concluded with the signing of a historic document which heralds a new dawn—a dawn of hope. The Delhi Declaration is a reaffirmation of our faith and commitment to achieve education for all. The Summit also agreed upon a Frame-work of Action which contains the detailed strategies for making our population fully literate by the turn of the century or at the earliest possible moment. This conference is being held to consider these strategies and actions we are required to take.

In my statement at the EFA Summit, I had stated that I felt confident that given the determination, we can reach the 6% GDP level of total investment on education in India by the turn of the century. The national resolve to ensure that expenditure on education is 6% of the GDP—was first enunciated in the national Policy on Education in 1968 and was reiterated in the National Policy of 1986 and again when the Policy was updated in 1992. Although, expenditure on education as a percentage of GDP has increased from 2.4% in 1969-70 to about 3.7% as of now, the time has come for us to redeem our national resolve.

These decisions have been taken from time to time. But, looking back, I feel that they have been taken after the Plan were formulated. So, it was not possible to change the Plan so drastically as to include such large amounts and upset all other programmes. Fortunately, this time when I made this statement we are still in the middle of the Eighth Plan and the Deputy

Chairman, Planning Commission, was present there while I made this statement, I looked at him and almost told him that now it is for him while formulating the Ninth Plan to set apart this amount of 6%, whatever it comes to, for education and not to touch it for any other purpose. This is the only way of doing it. It will adjust itself. Once you take a decision you are determined to have this money for education and only then you will be able to manage the rest. It has been our unfortunate experience for the last forty years that whenever there was any difficulty, any adversity necessitating cuts in the expenditure, the expenditure on education got the first cut. This has been agreed on all hands. It has been stopped for some years now but it had become more or less endemic and this will have to be stopped. This has stopped but should not be allowed to be started again. It is a policy and this policy has to be taken as seriously as any other policy we decide upon.

The nation as a whole must assume the responsibility of providing the resource support for our national goals. To achieve this target, all our States would also need to properly enhance the share of education in their own budgets. I would request the Deputy Chairman of the Planning Commission to consider this issue in depth so that measures are taken to gradually increase the allocation to the required level. The increase in outlay on education would also depend on the pace at which Govt. budgetary support to sectors like power, oil industry etc. could be taken over by non-governmental investment channels.

This is what I have been stressing right from the beginning. Right from the time when we made a reorientation of our economic policy, I have been saying publicly, privately, in Parliament, in other countries that the infrastructure that we have been spreading for from budgetary sources all these years needs to be taken over by some other agency, non-governmental agency, so that that money which we collect from the people may be released for the programmes for human resource development which have been suffering so far because all the money goes to these big, huge, massive projects. So, that fortunately is fructifying today.

I feel very happy to tell you that my visits to Germany and Davos recently and a continuous stream of possible investors from abroad convinces me that this substitution is more than possible now. Recently we have cleared as many as seven mega projects in the power sector. You can imagine seven mega projects in the power sector not any longer requiring budgetary support from us could mean how much money is being released and that money or a bulk of that money would have to go to education, health and other programmes of human resource development. And this substitution if it works well, and I am sure it is already work-

ing well, we have to still streamline it a little further, this will solve the problem of human resource development to a large extent apart from our course the personal attention that we pay and the quality and other things that we attend to.

Simultaneously, it is necessary to consider alternative means for augmenting the resources flowing into the education sector, more importantly of encouraging private initiative and involvement of the local community. In this context the recommendations of the NDC Committee on literacy, regarding levy of education cess, as Arjun Singh ji has pointed out, needs to be considered.

We had Education Cess in the old days. In the District Board days in some states there was an Education Cess levied. Now there is nothing new. Since it has been given up for a long time it sounds new, it seems new today, but it is really not new. Education Cess was in vogue in some States long ago, 30 years ago, 40 years ago, 50 years ago. Even before Independence it was in vogue. Therefore, we are not really asking for anything new. What was already there, it needs to be streamlined and if all of you agree, we could easily collect it and people will see that this is being collected for a very viable purpose, a purpose which is visible, it is available to them in their own village and that is how it has to be organised.

Raising sufficient resources is only one side of the coin. Equally important is the need for proper application of these resources and for their optimal utilisation. Governmental machinery and educational management have to gear up considerably to ensure that there is no waste.

Now, in this connection educational management is not an ordinary thing that anybody can do. We have a whole big institute on educational management in the country working here and the specific and the specialised aspects of educational management are being imparted to educational administrators and I think there is a lot of improvement in the administration of education in the last few decades.

When we take resources from the community our responsibility in this regard is increased. Economy and thrift should be the guidelines of our spending on education and the return should be more than commensurate with the input. For this purpose, States would need to prepare a rigorous and well conceived perspective plan for the next seven to eight years ensuring complementarity in resource allocation and utilisation covering all sectors and levels of education.

In the context of the substantial efforts that have to be put in and the progress that we have to make, the management of the educational structure and process will become of critical importance. It is not only a question of supply of textbooks, conduct of examinations and operations of the academic calendar. It is management in its entirety. The issue of decentralized management of education becomes

important, particularly in relation to universalisation of elementary education.

Now, the Committee has given some very good, bright ideas, as Arjun Singh Ji just pointed out. The Committee has recommended joint emphasis on Elementary Education and Adult Education and greater coordination in the delivery systems of the two sub-sectors. Now, how you will be able to do this, I have no idea because the areas are rather distant and different. Now how you will coordinate, how you will have a single command or a coordinated command I am not just able to imagine but you will certainly come up with some ideas. The systems of delivery for Elementary Education, Adult Education and Non-formal Education need to function under the integrated system. So, this is something which I am stressing most because I find it not an easy matter to do. But it is important in the sense that these are inter-related.

The programme of Adult Literacy is dwindling programme. It is going to be a tapering programme. Say, after ten or fifteen years when the drop-out rate in the schools becomes zero or comes near to zero, there is no need for you to take up anyone at the adult stage and start educating him then. Therefore, these two are inter-dependent. To the extent you succeed in stopping drop-out at the Primary Level you will be saving the money and the effort and everything later which has to be devoted and is being devoted today for adult literacy. What you may have in lieu of adult literacy at that stage is something which you can consider later but since the two aspects are very much interrelated, so the coordination which has been suggested by the Committee becomes relevant in that respect. I still do not know how to bring it about. You please consider this and come up with something concrete on this and it will be useful.

A new initiative called the District Primary Education Programme to which Arjun Singh Ji has made a reference just now, the total literacy campaigns currently in implementation in 258 districts of the country also reflect this strategy. Now, another thing which the Committee has brought out and which I am very much impressed by is where you start a really successful total literacy programme at the adult level the urge for education in general at the primary level also increases, it comes up. It is something like an automatic increase in the interest of the people because an adult being educated, at some point he feels if I am being taught A, B and C now why is it that my child should be deprived of this. So, the urge, the desire to send children to school automatically increases by the successful implementation of the Adult Literacy Programme. This inter-connection also is very important. This has been pointed out by the Committee. We have to take full advantage of this particular inter-linkage, while motivating the adult to come to the Adult School you will have to motivate him also to send his child to the school in the village wherever it is available. So, this programme should go hand in hand.

It is the people's involvement in educational reconstruction which will make the real difference. There is no better way to ensure accountability than an awakened and 'demanding community'. The 73rd and 74th Constitutional amendments unfold a new era of empowering the local communities to assume greater responsibilities in many development areas including education. You have before you the recommendations of the Central Advisory Board of Education Committee on decentralized management structures in education. These are not mandatory, but they provide useful norms as well as a framework, you may adapt them to suit your situational imperatives.

At the cutting edge of the educational delivery system stands the teacher. A very critical component of the educational management will therefore be improving the standards of teacher education, thereby improving teacher competence and performance. Simultaneously we need to improve teacher motivation. One of the ways to do this is to ensure their full involvement in the educational process. There is no better way to unshackle and enliven the mind of the child than by unleashing the creative energies of the teacher.

It is being increasingly recognised that education is not merely to endow societies and people with vocational and employment capacity and skills. I would like you to go into this once again. It is a

multi-dimensional instrument for improving the quality of life for all sections of society. This we have been saying for a long-long time. Almost every Commission on Education has said this. But when coming to implementation we fall back on the more concrete things like good education or good examination and things like that. So, this is perceived as something multi-dimensional, the other dimensions I am afraid are not really coming to the fore and they are not receiving the attention which they deserve. I think it is time that educationists thought of this and thought of weaving this into the educational system effectively. Education must be perceived as a galvanizing force in social dynamics and development. While literacy by itself contributes greatly to consciousness about issues germane to the well being of an individual, it cannot be treated in isolation.

Now, these are some of the important ideas that have come in the report and out of these ideas there will be action points which you will be discussing. I would not like to take too much time because what we want is to hear from you first and then in the afternoon when you are winding up the discussion, I would once again like to know what you have decided, what you have resolved. For the present, I think this is what I would like to place before you.

I wish you all success in your deliberations and now you can start the discussion.

SPEECH OF SHRI SHARADCHANDRA PAWAR

Chief Minister, Maharashtra

At the outset I would like to thank our Prime Minister Shri P. V. Narasimha Rao, for convening this meeting to deliberate upon measures necessary for achieving the goal of 'Education for All' and to discuss the Report of NDC Committee on Literacy and the CABE Committee on Decentralised Management of Education.

In December 1993 in Delhi, nine most populous countries in the World which are lagging behind in achieving Universal Primary Education, met to reiterate their commitment to this goal in a given time-frame by 2000 A.D. It is significant to note that the most populous countries in the world are also educationally backward. Poverty, backwardness, illiteracy, ill health and mal-nutrition exist side by side in these countries. I therefore, wish to congratulate Shri Arjun Singhji, Minister of Human Resource Development, for taking this initiative of bringing these nine countries together and securing their resolve to achieve Universal Primary Education by the end of this century. I am happy to note that several organisations like UNESCO, UNICEF, UNDP and other International agencies like World Bank have committed their support to these countries for achieving the goals of Elementary Education.

As our Prime Minister has spent his formative years in Maharashtra, he has imbibed in good measure the spirit of reformation and tradition of great Saints and social reformers like Swami Ramanand Tirth, Mahatma Jyotiba Phule, Gopal Krishna Gokhle, Bal Gangadhar Tilak and Dr. Babasaheb Ambedkar. As early as in 18th century Mahatma Jyotiba Phule remarked—

विद्याविना मति गेली	मतिविना नीति गेली
नीतिविना गति गेली	गतिविना वित्त गेले
वित्तविना शूद्र खचले	इतके अनर्थ एका अविद्येने केले
	—महात्मा ज्योतिबा फुले

Translated in English, it means 'Lack of education resulted in ignorance and inability to discern right from the wrong. Action suffered without discernment without which productivity fell. This deterioration brought poverty and misery to the depressed. All this only on account of lack of education.'

—Mahatma Jyotiba Phule

To sustain this rich cultural and social heritage, the State Government after the inception of Panchayat Raj in 1962, consciously entrusted Elementary Education to the Zilla Parishads. The results achieved in the field of education during the last 32 years have been impressive and the State's literacy has risen to

64 per cent against the national average of 52 per cent. I would like to avail this opportunity to describe some of the major achievements :—

- (1) The State has accepted a norm of opening a primary school within a radius of 1½ km. for a population of 200. The entire State has been covered based on this norm and 57,804 primary schools have been started. 85 per cent of these are in the rural areas managed by the Zilla Parishads. As against the estimated population in the age-group 6—14 (as per 1991 census) of 140 crore 1.39 crore children have been enrolled, out of which 45 per cent are girls.
- (2) The State recognises pre-school education as an integral part of the programme for Universal Elementary Education and has started 29, 251 Balwadis and 24,000 Anganwadis with the primary schools.
- (3) All the 15,525 single teacher under Operation Blackboard Scheme (OBB).
- (4) In the primary schools, under OBB there is a shortfall of 24,000 school rooms for which the State Government has decided to pool the funds available under the Jawahar Rojgar Yojana, Hill Area Development Fund and the Felt Needs Programme. So far nearly 6,000 school rooms have been constructed.
- (5) Under OBB 35,569 primary schools have been provided educational equipment like blackboard, educational toys and books.
- (6) For improving retention of girls in schools, the State has provided Rs. 15 crores in the year 1992-93 as attendance allowance to girls below poverty line. This will benefit 7 lakhs girls in the State.
- (7) The State implements a Book Bank Scheme under which in 1992-93, 19 lakhs students have been given books free of cost.

Village Education Committee

- (8) To ensure community participation in educational planning and supervision, the State Government has set-up Village Education Committees, consisting of 50 per cent women members. The members of the committee help in pre-school, primary education and literacy programme in the village. The Village Education Committee also implements the "Shaikashanik Uthav" Scheme

which aims at improving the physical amenities at the school with voluntary contributions in cash and kind. Last year under this scheme Rs. 4 crores were collected.

- (9) To improve the quality of teaching the State Government has decided to provide inservice training to 40,000 primary school teachers every year.
- (10) The State has also identified areas of Minimum Level of Learning (MLL) and has developed evaluation tests. It has also trained 12,000 teachers in Maharashtra to implement these tests in the schools.
- (11) For efficient and timely data collection of educational statistics, the State has developed a computerised Monitoring Information System which is being implemented in phases.

The State has also decided to implement the National Literacy Mission. We have already successfully completed the Total Literacy Campaign in seven districts of the State where nearly 12 lakhs learners have become literate. An external evaluation has highlighted that nearly 70 per cent of these learners are women and that implementation of the campaign with the help of Village Education Committee has been instrumental in motivating people and creating an environment for education. The Literacy campaigns are being implemented in another eight districts and my Government is firmly committed to complete the literacy campaign in our State in the next three years. As most learners are women in this campaign, the literate women learners have gained confidence which will help to improve the other Social indicators.

We have still a long way to go as the goals of Universal Elementary Education has still not been achieved and nearly 40 per cent children are drop-outs. The high drop-out rate and poor quality of education has caused us concern. In order to remedy this our State has set-up a Task Force to prepare a State Programme of Action in October 1992. The Task Force consisted of eminent educationalists, Zilla Parishad Presidents, Chairman of Education Committees of Zilla Parishads, Teachers and Women's Representatives to deliberate extensively on the existing situation and suggest strategies to achieve the objective of "Education for All" by 2000 A.D. The major finding of the Task Force report is that in the next 6 years, Maharashtra will have to enrol another 17 lakhs children out of whom in the rural areas, 70 per cent will be girls. The report also indicates that 40 per cent of the children, drop-out of school because of un-attractive teaching environment, lack of facilities, teacher-

absenteeism and poor quality of teaching. Nearly 30 per cent children drop-out to poverty related issues.

It is, therefore, clear that we will have to focus on improving the quality of teachers for making the teaching and learning processes more enjoyable and on starting incentive schemes for children who drop-out on account of poverty. All these measures require a huge additional investment of Rs. 858 crores. It is scarcely possible for the State to bear all this additional burden, as in Maharashtra, the State Government already spends nearly 1,800 crores on School Education which is 17 per cent of the total Plan and Non-Plan expenditure of the State. I, therefore, strongly urge that the Central Government should assist the State Government implementing the strategies which have emerged in the State Programme of Action.

Under the able leadership of our Prime Minister Shri Narasimha Rao, our country has made impressive advances in the field of economic reforms. The liberalised economy and industrial policies have been hailed the world over and these policies have started bearing fruits by definite commitment of investment in the industry and business. It must however be recognised that unless the large mass of our people is educated and trained, it will not be able to participate in this rapid economic development and growth process. It is, therefore, imperative that we seriously commit ourselves to implementation of Universal Primary Education. A recent survey made by the Economist of the South-East Asian countries in October 1993 highlighted that one of the reasons of the phenomenal economic development of these countries is their huge investments in Primary and Secondary Education rather than Higher Education. It also says that East Asia has been very canny in educating girls as extensively as boys.

In our country the focus should be on providing access to all children to primary schools and to improve the quality of Education. Policies and Programmes to ensure greater participation of girls will have to receive major attention at the National and State level.

The Recommendations of the NDCs committee on literacy and the CABE committee on Decentralised Management of Education have given us definite directives. All these recommendations in a way reiterate the National Policy on Education 1986 and the programme of Action of August 1992. I would, therefore, urge the Central Government to take immediate steps to implement these directives by evolving definite scheme which will help the State to achieve the goals of Universalisation of Elementary Education by 2000 A.D.

SPEECH OF SHRI LALU PRASAD

Chief Minister, Bihar

It is a matter of pleasure that today a conference of Chief Ministers has been convened to discuss the reports of National Development Council (NDC) Committee on literacy, Central Advisory Board of Education (CABE) Committee on decentralised Management of Education, 'Education for all' and other related issues of national importance. I express my gratitude to the Hon'ble Prime Minister for convening such a conference.

The target of literacy in the context of Bihar is all the more important. Once Bihar used to be known all over the world as synonym for education, culture, philosophy and prosperity. But now the rate of literacy in Bihar is only 38.54% against the National average rate of literacy is 52.11%. The population of Bihar is approximately 10% of the total population of the Country. Naturally any scheme, campaign or movement related to literacy or 'Education For All' becomes very significant for Bihar. Therefore my government have special interest in the issues under consideration in this conference. We are determined to adopt and implement the recommendations and guidelines issued from time to time in this direction.

I had the privilege of being associated with the N.D.C. Committee on literacy. This committee has made 72 recommendations. Our government have already initiated the process of implementing these recommendations. We have made Bihar State Literacy Mission Authority an autonomous organisation. The campaign for literacy and universalisation of primary education has taken the shape of a movement. In 13 districts of the state the campaign for total literacy has been launched. Remaining districts will also be brought under the campaign very soon. Special drive has been launched for enrolment as a result of which 24 Lacs additional students were enrolled in 92-93. In view of the extreme poverty and backwardness of scheduled caste particularly Mushar, Dom, Halkhor etc. our government have decided to give one rupee per day as stipend to motivate this group to come to school. Text-books are being made available to all students on 50% subsidy. Our government are constructing school buildings on priority basis in urban slums and other localities of weaker sections so as to attract children of scheduled caste, scheduled tribe and other weaker Sections towards this campaign and to ensure their participation.

'If children can not go to the school, let the school go to the children.' In order to implement this maxim we have started 'Charwaha Vidyalayas for children engaged in tending cattles or other works related to

agriculture. These schools have been established in 114 agricultural farms so far. Besides primary education these schools have been made centres for studies related to animal husbandary, fisheries, agriculture etc. The village level programmes related to cottage industries, rural development, forestry and welfare will also be run in its premises. The students of these schools will be provided free school uniforms, mid-day meal, books, slates, sports kits from the current year. I am thankful to the Planning Commission which was kind enough to sanction Rs. 2 crores for Charwaha Vidyalayas. I hope that this amount will be released by the Central Government. In addition to these schools 50,000 Non-formal Education Centres have been sanctioned for children not going to school and school drop-outs.

Arrangement have been made to provide primary education to 124 lacs children in the state. It is estimated that there will be atleast 229 lacs school going children by the end of Eighth Five Year Plan. Our government are fully determined to provide primary education to these additional 105 lacs children during Eighth Five Year Plan period for universalisation of primary education. But to fulfil this demand Rs. 2600 crores will be required for salary of teachers alone. Due to resource crunch this target can not be fulfilled unless government of India comes forward with substantial financial support. At present we are giving unemployment allowance to 3 lacs educated unemployed. We are making efforts to utilise the services of these youths in non-formal education, which will help in achieving the goals of universalisation of primary education.

