

**RECOMMENDATIONS OF THE STATE LEVEL
SEMINAR ON “NEW EDUCATION POLICY”
HELD IN HIMACHAL PRADESH**

**Recommendations of the State level Seminar
On
“New Education Policy” Held in
Himachal Pradesh**

A State level Seminar on the ‘New Education Policy’ was held at Shimla from 1st to 5th November, 1985. Eight working groups deliberated upon the following issues intensively and extensively : –

1. *Universalisation of Elementary Education.*
2. *Adult Education, Non-formal Education and Open learning system.*
3. *Secondary Education.*
4. *Access to Higher Education.*
5. *Vocationalisation and Technical Education.*
6. *Curriculum Planning and Examination reform.*
7. *Planning and Management of physical and financial resource.*
8. *Planning and Management: Personnel Policy.*

The recommendations of the groups were presented on 4th November, 1985 in the plenary session. After thorough discussion various suggestions emerged, which are summarized as under : –

I. Elementary Education :

- 1.1 There should be an active participation of the local community both in getting maximum enrolment and also in propagating the need for education. There should be
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parent teacher associations which should help in this process. The community and the parent teacher associations can also help by providing materials in the form of black boards, furniture, lat-patties etc. as also in the upkeep of the school building.

- 1.2 It was noted that some parents cannot afford to send their children to the schools because of financial constraints. Children of low income group help their parents in their vocations. They should be helped by providing free uniforms, mid-day meals and other such facilities so that the parents do not consider their studies as a burden on themselves.
- 1.3 For girls who are kept away from the school for looking after their younger brothers and sisters and for helping in daily house-hold chores, apart from providing the above help, there should be provision for *Anganbaries* and *Balwaries*, so that they can also look after the young siblings and also attend the school.
- 1.4 Primary schools may have two shifts so that one child from a family may attend the school in morning shift while the other child may at that time attend to domestic chores and they may change places in the afternoon.
- 1.5 Where children are engaged in cattle grazing they should be enabled to enter the school by employing cattle tenders. The Panchyats should be able to mobilise local resources for this.
- 1.6 The local community should be approached to help in arranging mid-day meals to school going children and the Panchayats should be allowed to levy a cess for this purpose.

1.7 About dropouts some of reasons are :—

- (a) financial situation of the parent.
- (b) the present unattractive school system which have not been able to infuse any love for studies.
- (c) illequipped teachers and lack of infrastucture.

1.8 After proper indeutification, the parents of dropouts should be given financial help so that they are able to ^{en}end their children to school. Teachers should be given training suitable for the the environment. The curriculum should be so framed that the students are attracted to the school. The teachers should have the freedom to mould the curriculum to the needs of the environment.



1.9 There should be a greater contact between the parents and teachers so that community feels greater confidence in the teachers. Teachers posted in rural areas should be provided proper accommodation near the school.



1.10 Schools should have adequate number of teachers, so that teacher pupil ratio is arround 1:30.

1.11 At present the student-teacher engagement ratio is 1:1. It should be raised to at least 1:3. This should be done by utilising educational technology.

1.12 It is recommended that the elementary schools should have classes upto 8th. This will help in rationalisation of staff in both primary and middle shools.

1.13 The other suggestions are (a) automatic promotion to brilliant students, (b) un-grading system, (c) non-detention. Those students who for certain reasons could not join the school in the early years should be given an opportunity through open school system or supervised studies and extra-coaching with the help of the existing staff.

