



# EDUCATION IN ASSAM

## VIEWS OF EDUCATION MINISTER ASSAM

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## FOREWORD

Since the adoption of the National Policy on Education, 1986, a series of National Conferences of Education Ministers of the States and meetings of the Central Advisory Board of Education were held in New Delhi with a view to developing strategies for effective implementation of the directions of the policy.

Such National Conferences and Meetings enable the centre to have a closer understanding and perspective of problems and viewpoints of each State.

Valuable suggestions emerged during the discussions, and these were taken into consideration while fashioning the Programme of Action.

We are really proud that our Education Minister has attended all such significant national meets and has expressed Assam's viewpoint on National Policy on Education and its implementation in the State. Considering the importance of State Govt.'s viewpoints which cover all the major sectors of education, it has been decided to bring out a compilation of all the speeches delivered by the Education Minister in one volume.

I am thankful to the Director, SCERT for undertaking this task, and I am sure that educationists, administrators, teachers and the public at large would be able to have a clear picture of the proposed educational reconstruction in the State.

We will deem our labour amply rewarded if this publication could create among all of us a sense of commitment to the educational endeavour of our State.

( Sri Bhubaneswar Bhattacharyya )

Secretary to the Govt. of Assam  
Education Deptt., Dispur,  
Guwahati-6,

## **ACKAOWLEDGEMENT**

As in other States, Assam has also adopted its own policies and strategies for educational advancement of the State in pursuance of the National Policy on Education, 1986. These find expression in the speeches of Education Minister, Assam delivered in different National forums.

I would like to express our deep sense of gratitude to the Hon'ble Education Minister, Assam for allowing the Directorate of SCERT to publish this compilation of his speeches for the benefit of the public at large.

**( Dr. R. C. Das )**

**Director,  
SCERT, Assam, Ulubari,  
Guwahati—7**

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**Sri Brindaban Goswami, Education Minister, Assam attending the National Conference of Education Ministers in New Delhi.**

**CONFERENCE OF  
EDUCATION MINISTERS**

**JANUARY 23-24, 1986**

**Hon'ble Chairman and  
Colleagues and friends,**

I deem it a great privilege to participate in this National Conference on Formulation of New Education Policy. Education in a broad sense, is preparation for life. It must prepare our young generation to face the challenges of life with courage and conviction. They must develop a spirit and vision to build up a better society. Education thus is an instrument of social change and development. It must, therefore, be regarded as an investment—an investment for bringing about total social change.

Assam is one among the nine educationally backward States of India. Inhabited by 3.43 per cent of our country's total population, Assam has a literacy percentage of 28.1, the national average being 36.23. Even this cannot be called an achievement. In 1951, the national average was 16.67. Thus the annual acceleration is only 0.6 per cent. As such we are far behind our goal. Unless we move fast and make use of all the resources at our command, we will not reach our goal at all. The goal is of fulfilling the constitutional commitment of free and compulsory education to all children between the age group 6 to 14. Therefore, let the base of our New Education Policy be fulfilment of Article 45 of our Constitution. As a step towards this fulfilment, primary education should receive top priority.

**Primary Education—an integrated approach :**

The state of primary schools reflects the state of the country. The present state is well known. School-less villages, single-teacher schools, so called school buildings without roofs and walls, poor physical amenities, total lack of teaching aids and a multiple other factors are there. Out of about 26,000 primary schools in Assam,



only 21.5% have black-boards. This is what has been achieved in the last 38 years in Assam.

Reorganisation of education, therefore, must start from the primary level. For this, special emphasis must be given on two aspects : (1) Expansion of facilities and (2) Retention. Our expansion programme should aim at "one school in every village". If in our scheme of things, education does not reach the poor, the poor cannot reach education. 71% of the total drop-out at the primary stage is due to poverty and social backwardness. The goal of universal education will not be achieved until we can attract our children to love their schools and schooling. For the children as well as the parents, the village school must be made the most attractive campus in the area. It must have a building and a playground and also a tube-well for drinking water. Inside the building, there must be a table and a chair for each teacher and adequate number of desks and benches for the students. The school must be provided with teaching aids. It is a pity that we still have to talk about these facilities in the primary schools.

Again, each primary school has four classes (I, II, III, IV). There must be a minimum of one teacher for each class. In case of schools with low enrolment the number of teachers may be reduced. We suggest that an integrated approach should be adopted to build up the primary school as the most attractive place of activity in the whole area. The education department should build up the house, appoint the teachers, prepare the curriculum and provide the teaching aids. The public health department should provide a tube-well, which will be utilised also by the villagers. Social Forestry should plant fruit bearing trees around the campus and Sports Council should provide sports materials. Such an integrated approach would definitely succeed in creating the proper environment in the primary school. Involvement of the community would then automatically follow. These administrative efforts should be supplemented by free supply of text-books and mid-day meal in the areas of extreme backwardness.

Creation of proper environment would reduce drop-out. Also re-scheduling of school hours and academic session slightly would enable rural children to help their agricultural parents. The result would be increase in enrolment.

**Pre-Primary Education—an unavoidable requirement :**

Admission into primary level at 6+stage has created problems for the parents. There has been an undesirable growth of private schools as business proposition for the preprimary level. Children of 4-6 group can be introduced into the primary school environment with suitable curriculum for two-year pre-primary course. This section should be attached to the primary school along with an additional teacher. A female teacher should be entrusted with the responsibility of looking after this section.

**Adult Education—a measure to strengthen democracy :**

Necessity of Adult Education Programme need not be re-emphasised. The programme, under any name, has to be implemented and an integrated approach be made. Other departments like Health, Agriculture and Social Welfare should also earmark a part of the budget to contribute towards Adult Education. Youths and students, besides voluntary organisations, have to be engaged and a remuneration paid. Permanent supervisor should also be employed. Audiovisual aids, backed by trained resource personnel, have to be an essential component of Adult Education Programme.

In the long term perspective, Adult Education Centre should be located adjacent to the primary schools. For an impressive take off, initially, the primary school environment may well be utilised to attract and educate the adults. When the children leave the benches, let their parents occupy them. Such a step would further improve the climate in the school campus. Basic amenities would serve both the children and the adults. We should incorporate the idea of establishment of education complex that would house a primary school, an Adult Education Centre and a centre for Non-formal Education.

**Non-Formal Education : Check on frustration :**

A large number of children cannot come to school, particularly among the weaker sections. Compelling situation makes them working children. They cannot afford to attend whole-day schools. Non-

formal education has to play an important role in educating these children. So it needs a vigorous and well sustained effort. The state Institutes of Education should be entrusted to produce instructional materials and like adult education, here also an integrated approach is necessary. Voluntary agencies capable and desirous of undertaking such job should also be associated. Employer of these working children may also be associated. There should be incentives from the employer for students on the basis of their performance.

**Vocationalization—first step towards manpower formation :**

The question is not whether we need vocationalization of +2 stage, but how to achieve it. In the list of priorities, vocationalization occupies second position after primary education. Instead of expanding vocationalization as a separate stream, it may be a compulsory part of general, +2 education. Each student should adopt atleast one vocational subject. If somebody opts only for vocational subjects he should be allowed to do so. Even for students opting for only vocational subjects at the +2 stage, vertical mobility should not be restricted. It would remove the current prejudice against vocationalization that it is meant only for less intelligent students.