The first, second and third phase of Operation Blackboard has covered only 55% areas of Bihar. No doubt we are lagging behind other states in this sphere, but we are fully determined to undo the wrongs of the past and implement this scheme in right perspective. Proposal of the state Government for fourth phase of Operation Blackboard is already under consideration of the Government of India. We are hopeful that approval will be accorded to this proposal at the earliest.

There are about 13000 (i.e. 25%) schools without buildings in Bihar. In view of the limited financial resources at our disposal we expect adequate financial support from Government of India for the construction of school buildings.

In order to realise the dream of the Father of the Nation Mahatma Gandhi the state Government have

submitted the detailed plan of Rs. 12 crores to Government of India for reorganisation of 530 basic schools of the state. I hope that the Government of India will approve the proposal.

In collaboration with UNICEF and Govt. of India, the state Govt. are implementing the 'Bihar Education Project (BEP)' with estimated cost of 360 crores. Currently it is being implemented in 7 districts only. From next year we propose to extend the project to 7 more districts. In this project more emphasis is being laid on to solicit the co-operation of voluntary agencies for the qualitative improvement in education, achievement of minimum level of learning, universalisation of primary education, to ensure public participation in the execution of the schemes.

We have already initiated actions to implement the recommendations of CABE Committee on decentralised management of education. 'Village Education Committees (VEC)' have already been constituted. By the involvement of VECs in enrolment drive, construction of school building and in changing the academic environment of the school, greater public participation is being ensured. In the meetings of VECs not only senior officers are being deputed to work as an observer of the state Govt., but minister-in-charge also attends some of these meetings. The strengthening of VECs has clearly resulted in the increase of enrolment and public contribution in the construction of school building.

By passing Bihar Panchayati Raj Act 1993 the management supervision and control of primary and secondary schools have been delegated to Panchayati Raj Bodies. The Power of superintendence and administrative control of officers, staff and teachers of these schools have now been transferred to these bodies. All development maintenance and welfare programmes in these schools will be executed through these bodies. By this decentralisation of management people's participation will be ensured in real sense and VECs will develop into more active, strong and effective institutions. By making provisions of reservation for weaker sections, backward classes and women, our Govt. have paid attention towards safeguarding the interest of students of these deprived sections.

In December 1993 'Education For All' summit of nine nations was convened in New Delhi. I had the honour to be a member of Indian delegation in this

summit. After the Delhi summit Declaration was made. In which it was resolved that by the year 2000 or at the earliest possible moment every child (in the age group of 6—14 year) will be ensured a place to primary school or appropriate education programmes. I would like to reiterate the resolution of our govt. to implement the Delhi Declarations in letter and spirit. We have launched comprehensive enrolment drive throughout the state from 26th January '94. I had myself started this campaign from the slum areas of Ranchi.

We have examined the recommendations of Yashpal Committee to decrease the load on school going children. In accordance with the recommendations we have condensed the number of examination papers from 15 to 9 and have reduced that number of marks from 1050 to 900 in the secondary school examination to lessen the burden of books on the students. Our govt. have also paid special attention towards orientation programme on environmental education and vocational education. Orientation programme on environmental education have been introduced in 4 districts in the first phase. The proposal of covering 4 additional districts has already been submitted to the govt. of India. In 148 schools of the state vocational education has been started. There are 4000 schools in which teaching is imparted up to secondary level only. We want to introduce vocational education in these schools also.

Out of 51 districts of the state Novodaya Vidyalayas have been opened in 30 districts only. Proposal have been sent for opening Novodaya Vidyalayas in other districts also. I request central govt. for immediate approval of these proposals.

We are determined to implement National Education Policy and the recommendations of high level committees constituted from time to time. We have started the process of formulating a workable and effective programme of action for the said purpose. But I have no hesitation in accepting that these programmes of action cannot be implemented with the limited financial resources at the disposal of state govt. So we expect special financial assistance from the central government. In view of the complex problems and financial limitations of the state through this conference I make special request to Hon'ble Prime Minister to make additional financial assistance available to the state Govt.

SPEECH OF DR. J. JAYALALITHA

Honourable Chief Minister of Tamil Nadu

At the outset I would like to congratulate the Hon'ble Prime Minister and the Hon'ble Union Minister for Human Resource Development for having taken the initiative to convene this important meeting of the Chief Ministers to discuss all relevant issues concerning the achievement of the goal of "Education for All". I am glad that the Nation has at last understood the necessity to accord universal elementary education the primacy of place in national development.

The Indian Constitution made the provision of free and compulsory education for children, a directive principle of State policy. The Constitution lays down that the "State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years." It is a sad commentary on our perception of priority, that even after more than four decades of planned development, we are still in pursuit of the elusive goal of "Education for All". Despite the appearance of studies and reports on the subject of education at regular intervals, the commitment of the Governments, both Central and State Governments, and Society to the fulfilment of this important goal has been weak, and the measures taken to reach the goal half-hearted, and progress in the implementation of the various schemes tardy. Further, the issues relating to education are complicated enormously by the vastness of the size of our population and disparities in the attainment of goals from State to State, region to region, and from community to community, and as between males and females. The problem is further compounded by the fact that the need for strengthening the professionalism of education has been mixed up with the kind of administrative arrangement by which this is sought to be done, and by our own lack of clarity as to the institutional framework which will have to be provided, in order to mobilise the support of the people, without which very little can be really done. I am, therefore, happy that the Hon'ble Prime Minister has come forward to listen to the views of the Chief Ministers on these important issues, so that some firm goal-oriented action programme can be formulated and implemented within a specific time-frame.

This august body will be happy to know that, in Tamil Nadu, we have initiated new legislation to make elementary education compulsory. I have been emboldened to take this far-reaching step as I firmly believe it is our bounden duty to ensure immediate realisation of the Constitutional directive. In Tamil Nadu, we have also launched an innovative 15-

point programme for the Child, which is a comprehensive plan of action including education for the child, and women's literacy. We believe that the State Government can take considerable local initiative and the Central Government should come forward to support the innovativeness, flexibility and pragmatism of the State Governments. I regard this as an opportunity to rededicate ourselves to this noble mission of achieving "Education for All" which will form the foundation for nation building.

We have on the agenda before us, the issues involved in reaching the goal of "Education for All", consideration of the report of the National Development Council Committee on Literacy, and the report of the Central Advisory Board on Education, (CABE) on Decentralised Management of Education. Let me first spell out my view on the issues involved in attaining the goal of "Education for All". The declaration on "Education for All" by 2000 AD, endorsed at the World Conference of Education in 1990, enjoins on us certain key tasks which include expansion and improvement of early childhood care, universalisation of elementary education, reduction in illiteracy, particularly in the 15—35 age group, provision for continuing education, creation of necessary structure and processes to empower women, making education an instrument of women's equality and improving the content and process of education to relate it better to the environment. In addition to the intrinsic merits of imparting basic education, we have to invest in basic education as a means to rapid growth.

There is plenty of well documented evidence which points out that basic education and its synergistic effects on the health and welfare of the community is an essential condition to propel a country forward on a higher growth trajectory. Keeping this in view, we, in Tamil Nadu, have adopted a holistic approach which covers every ingredient of the tasks involved in reaching the goal of, "Education for All". This has been set out in our action plan which was launched in 1993 for achieving universal elementary education in Tamil Nadu by 2000 AD.

I would like to briefly highlight what we have been able to do so far and how we propose to march ahead. Tamil Nadu has been in the vanguard of the movement towards early childhood care and education. I am glad to inform you that, this year, the entire State will be covered by a comprehensive programme of early childhood care and education. With a World Bank supported nutrition project and with support under the Integrated Child Development Services,

we have reached the happy situation of comprehensive coverage of all children in the age group of six months to six years throughout the State. In addition, the Puratchithalaivar M.G.R. Nutritious Noon Meal Programme of Tamil Nadu covers all the school going children from 6 to 14 years, one of the largest programmes of its kind in the developing countries. We are also adding the element of education as an input in these centres so that they function not merely as nutrition centres but as early education centre.

This is indeed a remarkable milestone in our progress towards "Education for All". In addition, I have also proposed to launch from this summer, a special programme to link the early childhood care system with the primary school system. We will ensure that the different sub systems reinforce each other in the realisation of the main goal.

We have already improved access to school by ensuring that we have one primary school for every 500 population within a distance of 1 Km. I have very recently gone into the various reasons for drop-outs and I propose to launch a new multiproaged programme shortly to ensure better school retention. This will consist of an attractive package of incentives including free midday meals, free text books, free bus travel, free uniforms and free footwear. It is a total package which we shall continue to provide, despite the constraints in resources.

Our focus is on girls, children of scheduled castes, tribes and disadvantaged groups. We have launched an innovative girl child support scheme under which financial support is given to girls throughout their schooling years. I firmly believe that with the attention and resources we are now committing to this task, we can make a significant impact on the problem of drop-outs.

By the year 1994-95, there will be no single-teacher schools in Tamil Nadu and in the course of the next three or four years, it is the intention of my Government to appoint more teachers, so that ultimately we reach the goal of one class, one teacher. The in-service training of teachers will receive our continued attention, with focus on minimum levels of learning, multi-grade teaching, appreciation and acceptance of socially deprived sections like SC/ST and girls as equally competent to learn. I can say with all the force at my command that education of girls is absolutely essential for women's empowerment, and an empowered woman can discharge her social obligations with utmost commitment and conviction. We are also implementing a Scheme of appointing only Women teachers upto Standard V.

My Government believes in the immense potential of teachers and has always been utilising them in all progressive measures. Our State is one of the few where the Class room primary school teacher is associated with text book preparation. We intend to involve them in a greater measure in curriculum

preparation as well as in finding enforceable solutions to a variety of education-oriented problems.

I believe that community participation in education is the key to the success of the programme. I have called upon all the schools to constitute Mother-Teacher Councils and I am happy to report that such Mother-Teacher Councils have been formed in all the primary schools in Tamil Nadu, and are playing a positive role in the improvement of facilities in schools. Their functions include ensuring enrolment of children, ensuring their attendance on all days, running Creches in schools and appointment of voluntary teachers on days when teachers go on leave.

Conscious of the need for a supporting non-formal system, we have launched a new comprehensive "educated volunteers service" scheme under which educated jobless youths are being enlisted to teach children who have dropped out. It is a very ambitious programme in which one lakh and fifty thousand youths are being involved in a major effort to tackle the drop out issue. I am sanguine that this effort will pay rich dividends and will be complementary to the major effort we have launched within the school system.

I entirely endorse the view that it is not enough that we improve access and retention. It is necessary to qualitatively upgrade the school system and also build up reinforcing non-formal system. In Tamil Nadu we have recently launched a massive effort to improve qualitative aspects of the school system.

We have endorsed the concepts of minimum levels of learning and multigrade teaching. Our teachers are being reoriented and retrained with these concepts in view. I have ordered a survey on the availability of the physical infrastructure. We intend to provide the facilities needed at the earliest. We shall undertake a comprehensive review of the curriculum and the text books needed. We shall keep in mind the gender issue. It is my keen desire that the girl child should be empowered in order to be a high achiever. I have every confidence that we can bring this about.

The "Education for All" declaration also envisages a strong effort to combat the problem of illiteracy. We have to take note of the report of the National Development Council Committee on Literacy. We broadly endorse the recommendations of the Committee which cover all aspects of universal elementary education, literacy campaigns and the need to sustain the effort. In Tamil Nadu we have launched a massive campaign, under which 13 districts involving 45 lakh people have been covered, and we intend to ensure State wide coverage before 1995. It is a colossal task covering 83 lakh persons in the literacy drive. What is more important is that we sustain the drive. I have in fact placed special emphasis on the post literacy campaign so that we can consolidate the gains achieved.

Social mobilisation which is at the heart of the total literacy campaign has to be nurtured. We have constituted mother-teacher councils to harness the full potential of the community to strengthen the school system. We have also gone ahead and established 1363 Jana Shikshan Nilayams and we shall expend this network to cover the State.

The Tamil Nadu Government's strategy of involving Non-Governmental organisations and Voluntary Agencies, especially in the Literacy Movement, has been a fruitful and productive experience. The Voluntary Agencies who come forward to work in the field of literacy are being provided necessary technical help by the Department of Non-formal and Adult Education and State Resource Centre. It is worth mentioning here that Nine Voluntary Agencies have been entrusted with the total literacy campaign in limited areas in Madras, Trichy and Chengalpattu M.G.R. District. The Scheme of Grant-in-Aid given to Voluntary agencies is directly administered by the Government of India. Here I would like to suggest that the State Government should be involved in financing, monitoring and evaluating the work of voluntary agencies.

Primary Education is basically a State subject. While the magnitude of the task today does call for a Central initiative, I am of the view that considerable flexibility should be allowed at the State level to implement State-specific strategies. The Centre should seek to assist the States to create a good management team at the State level and leave it to the States to devise detailed implementation plans. The States have not been associated with the scheme of grants-in-aid to voluntary agencies which is administered directly by the Centre. Since the States are fully involved in the field they should be fully associated.

I also hold the view that we can harness the potential of the mass media including television much better in this effort. I suggest that the time allotted by All India Radio and Doordarshan for educational programmes be placed at the disposal of the State Governments. This will enable the production of educational programmes wholly in conformity with the needs of the children in the States concerned.

I would also like to express my appreciation of the well designed District Primary Education Project which is being formulated. Three districts in Tamil Nadu will be covered under this Project. The Honourable Prime Minister may recall my plea that Tamil Nadu be supported to take up a comprehensive State Project at a cost of Rs. 1200 crores. Our project proposal is with the Centre to be forwarded to the World Bank. While we are glad that a beginning is made in three districts, our State-specific situation is such that we have the ability to launch an all-out State-wide effort. I do hope it would be possible to allow us to go ahead, given particularly the earnestness which we have demonstrated in taking up the district primary education project.

I would now like to turn to the management of education which is a key issue in our endeavour to

achieve the goal of "Education for All". I entirely agree that it is necessary to reinvigorate the management of primary education particularly in the current context.

On our part, we have taken note of the recommendations of the Committee of the Central Advisory Board of Education (CABE) on decentralized management of education. At the outset, I would like to confirm that we shall be bringing forward in the ensuing Assembly Session, detailed new legislation, incorporating the various objectives enumerated in the 73rd and 74th Amendments of the Constitution. Once the new legislation is passed, we will have the framework for the revised structure of local bodies.

The main suggestion in the CABE report is regarding the constitution of a Village Education Committee which could also be the Panchayat Standing Committee on Education. We shall certainly constitute such a Committee to oversee primary education at the village level. I am also glad to see that the CABE Committee has recommended joint meetings of the Village Education Committee with other such Committees, relating to health and similar subjects, so that we can have a synergistic fusion of efforts at the micro level.

We shall also enhance the roles of all the three tiers of local bodies in primary education. At the same time we shall also give them an expanded role in non formal education, adult education and so on. I appreciate the spirit behind the recommendation of the Committee on decentralised management of education relating to the transfer of funds to the Panchayat Raj bodies.

We had sought to achieve this, way back, in our 1958 Panchayat Act. Over a period of time, the need for professionalism in education began to dominate, with the result that the functional responsibility for management of education came to be fully vested with the Government. Return of the focus with regard to education management to the Panchayat Raj institutions is welcome in principle. At the same time, in view of the developments that have already taken place over many years, we need to bring about the needed management system in a careful manner, by vesting the Panchayat Raj bodies with enough functions and responsibilities, and providing, at the same time, a proper and congenial atmosphere for improvement in professionalism and quality of education. We would definitely need much operational flexibility in ensuring the transition. In particular, we would have to tread somewhat cautiously in the management of teachers. May I suggest that the States be allowed to formulate their own policies in this regard, taking note of the ground situation?

Another key dimension relating to the management of education is the question of resources. Most States have faced a very difficult time in contending with the trials and tribulations posed by the stabilization and structural adjustment process. In fact, it has been an uphill task to protect the outlays for the social sectors.

Even within the social sectors, it has been the qualitative inputs which have faced tremendous pressure, as very little can be done to regulate salary costs.

It is in this difficult scenario that we have to examine the question of resources for primary education. I fully subscribe to the recommendation that our focus and priority has to be primary education. It has, therefore, been my endeavour to provide maximum resources for primary education, while requiring higher education to find resources on its own for its needs. The CABE has made certain recommendations on mobilisation of additional resources, and has highlighted the situation relating to the resources position of the local bodies. It would seem to me that in a situation where both the States and the local bodies have to struggle to find the resources even to maintain existing level, we cannot dismiss the question of resources as merely one of transfer of resources from the States to the local bodies. May I suggest that given the nation building task that we are engaged in, a specific reference should be made to the Tenth Finance Commission to take note of the basic requirements of elementary education in its recommendation? Given the fact that the recommendations of the Tenth Finance Commission are to cover the period 1995-2000 and our goal is "Education for All" by 2000 AD, we should address ourselves to the resources question in a resolute manner.

I have conveyed my views somewhat broadly on the various concerns before us, as set out in the reports of the Committees. We have a National Policy on Education (NPE 1992). We have come a long way in establishing access to the school system. Our enrolment percentages are quite good. What is a cause of concern is that we are not able to ensure 5 years of schooling for a large number of children.

In addition, what is disturbing that even those who technically complete 5 years of schooling do not possess minimum levels of learning. Given the size of our country's population and the large number of

children involved, a massive task to transform this system is before us. In addition, the harder task of imparting qualitative dimensions to the whole structure and process of education has also to be faced. It is not going to be an easy task. We need to develop flexible approaches in the field, which will subserve the common objective of ensuring the minimum threshold levels of literacy we have set for ourselves. Innovative strategies developed at the micro level will prove to be the key to speedier progress.

In Tamil Nadu, I am personally committed to ensuring that we reach the "Education for All" goal which has been incorporated in the 15-point programme for the Child which we have launched recently.

I wish to assure you that the comprehensive package of programmes that we have launched, represents a bold and imaginative new effort towards reaching our goal. We are marshalling all our resources, skills and the people's support towards realisation of this goal. As set out in our programme of action, it is our endeavour to achieve this goal by 1998. We are confident that, with the significant new steps that we have already taken, and the new programmes we will launch this year, we shall attain this goal.

I am aware of the very many problems that exist, but I do firmly believe that basic education cannot be postponed from the agenda any further. As I have already mentioned, it is the first building block in nation building and it is perilous to ignore this any further. In Tamil Nadu we shall rededicate ourselves to this goal of education for all, and leave no stone unturned in attaining this goal.

It shall be our united endeavour to see that the people fully participate in this nation building task. I am confident that with the very many new measures that we have initiated, this goal will not be a distant dream, as it has remained in the past, but will actually be realised in a specified timeframe of five years.

**ADDRESS OF
SHRI GEGONG APANG**

Chief Minister, Arunachal Pradesh

I deem it a privilege and honour to be heard in this august forum. An important conference like this on National educational scenario for an indepth assessment of the present ground realities and to translate the dream of 'education for all' was overdue. And I much, therefore, thank the Hon'ble Prime Minister and the Ministry of Human Resource Development for this exclusive meeting on vital educational matters.