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- 1.14 Primary schools should be beautified so as to attract the children.
 - 1.15 For nomadic tribal area children, mobile schools may be started and provision of hostels should be made for the students belonging to these tribes,
 - 1.16 A suggestion for starting a scheme of entrepreneur teachers for employed youth was given. Such teachers would work on their own and could be paid a lumpsum amount per student passing in a board examination. The student should be identified as a confirmed dropout in a printed list, as is done in the case of IRD beneficiaries
 - 1.17 As it may not be possible for the Government to achieve universalisation, it was suggested that voluntary agencies should be allowed to step in. It will have to be ensured that they do not exploit the parents, students or teachers.
 - 1.18 Possibility of enactment of a law to make elementary education compulsory may be examined.
 - 1.19 Those industries which are employing child labour should by law be compelled to provide for the education of those children.
 - 1.20 Planning for universalisation should be done on the basis of survival rate and not the enrolment rate. The State should be divided into different regions and teachers should be sensitized and deployed as per the needs of each region. The programme should be evaluated from time to time.
 - 1.21 It was felt that the sheme of volunteer teachers although not ideal was a practical solution for the problem of single-teacher primary schools. Better qualified unemployed volunteers be given preference.
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- 1.22 It could be extended to those primary schools where we have over-crowding, as a temporary measure of relief. Students should be provided with playing material, so that they can learn while playing. The school should also work as a community centre and teachers should help in arranging educational melas and film shows. This will help in creating better understanding between the teachers and the community and will further the cause of universalisation of elementary education.
- 1.23 It was pointed out that most of the teachers are in the profession not by choice but by compulsion. It was suggested that there should be an aptitude test at the time of selection of persons for teacher's training course and recruitment as teachers. It was also suggested that the excellence in the field should be rewarded. Honouring of teachers at village level was also recommended. Teachers should be given refresher training from time to time to update their knowledge. The role of teacher's associations in this regard was also emphasised. It was recommended that qualification of elementary teacher be raised from matriculate JBT to trained B. A./B.Sc. The persons with higher education should be encouraged to join the primary schools.
- 1.24 Maximum use of mass media be made for increasing literacy rates.
- 1.25 Regarding the idea of starting model schools it was suggested that existing schools should be selected and improved so as to come up to the standard of model schools. New schools need not be opened. Most such model schools should be opened in rural areas.
- 1.26 The plan allocation for elementary education should be kept separate at the national and State level, so that other sectors do not eat into its share.
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11 Adult Education :


- 21 Selection of educators should be carefully made. Only those who are really interested in the job should be selected. They should be given special inservice training with reference to the specific needs of the area they are to serve. The training course should be of atleast one month's duration.
- 22 The educators should be given a suitable honorarium between Rs. 200 and 250 P. M.
- 23 At present the norm for starting a class is 30. It should be reduced to 20 or 25, at least for hilly areas.
- 24 Only properly qualified and trained staff should be appointed. Adult Educators should be trained in other vocations also so that they can give vocational training to those whom they are teaching and help them to supplement their income.
- 25 There should be sufficient motivation for both Instructors and learners. Incentives like good seeds, fingerlings, training etc. to help them to supplement their income should be given. Functional literacy should be emphasized.
- 26 Adult Education centres should be attached to Balwaries, Mehila Mandals, Panchayat and other institutions.
- 27 There should be proper co-ordination between the various departments like health and family planning, agriculture, animal husbandry, sheep breeding and fisheries so that the platforms used by them for the propagation of their programmes are also used for adult education classes.
- 28 Help of other agencies, both voluntary and Govt. be sought Teachers. in urban areas, colleges and universities should be encouraged to take the students to the villages during vacation and NCC/NSS camps and help adults educators in their task. A minimum period which a students must

spend on this programme should be laid down and degrees or diplomas should not be awarded unless this conditions is fulfilled.

- 2.9 Due to lack of co-ordination among the different agencies there is colossal waste and overlapping in the programme. The same set of adults is being taught by different agencies over and over again. This tendency should be curbed at the earliest. There should be a regular agency to monitor the progress made in this field.
- 2.10 The programme of 'each one teach one' has failed to achieve the required literacy rate. Now the slogan should be 'each one teach five'.
- 2.11 Staff engaged in this activity should be asked to arrange community get together, melas and other such functions in which they can make the village folk realise the need of education both for themselves and their children.
- 2.12 At present due to lack of proper follow-up literates are allowed to relapse into illiteracy. To stop this type of wastage there should be greater attention on setting up of village libraries and reading rooms under the supervision of the panchyats. Villagers should also be exposed to mass media like radio and television so that they continue the learning process.
- 2.13 Special courses for dropouts should be held. Courses in non-formal schools as suggested for elementary education be run for those who want to learn beyond literacy level.
- 2.14 Panchayats which are able to reach the targeted literacy rate in the given time should be given cash or kind awards. A District literacy shield and prizes should be awarded to the best panchayats annually.
- 2.15 Funds for the purpose which are being utilised by different agencies should be pooled.