Selection of vocational subjects should be surely related to natural resources and industries available, firstly, in the areas where the school is located and secondly, in the State. Vocationalization must have a science and technological bias. Obviously, vocational subjects cannot have uniform pattern throughout the country. The State should also commit that a student with vocational bias would get an engagement after completion of his course. Industries and banking institutions should not remain isolated from such commitment. Other ingredients for success of the programme are to equip the schools with professionally trained teachers and with required materials.

There has been talk of pre-vocational course before completion of secondary stage. We suggest that further survey of its impact should be carried out before it is introduced. Rather, the concept of work experience should be broadened and pursued. Establishment of independent vocational training institutions to generate employment

and self-employment is another positive step. Students after completing elementary stage should be admitted into such courses. Similarly, non-formal, need-based, diversified vocational training programmes would also be another welcome measure.

#### **Higher Education—window to expanding frontiers :**

Facilities for higher education should be open to all students who are desirous and deserving. We suggest that emphasis be laid on consolidation and diversification. The U.G.C. recommendation, on the restructuring of courses at under-graduate level is welcome. It should be pursued with a view to developing skills and creativity of the students. It should also give them opportunity for indepth study of their Chosen subjects. The applied subjects at +3 stage should be designed to enhance employability.

A University is known by its performance in research. Research activities both fundamental and applied is to be stepped up. Research in subjects oriented to national developments should be encouraged. Various development departments should be asked to sponsor projects in relevant fields of research. Autonomy of higher education has to be the respected national policy. But we cannot ignore the accountability. Universities should come out with an annual performance sheet so that people can know about their achievements.

Autonomous status may also be given to certain Colleges of excellence.

Universities should also be encouraged to provide facilities for distance learning.

#### **Curriculum—reflection of a developing society :**

National core curriculum may be formulated for all levels of school education. However, there should be flexibility to the extent of 50 per cent. States should be entitled to formulate 50% of the curriculum keeping in view the regional characteristics and requirements.

The curriculum at different levels should be so designed as to promote national integration and the desired value system. Our

national ideals of socialism and democracy should find proper place in it. It should be designed to arouse respect for our great national heritage and culture. Moreover, it has to be relevant according to the demands of our changing society. It must also be designed to arouse a spirit of enquiry in the minds of the young students.

#### **Examination and evaluation—a continuous process :**

Evaluation has to be a continuous process. The pupil should be assessed by the teacher who teaches him. But presently it is not desirable to do away with examinations at any level. We suggest that at primary level there should be examination but no detention. Instead, the pupil should be given grades. Such gradation will be an incentive to the bright students and also a caution to those who cannot do well. This will ensure proper care and remedial measures both at school and at home. Participation and performance in extra curricular activities should also be given credit at the secondary stage. Hasty switch-over to internal assessment, without institutional and professional preparation, will not bring in the desired result.

#### **Teacher Education—an inevitable step :**

The existing facilities available for teacher training are inadequate and outdated. A teacher when he is taken in should receive a pre-service training to equip himself for the job. This at present is not available. We suggest that there should be residential teacher training centres for both general and technical education. These centres should provide for both pre-service and in-service training for teachers. There should be separate training centres for primary and secondary level. There should also be a state level institute to conduct refreshers course for college teachers.

Central Government should set up Regional Training Centres to build up skilled and trained teacher needed for extensive vocationalization at the +2 stage.

#### **Role of Central Govt. :**

In the present new context, the Central Government must come in a big way to help re-organise the education. Fulfilment of

Article 45 of our constitution is a national commitment. The Central Government should provide the entire finance needed for elementary education. Vocationalization and teachers training are of vital importance. The Centre should give full financial backing to the students in this regard also. Only then shall the States be able to train and develop the manpower needed for the society.

A minimum of 6% of the total national budget should be allotted to education. Again for educationally backward States the per capita expenditure should be much more than that for the advanced states.

#### **De-politicisation of education :**

The sacred sphere of education is often influenced by extra-educational pulls and pressures. In education, merit and quality must be our primary concern. A suitable system for selection of teachers is of utmost importance. A bad teacher harms many generations of students. Teachers should be selected on the basis of merit and merit alone, with no other criteria at the cost of merit. Even from the SC/ST candidates the best should be picked up. For this purpose we suggest constitution of a State Education Service Commission. This Commission will select teachers for different levels from primary to college level. It must also be ensured that there will be no interference of any kind in the selection of the teachers. Let us make a commitment to the nation from this conference that there will be no political interference in appointment of teachers in the interest of present and coming generations.

#### **Other Issues :**

- The proposal to set up model schools, one in each district, has aroused mixed reaction. In an ideal situation, a model residential school for the meritorious students is welcome. But how to assuage the people's fear that this will not produce another privileged section. Even if the proposal of model school is implemented it should be under the management of the State Government and the three language formula also should be applicable in these institutions.

[10]

Regarding delinking of degrees from job, a word of caution must be said. Socially we have not attained that stage yet. So it should be deferred.

A State Education Advisory Board should be constituted for better co-ordination between departments and agencies and to formulate integrated measures.

Thanking you,

**Shri Brindaban Goswami,**  
Education Minister, Assam,  
Guwahati.

**MEETING OF THE  
CENTRAL ADVISORY  
BOARD OF EDUCATION**

**APRIL 27 & 28, 1986**



**Respected Chairman  
and Colleagues,**

I would like to place the following views on the proposed New Education Policy ,

**1. National System of Education**

The national system of education should be so designed as to remove the disparities and inequality of opportunities.

The goals of education should be spelt out in specific terms in the context of preamble and the fundamental duties as laid down in our Constitution.

The national system must not, however, suffer from rigidity.

**2. Curriculum, Standards & Methods**

National core curriculum for school education is a welcome necessity. But there should be flexibility to the extent of 50% to enable the States to accommodate the regional characteristics and requirements.

**3. Teacher Training**

A National Council of Teacher Education is a must to guide the training of all categories of teachers and to maintain a national standard. Such institutions should be managed by the States under full financial support and advice of the Union Government.

**4. Examination Reform**

Reform in examination system pre-supposes reforms in other aspects of education also. Non-detention upto elementary level is

worth trying. But annual examinations should not be abandoned. The examination is necessary to judge and encourage the meritorious ones. The idea of replacing the Secondary and Higher Secondary Examinations by internal assessment should be dropped.

Delinking degrees from jobs may create more problems than expected to solve.

At present, the role of affiliating Universities cannot be minimised, particularly in the educationally backward regions. Only with the coming up of more autonomous colleges and new universities, the idea of residential university solely engaged in research work can be translated into reality.

Objectives in details of National Testing Services for Secondary, Higher Secondary and University levels should be spelt out clearly before coming to a decision.

#### **5. Media of Educational Technology**

Every school must have the minimum essential facilities—black boards, charts and maps, demonstration equipments, sports goods, laboratory etc. before large scale introduction of sophisticated teaching technology. Teacher Training Institutions should be fully equipped with teaching aids. The TV can be utilized profitably for adult and non-formal education, to begin with. In fact, there is tremendous possibility of using radio, TV and films for the benefit of all levels of students. Specific programmes should be worked out for full utilization of these media for educational purposes.

#### **6. Stress on consolidation**

Expansion, at all levels, should be preceded by proper planning. But there should be no restriction in expansion of educational facilities, particularly in educationally backward and deprived regions. At the same time consolidation of the existing institutions should be vigorously pursued.