I am equally happy to sound a note of optimism right in the beginning. Despite being the remotest corner of the country, Arunachal Pradesh has been striving with all the enthusiasm to join the educational mainstream. The present State of educational awareness in Arunachal Pradesh is indeed very refreshing and people by and large are gravitating towards quality education. The overall literacy percentage standing currently around 42% has in fact improved considerably notwithstanding many constraints like inadequate communication facilities, remoteness, lack of infra-structural requirements, adverse climatic conditions etc.

We have already adopted the goals and objectives of education stipulated in the National policies of education and our major aims and objectives are : to remove backwardness and imbalances of the area, to raise the socio-economic level of the people to promote National integration, to eradicate illiteracy, to universalize elementary education and to acquaint the people with modern science, technology, medicine and engineering. Our immediate priority areas are universalization of elementary education, eradication of illiteracy, and promotion of education of girls. I am happy to mention that the recommendations of the National policy on education have made considerable impact on our state's education system. The 'Operation Black Board' scheme, adoption of measures to reform the educational system, the affiliation of all schools under CBSE, orientation programme for teaching and supervisory staff, improvement of the teaching of science and mathematics etc. have all made qualitative improvement in our educational scenario. We are further looking into the useful recommendations made by a 'task force' for educational administration of the State under the chairmanship of Shri Y. N. Chaturvedi, Additional Secretary in the Ministry of Human Resource Development.

We are trying our level best to build in the element of coherence in the over-all administrative structure of education. We also clearly realize that the goal

of National Literacy Mission will be achieved only when formal, non-formal and adult-education components are all viewed as one composite unit. The literacy movement is being geared up in Arunachal Pradesh and political support to the cause is quite transparent all over the State. Our drop-out rates are coming down and we hope to arrest the deficiencies substantially in next 3 to 5 years.

We shall also ensure parity of the male female literacy ratio. For this purpose the recruitment of female teachers is being given a positive thrust. Further more than 70% of our plan fund is being invested in the Primary education sector.

Taking a close look at the report of the N.D.C. committee on literacy I would like to mention certain points which are in conformity with the national policy objectives. We whole-heartedly support the viewpoint that there should be closer linkage between the National, State and district level structures concerned with Adult Education.

In Arunachal Pradesh, we are now gearing up the adult education programme by adopting the campaign approach and by inviting the collector of the district to participate in the basic job like a committed and involved functionary. The progress is being monitored at the district and state levels. On the question of seeking assistance from voluntary agencies I would, however, like to mention that Arunachal Pradesh is somewhat handicapped on this account as we are not having many voluntary organizations. The issues like constitution of State Executive committee of National literacy mission and involvement of elected representatives in the preparation of action plans are welcome suggestions from our angle as well. We are also quite clear in our mind that the goal of education for all will be achieved only when there is an effective delivery system and close co-ordination is established while implementing programmes of elementary education, adult education and non-formal education. In fact, the National Development Council committee on literacy is absolutely correct in observing that successful implementation of elementary education and non-formal education programme would effectively control the accretion of illiterates to the target age group in the population and make the task of eradicating illiteracy more manageable. We, in Arunachal Pradesh, are, therefore, also supporting the concept of an integrated delivery system to reach that objective.

We have also had a close look at the 'Education for All' proposals. Hon'ble Prime Minister's initiative in this regard has in fact raised our stature in the International arena of education. I also take this opportunity to warmly compliment the Hon'ble Minister for Human Resource Development and his ministry for the success of the Nine-nation summit. The enlightened deliberations of the summit as well as pre-summit have clearly demonstrated to the world community that our country was in a position to anticipate the desirable needs in the educational sector in almost all vital areas. The firm commitment of our Hon'ble Prime Minister to spend a sizeable sum every year under the education sector in the nature of a mandatory form is the most welcome step of all.

We are totally in agreement with themes like mobilization people's participation and decentralization of education. We also have commitment toward girls and women's education on a very sustained basis. Our State's programme of action which we hope to finalize in next two months or so will focus attention on these needs in a practical and action oriented manner. In fact, we are evolving our programme of action which will establish meaningful relationship with the basic central model. While flexibility in such ventures with so much of diversity all around and all over the country will be an accepted norm. The basic concept of attaining an unified goal shall have to be kept in view by all of us. Similarly, as part of educational decentralization a concrete and useful programme of action at the district level will be undertaken. While planning this at the ground level, we will have to keep in view the availability of proper management skills at the decentralised levels. We also got to be cost-effective as well and at the same time accountable. The scheme which cannot sustain in depth scrutiny or long term utility content should not be entertained.

People's active involvement in the educational reconstruction has been emphasised. The State Govt. of Arunachal Pradesh shares this perception and need. We also hope to enable the senior citizens of the districts, Retired educationists, Environmentalists and public representatives a practical say in the operational mechanism of the district educational outfits without tinkering too much for theoretical satisfaction of the concept of decentralization. Our ground realities at present will have to be pragmatically assessed.

On the 3rd agenda item of decentralization management of education, I would like to make certain observations. I find that one of the thrust areas in the entire exercise of programme of action is quality education. The surrounding scenario in a remote state like Arunachal Pradesh causes difficulty on this account and I would expect all round help from various enlightened quarters.

Quality teachers will sound educational background are needed for us and for this package of incentive with central help may have to be thought of to invite better talents in remote areas like Arunachal Pradesh. Further, till the time is more congenial, insistence on reservation in the recruitment of teachers calling for quality content may also have to be given a re-look to the extent possible and desirable. Again, every school must have a strong cultural unit with enough infrastructural back-up both through central as well as State assistance in order to have a sustained impact on the minds of the students towards the basic values of life which can be termed as progressive outlook, positive upbringing, emotional integration etc. Then again, the accountability factor in the management of education needs to be given a re-lock. Teachers exhibiting promise, fairness, unqualified appreciation from parents and students should be allowed to have quicker avenues of promotion and other incentives through a better designed performance appraisal system.

Similarly, educational trips of the students should be frequent and on a generous pattern with active and more central assistance to give the students broad vision and congenial temperament. Another point of relevance is that the alarming population scenario of the country is also having a depressing effect on the quality, infrastructural support and management of education. In order to ensure that the gains of our efforts are not neutralized, the population boom has to be effectively discouraged through a powerful population education programme.

I do not wish to say anything further at this stage as the time constraint is very material. I am closing my submission with the mention that our programme of action will respond to all relevant aspects in a comprehensive manner. I once again express my deep sense of gratitude to the Hon'ble Prime Minister for giving me the opportunity to speak from this forum.

SPEECH OF

SHRI BHAJAN LAL

Chief Minister, Haryana

I am grateful to the worthy Prime Minister for giving me an opportunity to express my views in this august assembly on certain important issues relating to education.

2. Hon'ble Prime Minister, you are a gifted scholar and have a deep interest in literature and education. It is universally acknowledged that you had played a vital role in formulating the new Education Policy in your capacity as Human Resource Development Minister. It was under your inspiration and able stewardship that new and significant educational initiatives like the setting up of the Navodaya Schools and 'Operation Black-Board' were taken up. These schemes have given a definite thrust to the improvement of educational programmes in the states. It is in this context that today's conference assumes greater significance and I hope that the decisions of this meeting will pave the way for attaining our cherished goal of "Education for All" by 2000 A.D.

3. The educational programme is a national programme. Therefore, it is essential to have national consensus on it so that the pace of progress in education may not be hampered due to political considerations.

4. Soon after the last meeting of the National Development Council, a Summit of the nine high population developing nations was held in New Delhi. There can be a national consensus on the deliberations of the Summit and on the common framework of action thus formulated. In this context, the report of the National Development Council on literacy and the proposals for the decentralisation of educational management assume great importance. On this occasion, I would like to express the view point of my State on all these vital issues.

5. When Haryana was carved out as a separate State, it was considerably backward in the field of education, as in all other sectors of development. The literacy percentage in 1971 in the State was 26.89, as against the national average of 34.45 per cent. But in 1991 the literacy rate in Haryana rose to the level of 55.33 per cent, against the national average of 52.19 per cent.

6. There has also been a phenomenal progress in the field of female literacy in our State. The literacy rate in 1971 was 14.89 per cent but now this percentage has risen to 40.95, as against the national average of 39.42 per cent. Increase in the female literacy has created a social awakening which has, in turn, helped in reducing birth rate. Although, Haryana has registered a sharp rise in the literacy growth, yet we are not complacent. We are committed to the goal of achieving cent per cent literacy.

7. We have made considerable progress so far as access to the provision of education and enrolment of children in the age-group of 6-11 are concerned. In 1986, 96.68 per cent of the habitations had a primary school against the national average of 80.34 per cent. At present, there are more than 8,000 primary schools in Haryana. Now, only about 150 habitations do not have the facility for primary education. We propose to provide primary education facilities in these habitations also within the next two years. Primary schooling is available within a radius of one kilometre.

8. At present, Haryana has middle schools in approximately 70 per cent habitations as compared to 40 per cent habitations at the national level. Middle school education facility is available within two kilometres. Thus, the facility of middle school education has been extended on a large scale in the State. The teacher-pupil ratio in our State is 1:42 at primary stage, which compares favourably with the national norms. As is evident, therefore, the State does not have any particular shortage of schools and teachers.

9. There has been sharp rise in the enrolment in the primary classes. At present, the enrolment ratio in respect of boys is 116 per cent. In 1990, the enrolment ratio of girls at primary stage was 87 per cent which has since gone up to 100 per cent. We would be able to achieve the goal of 'Education for All' when enrolment ratio reaches 120 per cent. We are making constant efforts to attain this target.

10. In order to facilitate community participation in the process of education, we have constituted Village Education Committees consisting of teachers, women.

social workers and members of the panchayats. Main objective of the committees is to awaken the masses to the importance of education, to encourage enrolment in schools and expand facilities. The unattending children in every village are being identified and efforts are a foot to bring them to schools. As a result of these efforts there has been a tremendous increase in enrolment during the last 2½ years. Awards are also given to the panchayats for their outstanding performance in the enrolment drive and this incentive has shown excellent results.

11. At the time of formation of the State, the drop-out rate at primary stage was 49 per cent. The drop-out rate has now come down to 19 per cent. The steps which have proved effective for the expansion of the primary education in the State include the formation of a separate Primary Education Directorate, provision of free stationary for the students of weaker sections, free uniforms for the girl students and the provision of stipends and scholarships.

12. It is, however, a matter of grave concern to us that 36 per cent girls belonging to scheduled castes drop-out before completing their primary education. We are conscious of this problem and are trying to tackle it.

13. Girl-education is our prime priority area. 60 per cent posts of primary school teachers have been reserved for women. One hundred new primary schools are being established every year exclusively for girls have also been extended the facilities of free uniforms and attendance prize. Education has been made free upto graduation level for girls. We are spending approximately a sum of Rs. 4 crore every year providing special incentives to the girl students belonging to the scheduled castes. There is also a provision to provide free text-books to the students belonging to the weaker sections. It will not be desirable to provide free text-books to all the students. Our focus is particularly on the education of girls belonging to weaker sections of society.

14. Out of the total education budget, 38-39 per cent is being spent on primary education. If expenditure on middle stage education is added to it, the percentage would go upto more than 55 per cent which is well above the provision in other states.

15. The reports which we are discussing today contain many important recommendations. I think that the stress on the I.C.D.S. programme for the children below the age six years is quite justified. Except for six blocks, all other blocks in the State are covered under this scheme.

16. Haryana has also taken a lead in the implementation of nutrition and health programmes for the children. We have prepared a special project for primary education in four districts of the State with the help of the World Bank. Under this project, we propose to provide training to the Anganwadi workers and also creches for the children. This scheme will encourage and enable girls of poor families to enrol in schools.

17. There is also a proposal to cultivate interest and inquisitiveness among young children in games, sports and science. These programmes have been framed in the State in accordance with your guidelines. If they prove successful, these will be extended further. The same work of action for coordinating activities of schools and Anganwadies will be fully implemented.

18. We are committed to attain the target of total literacy by the end of the Eighth Five Year Plan. Literacy Projects are being implemented in eight districts of the State. The environment building programme has also been started in eight other districts and their projects are being sent to the Government of India for approval. A State Level High Powered Coordination Committee under the chairmanship of His Excellency, the Governor has been constituted to monitor the literacy programmes in the State. Panipat district has now entered the post-literacy phase.

19. The Centrally Sponsored Scheme of non-formal education had to be discontinued due to the decision of the court. Therefore, we are planning alternate schemes for which a project for the educationally backward minorities of Mewat Areas has been submitted to the Government of India.

20. Similarly, under the projects formulated with the aid of World Bank for four districts, it has been provided that village development agencies should select instructors at their own level for the education of those children who are unable to attend schools due to certain reasons. These instructors would be paid Rs. 400—500 per month. Additional funds would be required for the extension of this programme.

21. We are planning to establish an "Open School" in the State for the students who are unable to complete their formal education due to certain reasons. The Board of School Education, Haryana is taking steps to implement the scheme and it is hoped that the "Open School" would start functioning from the next year.

22. Improvement in the standard of education is very important and the proposals in this regard are equally significant. We are already working for improvement in the field of teacher education and text-books. We are considering a proposal to constitute an autonomous body for the management of SCERT, DIETs and Training Colleges.

23. A massive programme of in-service training for teachers has been envisaged but financial constraints are there. 900 school complexes are already functioning in Haryana for the professional growth of the primary school teachers. Efforts are being made to make these more effective.

24. Special cells have been created in Haryana to improve the standard of text-books. There is hour schooling has been introduced in Sirsa district on experimental basis to utilize the available school buildings and services of the available teachers more effectively.

25. We have launched a massive programme for repairing the school-buildings and construction of additional class-rooms. Under this scheme, the total money available in the budget of the Education Department, school building fund and money available with the district administration under various schemes and the public contribution have been pooled together. This work is being executed under the supervision of the Additional Deputy Commissioners. 7000 additional class-rooms have been added under this scheme during the last three-four years.

26. We agree in principle to the proposal of decentralisation of management of education. In our State, the schools run by local bodies were provincialised in 1957 and now almost every village has a Government school. Therefore, we cannot completely transfer the control of these school teachers to the local bodies but a possible way-out for mutual cooperation is being explored.

27. We are going to legislate a law on the basis of 73rd and 74th Constitutional Amendments. I am of the opinion that all the developmental work at the district level should be entrusted to the District Planning and Development Board and an integrated agency should be set up under the control of the Additional Deputy Commissioner. In my opinion, there is no necessity of setting up Zila parishads as the A. D. Cs. can coordinate effectively with all the departments.

28. Now, I would like to refer to the report of the Yash Pal Committee. As regards its recommendations concerning improvements in the courages of studies and text-books, it was decided in the last meeting of C.A.B.E. that these recommendations should be further discussed. The Government of India has written to us to organise seminars to seek views of all sections of interested people on these issues so that policy in this regard could be evolved. Accordingly, a programme for organising such seminars is being drawn. On this occasion, I would like to emphasise that efforts should be made to lighten the burden of the children.

29. I would also like to mention the report of the Committee on Physical Education and Sports. The main recommendation of this Committee is that physical education and sports should be assigned one period daily for each class and sports' fund should be created and sports' fee should be charged for the de-

velopment of facilities for sports. All these programmes already exist in our State.

30. This Committee has also recommended that there should be atleast one trained teacher for physical education in a school. In the middle, high and senior secondary schools of the State, this provision already exists and there is also a provision for physical education in the school time-table.

31. A programme is being formulated to give special training to atleast one teacher of each primary school in physical education. Similarly, programme has been finalised for training of teachers in health-education. We welcome the recommendations of the Committee and we would implement these in our State.

32. Hon'ble Prime Minister, we welcome and accept all the recommendations which have been made for the formulation of educational policies. As I have already mentioned, we are already implementing most of these programmes in our State and our achievements in this respect have been remarkable. We are committed to the implementation of these programmes in right earnest.

33. Sir, I would like to mention about the paucity of funds for the implementation of these projects. The problem of maintenance of school-buildings is quite serious. If the maintenance cost of each primary school is estimated at Rs. 10,000 per year, we would require Rs. 8 crore per year. In addition, more teachers are required to cope with the increasing enrolment. Funds are also required for providing maps, charts, libraries and laboratories. I would request that special schemes should be framed to sufficient financial assistance to the states to facilitate the implementation of all the educational programmes. Only availability of resources can enable the states to achieve the goal of "Education for All" by 2000 A. D. to which the country stands committed.

34. Hon'ble Prime Minister ! before I conclude, I would like to assure that no efforts would be spared to implement the decisions taken in today's conference. My State would participate wholly and earnestly in the programme of achieving the goal of "Education for All" by 2000 A. D. With these words, I once again thank the Hon'ble Prime Minister and the distinguished guests in this august gathering.

ADDRESS BY

SHRI VEER BHADRA SINGH

Chief Minister, Himachal Pradesh

The Hon'ble Prime Minister, by convening this conference, has given due recognition to the importance of literacy, education for all-proposals and decentralised management of education to meet the basic learning needs of the people and the role that the elementary education and basic literacy play in fulfilling the developmental goals and the aspirations of the people.

The State of Himachal Pradesh has already initiated development of Programme of Action on the model of Government of India's Programme of Action under National Policy on Education. The State has adopted the national system of education and the State Programme of Action has given priority to achieving universal primary education, eradicating illiteracy through Total Literacy Campaign and providing continuing education through post-literacy promotion programmes and vocational educational programmes, etc. The State Programme lays special emphasis on equity-package as envisaged under National Policy on Education for the removal of disparities and to equalise educational opportunities with central focus on the educational development of SC, ST and Backward Classes. The State Programme has taken care that women have their rightful share in all educational programmes and activities and it also ensures opportunities to widen womens' access to technical and professional education at all levels.

Himachal Pradesh has already initiated and implemented most of the recommendations of the National Development Council Committee on Literacy. The State has given priority to the elementary education. The target audience under the universalisation of elementary education in the age group of 6—14 years is 11.18 lacs (census figures to be firmed-up). As per the statistics prepared on the estimation done of the children in the age group at the primary level in the current year, there are 7.27 lac children in class I-V and 3.79 lac in class VI-VIII. By the end of the 8th Five Year Plan, the State of Himachal Pradesh can achieve near 100% enrolment at the primary level provided we open additional 1100 primary schools in the interior, backward and tribal areas, which will achieve the target of opening one primary school in the radius of 1 k.m., which should take care of increased enrolment at the primary level.

The universal retention of children beyond primary up to VIII class will require measures to be taken to reduce the drop-out rate, which at the moment, is

estimated at 27% in class I-V and 25% in class VI-VIII. A number of steps have been taken to encourage enrolment as well as reducing the number of drop-outs by providing incentives by way of scholarships to the children belonging to IRDP families ranging from Rs. 150/- per annum in the primary classes to Rs. 800/- per annum in the senior secondary classes.

In the tribal areas, scholarship ranging from Rs. 8/- to Rs. 15/- per month is provided to the students at all levels in the schools. There are scholarships provided to scheduled caste and scheduled tribe students studying in different classes as well as to the students pursuing higher education. Free text-books are provided to the students up to class X studying in schools in the tribal areas. The girl students at the primary level in tribal areas are provided free clothing. 21 free hostels for students belonging to SC, ST and Backward Classes have been established in the State. Attendance scholarships have also been provided ranging from Rs. 2/- at the primary level to Rs. 25/- per month at the secondary level for higher rate of attendance of the girl students in the State. All these incentives are intended to increase enrolment and reduce drop-outs at elementary level. A scheme for setting up free as well as paid hostels may have to be developed on priority basis particularly for the girls studying in various schools to reduce drop-out at upper primary level.