III Secondary Education :

- 3.1 Under the 10+2 system of education, Secondary Education is going to be increased by one year, thus making total secondary education for twelve years. 25% of the total schools be raised to Higher Secondary level (10+2). It is proposed that after ten years of general education the students will have a choice of different courses according to their taste and ability. Only able students would be allowed to pursue higher education in the college. In the light of previous experience and this aim, it is essential that thorough planning of physical and financial resources should be made before launching this project of 10+2. It is expected that seventyfive percent students would go to non-academic courses. The arrangement for vocationalisation of education for these students has to be an planned and executed before restricting the admission to academic courses. It is not a mere question of opening vocational schools but also of ensuring the acceptability of their products. At present I. T. I.'s are doing the same but it would be interesting to investigate the acceptability of their products in industry, business or self-employment. Unless this aspect is thrashed out before hand the diversification of +2 system is not going to succeed.
- 3.2 For academic courses it is suggested the +2 classes should be opened in the schools which do not have elementary classes. Better library facilities be provided. It is recommended that one qualified Librarian be provided in each 10+2 school.
- 3.3 In the present context of rapid increase in knowledge & technology a continuous programme of faculty enrichment is needed for effective implementation of the scheme. It is suggested that regular programme of short term courses and summer institutes should be developed for all the






working teachers. These programmes should be based on the curriculum to be taught by the teachers, educational technology and the latest development in the subject field.

- 3.4 For effective implementation of the scheme working conditions of the teachers should be improved. On campus, residential facilities should be provided to enable them to guide students even after school hours Excellence should be rewarded. The teacher taught ratio should not be more than 1.40.
- 3.5 In the interest of teachers and students it should be ensured that the syllabi, text books and other instructional material reaches the hands of the teachers at least three months before the commencement of the session, so that the time of the students is not wasted especially when a new scheme is being launched.
- 3.6 Qualitative improvement in Inspection and Supervision will undoubtedly improve the quality of classroom teaching. Quarterly and weekly supervisions by Heads of Institutions will go a long way in improving education.

IV. Higher Education :

- 4.1 College and University should nurture intellectual excellence, generate social awareness and develop leadership in youth. They should work as nuclei of social growth.
- 4.2 One of the main problems facing the system of higher education is that of large and ever-increasing number of students in colleges and universities. It is necessary that a proper check on admissions be placed and only those students who have aptitude for higher education be enrolled in colleges and universities. The state Government and the U. G. C. should jointly collaborate to increase physical and academic facilities in these institutions so that the minimum acceptable standards are maintained.

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- 4.3 The expansion of facilities in higher education should be planned broadly on the basis of general trends regarding manpower needs and employment opportunities. A stage has come now where a system of selective admission becomes inescapable and the present policy of open-door admission, in college has to be stopped forthwith. Standards in higher education will tend to rise if admission is made on selective basis and only the interested candidates are selected for admission. The admission should be done through an admission test. However, due weightage to the rural poor, handicapped, scheduled castes, scheduled tribes and other weaker sections of the society should be given. Teacher-pupil ratio as suggested by U. G. C. be maintained.
 - 4.4 While adopting the policy of selective admission a few constraints will have to be kept in view in the context of our present socio-economic structure. Regional, rural-urban & economic imbalances will have to be rationalised.
 - 4.5 The present system of higher education is heavily biased in favour of urban and elitist population. This is partly the result of availability of better opportunities and facilities of education in urban areas; and partly due to the English-oriented system of education. This bias has to be corrected by opening well-equipped colleges in the rural areas, by reducing the weightage given to English in our curriculum and by changing the medium of instruction even in Science courses to Hindi and regional languages
 - 4.6 In addition, hostel facilities educational institution in urban areas should be expanded for the benefit of rural population.
 - 4.7 In order to make college education more relevant to the needs of society and in order to equip the students for jobs, certain subjects of practical nature like Home science,
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Secretarial practice, Nursing, Hotel Management, Tourism, Banking & Insurance etc could be helpful. Mainly rural college boys could be given courses relating to agriculture, horticulture, maintenance of agricultural machinery, soil testing, use of fertilizer and marketing of agriculture produce.