#### **7. Language**

It will be unwise to depart from the 1968 Policy Resolution. The regional languages, already in use as medium of instruction deserve

more emphasis and should not be undermined. The three-language formula has been accepted and implemented. What is needed is not a departure from the 1968 Policy, but a little flexibility to suit the regional requirements.

#### **8. Women Education**

Women's education needs special emphasis. Educational facilities for women is to be expanded to train them in vocational and professional courses, besides general education. We have to educate the mother so that she can educate her children. Separate institutions for women for some special courses may be necessary, but general education should be co-education, and the curriculum ought to be the same.

#### **9. Sports and Physical Education**

Let sports be an integral part of education. Physical education and Yoga can also be included. All schools should have sufficient open space for games and sports.

#### **10. Youth Service**

NCC should be introduced as a subject. Training in Scouting and Guiding creates social awareness. This should be encouraged.

#### **11. Primary Education : Enrolment and retention**

100% enrolment of children of 6-11 years by 1990 and 6-14 years by 1995 as proposed, may be achieved only through full financial assistance from Central Government and involvement of other voluntary organisations besides Government agencies.

Minimum facilities should include at least :

One School in each village

One room for every class

One teacher for each class

The village school should also be the community education centre that includes the centre for adult education, centre for continuous education, the village library and community information centre of development agencies.

There should be an integrated approach to develop the school campus and make it attractive for all the villagers. Vacations should be adjusted to suit the agricultural seasons. Working days should be raised to 222-240.

## **12. Non-formal Education**

Non-formal education should use the services of local organisations. Good instructional materials and trained staff should be provided as essential pre-requisites for desired results.

Non-formal education should also include vocational courses.

### **13. (i) Adult Education**

Adult education should be more a community programme than departmental affair. Different development departments may help by taking up things related to health, agriculture, pollution, environment etc. Help of voluntary organisation would be essential.

### **(ii) Continuing Education**

The village school has to be a centre of continuous educational activities. Development agencies should function through the continuing education centre. There should also be a library. A programme of publication of interesting books should be undertaken. There should be mobile libraries also.

## **14. Secondary Education**

Ideally, all schools should be model schools. Model schools will remain model schools only when merit and merit alone, with usual reservation, is the criterion of admission. The medium of instruction in these schools should be the regional language. Schools should be under the management of the State with financial support from the Centre.

## **15. Vocationalisation**

Need-based, development-oriented vocational subjects should be introduced on a priority level. Independent vocational schools

are also a very positive approach. Even mobile units may be thought of.

Vocational courses should keep opportunities for vertical and horizontal mobility of students taking such courses.

## **16. Higher Education :**

### **(i) Access to Higher Education**

Access to higher education should not be restricted. We are still facing dearth of teachers.

Open university and distance learning are welcome.

Liberal scholarships, particularly to economically weaker sections should be adopted.

### **(ii) Design and Structure.**

Courses and syllabuses should be restructured as per UGC guidelines.

There should be horizontal mobility between different streams, and between formal and non-formal also.

### **(iii) Research**

Allocation for research is to be enhanced. Co-ordination between research institutions, universities and industries is essential.

### **(iv) Teachers & Teaching Methods**

Teacher Training Institutions should be established for pre-service and in-service training and refreshers courses.

Promotion and career advancement should be related to training and contribution to better teaching.

### **(v) University—College Relationship**

Autonomous colleges are yet to overcome the experimental

phase. Hasty efforts to phase out the affiliated colleges may lead to undesired and undesirable results.

**(vi) The Role of UGC**

UGC must pay attention to :

- (i) balanced developments of all regions ;
- (ii) create regional centres for better co-ordination, and
- (iii) provide liberal assistance to educationally backward regions.

**(vii) Role of Central Government**

The Central Government should bear full financial burden of primary education to meet the constitutional obligation. The Central Govt. should also strengthen the existing institutions and help the States in achieving the targets of expansion and consolidation.

**17. Technical Education**

The proposals enumerated in the discussion paper on Technical Education can be generally pursued. However, the thrust areas should be related to the natural resources of the region.

**18. Educational Planning and Management**

Educational planning needs to be reorganised with a view to achieving ;

- (i) efficient management,
- (ii) integrated approach,
- (iii) peoples' participation and community development.

Educational planning has to be a continuing process, to meet the emerging challenges. Only a comprehensive institutional planning can ensure desired result.

Lastly, a word about mobilisation of non-budgetary resources.

The tuition fee must not escalate to put the poor students at great disadvantage. Institutions must not be left free to charge higher tuition fees. The fee structure should be decided by the State Government.

In any case, measures should not turn out to be obstacles to expansion of education, wherever necessary.

**Shri Brindaban Goswami**  
Education Minister, Assam  
Guwahati.

MEETING OF THE  
CENTRAL ADVISORY  
BOARD OF EDUCATION

AUGUST 1 - 2, 1986



**Respected Chairman  
and Colleagues,**

I would like to place the following views on implementation of National Policy of Education in the State of Assam on the basis of the recommendations of the four working groups constituted by the State Government.

**1. National System of Education**

As I expressed my views on earlier occasions, I reiterate that the National system of Education should be so designed as to remove the disparities and inequality of opportunities and the system must not suffer from rigidity.

**2. Curriculum, Standards and Methods**

This will be taken up with the existing resources namely, Board of Secondary Education, S.C.E.R.T. Higher Secondary Education Council, S.I.E., S.I.S.E. and Text Book Corporation, keeping in view the local situation and needs of the State. The new curriculum have to be prepared in light of the National Curriculum keeping provisions for 50% local requirements of the area. Non-retention in lower primary stage has already been implemented while measures for non-retention in the Upper Primary Stage are to be taken up by reforming the existing examination system in a gradual manner.

**3. Primary Education**

**(a) School Building**

It is proposed to convert the Kachaa and thatched school buildings into pucca buildings by utilising the fund received from the Central Government and other sources of the State.

**(b) Teaching Aids**

It has been proposed to supply the necessary teaching aids such as Black Boards, Maps, Globes etc. to all Lower and Upper Primary Schools to meet the minimum needs. As regards Science kits for teaching of Science at lower primary stage about 7000 schools have been provided with science kits developed by NCERT or its proto-type. The State Government is thinking for development and supply of Science kits to all the schools of Elementary Stage for effective teaching of the subject.

It is also proposed to supply instructional materials to each teacher upto Secondary Stage.

**(c) Expansion and Development programmes**

There are 2771 school-less habitations in the State. These school-less habitations will be covered with Primary Schools in a phased manner.

**(d) Conversion of single teacher schools to two teacher schools**

At present the number of single teacher Primary Schools stands at 3898 in the State and measures are being taken to convert these single teacher Primary Schools to two teacher Primary Schools in a phased manner.

I take this opportunity to request this august body to adopt the following as national programme :

One school for every village, one room for every class, one teacher for every class.

Further, an integrated approach, outlined in earlier occasions, should be adopted to build up the primary schools as centres of attraction and activity.

**(e) Pre-Primary Education**

One Pre-Primary Section should be attached to each of the Primary Schools under the control of the Department of Education. Financial

support in this regard will have to be offered by the Central Government.

**(f) Non-Formal Education**

Effective functioning of the Non-Formal Education will be looked into and number of centres will be increased particularly in the interior, tribal and tea-garden areas. Efforts must be made to increase the enrolment of dropouts and non-starters to attain the goal of universalisation of Primary Education.