To achieve near 100% enrolment at the primary level, we feel that primary education sector requires capacity expansion, efficiency development and quality improvement in education. There should be a primary school in a radius of 1 k.m. and a middle school in the radius of 3 k.m.s., if the target is to be achieved. There are 7548 primary schools run by the State Government and 176 primary schools run by the private sector. The State may have to open 1100 more primary schools and these will be in the interior areas, where private sector schools may not come up, to achieve the objective of setting up one primary school in the radius of 1 k.m. We request the Government of India to continue the Operation Black Board Scheme to provide assistance for additional 1100 primary schools in the State of Himachal Pradesh during the 8th Five Year Plan period.

Most of the NDC Committee recommendations on adult education have already been implemented in the State of Himachal Pradesh. A project known as

"Total Literacy Campaign", was launched in Himachal Pradesh in June, 1992. The project development and actual implementation started in February, 1993 and that the project reached the take-off stage by April, 1993. The target audience is 8.33 lac illiterates in the age group of 9-45 years. The Total Literacy Campaign project development and implementation is being done under the guidelines of National Literacy Mission. The structural arrangements at various levels like setting up of District level committees, Block level committees, Panchayat level committees and Saksharta Ghars at village level have now been completed. The systems development and staffing have already been accomplished by providing Coordinators, Resource Persons, Master Trainers in all the districts. A large number of voluntary instructors have joined the campaign. The teaching and learning materials have reached the destinations and the training of Resource Persons have already been completed. The total budget estimate to accomplish the task of TLC is Rs. 6.62 crores to be shared by the State and the Centre. The literacy campaign has reached advanced stage in all the districts of the State. Out of 69 development blocks, the campaign is at the advanced state in 47 blocks and that the rest of the blocks will be fully covered in third phase. It is expected that by June 1995, the

State will achieve 100% literacy in the age group of 9—45 years. Post literacy projects have also been sanctioned for seven development blocks in the state & in fact the campaign has already been launched to help the neo-literates move from a dependent to a self-guided learning stage.

The State Programme of Action on decentralised management of education has been developed as per guidelines under the National Policy on Education and GOI Programme of Action. So far as H.P. is concerned, the recommendations of the C.A.B.E Committee on decentralised management of education have been considered by the State Cabinet and it has been decided in principle to evolve a pattern for devolution of supervisory powers to the Panchayati Raj Institutions and Local Bodies for the management of elementary education. The State will undertake further feasibility exercises on the subject of decentralised management of education to provide for community participation in the educational development and community control over the educational institutions.

We feel that the deliverations in this conference will help develop creative means to advance the causes of Education for All.

SPEECH DELIVERED BY
DR. WILFRED D'SOUZA
Chief Minister of Goa

**PRESENT POSITION OF GENERAL
EDUCATION IN GOA**

Major recommendations of the National Policy on Education have been implemented in Goa from the academic year 1986-87. An Action Plan on various aspects of the National Policy on Education was prepared and action has been initiated accordingly. Achievements done so far are listed below in brief :—

1. Pre-Primary Education : Govt. 106, Non-Govt. 400, Total 506.

The aspect of early childhood care is taken care of by the Social Welfare Department by opening Anganwadis (Nursery Schools). A total number of such schools in Goa is 1046. Also there are over 500 Pre-primary schools functioning in Govt. & Non-Govt. sectors as detailed in the margin. Efforts are being made to provide necessary educational and play material to these Pre-primary schools and also to organise in service training programmes for the teachers working in Pre-primary schools.

2. Primary Education : Govt. 1226, Non-Govt. 496, Total 1722.

Envisaged in the National Policy on Education, we have already achieved 100% enrolment in Primary Schools. It is ensured every year by approaching every household in the remote areas that every school age child attends school. Also primary education facilities are provided at a walkable distance for the primary school children. Over 90% of the primary schools having their own buildings and are furnished and equipped suitably for better education. There is a continuous programme of in-service training for primary school teachers so as to improve the quality of education at the primary level.

3. Secondary Education : Govt. 65, Non-Govt. 279, Total 344.

Facilities for secondary education are available within a radius of 3 to 5 kms. and all students passing primary schools can be accommodated in the secondary schools. Syllabus and curriculum have been modernised as per the directive principle of the N.P.E. Facilities for in service training for secondary school teachers are also provided. Special efforts are being made for the quality improvement at the primary as well as secondary level by revitalising the scheme of School Complexes.

4. Higher Secondary Education : Govt. 11, Non-Govt. 49, Total 60.

Adequate facilities for higher education are also available in this State. All those students who desire to join higher secondary education after passing S.S.C. examination can be accommodated in the existing Higher Secondary Schools.

5. Higher Secondary Schools with Vocational Education facility : Govt. 5, Non-Govt. 24, Total 29.

Also vocationalisation of higher secondary schools is done with a view to provide skill-education to the students. 50% of the higher secondary schools are now covered under the programme of vocationalisation of higher secondary education.

6. Colleges of General Education : Govt. 4, Non-Govt. 15, Total 19.

In all there are 19 Colleges which provide higher education to the students under the streams of Arts, Commerce and Science. These Colleges are spread all over the State providing easy access to the students who desire to join college education. All these colleges are now affiliated to the Goa University which controls all the academic aspects of these Colleges.

7. Navodaya Vidyalaya

Two Navodaya Vidyalayas in the two districts of Goa have been established to provide better educational facilities for the talented children in rural areas. There is good response for both the Navodaya Vidyalayas.

8. Adult Literacy/Post Literacy Programme

Post Literacy programme is also underway for the benefit of neo-literates. We have started 89 Jan Shikshan Nilayams so far which are supplied with necessary materials useful for the neo-literates. More JSNs will be started during next financial year to cover majority of the neo-literates.

A mass programme for achievement of 100% literacy has been undertaken since last academic year. Internal and external evaluation of literacy programme has already been carried out and the report is awaited.

9. Professional Education

This State is also having facilities for professional education as there is a Medical College, a College of Pharmacy, Dental College, Law Colleges, Colleges of education and Institutions for Management Education, besides Technical Education facilities such as ITI, Polytechnics and an Engineering College. So far we do not have a College for Agriculture and Veterinary education.

STATUS REPORT ON TOTAL LITERACY CAMPAIGN IN GOA

Goa was liberated from the Portuguese rule on 19th December, 1961. Soon after Liberation the programme of Adult Education was undertaken for the implementation during the year 1961-1965 through Community Development Blocks. Later on the scheme of eradication of illiteracy was entirely taken over by the Directorate of Education, Government of Goa from the year 1968-1969.

One of the most vexing problems that our country faces is the problem of illiteracy among our population. Therefore, it has been our national goal to cover the entire illiterate adult population in the age-group of 15-35 by 1995 and impart them functional literacy to enable them to appropriately respond and actively participate in the developmental programmes which are being implemented for the upliftment of our vast population the majority of whom are still under desired level of standard of living.

With this view, our State of Goa has been implementing the literacy programme known as Total Literacy Campaign to achieve 100% literacy. The Total Literacy Campaign has gained appropriate momentum since July, 1992. The brief report in respect of (Total Literacy Campaign) in Goa is given here-below.

At present the following total number of JSN have been established :—

Year	No. of JNSs established	
1988-89	—	11
1989-90	—	11
1990-91	—	11
1991-92	—	12
1992-93	—	15
1993-94	—	40
	Total	100

At present there are 100 JSNs and more JSNs will be opened after achieving 100% total literacy in Goa.

We have requested Educational Institutions to open Mini JSNs without paid workers. We have also requested Mahila Mandals to open Mini-JSNs in their 11-414 Dte. of Edu/94

area of operation. 13 such institutions have come forward and they have opened Mini-JSNs from 8th September, 1993. The Government of India has been requested to give central assistance for 100 JSNs. The Post literacy material in Konkani and Marathi will be developed by organising Workshops and development of books/wallpaper will be entrusted to Goa Konkani Academi and Marathi Academi. The post literacy material in other languages like Kannada, Urdu will be procured from the concerned SRC's of the State. In the Action Plan provision of Rs. 94 lakhs is made. The details may be seen at Annexure III.

1. Magnitude of the Problem :

According to 1991 Census, the literacy rate of Goa State is 75.51%. There has been a significant increase in literacy rate after the liberation of Goa from 32% in 1961 to 75.51% in 1991. As per the latest literacy survey conducted by the Teachers, social workers in June, 1993, the total number of illiterates in the age-group 15-35 and 36-60 are as follows :—

(a) 15-35 Age-group illiterate population	
Males	.. 9607
Females	.. 26321
Total	.. 35928
(b) 36-60 Age-group illiterate population	
Males	.. 17998
Females	.. 46701
Total	.. 64699
Grand Total	.. 100627

Now it has been our target to cover illiterate population in the age-group of 15-60 under the Total Literacy Campaign and making them functionally literate.

3. Strategy for Eradication of Illiteracy :

Keeping in view the magnitude of the problem and conditions of the State both approaches i.e. Adult Education Centre approach and E.O.T.O. approach are used. Adult Education Centre approach was necessary as Geographically, area of the State is composed of hills, valleys. Again the population is scattered. There is also flow of migrated labourers which are joining the construction and mining activities of the State.

Again in some localities students volunteers are not available so with two approaches coverage of learners is done which may be seen enclosed proforma, and Annexure I.

The Action Plan for Total Literacy Campaign has been submitted to the Ministry of Human Resource Development in December, 1992. However, it was approved by the Ministry on 29th July, 1993. The financial estimates given in the Plan may be seen at Annexure II.

4. Meeting with the Village Panchayats and Municipal Councils were held in all the places of Goa. They were apprised about their role in Total Literacy Campaign. The literacy Committees are constituted in area of their jurisdiction which meets regularly to review the programme. The list of identified learners was also handled over to the concerning Chairman/Secretary of the Committee. These meetings were held under the Chairmanship of Honourable Education Minister of Goa. Majority of these Literacy Committees formed at Village/Municipal level and Taluka level are extended full co-operation to achieve 100% literacy.

5. Meetings with the Heads of various Institutions :

Meetings were held in each Taluka of Goa which were attended by the Headmasters of Secondary Schools and Principals of Higher Secondary Schools (Government and Non-Government) and Degree colleges (Government & Non-Government). They were apprised about the Total Literacy Campaign and they were asked to undertake Each One Teach One Programme through their students volunteers and N.S.S. Volunteers. Accordingly the E.O.T.O. Programme is undertaken by the institutions in the State of Goa. The list of identified learners were handed over to the Heads of Institutions so as to cover the illiterate population within the area of their jurisdiction. Meetings with the Heads of Institutions were also held under the Chairmanship of then Honourable Education Minister of Goa.

6. The offices of the Directorate of Education have come forward and one two officers have adopted one Taluka. These adopted officers of respective talukas have undertaken overall responsibility of the implementation of Total Literacy Campaign in the area of their operation and area giving full support. The meetings of such officers are held regularly to review the progress of Adult Education and to overcome the difficulties encountered at the field level.

7. Environment and Mass Publicity Campaign :

Total Literacy Campaign depends entirely on mass participation and for this entire community has to be mobilised. Now the literacy meetings at Panchayat, Municipal Councils and Taluka level are held. The posters and banners are being displayed whenever these meetings are held at various levels. Film shows on literacy are regularly conducted by the Audio-Visual Unit of the Directorate of Education in rural area. The success stories, dialogues and discussions held with the learners in Adult Education Centres, etc. were shown on T.V. and relayed on A.I.R.

Get-togethers of adult learners and students volunteers/Instructors were conducted in every village of Goa in February 1993 to May 1993. The response of Adult learners specially those of women was very encouraging.

8. Training Programme :

A batch of 15 Resource persons was trained by the SRC of Maharashtra i.e. Indian Institute of Education of Pune. These Resource persons in turn have trained 450 Master Trainers selected from Colleges/Higher Secondary/High Schools. These Master Trainers have given training to instructors of the centres and students volunteers. Again the State Institute of Education of Goa has undertaken an in service training programme.

9. Teaching/Learning Material :

This Directorate has procured learning material in Marathi, prepared as per IPCL norms from the SRC Indian Institute of Education, Pune. Kannada material from Karnataka State Adult Education Council. Hindi from Literacy House Lucknow, Telugu from Andhra Pradesh Mahila Sabha and Urdu from Jamia Millia Islamia, New Delhi.

The Konkani Primers Part I, II, III were developed as per the IPCL Scheme recommended by the Government of India. The said primers Part I, II, and III were placed before IPCL material Review Committee in the Directorate of Adult Education, Ministry of Human Resource Development for approval. Meanwhile one primer Amche Shikshan in Konkani was printed. Now Konkani Primer Part I, are made available. Third primer will be received soon. Special primer in Roman Konkani is also printed and supplied.

10. Management

Gomantak Dnyan Prakash Society registered under Societies Registration Act is looking after the Management and proper implementation of the Total Literacy Campaign. For this purpose following 6 Sub-committees have been formed.

1. Mobilisation and Environment Committee
2. Training Committee
3. Material Supply Committee
4. Administration and Finance Committee
5. Monitoring and Evaluation Committee
6. Post Literacy and Continuing Education Committee.

The meetings of the Committees are held regularly and appropriate steps are being taken for the success of the campaign.

11. Teaching Programme

(a) Centre Approach

The actual programme is highly flexible. In places where 15 to 20 learners are available at place be it a school building or be it a Panchayat building, centres have been opened. So far 2113 centres with enrolment of 42349 illiterate adults are opened.

Government has encouraged this programme by approving the scheme of prizes for the best Taluka, best Adult Education Centre and best Educational Institution.

(b) Each One Teach One Programme :

The student volunteers of High School/Higher Secondary Schools/Degree Colleges have undertaken the programme of Each One Teach One. The list of identical learners is given to the various Institutions. 58278 illiterates are covered under E.O.T.O.

12. Evaluation of the Programme :

Internal Evaluation Team for North Goa and South Goa have undertaken the evaluation of programme from 28th April 1993 to May 1993 and they have submitted their report.

The request for taking up external evaluation was made in March 1993 to the Tata Institute of Social Science, Bombay. However, the Institute was busy with the external valuation of TLC District of Maharashtra State. Again we request Ministry of Human Development to assign this work of external evaluation to any agency. Now the external valuation of TLC was conducted from 18th October, 1993 to 28th October, 1993 by the Tata Institute of Social Science Bombay under the leadership of Dr. Deniz Saldanha and we expect to get his report by March, 1994.

13. Post Literacy and Continuing Education :

Post Literacy Programme is very important to make any literacy programme a success. The illiterate who will become the literate as a result of this TLC will be taken care of partly through the Jana Shikshan Nilayams. More JSNs are being established in addition to the already established JSNs.

State Level Advisory Board on Adult Education is formed and the first meeting was conducted on 7th May, 1993. The second meeting of the Board will be called soon to decide about post literacy programme.

Media people can support the programme in following ways :—

1. By publishing success stories, review report interviews of functionaries of the programme.
2. By allotting one/two columns for Neo literates weekly/fortnightly/monthly.

EDUCATION FOR ALL : GOA STATE

Goan people in original are very much conscious about the need of educating their children and therefore there is very good response for education right from the Liberation of Goa in the year 1961. Nevertheless, the problems faced by various States in the country are also existing in Goa, though in a small way. There are certain deprived communities which find it economically difficult to send their children to schools. This is particularly conspicuous in case of girls and boys above the age of ten years who can lend a helping hand to the families meagre income.

Also we have been tackling the problem of high rate of drop outs in the rural areas. With a view to tackle these problems, various measures have been adopted since last few years as noted in brief below.

Universalisation of Elementary Education :

Since the year 1985-86 following aspects are considered on priority basis to achieve the objective of elementary education for all :—

- (a) Primary schools have been opened with even enrolment of 15 students at a walkable distance.
- (b) Pre-Primary education facilities are also provided on a large scale to attract the children towards schools.
- (c) Mid-day meals facilities are provided in schools of backward areas.
- (d) Supply of free text books, uniforms, rain-coats/umbrellas etc. are provided to needy students.
- (e) Cash incentives are given to the children belonging to scheduled caste families.
- (f) Primary schools are equipped with necessary teaching aids, sports material, library books, furniture and other needful material under the scheme of 'Operation Black-board'.
- (g) Single teacher schools are converted into two teacher schools where enrolment exceeds 19 students.
- (h) Teachers personally contact each household in the catchment areas and ensure that all school-age children are enrolled.
- (i) Scheme of Schools Complexes has been reactivated which supports the efforts of each primary school in enrolment and retention of school children.
- (j) People's participation in the school programme is ensured by establishing School Committees and Parent-Teacher Associations.
- (k) Programme of short-term orientation of primary teachers is continuously organised at complex level which is also supported by the D.I.E.T. and other agencies at taluka and district levels.

The above noted programme is vigorously started since the year 1985-86 which has yielded encouraging results. We have achieved 100% enrolment in elementary schools since last two years and the rate of dropping out during this age-group is reduced considerably.

General scenario of education in Goa existing today is briefly described in the enclosed note.

The educational institutions in Goa are by and large, maintained by the Government and private Managements which are registered educational societies or trusts. There is also a sizable number of institutions managed by religious minority societies/convents.

At present the local self-Government institutions like Village Panchayats or Municipalities are not involved in the educational administration at may level.

However in every village, this Committee which includes the headmasters and teachers of local schools and social workers, plays an active role in mobilising community resources for betterment of primary and middle level education in that area. It also effectively contributes to bring about required developments in the system to reflect the local aspirations.

The planning with its components of area development, special planning, institutional planning, administrative and financial control and personnel management is taken up by considering the views given by these school Committees.

After Liberation of Goa this State witnessed unprecedented growth of education and in terms of this rapid growth, the increased role of Government and the State specific religious structure of the population, the educational management has undergone significant changes. The rapid expansion of education enabled the State to Achieve a high literacy rate of about 78% which in turn enabled for generation of education awareness among the masses. Against this fact ground, it is necessary to plan the gradual and cautious decentralisation process for educational Management.

Goa is a small state of compact size with its population of approximately 11.7 lakhs. It has a commendable transport network covering almost 100% rural areas. Entire State is electrified. The cohesion of the population structure is so perfect that there is almost no area specific variations of the qualitative differences in educational requirements and as a result no difficulty is experienced in the present system of management with the central control with Department of Education. With the gain of experience

and maturity of the local elected bodies, their increasing involvement with greater meaningfulness is anticipated with their more responsible role within the prevailing village education Committees.

2. Wide Range Debate on Prof. Yashpal Committee Report :

This State has already initiated debate on Prof. Yashpal Committee Report and two seminars, each one in south Educational Zone and North Educational Zone and North Educational Zone are completed. Now the debates are planned at Taluka level and thereafter at Panchayat/School complex level to create adequate awareness among the teachers so that we will be able to come out with suggestions based on wide range debates involving entire teacher community and social workers. Entire programme is expected to be completed by March/April, 1994.