- 4.8 Extension work must form an integral part of curriculum at the college and university level. In all academic bodies/committees of the Government, College and University teachers must be associated not only as members but also in advisory capacities. This would certainly relate higher education to the needs of society and ensure effective participation of teachers.
- 4.9 To make higher education more relevant, more purposeful and more effective, the necessary infrastructure in terms of men and materials should be available. To make higher education accessible to large number of students, double shift system be introduced in the selected colleges and universities to reduce pressure on buildings and other facilities.
- 4.10 To make higher education accessible to rural masses and under privileged section of society, special emphasis should be given to the opening of institutions of higher education in rural areas. In rural areas, alongwith the infrastructure for the college, the provision of residential accommodation must be made.
- 4.11 Caution should be exercised in the matter of giving autonomy to the colleges. One college could be declared as an autonomous college to begin with, as an experimental measure.
- 4.12 In addition to good library facilities, use of audiovisual aids, educational technology (e.g. V.C.R, T.V- & projector etc. should be made an integral part of higher education

The State Government and the U.G.C. should provide funds for encouraging such academic facilities.

- 4.13 University and college students should be frequently exposed to social environment of the area, where these are located. Area studies should be undertaken to study local needs and requirements and also make them aware of the facilities which the State and Central Government is offering for their development.

V. Vocationalisation And Technical Education :

- 5.1 The vocational courses should be started looking to the needs of the area so that these can bridge the gap between supply and demand and help the youth in self-employment. Also the products of vocational courses can be utilised by the industry.
- 5.2 Vocational courses should start from 9th class. Pre-vocational courses however can be introduced from 6th to 8th classes.
- 5.3 For vocational streams the students who have aptitude should be admitted. The Department should educate the rural and urban masses regarding the purpose of vocational education. The views of local people about the selection of vocational courses should also be ascertained.
- 5.4 Vocational education should be included as an elective course alongwith other compulsory subjects.
- 5.5 After class 10th, a student of vocational education stream can be admitted in the present higher education at 10+2 stage.
- 5.6 Vocational subjects should also be taught at 10+2 stage alongwith general subjects for acquiring special ability and professional proficiency. These should be amongst from the list which were taught to the students in classes 9th & 10th.

The general subjects will be General English, Elementary Math; Integrated Science, Commerce, Human Values etc. Depending upon the type of vocational subject chosen by the students.


- 5.7 The certificate of having passed 10+2 stage vocational proficiency should be recognised by the Open University. There should be a provision in the Open University System to enable vocational students to pursue higher education in the same subject alongwith some allied subjects. These students could join Diploma/Degree streams if they so desire.
- 5.8 To make the vocational education system effective and fool-proof there should be a linkage between it and industries or opportunities for self-employment. Both practical training and theoretical training in vocational education should be incorporated in actual work situation.
- 5.9 For planning, training of teachers, preparation of curriculum and selection of courses, an attempt should be made to appoint professionals and create a temper of professionalism. Adequate financial resources should also be provided well in advance.
- 5.10 To start with, one school in each block should be selected for starting vocational courses. The courses to be taught should be selected after careful survey of the area. The help of various agencies like I T I's, Polytechnics, DICs etc. should be taken for the development of the courses.
- 5.11 There should be a State Vocational Council for planning and implementation of vocational education.