**(g) Other Instructional support**

The State Government is thinking for strengthening the Educational Technology Cell for preparation of supplementary & instructional materials to be imparted through mass communication media like T.V., radio, films, slides, etc.

To make the programme successful :

- (a) a regional T.V. channel should be provided and
- (b) Central Government should assure substantial grant to produce educational films in regional languages.

**(h) Inspection and supervision**

In consideration of the number of schools in the State including non-formal educational centres the Inspecting and Supervisory staff is not at all sufficient. The supervisory staff is to be increased in due course in a phased manner. We propose to engage honorary Inspector of Schools from amongst reputed retired teachers at each Gaon Panchayat level as an immediate measure for improvement of teaching in the schools even in the interior areas.

**4. Adult Education**

In the matters of Adult Education and Development Programmes, action plan recommended by the Task Force is acceptable.

It is suggested that all the Development Departments should be

involved and publicity wings of these Departments should be provided with requisite fund for publicity materials amongst the adult learners.

#### **5. Secondary Education and Novodaya Vidyalaya**

It is a fact that the stage of Secondary Education is the appropriate stage to provide the pupils with the sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. As such, the rationalisation of Secondary Education is of utmost necessity with the facilities in terms of laboratories, teaching aids and libraries.

We reiterate that the medium of instruction in Novodaya Vidyalayas should be the regional language and these Vidyalayas should be under the management of the State with financial support from the Centre.

#### **6. Vocationalisation**

It has been suggested that vocationalisation through specialised Institutions at the plus two stage will provide valuable man-power for economic growth. However vocational courses should keep opportunities for vertical and horizontal mobilities of the students opting for such course.

#### **7. Teachers Training**

In light of the National Education policy, the State has organised Teachers' Training programmes covering sixteen thousand teachers, twelve thousand from the primary stage and four thousand from the secondary stage. The remaining teachers will be trained subsequently in a phased manner.

#### **8. Medium of Instruction**

The State Government is considering a little flexibility in the 1968 policy resolution in respect of three language formula to suit the regional requirements and introduction of four language formula.

#### **9. Higher Education**

Access to Higher Education should not be restricted in view of the dearth of efficient teachers in the State.

Open University may be established in different States keeping in view the local requirements of the State.

Establishment of autonomous Colleges is welcomed but these Colleges will have to be assisted appropriately for proper functioning and to make full use of their freedom.

Adequate research facilities should be provided at the University level. The curriculum and syllabi should be revised at least after every five years. The courses of the Science subjects at the University level should be more practical biased and life-oriented.

#### **10. Technical Education**

Modern technologies are extremely necessary for national development in general and technological development in particular. All possibilities should be explored for induction of emerging technologies in the State with adequate support from the Central Government. It has been suggested that diversified courses in Technical Education should be introduced to meet the regional requirements.

#### **11. Educational Planning and Management**

The management designed and processed together with educational planning has to be linked to the manpower planning by setting up mechanism from grass-root level. Further, the educational planning should be a continuing process to meet the challenges from time to time.

Lastly, the State Government can go ahead with the programme of implementation of the National Education Policy only with adequate financial support from the Central Government.

Thanking you,

**Shri Brindaban Goswami,**  
Education Minister, Assam  
Guwahati.

**CONFERENCE OF  
EDUCATION MINISTERS**

**FEBRUARY 14, 1987**

**Hon'ble Chairman,  
Esteemed Colleagues and Friends**

I deem it a great privilege to participate in this conference. For, looking a year back and years ahead, I find it an opportunity to share our experiences and gauge the pace at which we have been moving.

In pursuance of the Hon'ble Prime Minister's letter dated 30th July, 1986, the Govt. of Assam have already formed a Cabinet Sub-Committee, and also a high level official committee with the Chief Secretary as its convenor. The State level Central Advisory Committee will also be formed. However, the Advisory Committee to the Education Minister which we have at present, is already engaged in translating the programme of action into practice.

We have also formed Advisory Boards for Elementary Education at the sub-division level. Constitution of similar Boards at district level for Secondary Education is in process. While constituting these Boards, it has always been our endeavour to associate maximum number of people from the academic level.

Subsequent upon the adoption of the New Policy on Education, we held a series of discussions and seminars with the participation of academicians and intellectuals as well as the teachers organisations of different levels with a view to keeping abreast of the new thrust in the NPE. We also had a discussion with the Principals of the colleges. Presently we are having a series of discussions with the Head-masters and Principals of Higher Secondary schools ensuring participation of every Headmaster/Principal. It is extremely necessary that the teachers, i.e. our tools of change are made fully aware of what is aimed at, so that they can become partners of a successful take-off.

Assam, as one among the nine educationally backward states

of India, wishes to record its determination to fulfil the constitutional obligation of universal elementary education. Operation blackboard is more literally meaningful for our State than anything else. One blackboard to each of the 25, 970 Lower Primary schools and three blackboards to each of the 5000 plus Middle schools have been provided during the current year at a cost of Rs. 32.5 lakhs from the State's resources. Supply of other teaching aids like globes, maps, charts etc. has not been possible due to heavy slash down of our plan allocation proposal.

Out of 3898 single-teacher schools in Assam, 1395 are located in TSP area. Already steps are taken to convert 700 of these into two-teacher schools. 200 of them are located in TSP area. Our proposal for higher allocation to convert all these schools into two-teacher school was drastically cut down during plan discussion. In the next year, therefore, it may not be possible to extend this coverage beyond another 700. The national priority on elementary education is likely to be diluted if the States cannot achieve their targets due to paucity of fund.

Our target is to enrol and retain 100% children in primary school by the end of the 7th plan with special emphasis on the education of the SC, ST and other Tribal brethren including tea garden labours.

The mother tongue of the children vary from tribe to tribe. We have taken care to see, so that the tribal students can receive their first education through their mother tongue. We already have Bodo, Karbi and Garo ; this year we have introduced Mising in 100 schools in Mising majority areas. We plan to encourage other tribal languages also. In some schools, Bodo medium section is opened in Assamese medium schools. Multiplicity of language demands greater number of schools and greater number of teachers to enable the students to have their first education in mother tongue, as also to keep opportunities and facilities to learn regional and national languages. This peculiar situation in Assam deserves a special attention in terms of policy planning as well as fund allocation. As envisaged in the NPE, adequate measures have already been taken to uplift the conditions of the SC/ST communities. Rs. 6,00,000 was awarded to 10,000 such primary students and Rs. 3,00,000 to 5,000 post-primary students as scholarships. In addition to these, special scholarship is



awarded to girls students at the rate of Rs. 20 per month in TSP areas. LP level scholarship, meant for all categories of students has been raised from Rs. 5 to Rs. 15 after decades. Middle level scholarship has been raised from Rs. 15 to Rs. 30. Timely disbursement of scholarship is yet another factor to attract our notice. The creation of a single nodal agency as suggested in the agenda papers is welcome.

To make free and compulsory elementary education really meaningful to our students, the Govt. of Assam decided to provide free text-books at the elementary level. Under the scheme, free text-books to 38 lakh students belonging to general as well as TSP areas were provided. The total number of books distributed amounted to 2.02 crores. Equal number of books will be provided this year also, irrespective of medium and area.