SPORTS AND PHYSICAL EDUCATION IN GOA

We have implemented most of the recommendations of CABE in regard to the Sports and Physical Education. We have appointed qualified Physical Education Teachers in all the Higher Secondary, Secondary and Upper Primary Schools. Most of the teachers in the primary schools have also undergone a sort of physical education training through DIET. Within a short period of time all the primary teachers will be made to undergo Physical Education Training through DIET. The sports department provides sports equipments and sports materials to all the government schools. But for lack of funds adequate infrastructure for sports cannot be built-up in most of the schools. The recommendations of the CABE Committee to charge fees from the educational institutions will need closer examinations, as in Goa the State Government provides free education upto standard twelve. Charging of fees from the students for sports activities may not find favour with the parents and students. We have introduced Yoga classes in the schools.

SPEECH OF

SHRI SALSENG C. MARAK

Chief Minister of Meghalaya

1. I consider it a matter of great privilege to participate in this important meeting, specially convened by our beloved Prime Minister, to discuss in depth, the important issues pertaining to Education and Literacy in the context of "The Delhi Declaration" on Education For All" (EFA) and the 73rd and the (4th Constitutional Amendments in relation to the Decentralised Management of Education.

2. The National Policy on Education 1986, with its multifarious programmes has brought in a new breath of fresh air to the Education Scenario, giving rise to new hopes and aspirations to the younger generations of our country. During the last 7 years of implementation of the New Policy on Education, a substantial progress has been made in the field of Universalisation of Elementary of Education, re-structuring of the school Education system, re-organisation of Teachers Training, the National Literacy Mission etc. However, the spate of change that is taking place in the country today is so fast that in certain areas the National Policy on Education may not fully reflect the emerging moods and aspirations of the society. In this context, this meeting assumes a greater significance for all of us here.

3. 'Education for All' by the year 2000 A.D. has been adopted as a global goal. At a World Conference on Education for All held in 1990, the international community fixed targets framed objectives and decided the Frame Work of a Plan of Action to obtain Education for All in the Decade. The Delhi Declaration made by the Nine Developing Nations of the World in December, 1993, reaffirmed their commitments to the goals set by the World Conference on Education for all. Our Country being one of the signatories to the Declaration therefore, stands firmly committed to the issue. We are now only 7 years away from the year 2000 A.D. It is therefore a high time for all of us to plan to achieve the goals.

4. Meghalaya is a small State with a population of about 18.00 lakhs living in 8 towns and about 5500 Villages. With an area of 22547 Sq. Km, the density of populations is about 80 persons per sq. Km. About 80% of the total population live in the rural areas and almost the same percentage of the total population belongs to the Scheduled Tribes.

5. In 1988, the State Government had brought out A White Paper on Education, which spelled out the policies and the strategies for achieving the goals and objectives within the broad parameter of the National Policy on Education, 1986. A number of steps have

been initiated to implement the policies. After about 5 years of implementation of the policies and the strategies as per the White Paper on Education, certain progress has been made in various areas of Education especially in the elementary education sector, the position today is as under :—

i. The elementary education has been re-structured after the National pattern with certain modification to suit local situations. Thus from 1991, the Primary school stage comprised 4 classes namely class I to class IV with attached Pre-Primary section, replacing the old system of having classes A, B, I, II, III. The old Middle School of classes IV, V & VI has been replaced with the Upper Primary classes V, VI, VII. At the secondary level there will be only three classes VIII, IX & X. At the higher Secondary level, classes XI & XII are being introduced with Vocational stream in certain selected Schools.

ii. 63% of the total habitations are having Primary Schools within the habitations themselves; and 12% of the habitations are having schools within a walking distance of 1 KM from the habitations. Thus 75% of all the habitations are having schools within a walking distance. Thus 25% of all the habitations or about 1300 habitations in absolute number are yet to be provided with schooling facilities, even at the Primary level. Such habitations account for about 11% of the total rural population of the State.

iii. 50% of the rural habitations are covered by Upper Primary Schools within 3 Km.

iv. 360 primary schools still have single teacher only.

v. In accordance with the re-structured pattern of Education in the State, there should be atleast 4 classes and one additional room for the Pre-Primary section per school. As against this, 239 Primary schools have 4 class rooms, and 545 schools have 3 class rooms. About 2160 schools have 2 rooms and the remaining 760 are having single room in each school.

vi. The break up child population and enrolment is given below :

Age group	Child population	Enrolment
6 - 10	1.92 lakh	1.48
10 - 14	1.48 "	0.76

Thus the unenrolled children in the age group 6-14 years is 1.32 lakhs.

vii. The Literacy rate has increased from 34% in 1981 to in 1991 census, as against 52% at national level.

viii. 72% of the children drop out at the Primary level and 50% at the Upper Primary level.

ix. In Adult Literacy, an estimated number of 2.62 lakhs in the age group 15-45 years will be covered by the end of 8th Five Year Plan.

6. The above indicators are only illustrative and not exhaustive of the extent of the field yet to be covered in providing the requisite physical facilities to the school system, if goal of universalisation of education in the State is to be achieved. In the context of 'Education For All' (EFA), every one is entitled to a minimum level of education which will enable him to develop his self esteem and contribute to the improvement in the quality of life. Education for all is a kin to the concept that education is a fundamental right and a critical means of development. It is therefore, the responsibility of the State and of the country as a whole to make adequate provision of facilities to enable the citizens to exercise such right.

7. At present, Education and the demand for education expansion is no better than an expression of consumers preferences. Social status has been associated with education, and for many it is taken as a means to escape from manual labour and soiling one's hands. In the context of AFE the assumption that Education is the acquisition of knowledge and the pursuit of research has to be corrected and it is to be viewed" as an investment in human resources. It should be regarded not as a closed system, but as a sub-system of wider society having interfaces with the economic, political, societal and cultural domains. Action should be planned taking into account all these domains. This calls for a maximum, sustained political support and community participation.

8. So far my State is concerned, we have a very keen and sincere desire to eradicate illiteracy in the State. We have tried through successive five Year Plans and Annual Plans to establish priorities and objectives to ensure expansion of physical facilities with a view to increase Access to Education. However, the problems being numerous and varied, it is desirable to formulate new strategies and new plan of Action to achieve the goals. We are grateful to the Government of India for the sustained support and liberal assistance which enable the State to leap forward even in small steps in the path of progress. We look forward to continued support and assistance of the Government of India to cover a wider field of "Education For All" within the remaining period of the 20th Century.

9. Education for All is basically a Mass Programme and for its success, active community participation and support are indispensable. In Meghalaya there is a favourable ground for launching such a movement for community support and participation as most of the schools are under private management. As a matter of fact, 100 per cent of all Primary schools and 93 per cent of all Upper Primary Schools in the State are under private management. What is required here is some form of re-organisation of the System Management of Education in general and to the Schools system in particular. This leads me to other issue namely, 'Decentralised Management of Education'.

10. The Central Advisory Board of Education in its meeting on 15th October, 1993 revolved that in pursuance of the 73rd and 74th Constitutional Amendments, immediate measures need to be taken by all States for introducing decentralised management structures in Education so as to facilitate achievement of the national goals in the field of Education, keeping in view the specific situation of the concerned states as well as the spirit of the constitutional amendments.

By and large the proposed decentralised management of education relates to the management of elementary education, i.e. primary and upper primary levels.

11. In most of the states in the country where the aforesaid amendments to the constitution apply, the proposed decentralised management is done through the Village Panchayat and the Zilla Parishad, etc. and in urban areas through the Municipal Board, Municipal Corporation. In Meghalaya the Panchayat Raj System does not exist and the constitution (73rd Amendment) Act 1992 does not apply to the State. Hence the question of decentralisation of management of education through the Panchayat Raj System does not arise.

12. The Sixth Schedule of the Constitution of India provides for the creation of the Autonomous District Council and responsibility was conferred upon them by the constitution to establish, construct and manage primary schools. Till recently the 3 (three) Autonomous District Councils of the state discharged such constitutional obligations and the role of the State was only to assist the District Councils with financial resources to enable them to administer the subject. In course of time however, 3 (three) District Councils have failed to administer the subject namely primary education in accordance of the provision of the constitution. Therefore the Government has to take over temporary control and management of the

Primary Schools from the 3 (three) District Councils of the State in the early 1980's under the provision of para 16(2) of the Sixth Schedule of the Constitution of India. But since the circumstances which prevailed in the three District Councils at the time of temporary taking over of the schools have not changed, the Government continued to manage and administer the Primary Schools of the three District Councils till date. The adhoc arrangement is not however conducive to long term planning, effective administration and control over the schools. The state Government is considering to take over the administration and the management of the District Councils Primary Schools from the concerned District Councils, on a permanent basis.

13. Circumstance therefore, does not allow the State Government to implement the decentralised structure of Management of Education in line with the CABE resolution. With the constraints imposed by the legal and the social structures aforesaid, the issue of the Decentralisation of the Management of Education in the State will have to be examined in depth by the State Government.

14. I have full hope and confidence that with the continued support and encouragement of the Government of India and the kind cooperation of all concerned, we can as a Nation, achieve the desired goal of Education For All by 2000 A. D.

SPEECH OF

SHRI S. C. JAMIR.

Chief Minister of Nagaland

At the outset, I would like to congratulate the Prime Minister and the Minister for Human Resource Development for convening this meeting so soon after the recently conducted Education for All Summit, which reflects their anxiety to implement the EFA proposals without any loss of time. This meeting is therefore a timely and appropriate forum to devise workable and concrete strategies for our country, not only on the basis of the EFA proposals, but also on the recommendations of the C.A.B.E. Committee on Decentralisation of Education and the NDC Committee on Literacy. All these documents have strong linkages with each other, since they all aim at a common goal.

The Delhi Declaration and the Framework of Action accompanying it are very comprehensive in their approach, range and depth as all the major issues facing densely populated developing countries have been addressed in these documents. I am sure there are no two opinions amongst us regarding the crucial importance of education as a primary strategy for improving the overall quality of life of the people. Moreover, with the liberalisation of the economy and the adoption of globalisation as a concept, the importance of education has increased even more, particularly if the benefits of these reforms are to reach the people who deserve them most.

While all of us may agree on the basic approach of the EFA proposals, there is however a need to make adequate allowance for the diversity that exists in various regions and States of our country in terms of infrastructure available; locational disadvantages, resource constraints, geo-physical conditions and other similar factors. Therefore, a certain degree of flexibility based on these realities would necessarily have to be built into any action plan that is adoptable by us.

The biggest hurdle which is probably coming in the way of speedier educational development in most States is the lack of adequate resources. This handicap is even more pronounced in the case of States like Nagaland and other North-Eastern States which have hardly any internal resources of their own. Every social measure, including education, has a cost attached to it and the bulk of this cost has to be borne by the State Government since most of our education is in the Government sector. The inadequacy of resources has its effect particularly in terms of increasing the coverage, appointment and training of teachers, construction of school buildings, purchase of

equipments and so on. Although our Plan expenditure has increased over the years in the education sector from Rs. 286 lakhs in 1991-92 to Rs. 406 lakhs in 1993-94, most of the Plan funds are utilised for payment of teachers' salaries since there are no Non-Plan resources available. With the increase in enrolment, the requirement of teachers is also increasing but this is not matched by the increase in resources. In this context, the initiative taken through the Delhi Declaration calling upon international agencies to assist the developing countries in human resource development activities is very welcome. What I wish to stress is that implementation of programme like EFA within a definite time-frame will be realistic only if it is accompanied by an appropriate financial package from all possible sources.

Despite these constraints, I am happy to say that we have always accorded the highest priority to education in Nagaland. Our literacy rate in 1991 was 62.6% and primary education covers 98 per cent of the villages through 1175 Government primary schools and 127 private primary schools. There is no gender discrimination in our State and the ratio of boys to girls in the primary stage is 10 is to 9.

However, while the coverage at the primary level is satisfactory, the same cannot be said of the quality of education. Due to the lack of trained teachers and lack of infrastructure and equipments, we have lagged behind in this respect. We hope that the two new District Institutes of Educational Training (DIETs) at Mokokchung and Tusensang, which have been approved in principle by the Human Resource Development Ministry, will be functional soon. We are happy that the EFA strategy and programmes lays special emphasis on the education of Scheduled Tribe students since the distinctive socio-cultural milieu and characteristics of the tribal communities need to be taken into account.

As decided by the Central Advisory Board on Education in its meeting held in October, 1993, we are in the process of preparing a Plan of Action for Primary and Secondary Education for the next Five Years. This would require massive investments if the Plan is to be implemented in its totality. We shall have to approach the Government of India for help in terms of financial resources for implementing the Plan of Action from time to time. We are confident that with the assistance of Central Government, we shall be able to achieve our targets.

In respect of the recommendations of the NDC Committee on Literacy we support their recommendation on Operation Blackboard since this programme has had a very positive impact in the State. As suggested by the Committee, the provision of contingencies for repairs and maintenance of equipment is essential. I would suggest that Operation Blackboard should be extended to Middle Schools also.

The Government of India's scheme for supply of concessional paper for printing text books has unfortunately been discontinued. This has had an adverse effect on needy tribal students in particular. In order to bring down the cost of text books, I would urge that this scheme may be revived. The recommendation of the Committee for relaxation of formal educational qualifications for appointment of primary teachers has various ramifications. While the underlying idea is no doubt laudable, its effect on the quality of education could be significant. In Nagaland, for instance, the minimum qualification for a primary teacher is Pre-University passed for general tribal candidates and Class Nine passed for educationally backward areas. Any further relaxation may not serve the best interest of the students.

In respect of adult education, the Committee has made some excellent recommendations. However, the existing norm of one Jana Shiksha Nilayam for a cluster of villages with a population of 5000 will not be workable in hilly states, having far flung villages and lack of transportation facilities. I would suggest that for such states, one Nilayam each may be set up for villages within a three kms. radius irrespective of population size. Moreover, the programme of providing honorarium and light charges to instructors may be revived.

The Report of the CABE Committee on Decentralised Management of Education has been received by us only a few days back and we have not been able to examine the recommendations in detail. Broadly speaking, we agree that the direct involvement of District and Village level bodies in the management of education is not only desirable but also essential if the goals of EFA and total literacy are to be achieved. At the same time, decentralisation has to be a gradual process. Any hasty attempt to decentralise responsibilities and powers without making the concerned bodies ready for shouldering such responsibilities could prove to be counter-productive. Here again, the question of resources is significant since I find that there is a heavy dependence on transfer of Plan and Non-Plan funds from the State Government to the local bodies. I am afraid that for resource starved State like Nagaland this may not be feasible without adequate support from the Centre, since the requirements would exceed the funds presently available with the State Government for the education sector. In order to give us more time to examine all the ramifications of this Report, I would suggest that concrete views of the State Government could be further discussed in the CABE meeting being held on March 2nd 1994. I would like to congratulate Shri Moily and other Members of the Committee for the painstaking work which they have put in for bringing out the Report.

On conclusion, I would like to thank the Prime Minister and the Minister for Human Resource Development for giving me this opportunity to express my views and I would like to assure them that the Government of Nagaland lays the highest priority on universal education so that the people of our State can also enjoy the full benefits of progress and development.

SPEECH BY

Thiru V. VAITHILINGAM

Chief Minister of Pondicherry

I heartily thank our beloved Prime Minister and Union Minister for Human Resource Development for their commitment to the cause of education in the realisation of the constitutional goals of education.

The Union territory of Pondicherry scrupulously follows the guidelines of Government of India in achieving the targeted goals of education in the different prioritised areas of major national concerns like Literacy, Education For All (EFA), Decentralised Management of Education and reducing the load of school students while improving the quality and excellence of education. I feel privileged to inform this August forum that we have taken the lead in all the above national concerns and I wish to focus in nutshell the different initiatives taken by the Union Territory Administration of Pondicherry.

Under Total Literacy Campaign, popularly known as 'Puduvai Arivoli Iyakkam' launched in 1989, the strategy of achieving total literacy has been planned in two phases of covering all population in the age group of 15—40 to become neo-literates in the first phase and subsequently starting of post-literacy campaign in the second phase. On this occasion, I am proud to inform that our Territory was the second State to achieve total literacy status after Kerala and also the first Union territory for which we have been honoured with UNESCO's King Sejong's Literacy Prize for the year 1992. Now, we pursue the second of total literacy as the post-literacy phase by setting up of 530 Arivoli Contact and Continuing Education Centres with information about all developmental agencies/departments. Our special focus under the post-literacy campaign is to provide women their rightful share by creating awareness about their legal rights and vocational training for young women and youth. During this phase, primers specially developed for neo-literates of this Union territory have been distributed in these Arivoli Contact and Continuing Education Centres. Under this phase, we have also given training for all the volunteers and other functionaries to pursue effectively this second phase of Post-Literacy Campaign. During this phase, we will concentrate on all those who have been left out in the first phase of the campaign.

Under the component of 'Education For All', the Union territory of Pondicherry has taken several initiatives under Early Childhood Care and Education (ECCE), Universalisation of Elementary Education (UEE), and Empowerment of Women to ensure women's equality. I wish to mention here that the Department of Education runs 43 Pre-Primary Schools with all infrastructural facilities available in

the Primary Schools in which they are attached. This situation ensures better enrolment and retention of students in the next stage of education. Therefore, this Union territory is able to achieve nearly 137% of ratio of enrolment by adopting the strategy of methodical distribution of all Primary Schools within one Kilometre of the habitation of school-going children. In addition to that, several support services for maximum retention have been provided in the form of free mid-day meals upto VIII standard, free supply of text-books, uniforms and stationery upto V standard, retention scholarships especially for S.C. girls and merit prizes for girl children. Above all we pursue the strategy of converging all services available in other agencies and departments of this Union territory for achieving Universalisation of Elementary Education. It is not out of place to mention that education for girls in this Union territory is the topmost priority. Girls institutions, nearly 50, are run by this Administration in addition to the co-educational institutions from Primary to Collegiate level of Education. The number of women teachers in this Union territory at Primary stage constitutes 40% and 44% in respect of High School stage and 42% in respect of Higher Secondary stage. I am proud that this status of women teachers itself shows that our Territory has also taken lead to empowering women. Our Government is also very keen to ensure equality of all vulnerable sections like S.C/S.T., Minorities and Physically Handicapped by implementing special schemes for their upliftment. At this juncture I should mention that a thrust will be given during 1994-95 to the proposed scheme of Action 6-14 under non-formal education to cover 3,000 learners through the well established mode of Post-Literacy Campaign.

This Union territory has carefully considered the concept of Decentralised Management of Education by transferring some of the Schools to Village and Commune Panchayats and Municipalities. But considering the population, infrastructure, our existing traditional system and financial resources, it may not be viable and wise to transfer the educational institutions at this stage. In this circumstance, I shall mention that elections to the Panchayati Raj Institutions are yet to be held and the devolution of management of education to Panchayati Raj Institutions may be an additional burden on their resources. Hence, the Government is of the opinion that at present this concept of decentralised management of education involving local self-Government has to be examined from various realistic angles.