Technical Education :

- 5.12 A perspective action plan for 1985 –2000 be prepared for vocational and Technical Education and Training on the
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basis of 'identified manpower demands' through establishment of manpower information system.

- 5.13 We should formulate appropriate recruitment criteria, simplify the recruitment procedure and provide a competitive salary structure to attract talented persons to Technical Institutions.
- 5.14 Government should establish a functional mechanism for pre-service, in-service and Continuing Education and training of all categories of Polytechnic staff.
- 5.15 There should be a system for monitoring and evaluation of programmes and projects which could support timely and effective control measures, linking and integrating all levels like institutions, State/Regional centres, Industry, Community and so on.
- 5.16 To bridge the gap between appropriate technology development and its application by the rural people and in order to train the rural people, Composite Rural Technology and Training Centres should be created, at least one in each District. These centres should also function as Extension Centres of the Polytechnics.
- 5.17 Re-orientation to the budgeting process is required so that it is related to planned outcomes and priority areas. There should be flexibility to enable adjustments and variations to suit different situations.
- 5.18 Adequate funds should be made available to vocational & technical institutions through State Government Plan and Non-Plan finances, direct central assistance through allocations to State Government and through service and consultancy activities undertaken or through donations received.
- 5.19 It is suggested that courses at the Polytechnic level be





considered to minimise the gap between industry and technological education and to have adequate exposure of technical students to the industrial units located near the Polytechnics.

- 5.20 The technical education institutions should be invested with a high degree of autonomy. The nature of such autonomy could be academic, financial and administrative depending on the prevailing conditions and capabilities.
- 5.21 Reliable approaches with minimum assumptions should be used to assess the capabilities of these institutions. These Institutions should be result-oriented and accountable for their performance.

VI. Curriculum Development And Examination Reforms :

- 6.1 There should be systematic curriculum research so that the revision of the curriculum is carried out on more scientific lines both at school and College level. This facility should be available at the State Board of School Education and the University.
- 6.2 Basic to the success of any attempt at curriculum development will be the preparation of suitable text-books, teachers guides and other teaching and learning materials.
- 6.3 Teacher should be made to understand the chief features of the new curriculum with a view of developing improved teaching competence, better teaching skills and a more sensitive awareness of the teaching-learning process in the changed situation. Teachers should be involved in the framing of the curriculum Extension programme of in-servic education, consisting of seminars and refresher courses, should be arranged to educate the teachers about the improved curriculum.