Assam has given great emphasis on the improvement of the physical conditions of the elementary schools as envisaged in the NPE. At present, out of 25970 LP and 5181 Middle schools, only 1257 have permanent buildings worth the name. We have undertaken a massive programme of construction of school building. Generous fund allocation only will enable us to keep our own word to make the school campus the most attractive place in the area. We have initiated an integrated approach involving other development departments also.

A massive teacher-orientation programme was successfully completed when 16,000 teachers from both elementary and secondary level were given orientation. A similar programme will be taken up during the coming vacation also. About 300 LP and ME teachers were trained in education for environment during the National Environment month.

Teacher orientation is a continuous process. The present number of training institutes—22 for primary teachers and 8 for secondary school teachers are quite inadequate. We have proposals to have some more. We also have proposals to set up two staff colleges for training in teaching and methodology for college teachers.

Teachers training camps in computer education have also been

organised with a view to introducing computer science at the higher secondary level. In-service training for teachers of mathematics and science are regularly held by the Board of Secondary Education, Assam.

Recruitment of teachers from SC/ST candidates have been done strictly in accordance with the National Policy particularly upto Secondary level.

We have also taken steps to prepare the new syllabus as per the guidelines of the NPE keeping the local needs in view. Preparation of the new syllabus for class I--VI is nearing completion and we hope to introduce the same in classes I, III and V from the next academic session.

We have also made some other initiatives. As incentive to teachers we have introduced two prizes for creative work—one for teachers upto Higher Secondary level, other upto University level. We have also decided to award a prize for the best over all maintained school,—the award named after Krishna Kanta Handique, the illustrious oriental scholar from Assam. For better teaching and over all academic and administrative development, we have appointed a few State guest teachers chosen from successful retired and reputed academicians to teach in different schools, which we are sure, will be inspiring to both the teachers and the students. Likewise we have also appointed Honorary Inspectors—men of academic and administrative excellence—to inspect schools and report. The idea of work experience has also been expanded to include whatever extra-curricular activity the student enjoy doing outside the class. All in all, we are hopeful that these will yield good dividends.

Vocationalisation at the +2 stage has received priority in our educational planning. We have already identified 34 subjects, suited to the local needs. We would like to have some mobile laboratories to help students in rural areas.

I feel I must add a word about our inability to establish any Novodaya Vidyalayas in Assam. I would also like to add that if our suggestions to have two sections, one in regional language and the other in English/Hindi in respect of medium in those Vidyalayas are accommodated, these Vidyalayas will gain greater acceptability.

lity. Utmost care must be taken so that nothing looks like imposition while setting up the school ; care must also be taken so that people do not have to feel that few schools are made better at the cost of many.

The Govt. has agreed in principle for the creation and up-gradation of "Minority Cell" in the Directorate in the year 1986-87 with limited posts at present.

Lastly, with regret, I must mention that the agenda for this Conference to be held today ( 14-2-87 ) was received at Dispur only on 12th. It was dated 7th in Delhi. If meaningful participation is what is desired, all papers including agenda notes should be sent sometime ahead of the conference. Mr. Chairman would kindly excuse me for pointing this out, and also excuse me if I have gone outside the agenda because I did not receive it earlier.

Thanking you,

**Shri Brindaban Goswami,**  
Education Minister, Assam,  
Guwahati.

Sub. .... Systems Unit,  
National Institute of Educational  
Planning and Administration  
20-A, Connaught Place, New Delhi-11001  
DCC. No. D: 6322  
Date... 10/7/91

MEETING OF THE  
CENTRAL ADVISORY  
BOARD OF EDUCATION

JUNE 25 & 26, 1987

**Hon'ble Chairman,  
Colleagues and Friends,**

With due regard, I would like to project the salient features of implementation of NPE in our State without prefacing pleasantries.

**Elementary Education :  
Operation blackboard**

1. When our Government took charge on December 24, 1985, only 21 per cent of the total of more than 25 thousand primary schools had blackboard.

During 1986-87, we made provision for at least one blackboard for every primary school. Blackboards are reaching every primary and middle schools.

2. An amount of Rs. 321 lakhs were made available from the State fund during 1986-87 as furniture grants to the schools at the rate of rupees five thousand per school.
3. Free supply of text books, in various media, to more than 40 lakhs of students of elementary schools would continue. It started from the academic year of 1986.
4. During 1986-87, the Education Department took up construction of 3302 existing primary schools with fund provided under Eighth Finance Commission Award and State fund.

**New School Curriculum**

New text books on the basis of National Curriculum would be introduced in classes I, III & VI from the next academic year. Manuscripts would go to the press in the first week of July.

### **Teacher Education**

1. During summer vacation of 1986, 16,000 primary, middle and secondary school teachers were re-oriented. During this summer of July and August, 1987, another 16,200 teachers would be exposed to orientation programme.
2. State Government propose to establish sixteen district centres to train teachers of elementary level.
3. We propose to supply handbooks to every teacher of the lower elementary level so that teachers can effectively impart education under the new curriculum.

### **School Mapping**

A training programme on school mapping and Operation Black-board for District, Sub-Divisional and selected block level officers was held with the active help and cooperation of NIEPA. The exercise is expected to be completed by July 1987.

### **Educational Planning**

To introduce decentralisation of power and operational autonomy action has been initiated to constitute village level, block level and district level committees for elementary education.

Recently, block education officers were imparted training in microplanning.

### **Two Major Points**

#### **A. Pre-Primary Education**

New Education Policy 1986 has excluded pre-primary education from the purview of Education Departments. We feel that this should be reviewed. We require adequate number of pre-primary schools alongwith primary schools. However, financial and other constraints would not allow establishment of as many pre-primary schools. The best course would be to attach a pre-primary section to the existing primary schools to be looked after by a trained woman teacher. Scheme may be drawn up to construct one addi-

tional room and to sanction one additional post. The same infrastructure will serve the pre-primary section also.

### **B. Integrated Approach**

We reiterate that the Integrated approach should be adopted to make the primary school the most attractive place in the village. Around the primary school, a complex can be built up. The school complex would consist of a centre for adult education, a centre for non-formal and continuing education, a library and a hobby centre. Various departments can contribute to the growth and maintenance of such a complex,

#### **Secondary Education :**

##### **Vocationalisation**

1. We propose to introduce a few vocational subjects in five selected schools at the +2 stage.

Vocational subjects will not form a separate stream. This possibility would be considered only after ensuring required manpower, infrastructure and a future for the vocational passouts.

2. We also propose to establish a very well-planned and attractive Junior Vocational College in the near future. The college will be built up as a model for further expansion. We request the Hon'ble Minister Shri Rao to offer cent per cent grant to our proposal.

3. We also renew our appeal to establish a National Institute in Assam to train teachers in vocational subjects. It will meet the requirement of the entire region.

#### **Navodaya Vidyalaya**

In order to fulfil the commitment of the Union Govt. to the three language formula and to the development of the regional languages, the policy regarding medium of Navodaya vidyalaya should be modified.

Regional language should be a medium of instruction upto +2 stage along with Hindi/English.

### **Educational Technology**

The Educational Technology Cell in our State was created to develop technological inputs as integral part of teaching and learning processes. The cell has not been effective for want of fund.

### **CLASS**

The programme of imparting computer training to the science teachers of Higher Secondary Schools has continued. Thirty-five schools, at present, possess computer machines. We propose to increase Resource Centres from two to three.