Under the national concern of reducing the academic burden of school students, this Union territory

has organised a meeting of Headmasters of Primary Schools of both Government and Private, to reiterate the views of Prof. Yashpal Committee. We have decided to experiment this concept in the schools by selecting six Primary Schools—three Government and three private in our Territory from the current year itself and the findings of this experiment may give fruitful results for the whole nation. At this juncture, I shall mention that our Territory has planned to organise Workshops of Head of Primary Schools of both Government and private institutions in co-ordination with the expertise of NCERT, Tamil Nadu and Pondicherry. I hope that our Territory will also benefit from the wide ranging debate on this matter in this meeting.

To conclude, I wish to say that this Union territory is very keen in the improvement of Quality of Education because this Territory has achieved the target of providing access to education from Primary to Collegiate levels of education and the Total Literacy Campaign including the Post-Literacy Phase now pursued in this Union territory will give further impetus in the efforts of the quality improvement of education in this Union territory.

Once again, I heartily thank the Hon'ble Prime Minister, Hon'ble Union Minister for Human Resource Development, Hon'ble Chief Ministers from various States/Union territories and other academicians for their contribution in achieving the goals of education on the abovesaid national concerns of education.

SPEECH BY

LT. GEN. V. K. NAYAR, PVS.M, SM (RETD.)

Governor of Manipur

At the outset, I would like to thank the Prime Minister for giving me opportunity to place certain information and views on the issues of Decentralisation of Management of Education, 'Literacy' and "Education For All" in the light of the "Delhi Declaration" of nine high population developing countries vis-a-vis the mandate of the Indian Constitution to provide free and compulsory education for all children.

State Plan of action

In this connection, may I mention that the State Government has taken steps to formulate the State Plan of Action in consonance with the National Policy on Education (1986) and the guidelines laid down in the Programme of Action (POA) 1992 and also keeping in view the local specific priorities.

I. Decentralised Management of Education

CABE Committee Report

We are seized of the urgency of taking tangible steps in the direction of decentralisation of the management of education as stressed in the Report of the CABE Committee. With regard to devolution of powers and responsibilities upon the local bodies, State legislation in line with the Constitution (Seventy-third Amendment) and (Seventy-fourth Amendment) Acts, 1992 is on the anvil. In Manipur, there is a dichotomy of functions and territorial jurisdiction between the Panchayati Raj institutions and the Autonomous District Councils. In the valley districts, we have two-tier Panchayat System—Gram Panchayat and Panchayat Samiti operating at the village and Block levels respectively. The new legislation, which is already underway, contemplates replacement of the Panchayat Samiti by Zilla Parishad. The local bodies would deal with education, of course within the ambit of the Government system. In 5 (five) tribal populated hill districts, autonomous district councils having statutory powers and functions are managing primary education. However, our experience is that the system leaves much to be desired.

Decentralisation measures taken by State

To start with, State Level Advisory Board and District Advisory Boards of Education have been constituted with a wide range of functions as laid down in the POA (1992). Side by side, my Government has appointed a State Education Commission. Inter-alia, decentralisation measures have been taken by

entrusting supervisory and developmental responsibilities to School Management Committees set-up with people's representation. The initial result of the endeavour was found encouraging.

Need for Cautious approach

While appreciating the need for devolution of powers, as on date, the local bodies in the State are lacking in experience and capability. Therefore, as also mentioned in the Committee Report, devolution may be done gradually and cautiously.

II. Education for all

Delhi Declaration

We endorse the Delhi Declaration as it focuses on the fact that the aspirations and development goals can be fulfilled only by ensuring education to all people. At the same time, we cannot deny the reality that the school would not reach all children before the commencement of the 21st century for various socio-economic reasons.

Profile of Education in Manipur

Aberrations

With 59.89 literacy percentage in 1991, Manipur ranks 16 among the States/U.Ts. in India. This is against 49.61% in 1981. However, despite the phenomenal expansion of education and the relative growth in literacy in the State since independence, 52.40% of the State's women population is still illiterate and only 73% of children within the age group of 6—14 years are enrolled in the schools. In other words, 0.97 lakh children in this age group are still outside the formal education system. Besides, the drop out rate of 45.05 p.c. in the classes IV—VIII, 65.67% and 65.95% in respect of ST and SC children respectively, has caused serious concern to the Government. More than 50% of the Primary teachers are untrained which implies the need for upgrading the training facilities like District Institute of Education and Training (DIET). Not less than 45% of the primary schools has 'Ka'cha' buildings. 234 villages do not have primary schools within 1 (one) Km. Worst of all, ethnic strife in the hill districts of Manipur has resulted into dislocation of about 400 village settlements and caused extensive damage to infrastructure developed in the last few decades. The villagers need to be rehabilitated, with relocation of schools at substantial cost. Unfortunately, deficit

States like Manipur tend to get Government funds diverted towards fighting militancy, thereby creating an avoidable impoverished situation in which the State's priorities get distorted more often than not.

Need for Centre's Intervention

In the face of this uphill task, I would urge the Government of India to intervene in terms of providing lump sum relief grant or special funds under the Border Area Development Programme to restore the infrastructural facilities wiped out in the strife-torn hill areas and to provide single teachers for the schoolless villages. On our part we fully realise that the State Government should devise an effective mechanism for consolidation and optimal utilisation of the resources at its command. This implied the need to work out modalities for convergence of different services like primary education, non-formal education, primary health, early childhood care and Integrated Child Development Scheme (ICDS).

III. Report of NDC Committee on Literacy

Comment on the Committee Report

We endorse the NDC Committee recommendations on various points for structural changes and democratic decentralisation. Empowerment of women, elimination of disparities of access and improving the quality and relevance of education are the other major areas of concern to enhance the pace of achieving universal basic literacy.

Distance from the Goal

The task ahead

As I have just dwelt briefly on the profile of education in Manipur, the State is still at a considerable distance from the goal of universal literacy. On the one hand, it is a question of "expanding primary education" and of improving the "holding power of the schools" to prevent illiteracy in future. On the other hand, the adolescents and adults who have missed the opportunity of formal education system need to be served through "functional literacy and adult education programmes". The task is gigantic even in the context of tiny states like Manipur and Nagaland. Interestingly, we are also faced with the problem of quality-quantity mismatch. All said and done, the colleges producing ordinary graduates in large numbers have not delivered goods. This implies the need to reorient the thrust of education, for instance, through dynamic marketing of the vocational courses as well as improvement of the content and process of education as it should be directly related to one's environs. In a society with more than half of the population below the poverty line, the children in the age group of 11—14 years have become most vulnerable, because of their potential in the labour market. In my State, ninetyseven

thousand children in the age group of 6—14 years are still outside the formal education system and about 2 (two) lakhs adult population in the age group of 15—35 years are illiterate. My experience in the north-eastern region tells me that in the face of unique local situations and difficult terrain e.g. very low density population of 82 per square kilometre coupled with sparsely settled tiny hamlets in the hills constituting nine-tenth of the total area of Manipur, migratory tribes whose habitats shift from place to place unpredictably, etc. a great deal of flexibility would need to be infused into the Government structured all India norms.

A critical issue

Manipuri Language

Respected Chairman and Hon'ble Chief Ministers, would you bear with me, if I deviate for a while and draw your kind attention to a critical issue concerning my State. That is about the euphoria among the Manipuris when Manipuri Language was included in the 8th Schedule of the Constitution of India. This is their pride, which should be appreciated and sustained even in the context of National Integration more so in the wake of insurgency with secessionist overtones. Therefore, I would urge to Govt. of India to consider the State Govt's request for providing assistance towards promotion and development of Manipuri Language.

Vocationalisation

Agriculture University

Engineering and Allied Studies

Vocationalisation in the context of Manipur should have a strong agricultural orientation with adequate focus on electronics. The Central Agriculture University would need to be fully activated. Since the State has no Engineering College, we would request the Centre to allot more seats for Engineering and Allied Courses, especially for Electronics and Computer Science in order to meet local demands.

Manipur University

The State's resource crunch has affected higher education. The Manipur University, which was established by a State legislation is limping for want of resources to develop infrastructure. While establishing the University, Manipur did not receive any "foundation grant" from UGC. Hence the stagnation. I would therefore urge the University Grant Commission, through the Central Advisory Board of Education and the Govt. of India, for providing lump-sum "foundation grant" in order to strengthen the lone University in Manipur.

Conclusion

Finally, I would again thank the Respected Chairman and the Hon'ble Chief Ministers present.

SPEECH OF

SHRI ACHINTYA RAY

Minister-in-charge, Primary & Secondary Education Department

and

SMT. ANJU KAR

Minister of State-in-Charge

Mass Education Extension Department West Bengal

To begin with we must express our gratitude to the Hon'ble Prime Minister for convening this special meeting on some important issues like Literacy, Education for All and Decentralised Management of Education and Reports thereon.

We would like to place our views on these issues as follows :

1. A note on Mass Literacy Programme

The census of 1991 shows that during the 1980's while the percentage of literacy in India has increased by 8.55%, the number of illiterates has also increased by 26.98 millions. In case of West Bengal, the figures are respectively 9.80% and 0.81 million. Thus it is evident that an alarming growth of population has more than neutralised the appreciable increase in the percentage of literacy in our country.

The task before the State Government is immense as it intends to give basic literacy to the people of West Bengal within the shortest possible period of time. Out of this, about 130 lakh persons have already been covered within a short span of 3 years. 49.06 lakh persons have also attained the minimum level of literacy as per the norms laid down by the National Literacy Mission. This has resulted in the rise of literacy rate in the State from 57.72% in 1991 to estimated 66.38% in December, 1993.

As a result, literacy drive in the 15 districts of West Bengal including Calcutta has brought to focus some prominent issues like enrichment of school-going children through increasing number of fresher groups i.e. parents, communities, etc.

Although in our State there has already been substantially additional enrolment in the primary schools, unfortunately the existing primary school system suffers from infrastructural deficiencies both in school building and in teaching/earning inputs. A minimum thrust to make up these deficiencies, is, therefore, necessary and it is necessary also that the existing infrastructural deficiencies in the primary school system are removed by way of recruitment of additional

teachers and arranging their proper training and opening of new schools wherever necessary.

It is also felt that we should adopt a holistic view of the total educational needs and try to build up a multi-track approach designed to provide adult literacy, elementary education and post-literacy-cum-continuing education to the children who for certain reasons are unable to receive formal education. In the context of post-literacy and continuing education, a fresh thinking is required for making provision of permanent infrastructural facilities like JSNs to be run by the Zilla Saksharata Samities under the active guidance and supervision of the State Government. A uniform policy is the need of the day.

Since West Bengal will be covering all the districts under Total Literacy Campaign during 8th Five Year Plan, our aim is not to stop by making them literate at the minimum level but to enrich their knowledge, skills and improve their functional capabilities. The State Government has already chalked out a post-literacy programme which include remedial action, continuation of learning activities and application of literacy skills to actual living and working conditions, the stress being on the application of literacy skills.

Our experience shows that while community participation and voluntary service through local bodies was available relatively easily during TLC phase, the spirit of voluntarism is dwindling during PLC. This is primarily because voluntarism can't be sustained for a long time and secondarily because the right quality requirements of PLC volunteers are not being met in many cases. It is high time, therefore, that a policy decision is taken at the national level as regards induction of appropriate instructor-guides from the employed categories of people for the PLC with certain provision for incentives.

2. Some Points on Education for All

Low per capita income : We all know that illiteracy is mostly prevalent in families having very low per capita income. The world has learnt that whether it is reduction of population growth or improvement in agricultural productivity or whatever, all these depend on having a working force which is literate

which has at least a sound basic education. Any economic reform should, therefore, primarily try to improve the standard of living of the vast illiterate masses, simultaneously improving the rate of literacy and quality of basic education of its people.

Land reforms : With a view to improving the standard of living of the rural poor, one fundamental task foreseen during the first and second plan period and also during the early years of Smt. Gandhi's Prime Ministership was aimed at carrying out different aspects in land reforms. This was a step in right direction. It is essential to implement the land ceiling policy and relevant Acts on land reforms expeditiously and vigorously.

Access for all : In the changed scenario in West Bengal in the last decade, access to basic learning is guaranteed, but retention of children in schools for at least 4 years is difficult in spite of various incentive programmes like free education, mid-day meal, school dresses, stipend, etc. It is felt that the problem should be tackled in a comprehensive manner on a country-wide basis so that a general impact may be created throughout the country.

Role of media : Communication media are fundamental allies of basic education in at least three ways :

- (a) as a complimentary instruction tool;
- (b) as means of upgrading teachers and supervisors' skills and keeping their morale and motivation high by fostering a sense of professional solidarity; and
- (c) as channels for advocacy, public information and shaping opinion in favour of basic education.

Better use of the media requires greater attention to issue such as training of personnel in programme production and in pedagogical use of media, improving programme quality and recognising the specific strengths and limitations of communications media when they are used for educational purpose. Unfortunately in Indian context, the role of media is far from the expected standard. In an English daily published from Calcutta, there is all sort of propaganda for pupil belonging to a particular class of citizens. It is felt that a systematic programme is needed to be solved and carried out with the assistance of the Ministry of Information and Broadcasting.

Role of Indian banks : Perhaps the Indian banks do not have presently any programme of development of human resources. Though for long time, poverty eradication has been the focus of Indian Planning,

either the tools have not been very efficient or many of the subsidies are not aimed at the poor and have become very generalised. With better targeting, for the same amount of money we can have many more sharply focussed programme to really help the vulnerable section and still have resources left to invest in more productive enterprises, in infrastructure which is essential for the economy to grow rapidly. The Indian banks may come forward with specific programmes to improve the assets of educational institutions and for that they may have to spend only a marginal amount of their total investment.

Self-reliance should be the goal of the country's educational policy and planning.

3. Report of C.A.B.E. Committee on Decentralised Management of Education

We fully agree to the policy of Decentralised Management of Education. Further, we are in common agreement with the Seventythird and Seventyfourth Amendments and the listed Scheduled of the Constitution of India.

In fact, we have a three-tier Panchayat Body at the District, Block and Village levels. The Left Front Government conducted the Fourth time Panchayat Election in May last with specific features of reservation of seats for Scheduled Castes and Scheduled Tribes and for the women in each tier. Ten number of Standing Committees are introduced by legislation to each Zilla Parishad and each Panchayat Samity. A good number of women, Scheduled Caste and Scheduled Tribe candidates are elected as heads of these Bodies. Planning is formulated from the Panchayat Samity level and almost fifty per cent of Plan Budget is spent through these Decentralised Bodies. Each Zilla Parishad and each Panchayat Samity has a Sthayee Samity (i.e. Standing Committee) on Education and Culture.

We have gone through the recommendations in Chapter IV of the document : C.A.B.E. Committee on Decentralised Management of Education. Regarding Para 4.5 and the projection in pages 16 to 19 of the Report we have an alternative view. Without land reform, functioning of the Panchayati Raj Bodies will be controlled by the local vested interest. People's participation and the money for development will be of no use.

On the other hand, there are statutorily constituted Educational Bodies in West Bengal, such as, District Primary Education Council, State Primary Board, Secondary Education Board, Higher Secondary Educa-

institutions to equip them to catch up with new trends. Bodies are taken up by democratically elected persons. These Bodies work in co-operation with Panchayat Bodies down to the lowest level.

At present, orientation course is going on for newly elected Panchayat heads where educational principles and projects are also included for training. Similarly with the help of the UNICEF a State-wide intensive campaign for enrolment, retention, evaluation and development of elementary education is in progress with the co-operation of Panchayat Bodies. We are also going ahead through our SCERT with the orien-

tation course for Primary School Teachers in three years with the fund from NCERT to be given for this purpose.

We are reviewing further how Panchayat be linked with literacy and formal education in the light of the 73rd and 74th Amendment of the Constitution. At this stage Village Education Committees may be set up for supervising and monitoring purposes. In the district named by Burdhan such type of Committee is in vogue on an experimental basis. Recruitment, transfer and discipline may vest with the Statutory Educational Bodies.

**SPEECH OF
SRI K. VIJAYA BHASKARA REDDY**

Chief Minister

Presented By

DR. P. V. RANGA RAO
Minister for Education

Let me, at the outset, communicate to all of you how sorry I am to be missing this conference of Chief Ministers convened to discuss issues relating to Literacy and decentralised management of education, so vital for our nation's development. My duty to the Legislative Assembly obliges me to be away from this august gathering. I am certain that my Government's views will be ably reflected by my young colleague and Education Minister Dr. P. V. Ranga Rao, whose dedication to the cause of education is well known. I send my best wishes for the success of this conference.

That the world at large has realised the pre-eminent role of Literacy in human development is indicated by the Jomtien call of EDUCATION FOR ALL BY 2000 A.D. I must congratulate you, Prime Minister Sir, for having brought together the Nine High Population countries, together accounting for 75% of the world's illiterate population, for a summit in New Delhi in December 1993. The Delhi declaration would indeed be written in golden letters. The Hon'ble Prime Minister's announcement raising the investment level in education to at least 6% of GDP has generated great hopes and joy among everyone who holds education dear. It is indeed only fitting that you have taken the initiative of convening this Chief Ministers' conference to immediately lay the foundations of a strong action plan for achieving the objective of EFA, Sri Arjun Singhji deserves to be complimented for launching a vigorous and sustained campaign against one of the persistent scourges in modern society—illiteracy.

If the Nine Countries represented at the recent Summit contain 75% of the world's illiterate population, India alone accounts for 30%. Here again, eleven States namely, Andhra Pradesh, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal, each of which has more than ten million illiterate persons, account for over 90% of the country's illiterate population. In other words, these eleven states in themselves contain more than 25% of the world's illiterate population. I strongly feel, sir, that these eleven States must be considered for special attention if our march towards the goal of EFA by 2000 A.D. is to succeed. May I venture to suggest that we require not only to monitor the progress but also maintain a sustained dialogue among these States every six months at the highest level. I would like to take this opportunity to invite you sir, as also the Minister for HRD and the Chief Ministers of the ten States to Hyderabad in July, 1994 for the first of such deliberations. I would also suggest that we set up an EFA Secretariat for these eleven States so as to serve as a forum for a

constant exchange of information on the strategies and initiatives, as well as to develop appropriate methodologies.

The picture of literacy in India is a cause for concern and, at the same time, great hope. It is a matter of concern that notwithstanding the phenomenal growth in literacy percentage between the years 1951 and 1991, the number of illiterates has actually grown. At the same time, we are all enthused by the dedicated effort with which millions of our young men and women, and at times even boys and girls, are fighting this problem particularly through the Total Literacy Campaign, a significant feature of which is the all-round support that the programme enjoys. It is essential that the fruit of this campaign are sustained through adequate investments in elementary education, both through internal effort and through external assistance. It is against the backdrop of such a need that the NDC had endorsed the report of the Sub Committee on Literacy, containing various recommendations regarding both Elementary and Adult Education.

I am happy to inform this august gathering that the various steps recently being taken by us in Andhra Pradesh are such as to give shape to NDC's recommendations. We are on the verge of covering the entire State under Total Literacy Campaign. It is indeed gratifying to note from the agenda notes for this conference that Andhra Pradesh is doing well in this sector. There is however no room for complacency in an empowering programme of this nature. We have therefore resolved to redouble our efforts and ensure the success of this programme and, in the process, see that all persons belonging to Scheduled Castes and Scheduled Tribes are made literate at the earliest. I would urge you, sir, to ensure that the Total Literacy programme is continued in the Ninth Plan, on the same funding basis.