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- 6.4 The subject-wise Board of Studies should be entrusted with the job of framing, revision and updating of the curriculum. Subject-teachers Association or Boards of Studies in different subjects should be encouraged to stimulate experimentation in the upgrading of curricula. The State Education Department should help the Associations in their Educational activities and co-ordinate their work.
 - 6.5 A common core curriculum of general education be provided for the first ten years of school education. The diversification of studies and specialization be taken up at plus two stage.
 - 6.6 Standards of attainment be clearly defined for each class
 - 6.7 The curriculum at primary level be made simple with reduced load of formal subjects and emphasis be laid on language, elementary mathematics and environmental studies. Environmental studies be made the basis of all the subjects in primary classes. There should be an integrated approach upto primary level, with human values being made a part of each subject.
 - 6.8 The curriculum at the secondary level be broadened and deepened. Teaching methods be made more systematic and standards of attainment more specific. Interdisciplinary approach be encouraged if possible.
 - 6.9 At plus two stage the courses be diversified to enable the pupils to study a group of subjects in depth with considerable freedom and elasticity in the grouping of subjects. In order to ensure a balanced development of the adolescent's total personality, the curriculum should provide half the time to the electives, one-fourth to the languages and one fourth to physical education, arts and spiritual education. There should be an inter-disciplinary
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- approach. Specialization should come at the University level.
- 6.10 Broad areas of curriculum studies for the different classes as suggested by the NCERT be taken by the board of school Education and adapted, keeping in view the resources of the state. NCERT text-books be adopted in a phased manner.
 - 6.11 English be introduced at Class IV stage. Oriental and other modern languages be introduced as already decided by the State Government. The medium of instruction, however should be Hindi. This rule should be applicable to public and private schools also.
 - 6.12 Science and Mathematics be taught as compulsory subjects as a part of general education upto class X. But in the the primary classes these should be related to the child's environment. Book-load at primary level should be reduced.
 - 6.13 Science teaching be related to agriculture/horticulture, forestry and technology.
 - 6.14 There should be flexibility in the curriculum in order to cater to the specific needs of gifted children.
 - 6.15 Socially usefull productive work be taken up according to the local environment, in a result-oriented manner. Decision be taken by the Distt. Vocational Council.
 - 6.16 Physical Education be given its due place. Guidance and Counselling be made an integral part of the school curriculum and especially at the 10+2 stage. Properly trained personnel be deployed.
 - 6.17 Organised attempts be made for marking 'education in human values' an integral part of education and including secular values through direct and indirect methods.
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- 6.18 A variety of co-curricular activities be organised to provide pupils with an opportunity for creative self-expression.
- 6.19 There should be no differentiation of curricula on the basis of sex.
- 6.20 The curriculum at different levels is not to be revised in a haphazard manner as at present. There should be a proper method of mentoring the curriculum with the involvement of teachers and students. B. Ed. should be of two years duration and existing curriculum at this level needs thorough revision.

Examination Reforms :

- 6.21 Apart from holding public examination after V, VIII, X and XII classes in the schools and retention of the system of annual Examinations at College and the Semester System at the University level, there should be an effective system of monthly and quarterly assessment of the students which should include tests from the texts as well as personality assessment in general. Results of such tests should be communicates to the students and their parents/guardians so that all the parties concerned feel involved in the process of development and not merely in the process of examination.
- 6.22 Utmost care should be taken from setting of paper to tabulating and moderating of marks, so that perfect secrecy objectivity and security is ensured, consistent with the needs of fairness and efficiency of the University/Board Examinations.
- 6.23 There should be wide Publicity with regard to the requirements of the examining body for at least the private candidates. The change of centres at the last moment i. e. after the appointment of Superintendents be completely banned.

and not even Medical Certificates be entertained as reasons for change of centres.

- 6.24 The paper setters should be instructed to adhere strictly to the syllabi prescribed so that the question papers are in conformity with the curricula and the problems of litigation do not arise subsequently. Where ever possible, moderators be appointed for going into the relevance of every question paper to the syllabus on the subject.
- 6.25 The sanctity of the examination system be upheld by taking vigorous measures for eradication of unfair means, such as strengthening of flying squads, involvement of hands of institutions where centres are located appointment of reliable superintending staff, increasing the frequency of checks and affectiveness of inspection machinery, creation of separate centres for private candidates at district and tehsil handquarters only, decrease in number of centres for Matric and Middle class examinations, provision of penalty for notorious centres, provision of punishment for defaulting members of supervising staff evolution of question banks and bifurcation of marks into objective type/short answer type and essay type questions giving maximum coverage to syllabus, strengthening of Examination Conduct and Secrecy Branches of the Examining Bodies, deterrent punishment for adopting unfair means, dissemination of information on Government's resolve to curb malpractices, evaluation of 100% scripts where students are getting more than 75% marks by the Head Examiners and sending of such manuscripts to the Examining body alongwith awards, making examination duties compulsory, development of a self-contained compendium on the subject for ensuring close cooperation amongst the Examining bodies, Department of Education and the law and order authorities, etc.