### **Measures to improve Science Teaching**

1. Out of 359 Higher Secondary Schools in our State, science stream has been opened in 150 schools till now. Substantial grant from the Union Government is needed—

a. to improve the existing science laboratories in the Higher Secondary Schools ;

b. to create laboratory facilities in schools where these do not exist.

Without liberal grant, science teaching cannot be improved meaningfully. There should be no doubt about it.

2. If we can overcome financial constraints, we propose to replace the existing short-term inservice training programme of science teachers by Summer Institutes.

Selected departments of selected colleges may be assigned the responsibility of organising such Summer Institutes on a permanent basis.

3. We have embarked upon the scheme of providing science kits to students of classes VIII, IX and X.

Assam Science Society has assumed the responsibility of designing the science kit.



4. State Government has initiated building up of a few mobile science laboratories to reach the science students of the remotest areas.

5. Revision of curriculum has begun in right earnest.

6. State Government have also finalised the scheme of establishing science centres all over the State. These centres would create facilities for the science students to experiment and learn outside their school routine.

We have utilised the services of eminent retired university professors to supplement science teaching at the +2 stage. At present, it is limited to the Higher Secondary Schools of Guwahati city.

#### **Regional College of Education**

We are happy that NCERT in collaboration with NEC proposes to establish a Regional College of Education in the NE Region. The proposed college should be located in Assam so that its impact on education can be uniformly felt throughout the NE Region. We have justified our claim for establishment of the college in Assam and fervently request Hon'ble Minister Shri Rao to use his good office in locating the college in Assam.

#### **Technical Education : Modernisation**

1. It is absolutely necessary that workshops and laboratories of the technical institutions be modernised. In view of the concept of Educational Technology, library facilities deserve much more attention. To achieve these objectives meagre State resources must be augmented by the Union Government.

2. Measures to update knowledge of faculty members should be sponsored centrally.

#### **Manpower in Emerging Areas :**

Computer courses have been introduced in the Engineering Colleges and Polytechnics.

Specialised courses like Instrumentation Technology, Computer Engineering and Soil Machanics have also been introduced.

3. We propose to open degree course in Textile Technology. It has great relevance in Assam in the context of industries based on downstream products of Bongaigaon Refinery and Petrochemical Limited.

### **Curriculum Development**

1. Revision of curriculum for the Polytechnics has been recently completed.

2. Revision of curriculum for the Engineering Colleges would be taken up with both the Universities.

### **Promotion of Technical Education for Women**

1. Out of 8 Polytechnics in the State, 7 are open to both boys and girls and one is exclusively for girls.

2. In Engineering Colleges, girls are admitted on the basis of a common admission test.

3. A Junior Technical School is being upgraded into a Girls' Polytechnic from 1987-88.

4. A Girls' Wing at Dibrugarh Polytechnic will be opened under DCA Scheme.

### **Industry—Institution Interaction**

Unfortunately we have made no progress to report. Low industrialisation of our State is partly responsible for the present state of affairs.

### **A Proposal**

To consolidate and expand all categories of technical education and for better management of academic problems, State Government are examining the possibility of creating a Technical University.

**Higher Education :  
Autonomous Colleges**

State Govt. officials have initiated dialogue with both the universities to modify Act/Statute for creation of Autonomous Colleges. Keeping in mind the socio-economic background of our State we wish to proceed very carefully.

**Problem of Consolidation**

1. The degree colleges of Assam at present run 5 classes, 2 from +2 stage and from TDC. There is shortage of class rooms, laboratory and library facilities. Our grants are absolutely inadequate even for consolidation, let alone expansion.

2. UGC must relax norms to provide grants to colleges of educationally backward states. If that is not done urgently, UGC would remain far behind its goal.

3. Introduction of 3 year degree courses requires about 1800 additional posts for the colleges of Assam. From 1985 onwards we have created about 800 new posts in the colleges.

4. To prepare text books of 3 year degree courses in regional languages UGC should offer grants to the Universities.

5. Most of the colleges in the entire NE Region are located in far flung areas. Guidance and assistance generally do not reach all the colleges. UGC can serve its purpose better in the NE Region only by opening a centre in Assam.

**National Testing Service & Delinking of Degrees**

Our comments would be available only when details are worked out by Ministry of HRD. We once again urge the Union Govt. to keep in mind regional economy imbalance before framing National Policies.

**Making the System Work**

As part of our effort we have instructed the college authorities of the State to involve teachers, students and parents in constituting

(a) College Development Committee (b) Finance Committee (c) Library Committee (d) Career Guidance Cell and (e) Social Service Groups. Specific suggestions have also been forwarded to strengthen academic activities of the Students' Unions. Some colleges have responded to our suggestions. We would pursue it further.

### **Adult Education**

1. The basic input for success of this programme is the instructor. The instructor must be dedicated having social commitments, be trained, be provided with educational technology and be adequately paid. Frankly speaking, the present climate in terms of training, facilities and pay has failed to attract men and women to dedicate themselves to the cause of Adult Education.

2. With the constraints in mind, we have thought of a process to involve rural libraries, cultural and social groups and state level organisations of farmers and labourers in this programme. Though some organisations are already involved, we wish to broadbase such involvement.

### **SC/ST Component & others**

The hill areas of Assam have been identified as a separate geographical entity keeping the basic needs of the hill people in mind. During 1980-85 in the field of Elementary Education, 430 new post of L. P. School teachers were sanctioned and 173 new schools in schoolless villages were set up, 121 NFE Centres were opened and under the incentive programme, free text books and uniforms were supplied to 2.30 lakhs students and 1.29 lakh students respectively. During the period 254 staff of 24 High Schools were provincialised and 4 High Schools were converted into Higher Secondary schools.

During 1986-87, 200 additional posts of L.P. school teachers have been sanctioned and another 200 posts will be created during the current year for opening LP schools in school less villages and for single teacher LP schools. During the current year it is proposed to upgrade another 4 High Schools into Higher Secondary schools.

In the 2 hill districts of Assam, there are 2 Govt. colleges for general education upto degree level. Action has been taken for release of more grants to aided colleges situated in both the districts. Out of the 2 hill districts, a law college has been established in Karbi-Anglong District.

The flow of plan fund to SC component plan has been raised to 9.78% during 1987-88 as against 1.8% in 1986-87. The scheme like attendance scholarships to girls, special scholarships to girls, free uniforms etc. are continued in the areas predominantly inhabited by SC people. Apart from construction and improvement of school buildings under the Eighth Finance Commission Award in areas predominantly inhabited by SC, the schools are also liberally assisted with grants for furniture.

The flow of funds in the TSP areas from the general fund has been increased to 15.67% in 1987-88 from 14.69% in the previous year. The schemes like attendance scholarships, special scholarships to meritorious students, coaching to talented students from National Talent Search examination, workshop for science and mathematics for tribal areas, coaching in science and mathematics subjects etc are continued. Further, both in STP and SCP areas free uniforms are also supplied to cover a substantial portion of students.

Most of the areas in the State of Assam are flood prone. Schools situated in such areas are subjected to devastation by high flood causing great damage to the educational institutions.

Since, there is no provision in plan buget for maintenance for school buildings, State Govt. desires that there should be provision of fund for maintenance of such flood affected institutions.