If we have to avoid having to treat the problem of adult illiteracy again in future, it is essential that the children of school-going age receive education, at least upto the Elementary stage. Universal enrolment and retention are the major concerns. I have announced my Government's resolve to supply text books free of cost to all children studying in Classes I to V in Government and local body schools, in keeping with the NDC's recommendations. We are also embarking upon a programme of universal retention, beginning from the second standard in the academic year 1994, and progressively going higher so that, before the year 2000 A.D. we would have achieved universalisation

of Elementary Education. We are also committed to giving a imp to Non-Formal Education. Our proposals for sanction of 10,000 additional NFE centres will, I am sure, shortly receive the concurrence of the Minister for HRD. Yet another area receiving our attention is the Open Learning system which has had very encouraging results. We propose extending this system in such a manner as to progressively serve as an effective model of Non-Formal Education, and to particularly subserve girls as well as children of weaker sections, among whom the dropout rate is higher.

Education however cannot remain a matter of purely governmental concern. Mobilisation of community is an essential prerequisite. We have recently liberalised the rules governing the conduct of private schools including minority educational institutions. But since private effort is likely to be restricted largely to urban areas, the requirements of rural areas will have to involve a considerable degree of community effort. The 73rd Constitution Amendment Act, designed to transfer appropriate powers to the grass root level is a timely measure. Suitable legislation for Panchayati Raj has been introduced in the Andhra Pradesh Legislative Assembly and is receiving the attention of the Select committee. We welcome the initiative taken by the Central Advisory Board on Education in constituting the Moily Committee on Decentralised Management of Education, with which our Education Minister had the privilege of being associated all through. We equally welcome, in principle, the Committee's recommendations. While the Village Education Committees need to be set up and allowed to function effectively, their design must be such as to carry with them all sections of society. They also need to have appropriate statutory powers. Decentralised Management of Education is an essential path towards EFA.

True decentralisation however occurs only when the Village Education Committees have control over financial resources. So long as the VECs are dependent on external funds, they will be subject to external control. The NDC's recommendation for levy of Education cess must be viewed in this light. I would strongly recommend that instead of levying a centralised cess, it would be far more desirable to empower the VECs to levy and collect a Village Education Fund as per their requirement and as they see fit, subject to the fund's utilisation and audit being overseen by external authority. Given the value that every section of our society attaches to Education, I have no doubt that the response to such a move will be highly encouraging. Besides, such an effort would lead to greater involvement of community in the educational process. This

would also ensure a higher degree efficiency of investment in education, which is essential in the context of the commitment for raising the investment levels in the years to come. In this regard, I must compliment you, sir, on your commitment to raise the level of investment in education to 6% of GDP by the year 2000 A.D., if not earlier. We also express our solidarity with this commitment notwithstanding the limited financial capability of the State Government. We shall leave no stone unturned in mobilising the required resources both through Government and outside. I am happy to note that the external funding agencies are also evincing a keen interest in the process.

There is one aspect which requires your attention. Notwithstanding the liberalisation of our economy and the resultant diminishing activity of the State, the States will continue to be responsible for investments in sectors such as Health and Education. The proactive role that the States will have to play in delivering universal and high quality education and social safety net programmes necessitate that they also have access to the required resources. This was emphasised by us to the Joint Finance Commission during their recent visit to Hyderabad. I do hope that the financial requirement of the States for achieving EFA will be kept in view while working out the financial arrangements. It would, in my opinion, be eminently desirable to constitute a CAFE Committee to deliberate upon the financial requirements and to make necessary recommendations. In this connection, I feel it is essential to underline the need to mobilise resources from all sources including financial institutions so as to give greater impetus to and accelerate the growth of Education.

While focusing on the quantitative aspects of EFA, the qualitative aspects cannot be lost sight of. This, like democracy, calls for eternal vigilance and constant effort regarding curriculum as well as teacher competencies. We, in Andhra Pradesh, have initiated an exercise of involving teachers in writing text books and I hope this would prove to be useful in the years to come. Likewise, we are also focusing our attention on teacher education. The Andhra Pradesh Primary Education Project, with its emphasis on making classroom teaching attractive and effective, has already proved useful in reducing the dropout rate and increasing enrolment. We are looking forward to launching the District Primary Education Programme.

Sir, the task before us is stupendous. The road is long and the time limited. But our heart is full of courage, and mind firm with resolve. God willing we shall achieve the task.

ADDRESS BY

SHRI K. KARUNAKARAN

Chief Minister, Kerala

Presented by

SHRI E. T. MOHD. BASHEER

At the outset let me congratulate the Honourable Prime Minister for holding this conference which I consider an important landmark in our onward march towards education for all. This meeting has come close on heels of the "Delhi Declaration" adopted in the 'Education for All Summit'. The Delhi Declaration sums up the concept behind our policy on education and the Action Plan which emanated from it specifies its operational aspects. Supplementing these two documents we have now at our disposal valid and authentic reports of the National Development Council's committee on literacy, and the reports of the Central Advisory Board of Education on decentralised management of education. The seventy-third and seventy-fourth constitutional amendments are three as convincing evidence of the concern of the Government and the people of India for educating all and the commitment to achieve this objective through people's participation. These documents are certainly cogent and comprehensive. Our effort at this meeting, as I perceive it, should be to draw up ways and means of how best to implement them in how short a time.

When we talk of education we are not talking of an action programme of a particular Government for a particular period. Education holds the key to our future. When we discuss education we are discharging a responsibility to the future. Democracy cannot survive without an educated mass base. Society cannot progress without an educated citizenry. Our heritage cannot be enriched without an educated populace. Gandhiji was sharing with us a home-truth when he said "Education is a basic tool for the development of consciousness and re-constitution of society".

One of the key issues discussed in this meeting is the decentralised management of education. Government of India and especially our late Prime Minister Shri Rajiv Gandhi have given great emphasis on decentralisation. The 73rd and 74th amendments of the constitution, giving enormous authority to the grass root level, is in fact the realisation of Rajivji's dream. I am very happy to inform this august house that Government of Kerala have delegated a wide variety of powers which were hitherto exercised by the State Government to the district level and sub district level officers. Our Government intends to arm the municipalities and panchayats with sufficient authority in matters relating to education. We would like to make education the people's responsibility and people's activity at the cutting edge level. The details are being worked out and we will be finalising this process very soon.

Kerala has achieved the unique distinction of being the first state in the country to become totally literate. While taking due credit for the remarkable achievement by Government, we realise that this is only a humble beginning and in order to sustain this achievement we have to do enormous work in the field of adult literacy from now onwards. I would like to mention that the post literacy programme in the tribal areas and the coastal belt in the State requires more attention and resources. I appeal to the Government of India and the Hon'ble Prime Minister that, recognising our pioneering work in the field, Government of India may sanction necessary financial assistance to continue the programme. One of the major recommendations in the National Development Council Committee Report on Literacy is that all these programmes should have people's participation. Kerala has a glorious track record of voluntarism and at all levels in our literacy campaign the active participation of voluntary agencies, people's movements and political parties have been ensured and in future also we will continue this approach.

Kerala has achieved 100% enrolment of school going children of the age of six to fourteen years. All the same we have problems regarding drop outs and lack of educational facilities for the most backward communities like Scheduled Tribes. In the field of minority girls education also we have a vast ground to cover. We are also focusing our attention on providing necessary and congenial infrastructure quality improvement and teachers training. We have chalked a host of programmes for quality improvement and teachers training. Through the Parent-Teacher Association we are trying to get the increased involvement of mothers in a big way. Our initial experiences in this direction has paid rich dividends and with active participation of the District Councils Panchayats and voluntary agencies working in this field, we are expanding this programme throughout the State. As part of the quality improvement programme, we have also revised our syllabus and new text books have been prepared for this.

We fully realise the fact that any improvement programme in the educational field will not be successful without the active participation and co-operation of our teachers. We fully realise the importance given to the teacher in the new education policy. Within our limited resource we have revised the pay scales of our teachers recently. All our District Institutes of Education and Training are working in full swing and teachers are given inservice training through these

institutions to equip them to catch up with new trends in education. Apart from the training imparted by the DIET we also have been organising a large number of training programmes for the Secondary School Teachers.

Our Government fully endorse the view expressed by the Yashpal Committee on reducing the work load of children. Workshops on the subject are being conducted in the districts and we will be coming out with a detailed action plan "For Learning Without Burden" very shortly. Our Government fully accept the suggestions and recommendations made by the CABE Committee on Physical Education and Sports. Due to financial constraints we are not in a position to appoint the required number of physical education teachers in our schools. We appeal to the Government of India that necessary financial support may be provided to implement the suggestions made by this Committee.

If education is basic to the sustenance of democracy, progress of society, enrichment of culture and elevation of mind, it cannot be left as a matter to be dealt with by Government alone. People's education should be a people's movement and a people's programme. Government can at best remain as a facilitator encouraging people's initiative, mobilising local resources and activating local management. While the State has to step in to fulfil our constitutional commitment and moral obligation to provide elementary education for all and promote adult education in every way, we should ensure that the soil is left fertile for private initiative to flourish in this field. I consider the 73rd and 74th amendments as effective constitutional instruments to provide power to the people to educate themselves. I endorse the well-meaning suggestions and the concrete proposals contained in the valuable documents presented here for our enlightenment. I trust, this conference would up with specific suggestions for achieving tangible results in our campaign to provide education for all.

SPEECH BY

SHRI P. C. GHADEI

Minister, Education (School and Mass) Orissa

On behalf of the Chief Minister, Orissa, It is my privilege to convey to the Hon'ble Prime Minister and all of you our good wishes. We hope that the deliberations will generate the required motivations, appropriate strategies and well-defined initiatives so that the benefit of qualitative education reaches every citizen of this country, in general, and the people of Orissa, in particular.

2. While we do broadly agree with the recommendations of the (a) NDC Committee on Literacy, (b) EFA Summit in terms of the Delhi Declaration, to be achieved by 2000 AD, and (c) CABE Committee on Decentralised Management of Education, I wish to place before this august meeting that the same can be implemented only if (a) adequate Central Government support in terms of enhanced/new grants are made available to achieve the physical targets over and above that economically poor States like Orissa can afford, and (b) externally aided-projects are expeditiously appraised by Government of India in which State Government functionaries are also associated.

3. It may interest you to know that in Orissa, the State Plan of Action has been drafted and is in the final stages.

4. (i) In so far as the Total Literacy Campaign (T.L.C.) is concerned, it has been under implementation, in a phased manner, with effect from 1990-91. While Sundergarh, Rourkela (Special Project) and Ganjam have adopted Post Literacy Campaign (P.L.C.) after completion of the 1st phase programme, Total Literacy Campaign (T.L.C.) is already in operation in Keonjhar, Malkangiri and undivided Dhenkanal, Kalahandi and Bolangir Districts. Government of India have sanctioned *ad hoc* grants for Gajapati and Koraput District TLCs in advance for the purpose of environment building after carefully considering the Action Plan of the districts. The Project proposals for TLC in Sambalpur and Nayagarh have been considered by the E.C. of NLMA in its recent meeting and both the districts are expected to receive grant in near future. So far as other districts of the State are concerned, the TLC programme in those districts have been proposed to be completed in a phased manner by the end of the 8th Five Year Plan i.e. by 1996-97. We have associated Voluntary agencies, eminent educationists and local opinion leaders.

(ii) Prior to December '91, 34 Adult Education Projects (19 RFLP+15 SAEPs) were functioning in the State. After closure of the said Projects with effect from December '91, 1110 Centre and 604 State JSNs are being operationalised in the State to impart continuing and follow up education to the neo-literates.

5. Education for All

(i) In pursuance of Government of India's request to the State Governments to formulate strategies and implement programmes for attainment of Basic Learning Needs of all by 2000 AD, I would like to state that Government of Orissa was the first State in the country to constitute a Task Force in May, 1992 to prepare an Action Plan with a view to realise the EFA goals. The Task Force submitted its draft report. Government after careful examination desired some modifications. The final report is likely to be available by the end of February, 1994.

(ii) On the basis of the recommendations in the Programme of Action 1992 (Government of India), an EFA Cell for monitoring Universalization of Elementary Education was set up at the State Level in October, 1993. Perhaps, we are the first State to do this in the country.

The State EFA Cell, in collaboration with the EFA Task Force constituted for Dhenkanal and Angul district (a Committee to prepare EFA draft plan for those districts) approved the draft plan. It is under active consideration of the Government of Orissa for acceptance.

(iii) As a sequel to the Delhi EFA Summit of December 1993, Government of Orissa with the support of UNICEF, organised a two day Convention on February 9 and 10, 1994 to sensitize and motivate education functionaries, District Collectors, Non-Government Organisations, media persons including Journalists, prominent opinion leaders and teacher organisations the essence of the Delhi Declaration of 1993. The same also deliberated on issues and strategies connected with the achievement of EFA goals by 2000 AD, with special reference to primary education, adult education and education of the girl child, SC/ST persons and the disabled people. Perhaps, here again, we were the first State to hold such a Convention.

6. Decentralised Management

As regards Decentralised Management of Education suggested by the C.A.B.E. in its meeting held on October 15, 1993, the Committee endorsed the Report and recommended it for appropriate adaptation and effective implementation by the States and U.T.s keeping in view their specific situation as well as the spirit of 73rd & 74th Constitutional Amendments. As a member of the Committee of the C.A.B.E., which deliberated on this issue, I had expressed the view that, in a State like Orissa, the process of decentralisation of the management should be gradual and taken up on a phased manner. We had, in the past, given powers to Urban Local Bodies to manage educational institutions. This did not help improve matters. As such it had to be withdrawn. Nonetheless, the State Govern-

ment is willing to adopt any approach that could help the people to have easy access to education, in institutions which are well managed.

As regards management of Primary Schools in the State, much of the administration has already been decentralised with control resting at the Blocks which form the Panchayat Samiti level.

7. In conclusion, I would reiterate our State's view that adequate funds should be made available by the Central Government to augment the resources of Orissa State so that the laudable objectives, based on the recommendations of the NDC Committee on Literacy, Delhi FFA Summit and C.A.B.E. Committee on Decentralised Management can be truly and fully achieved.

SPEECH BY

SHRI K. N. UPRETI

Hon'ble Minister of Education, Government of
Sikkim

At the outset I may express the regrets of my Chief Minister for not being able to attend this meeting due to heavy pre-occupations and take this opportunity to place before this august assembly the views of my Government on the draft reports which are being deliberated upon in this meet.

While appreciating the sincere efforts of the intellectuals and academicians in preparing these draft and for laying emphasis on making 'Education for all' a necessary ingredient in our planning process; I may submit that the need of the hour is to re-vamp the entire educational structure in order to make it more realistic, analytical and situation oriented. If we have to improve the quality of life of our people, we have to ensure that health conditions are improved, educational atmosphere is changed with commitment, modest infra-structure is created and all levels of learning and requisite resources are provided on need base without strings attached. We have not as yet been able to meet the Constitutional directive of providing elementary education despite we being an independent nation for all these years. Illiteracy figures have gone up, mal-nutrition, child labour and gross ignorance in rural areas have caused embarrassment to us in our schemes of development and growth. Though the reports on "Education for all" and on literacy have dwelt on the inherent problems that are being faced in the country. Yet the measures that have been proposed, if implemented meticulously, I am sure will bring the desired result in making education meaningful and relevant to the needs of time.

In my State of Sikkim, which has been in the national mainstream only for about two decades now, we are on a better standing and it is a matter of happiness for us to have made education facilities available to all those who should have them at the right moment of their life. No child in Sikkim has to walk more than a kilometre for elementary education as the State Government has provided schools within a radius of one kilometre. Text books are issued free and scholarship facilities to socially and economically weaker section are available in order to ensure that none should be deprived of his right to education for reasons beyond his/her control. We discourage child labour and have stringent checks on drop-outs at all

levels of education. Our literacy rate has gone up to 56% as compared to 34% as has been recorded at the national level. All sections of society are attended to carefully and their educational needs are met at the Panchayat and district level. We have already decentralised management of education to the district and panchayat level—we are a small State and that perhaps is an advantage for us—out the terrain and topography being mountainous and rugged, we are disadvantaged to the extent of resources available. Hilly states, in my opinion need a special dispensation in the allocation of funds to provide consistency to the various schemes of educational planning and development. The point I would like to be taken up seriously for consideration at the level of Human Resource Development Ministry.

I am convinced that we can definitely achieve the targets highlighted in these reports, if we could take out Education from the casualty list of our planning process. Whenever a cut is to be effected in the Central plan fund, allocation, the axe falls on education. Let it be decided at this meet that additional plan funds shall be made available to States' specifically for meeting expenditure on items covered under 'Education for all project'.

I may also inform this august assembly that in my State significant achievement has been made in meeting the goals of clean education, Adult and Non-formal education, education for girls, education for handicapped and retarded and towards improving the professional competence of teachers. Towards higher education, we are thinking of privatisation, so as to make it more competitive, research-oriented for the inculcation of self confidence and self employability.

These draft reports should therefore be viewed with a purpose and the provision of funds to make these reports effective be given highest priority, is my appeal to the members of this august body.

I thank you for giving me this opportunity for projecting the views of my State Government and I look forward to a decision which will help in making 'Education for all' a reality by the close of this century as envisaged.

**SPEECH BY
SRI ANIL SARKAR**

Education Minister, Tripura

On behalf of the Hon'ble Chief Minister of our state I would first like to extend our heart-felt thanks to the Hon'ble Prime Minister of our country for convening a special meeting of the Chief Ministers of the States for interaction and deliberation on the report of the NDC Committee on literacy, the report of the CABE Committee on Decentralised Management of Education and the documents of Delhi Declaration on 'Education for All'—The Indian scene, together with the Frame-Work of Action.

Now, all of these reports and documents relate broadly to one and the same thing, that is, Universalisation of Elementary Education, which, today, is the most crying need of the country. The report of the NDC Committee on Literacy says that in the age group of 15 to 35 years we have as many as 10—58 crores of illiterates whom we need to educate at least in the three R's and if we widen the target group, as we should, from 15—35 years to 9—45 years of age, the number of illiterates in the country would simply be a staggering figure.

If we question ourselves on how and why we are one of the most backward countries in the field of Education, especially in universalisation of elementary education, the answer will simply be that despite all our efforts towards the cause of education, we have not been able to provide adequate fund for enrolling all children of the relevant age group in the primary schools free of cost, retaining them in the schools till they have been imparted education of a basic minimum and providing schools with adequate teaching materials and trained teachers. I know, it is easy to criticise but difficult to act, given our constraints. But if we see what budgetary allocations we have been able to make to this very important field of Human Resources Development over the previous eight plan periods, we find that the total allocation to Education sector has come down from 8.62 per cent of the total plan outlay in the first plan to 4.89 per cent in the Eighth plan. Elementary Education has received only 43 per cent of the total allocation to Education. Now, if our sincere aim is to educate all by 2000 A.D., we should have to allocate atleast 10 per cent of the budget each year to the Education sector and out of that allocation not less than fifty per cent should flow to elementary education to make our mission a success.