There are 793 tea gardens in the Assam. Till recently the children of the tea gardens were deprived of proper educational facilities even at the elementary level. The State Government meanwhile have provincialised 500 primary schools in tea garden areas. To cover the entire tea gardens, another 400 schools are yet to be provincialised. Constraints of financial resources have stood on the way of taking over the remaining schools and unless liberal central assistance is provided for the purpose it may not be possible for the State Govt. to cover all the schools in foreseeable future even in a phased manner.

**Finally**

We shall be happy to participate in many schemes and proposals contained in the agenda papers.

With adequate help from the Central Government we would like to upgrade the Education Technology Cell into an Institute.

Similarly 100% assistance for providing science kits, upgradation of laboratory/library facilities in the higher secondary schools, identification of district level resource centre, a big programme of training of science and mathematics teachers, involvement of voluntary organisation in science popularisation, establishment of village continuing education centres are good proposals to be implemented.

We would like to introduce courses in emerging areas like Micro-Electronics, Optical Communication and Fibre Optics, Environmental Engineering and Energy Engineering.

Summer and winter school programmes for faculty development of technical institutions including polytechnics are welcome measures. We also appreciate the suggestion for improvement of women's education and the emphasis on SC/ST Component.

Thanking you,

**Shri Brindaban Goswami,**  
Education Minister, Assam.  
Guwahati.

**CABE COMMITTEE MEETING ON  
MANAGEMENT OF EDUCATION**

**NOVEMBER 10, 1987**

Hon'ble Chairman Sri Rao  
and Colleagues,

Many pertinent points have been listed for today's discussion. I will draw your attention to some of them.

At the very outset I must mention that absence of a long term planning and management perspective has been one of the main reasons for the failure of education to achieve the desired goals. Only close relationship between manpower planning and education can give a new direction to our educational planning. Educational planning and management must be so moulded as to call it education for national development. Relating education to our country's development is also important to overcome the frustration of the young generation.

#### 1. Education—Development—Employment Linkage

For a better perspective on the basis of the actual need of the society, we propose that there should be State level bodies like 'Council for Education & Development'. This should be a state level autonomous body which will take into consideration the developmental planning and the manpower requirements for next 15-20 years and in the process involve people from all the development departments. With financial support from the Centre such a body may be expected to link education with the needs of the society and our institutions will produce the type of people needed for our society.

Such a body will notably strengthen administrative arrangement for planning and management. It will also serve as a forum for removing knowledge and information-related constraints. The proposed Council can profitably interact with non-government agencies.



## 2. People's Involvement

Another important aspect of management is people's involvement. People's involvement in educational planning not only helps in ushering better policy planning but also acknowledges the role of social supervision, resulting in a new sense of responsibility on the part of teachers and the members of the public. I feel that the people's involvement in management of education at all levels from primary to university is sure to improve the situation. Our experience at the primary level has been very much encouraging. We decided to construct or renovate the primary school buildings. Instead of getting it done departmentally we handed over the money to the local people in the form of grant. When people found that it was their responsibility to construct the building, they not only did their best to see that the money was well spent, in many places came forward with donations to supplement the Government grant so that they could build a better school.

## 3. Decentralisation

Decentralised planning is yet another significant aspect. We have constituted boards at the sub-divisional levels. The Sub-divisional Advisory Board is entrusted to recommend grants, requirement of additional posts over and above making general recommendation for new school etc. Selection of teachers is done by the Board through a panel of academicians.

We believe it to be a step in the right direction. It is also effective in involving people in the management and planning of education at the lower levels.

Institutions of higher and technical education in our State enjoy enough freedom for innovation and quality improvement. However, they need to be motivated, guided properly and assisted financially.

## 4. Role of Voluntary Agencies

Voluntary agencies also have a role to play. Reading habits and academic pursuits cannot come from the schools alone. This atmosphere can be created better by voluntary agencies. The child must be presented with numerous books and he must also be taught that it is

good to read those books. We have constituted a Children's Literary Trust which will engage itself solely in bringing out useful books for children.

The voluntary agencies should be assisted to publish popular and reference books, to hold exhibition and symposia, to organise extension lectures, to devise kits, teaching materials etc. Voluntary agencies with missionary zeal must be associated in Non-formal and Adult Education.

### 5. Working Days

Another important factor is the number of working days. There are various reasons for the present situation. They are natural calamities like flood, public examinations, sports festivals and long vacations. Curtailing long vacations may be one of the effective ways to increase the number of working days. We want to ensure that classes are not disrupted by public examinations and other festivals. For this purpose we propose setting up public examination halls. But the constraint here again is finance which must come from the Centre. Our present effort is to raise the number of working days to 200 plus.

### 6. Evaluation of Institutional Performance

Institutions must not only be made efficient, their efficiency must be rewarded also. We have already decided to give awards, district-wise, to the best managed school in all respects of sports, academic, cultural & environmental pursuits. We have also decided to provide additional grants to such deserving schools. With little sincere effort, many existing schools and colleges can be transformed into institutions of educational leaderships. Boards of Secondary Education can certainly be assigned greater role to develop school complexes.

### 7. Supervision

Excessively wide span of supervision of our educational institutions has also been an important factor leading to fall of standard. Along with departmental general inspection we have also thought it better to appoint and authorise experienced retired teachers and professors to inspect the schools. We can gain from their experience and take remedial measures for better management. We are also

contemplating delegation of supervision power to Sub-divisional Advisory Boards and Board of Secondary Education,

### **8. Incentives**

There should be provisions to encourage the teachers. No development in education is possible without good and efficient teachers. Significant contributions of teachers to management of education, teaching and other socially meaningful activities should be recognised and suitably rewarded. Voluntary agencies can also recognise and reward such teachers. To encourage the teachers we have instituted awards for their literary and creative activities.

### **9. Recruitment**

We believe that appointment of teachers should be made on the basis of merit and merit alone. Constitutional reservations however would continue. Appointment letters must not be issued from the minister's table except on rule-bound compassionate grounds. Everything in education has to be done in the interest of education alone and the interest of education must be free from political interference. Open and merit based adequate recruitment policy is a must for the system to work.

### **10. Indian Education Service**

The different regions of our country are in different stages of development. The same efforts may not be equally efficient for different regions to achieve the desired national level. It is for this reason that we are opposed to an Indian Educational Service. Administrators and planners in educational fields should have roots in the soil of the region they serve.

### **11. Rules and Regulations**

Some of the difficulties in the present management system emanates from the deficiencies of the system itself. The rules and regulations of management of educational institutions of different levels need to be improved and simplified. Only by such a step the department can get rid of frequent litigations.

## **12. Grievance Redressal Machinery**

Teachers generally air their grievances through their unions/associations. The best machinery for redressal of their grievances is that in which the Minister himself deliberates with the concerned unions/associations. Only the unions which champion the genuine demands of the teachers without any political string should be recognised. Such unions should be encouraged to get involved in broader problems of education.

## **13. Scholarships**

Students welfare schemes including the disbursement of scholarship also deserve a fresh look. Disbursement of scholarships through Banks seems to be a better proposition. We propose to consider it.

By and large a new approach based on the above, in management of education may bring about a change in content and spirit and all out efforts must be made to bring about changes for the success of the National Educational Policy.

Thanking you all,

**Shri Brindaban Goswami**  
Education Minister, Assam,  
Guwahati,

MEETING OF THE  
CENTRAL ADVISORY  
BOARD OF EDUCATION

MARCH 11 - 12, 1988

**Hon'ble Chairman,  
Colleagues and Friends,**

With due regard, I would like to project the salient features of implementation of NPE in our State.

### **Elementary Education**

1. **D.I.E.T. :** State Government have selected 6 ( six ) existing T.T. Is for upgradation as D.I.E.Ts. The Project Reports were placed in the S.L.E.C. meeting held on 24th and 25th Feb/88 wherein the Secretary Education, Ministry of Human Resource Development was also present. As per suggestion of the meeting the Project Reports have been recast and submitted to the Ministry of H.R.D. by the State Education Secretary for release of fund.

2. **Operation Black Board :** The Project Reports of 33 Blocks out of 135 Blocks and 72 towns in the State have been finalised and placed before the SLEC meeting held on 24 th and 25 th Feb/88 and cleared the proposal for releasing an amount of Rs. 738.79 lakhs during the year 1987-88. Steps for implementation of the scheme will be taken up immediately on receipt of fund from the Government of India. The State Government have already taken some advance steps on the following :--

a) **Construction of 2 All Weather Usable Rooms :** The State Government have got no alternative for construction of school buildings unless sufficient fund is provided by the Government of India either under State Plan or special Central assistance. However, it has been decided to complete construction of at least 2 rooms in 3527 schools on or before December '88 with the resource available under the award of Eighth Finance Commission, NREP/RLEGP, and State Plan. Besides, N.E.C. have been requested to provide necessary fund at least for construction of 25% of the aforesaid school buildings.

b) **Contingency Money** : It has already been decided to provide contingency fund @ Rs. 500/-per school per annum as envisaged in the Scheme of O.B. ( Operation Blackboard ).

c) **Purchase of articles under Operation Blackboard** : The matter has been discussed in the SLEC meeting and accordingly it has been decided to purchase only the quality articles. The lowest rate will not be taken as criteria for selection of articles.

d) **New Curriculum** : New Curriculum as per guideline of NCERT are being developed and in the current academic year new curriculum and syllabus in classes I, III & VI have already been introduced. Necessary Text-books for these classes have also been printed.

3. **Non-Formal Education** : The existing Scheme of Non-formal Education has already been revised as per guidelines given by the Government of India and the required proposal has been submitted to the Ministry of H.R.D. Department for release of fund.

#### **Higher Education**

1. **Autonomous College** : Both the Guwahati University and Dibrugarh University have been requested to amend Statutory Act and they are taking necessary action from their end in this regard. No college has yet been selected as Autonomous College.

**U.G.C. Pay Scale** : Cabinet Memorandum has already been prepared on this point and it is under consideration of the Government.

2. **State Council for Higher Education** : In Assam there are only two Universities for general education. For a State where there are only two Universities for general education, there is no immediate necessity for constitution of State Council for Higher Education.

3. **College of Teachers' Education** : As envisaged under National Policy on Education, a Project Report has been submitted for upgradation of the Post Graduate Training College, Jorhat into "Institute of Advance Studies in Education" and Kokrajhar Government B. T. College of Teachers' Education into College of Teachers' Education under the Centrally Sponsored Schemes with the following Financial implication :-

(i) 1987-88	-	Rs. 58.35 Lakhs
(ii) 1988-89	-	Rs. 83.27 Lakhs
(iii) 1989-90	-	<u>Rs. 72.52 Lakhs</u>
Total		Rs. 214.14 Lakhs.

## Secondary Education

1. **Teachers' Training** : At present we have around 25% trained teachers and the remaining 75% are outside the orbit of training programme.

There is a provision for inservice training of the High School Teachers in the existing B. T. Colleges. The existing facilities are quite inadequate. It is proposed to set up 3 new B. T. Colleges during 1988-89 under State Plan and also for improvement of the existing B. T. Colleges which will continue without upgradation into CTE/IASE.

Under NEC Scheme, Orientation Training in Science and Mathematics for teachers of Secondary and Elementary Schools in Hill Districts and TSP areas has also been taken up. So far 500 teachers have already been trained. The SCERT has organised various training courses for upgradation of the professional skill of the teachers.

A Project Report has been submitted for training of the teachers of Vocational Courses.

It is proposed to impart training to the teachers of the Higher Secondary Schools in the proposed CTE/IASE

## 2. Vocational Education at +2 Stage of Secondary Education :

As envisaged in the N.P.E. for introduction of Vocational Education at +2 stage by covering 10% students by 1990 and also to open 10 Addl. Schools in each district, the State Government have already introduced the course in 10 Higher Secondary Schools and proposed to introduce in another 10 schools during 1989-90.



A Project Report on Vocationalisation of Education at +2 Stage for the year 1987-88 and 1988-89 has been submitted for implementation by linking up the scheme under centrally sponsored Scheme.

The Financial implications are shown below :-

	State share	Central share
1987-88	Rs. 50,625/-	Rs. 46,89,375/-
1988-89	Rs. 19,37,691/-	Rs. 1,23,27,883/-

3. **Improvement of Science Education** : The Mathematics and Science subjects are taught in all the 2593 Secondary schools in the State at the Secondary level. Further, Science stream has been introduced at +2 stage in 161 Higher Secondary schools out of the total of 359 Higher Secondary schools. The facilities available in these schools are not at all satisfactory.

A Project Report for improvement of the existing laboratories and construction of new laboratories has been submitted showing the Financial implications as follows :-

1, 1987-88	Rs. 197.75 Lakhs
2. 1988-89	Rs. 197.00 Lakhs

4. **Navodaya Vidyalaya** : The establishment of Navodaya Vidyalaya as envisaged in the NPE is under active consideration of the State Govt. The decision is yet to be taken. We reiterate our view that the regional language should be a medium of instruction even at +2 stage in addition to English and Hindi.

5. **CLASS Project** : Under this programme there are two Resource Centres, one at Regional Engineering College, Silchar and the other at Assam Engineering College, Guwahati for organising the Computer training programme for the Science Teachers of Higher Secondary schools. Annually 3 science teachers from each of 8 Higher Secondary schools are sent to the Computer Training Programme. Till now 35 Higher Secondary schools have been provided with the Computer machine. Besides, the above two centres, it has been proposed to open another resource centre at Jorhat Engineering College.

A list of 80 Higher Secondary Schools/Colleges (+2 stage) has been submitted to the Government of India. Approval is yet to be received. P. G. T. C., Jorhat has already been provided with a set of Computer. It has also been selected as a Resource Centre.

6. **Environmental Orientation** : Financial Assistance has been provided to two Voluntary Agencies for undertaking activities relevant to Environmental Education in schools.

7. **Integrated Education for disabled children** : A Cell for this purpose has already been setup in the Directorate of Elementary Education, Assam recently. The Cell will conduct a survey first, after which the feasibility of implementation of the same may be determined. In the meantime, a Scheme for opening of a Special Integrated School ( Assam Type, residential ) is also drawn-up. The Scheme will be submitted to Government of India for release of Special Central Assistance in due course.

#### Adult Education

At present 20 Rural Functional Literacy Project under centrally sponsored schemes and 63 State Adult Education Project are functioning in the State. Besides these, 51 Post-literacy and follow up Projects are also functioning for continuing education of the neo-literates. During current year 9 Voluntary Agencies are working in the field of Adult Education. During 1986-87, 3.35 lakhs of Adult illiterates were covered. The State Resource Centre has organised training programme for the supervisors. The Directorate of Adult Education, Government of India also provided training to the District Adult Education Officers,

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Thanking you of all

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