I have seen the recommendations for Decentralised management of education made by the NDC Committee on Literacy as well as the report of CABE Committee on decentralised management of education. We whole-heartedly support the idea of decentralised management of education. We also endorse the view that the Block Level may be the point at which needs are assessed, materials ordered, checks on the material are made, efficient and timely distri-

bution is made to the school concerned. We are convinced that universalisation of education is not possible without decentralisation. I am happy to inform you that Panchayat elections shall be held shortly in Tripura and thereafter we shall take steps for giving power to the elected bodies. However, I have to strike a note of caution here. The newly elected representatives would be totally in-experienced and would need to be trained to handle responsibilities. We have taken up a programme for training of the elected representatives. We, therefore, feel that while the extent of decentralisation suggested by CABE Committee is the ideal, the actual decentralisation should be done cautiously and gradually to ensure that the educational system moves towards the desired objectives. We propose to assign the responsibility of micro level planning, Universal enrolment, ensuring retention of students, school mapping etc. to the Panchayats presently. We feel that it may be premature to assign any financial responsibilities to the panchayats at this stage. We also see a great need of community participation in terms of their involvement in the running of the educational institutions as well as in raising voluntary donations for the upkeep of the institution to the extent that may be possible in a poor state like Tripura. This would inculcate feeling among the villagers that the educational institutions belong to them and they are there to serve their needs. It must, however, be reiterated at this stage that the entire funding of the primary education would have to be continued by the State Govt. for the foreseeable future since the people in Tripura are unlikely to become prosperous enough in near future to be able to run schools on their own.

I am thankful to Govt. of India for sanctioning the TLC Project for North Tripura District and look forward to early sanction of the Projects for South and West Tripura District to facilitate timely attainment of our objectives. As brought out in various documents under discussion, this problem of illiteracy can only be combated by declaring a State of 'educational emergency' and this is what the State Govt. has decided to do by its programme of action for eradication of illiteracy. I take pride in informing this august gathering that we have decided to launch Total Literacy Campaign in the entire State on 21st February 1994. We are committed to making the entire State literate by December 1996.

Before concluding, may I once again point out that the objectives which we have set for ourselves can be achieved only by increasing the budgetary allocations substantially. We do hope that such additional funds would start flowing from 1994-95 itself.

With this I would like to thank you for giving me an opportunity to speak in this gathering of eminent people.

SPEECH BY

LATE SHRI CHIMANBHAI PATEL

Chief Minister of Gujarat

To begin with, I congratulate our respected Prime Minister for convening this meeting to consider the Reports of the Committee of NDC on (1) Literacy and (2) Education For All, besides the Report of CAFE Committee on Decentralised Management of Education.

2. As you know, our Hon'ble Prime Minister hosted a meeting of Nine High Population Developing Nations in Delhi two months ago. It was at this historical occasion that these Nine Nations pledged their commitment to achieve the objectives of Education For All. To achieve this cherished goal of Education For All, we have set ourselves the following objectives :

- (i) **Expansion of early childhood care** and development activities especially for poor disadvantaged and disabled children, through a multi-pronged effort involving families, communities and appropriate institutions.
- (ii) **Universalisation of Elementary Education (UEE)**, viewed as a composite programme of;
 - * Access to elementary education for all children upto 14 years of age;
 - * Universal participation till they complete the elementary stage through formal or non-formal education programmes;
 - * Universal achievement at least of minimum levels of learning.
- (iii) **Drastic reduction in illiteracy**, particularly in the 15—35 age group, bringing the literacy level in this age group to at least 80 per cent in each gender and for every identified disadvantaged group, besides ensuring that the levels of the three R's are relevant to the living and working conditions of the people.
- (iv) **Provision of opportunities** to maintain, use and upgrade education, and provision of facilities for development of skills to all persons who are functionally literate and those who have received primary education through formal and non-formal channels.
- (v) **Creation of necessary structures** and the setting in motion of processes which could empower women and make education an instrument of women's equality.

- (vi) **Improving the content and process of education** to relate it better to the environment people's culture and with their living and working conditions, thereby enhancing their ability to learn and cope with the problems of livelihood and environment.

3. Free elementary education is an objective enshrined in our Constitution. Although the framers of our Constitution hoped that this objective would be achieved by the end of 1960, its realisation is not yet in sight.

4. The need for upgrading educational skills of our people has acquired a special urgency in the context of economic reforms with emphasis on privatisation, liberalisation and globalisation. In the modern technology, a competitive production mechanism can be operated optimally only by competent and trained work force. Inadequate grounding in elementary education not only makes a person inefficient in the competitive work environment but also exposes him to poverty and exploitation.

5. Only a little more than a year ago, our Parliament passed two Constitutional amendments and enshrined in the Constitution a basic structure for Local Self-Government both in the rural and urban areas. We, in Gujarat have a long cherished history of 3-tier Panchayati Raj system which has been functioning since 1963. In fact this experience of Gujarat provided the background in which the Nation examined the issue of decentralisation of power and devised the mechanisms for generally transferring power to people.

6. The major thrust of these Reports is on expanding and upgrading the efforts for providing literacy to adults and primary education to children with the objective of enhancing the level of achievement and securing 100% coverage. The gap in achieving these objectives is predominantly noticed in the rural areas on account of various factors. In Gujarat we have already entrusted the responsibility of managing primary education to District Panchayats and Taluka Panchayats. The Village Panchayat needs to be strengthened and involved in ensuring that all children of the village are provided access to elementary education and enabled to take full benefit of the programmes.

7. It is in this context that the Report of the CAFE Committee on Decentralised Management of Education also makes very useful recommendations. In fact, achievement of the goals of Education For All and 100% literacy is hardly possible if the Local Self-Government institutions are by-passed. No

other delivery system can be as effective and economical as our three tier Panchayati Raj.

8. In Gujarat, the two areas which require special thrust are—(1) universal achievement at least of Minimum Levels of Learning and (2) reducing areas of gender and other social, geographical disparities. Involving Local Self-Government bodies such as Panchayats will greatly help these programmes of Education For All and 100% literacy by securing both public contribution and participation. However, the achievement of the objectives of these programmes also requires substantial set up in the levels of investment.

9. Enhanced financial investment by public resources should not prove very difficult since our Hon'ble Prime Minister has affirmed that 6% of the gross national product could be invested on education by the turn of the century. This investment was only 3.5% in 1990. Our commitment places us in a comfortable position because in the next 5 to 6 years,

we should be able to step up the investment in education to double the present level.

10. I am happy to mention here that the outlay on general education in Gujarat during 1992-93 was Rs. 1042.82 crores. This, however, does not include the expenditure on Technical education, Medical education and other professional courses. Our State Government is making all out efforts for making necessary financial investments in the field of education. I may mention that against a total expenditure of Rs. 8688.22 crores, general education has a share of 12.30 per cent. It is in this context that the main responsibility for achieving the goals of Education For All and Literacy will have to be shouldered mainly by the Central Government. The 1976 Constitutional amendment has given a clear direction that education is a joint responsibility of the State and the Centre. It will enable the Central Government before the turn of the century to help and guide the States and enable them to achieve the objectives of Education For All set by ourselves.

SPEECH BY

SHRI LAL THANHAWLA

Chief Minister, Mizoram

I must thank the Hon'ble Prime Minister for having convened this meeting to deliberate on a subject which is of vital concern and importance to the nation. Human Development, with special emphasis on education, is an essential component of any development strategy. Education is considered to be one of the best investment in social development, because it directly contributes towards raising the productive capacity of the individual. Various studies undertaken in a number of South Asian countries have established that investment in primary education gives return that is well above the opportunity cost of capital. The nation has, therefore, rightly accorded priority to educational promotion and mass-literacy programmes.

2. The NDC committee on literacy, with which I had the good fortune of being associated, has made a number of suggestions relating to the structural, teaching and functional aspects of the literacy programme besides suggestions for decentralisation and people's participation. These recommendations were generally discussed in the last NDC meeting. It is necessary now to formulate an action plan for implementation of those of the recommendations which are considered most important and relevant. I would particularly commend for consideration the recommendations of the committee concerning finance and people's participation. The country has set a target of achieving 25.97 million additional enrolment in the primary class by the end of 8th Plan and of providing free and satisfactory education to children upto 14 years of age by the turn of this century. The programmes to achieve these objectives would call for massive resource investment. Besides, a continuous post-literacy programme for about 50 million persons expected to become literate in the next decade under the non-formal education programme will require substantial additional resources for bringing out read-reading material for these neo-literates. In view of severe resource constraint at the national level, it may be difficult to carry on the massive programme. It is against that background that the committee recommended to explore the possibility of levying education cess on urban and rural incomes or property. The other important suggestion of the committee that needs serious consideration is that at least 50% of the outlay in the education sector should be earmarked for elementary and adult education. The present level of about 45% is considered inadequate. As of now, expenditure on education accounts for a little over 3% of the country's GNP which may have to be doubled by the turn of the century.

3. Regarding people's participation, community participation in a programme like mass literacy is

most essential. In this connection I would like to refer to the report of the Independent South Asian Commission on Poverty Alleviation where it says; I quote : "The core element which emerges from the success cases on the ground is participation. Participation here is seen not in narrow terms pointing towards formal activities effected through representatives. Instead, it is defined as a socially vibrant grass-roots process whereby people identify with the process as their own, with occasional help from facilitators." In our country voluntary bodies have been playing an important role in the field of social reform programmes and educational advancement. What is needed now is a greater degree of their involvement because government agencies alone cannot deliver all that is needed for the success of this programme.

4. I would also emphasise the need for paying more and special attention to the remote, backward tribal and hilly areas in the matter of implementing the literacy programme. While the urban and easily accessible areas get the services in a normal course, the special areas have to strive hard to get the same. The services provided for these areas must not be fragmented. It has to be a total package.

5. The report of the CABE committee on decentralised management of education contains a number of thoughtful and very valuable suggestions. It is no doubt imperative that the responsibility of management of education should be passed on to Panchayati Raj and other Local Self Government institutions. For, that would ensure total involvement of the community in this important nation-building task. However, we may have to adopt a cautious approach in this regard. As the report rightly suggests, the important pre-requisite would be the preparation and strengthening of these bodies before they are asked to take up this important responsibility. Unless these institutions acquire the minimum capability there will be problems and difficulties at the functional level. In my State management of elementary education has been transferred to the three District Councils in the Southern district. Our experience in this regard has not, however, been quite satisfactory. Lack of required capability and sense of direction have caused avoidable difficulties. Secondly, adequate financial resources have to be provided to these institutions to enable them to discharge this responsibility satisfactorily.

6. A word about the role of the media in the literacy campaign will be relevant. The media can play

a crucial role in three ways. Firstly, to create interest among that section of the population who declined to enrol themselves in schools because they are reportedly not interested. According to the Forty Second Round of NSS, they constitute 30% of persons surveyed; secondly, to educate and motivate the local bodies about proposed decentralisation of management of education; and thirdly, to promote popular participation. It can thus help the Government win half the battle.

7. I would now like to refer briefly to the literacy situation as it prevails in my State. The percentage of literacy in Mizoram, as recorded in 1991 census, is 82.27%. The State Govt have made all out efforts to achieve cent percent literacy during the current financial year. However, due to certain local constraints in some parts of the State, we may not be able to achieve this target. But we are hopeful that we shall attain 100% literacy by the end of 1994-95.

8. The programme "Each One Teach One" has been found to be very effective. Village Adult Education Committees have been constituted in every village in the State for successful implementation of the scheme. As a result the literacy percentage by the end of December 1993 is estimated to have gone upto 87.39. Out of 600 villages where village Adult Education Committees were constituted, total literacy has been achieved in about 300 villages. Forty-two villages, where adequate primary schooling facilities are not available, have been identified and special arrangements made to provide such facilities. The real educational needs and kind of educational model that would suit the living condition of the people in these areas are being identified for taking appropriate

remedial measures. We are also proposing to undertake an educational survey for which a reference was made to the Govt. of India in May 1992. As for the existing primary schooling facilities in Mizoram, the "Operation Black Board" scheme was of substantial help to build up minimum required infrastructure including supportive devices.

9. In order to facilitate post-literacy and continuing education for neo-literates and school drop outs, 21 Circle Adult Education Centres and 123 Sub-Centres covering the entire State have been established and to each of the centres a Rural Library has been attached. In addition, 38 Jana Sikhshan Nilayam (JSN) have also been functioning in the State.

10. Before I conclude I may refer to a long standing need of the State in the field of higher education. We do not have a university of our own. Therefore, we have been pleading with Govt. of India for setting up a Central University in Mizoram. The proposed university may not, however, be of the usual run. Its structure and curriculum may be specially devised to fit into the socio-economic conditions in the State. I take this opportunity to plead very strongly our case for a Central University and hope that it would receive most sympathetic consideration of the Govt. of India.

11. At the end I would like to emphasise, as I did during the earlier meeting of NDC, that the Government at the Centre and in the States, NGOs, corporate bodies and others must join hands to enable us to achieve the targets of education for all by the end of the present century.

**STATUS PAPER OF GOVERNMENT OF JAMMU AND KASHMIR FOR CHIEF MINISTER'S
CONFERENCE ON LITERACY PROGRAMMES ON 15 FEBRUARY, 94 AT NEW DELHI.**

(1) The positive features of the educational profile of Jammu and Kashmir State are a satisfactory enrolment ratio, scheduled caste enrolment comparable to total enrolment, high teacher pupil ratio, better norms for opening of primary schools, free education upto post-graduation level and a high allocation of the State budget for education.

(2) The negative features are a low literacy rate, a high drop out rate, a significant gender disparity, a primary education system which needs considerable strengthening, insufficient infrastructure, inadequate facilities for teaching science subjects and very weak NGO support.

(3) Against a population of about seven million, the State has 9300 primary schools, 2500 middle schools, 1200 secondary and higher schools, 32 colleges, 3 Universities and one research institute of university level. We have about 59500 teachers in schools and in technical education.

(4) The main issues which need to be tackled are promoting quality primary education, reducing gender disparity, motivating young mothers in the literacy programme, training teachers, orienting senior masters in adult education, extending coverage of the Rural Functional Literacy Project especially to remote areas, providing for school-less habitations and providing adequate educational facilities for the border areas. Some of the steps we are taking on these crucial issues are highlighted.

(5) In the field of primary education, one of our main programmes is opening of 1400 schools in school-less habitations so that even in these locations, schools would be available within 1 Km. and for places having 100 population. Out of 1400 schools 350 with two teachers have already been sanctioned during the 8th Plan. We propose to open 200 new schools during year 1994-95.

(6) There is a marked gender disparity in enrolment which is the main contributory factor for low female literacy (19% in 1981) for every 539 boys enrolled in primary schools there are only 380 girls. At the secondary level out of every 125 student only 44 are girls. In order to reduce this disparity at the secondary level, we will be giving preference in our upgradation programme to girls schools.

(7) The drop out rates are unduly high—45% for boys and 58% for girls in classes 1—8. From 1990-91 we have extended our scheme of providing free uniforms in Government schools in primary classes to boys also. We have also removed the poverty line criteria for distribution of uniforms. We have initiated measures for reducing the prices of text books and for streamlining text book distribution.

(8) We have extended Operation Blackboard to all 197 educational blocks in the State. For construction of school buildings we have supplemented the funds available in our State budget with funds made available JRY and the Border Area Development Programme. We have constructed about 1500 school buildings and 950 are in progress.

(9) The Government of India has released Rs. 15.00 crores in three phases for creation of 2057 posts of teachers and for teaching material under Operation Blackboard. The new schools we are opening are all two teacher schools and after the scheme is fully implemented, there will be no single teacher school. This step will enable better quality education at the primary level.

(10) Under the next phase of Operation Blackboard, we propose to take middle schools upto class VIII, provide a third teacher in primary schools, provide at least three rooms per school and supply of more teaching learning material per school. We are awaiting the green signal of Government of India for proceeding further. We request that this next phase of Operation Black Board may please be expedited by the Government of India.

(11) The prevailing situation has placed a strain on our infrastructure and as many as 320 school buildings have been damaged or burnt. These gutted buildings need urgent repairs and reconstruction. We have made make-shift arrangements from our own resources. Financial assistance on a fairly large scale is needed over and above what the State Government can afford in the budget for education. In these special circumstances we will be separately approaching Government of India for assistance in restoration of the damaged school buildings.

(12) In order to improve the standard of teachers training, we have established District Institutes of Education and Training in all fourteen districts. We

are also running special orientation programmes for primary school teachers with NCERT assistance. Upgradation of State Institute of Education at Jammu and Srinagar has received a very positive response from the Government of India. We request the Government of India to sanction this project very early as the State Institute of Education and Training is the nodal agency for training for the Total Literacy Campaign.

(13) We are running 17 projects under the Rural Functional Literacy Project, seven from Government of India and ten from the State, under which 4057 centres have been sanctioned for training 20 to 30 persons each. Our State Resources Centre functioning in Kashmir University has designed material for these courses.

(14) Under non-formal education we have opened 2145 centres, 1896 for boys and 289 exclusively for girls. We will be implementing the revised pattern under non-formal education indicated by Government of India from the current year.

(15) The total literacy campaign was sanctioned for Jammu District by the National Literacy Mission in January, 1994 with an allocation of Rs. 25 lakhs. We have set up a Core Group under DC Jammu which will be assessing the problem of illiteracy and devising the strategy for tackling the problem in this District. Technical support will be provided by the State Resources Centre, Kashmir University and the Continuing Education Department of Jammu University. We will be shortly sending proposals for extension of the total Literacy Campaign to other Districts. The District Primary Education Project, financed by the Government of India and the World Bank has still to be introduced in our State. We will be sending Districtwise proposals giving due priority to those districts where female literacy is particularly low.

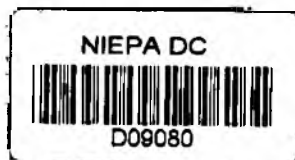
(16) The report of the National Development Council Committee on Literacy contains valuable suggestions for speeding up our schemes for eradicating illiteracy. Concerted action calls for close link between National, State and District level structures engaged in the total literacy campaign. A Govern-

ment of India team has already held discussions with the State Government, the State Resources Centre, the Jammu University and the district Administration for ensuring that the TLC programme proceeds on proper lines. We will be working in close association with Ministry of Education, GOI for extending the programme to other districts.

(17) We are at present facing a paucity of suitable voluntary agencies for implementing literacy programmes. To begin with therefore, we will have to rely on the Government structure. In course of time on a selective basis, we will be associating voluntary agencies.

(18) Our delivery systems under elementary education, adult education and non-formal education are under a unified control. The Directorate of Education has been organised on area basis and the Directors of Education of Jammu and Kashmir Divisions look after a total aspect of education including formal, non-formal and adult education schemes. At the district level also all the schemes of formal non-formal and adult education operate under the control of the Chief Education Officer of the District. In his role as District Development Commissioner has the powers and authority of a Head of Department for all State, District Plan Schemes which includes elementary education, adult and non-formal education. He will, therefore, play pivotal role in the total literacy campaign.

(19) The 73rd and 74th amendment to the Constitution of India do not apply to the State of J&K. The State Panchayati Raj Act of 1990 which provides for association of Panchayati Raj Institution in planning for education among other sectors at the district level. However, this Act is yet to come in force on a date to be specified in this behalf. However, for encouraging people's participation at the Block and Panchayat levels, the Government of Jammu & Kashmir has recently introduced the system of Panchayat and Block level Advisory Groups. This is in addition to the existing District Advisory Groups. It is intended that the Advisory Groups at all three levels will be closely associated with the planning and implementation of literacy programmes.



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