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- 6.26 Workshops should be arranged for the paper setters, head examiners and sub-examiners subject-wise.
 - 6.27 After the introduction of the National curriculum and NCERT books, some scope should still be left for adaptation in consonance with local needs
 - 6.28 Possibility of starting some open and autonomous schools should be examined.
 - 6.29 Open examination system be experimented with in a few schools only.
 - 6.30 'No Invigilation technique' be tried out on experimental basis in a few schools. Under this technique the students shall take a pledge of not using any unfair means and they shall write their papers without being supervised by any teacher.
 - 6.31 To curb the menace of copying, the names of those caught copying, alongwith the names of their blood relatives be got published in the newspapers.

VII. Planning And Management of Physical And Financial Resources :

- 7.1 It has been suggested that the community should provide fully for school buildings, playgrounds etc. The provision of a proper building should be made a precondition for opening of a new school or upgradation of an existing one.
- 7.2 The community should also provide for the repairs and upkeep of school buildings, playgrounds etc. Students should also be asked to work for repair and upkeep through shramdan under NCC/NSS.
- 7.3 There should be a separate educational price-index to determine the implications of the required physical resources in terms of financial requirements.




Financial Resources :

- 7.4 Keeping in view the paying capacity of the parents, the rates of fees and funds should be increased. There should be rationalisation of stipends also.
- 7.5 Public Sector enterprises should allocate a percentage of their budgets for education and manpower development.
- 7.6 A part of the cost of education should be realised from the professional institutions employing the products of educational institutions.
- 7.7 The agriculturists, horticulturists and animal breeders etc. should pay for the proper upkeep of the agriculture and horticulture universities, Veterinary colleges and Research Institutes which are working in these fields
- 7.8 An educational cess on imports may be imposed. Private entrepreneurs may be encouraged to contribute for educational development, particularly in respect of vocational and professional streams, by giving suitable tax rebates for their donations and by setting up of training institutions in collaboration with them. It should be made obligatory for the industries to provide for the education of their employees and the children.
- 7.9 A surcharge on land revenue and municipal house-tax may be imposed to raise resources for education.
- 7.10 Panchayats should be permitted to charge a cess for the upkeep of the Primary schools in their area.
- 7.11 Government should increase the expenditure on education from 3% of GNP to 10%.
- 7.12 The Central Government may float long-term Education Bonds with a view to mopping up additional resources.

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- 7.13 There is a need for diverting funds from certain programmes like IRDP and Family Planning and others to education, as the objective of removal of poverty and curbing the population growth can be better achieved through education.
- 7.14 The State Government should float educational lotteries for raising funds.
- 7.15 An educational society be set up for collecting donations from the public. Donations to these societies should be eligible for income tax rebate. The societies should also be allowed to accept donations from Non-Resident Indians.
- 7.16 A National Education Fund to Rs. 1000/ crore should be created.
- 7.17 For popularising and emphasising the need for education, the education department should make effective use of mass media. The funds for this should be provided by the Government from different agencies viz Family planning, Agriculture, Forest and others.
- 7.18 The village schools should be made centre of science & Technology activities to draw maximum benefit within the budget limits of the Department.
- 7.19 Greater attention should be paid to the management of financial resources, so that these are used in the most optimum manner. Performance budgeting should be adopted while preparing the budget for education. This will shift the emphasis from financial targets to physical targets.

VIII. Planning And Management: Personnel Policy:

- 8.1 Personnel can be classified into various categories like, teachers, educational administrators or managers, supervisors/inspecting staff, etc. Each category has its role to play and if their role is well defined and their problems sorted
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out, the educational machinery will run smoothly and effectively.

- 8.2 Selection of teachers at each level should be done on the basis of psychological testing, skills in teaching, general-knowledge, subject-knowledge, interests in extra-curricular activities etc. The present process in which a teacher is selected through an interview for a few minutes should be dispensed with. The concept of internship be introduced on experimental basis and if found suitable should form a part of teachers, training.
- 8.3 State Government needs to evolve specific norms for transfers in order to make the educational system more effective. Educational Institutions should be categorised as A, B, C & D for the State cadre teachers and educational administrators, and similar exercise needs to be undertaken for the district cadre teachers. There should be a rotation of teachers in all the four types of stations through their working career.
- 8.4 In each educational institutions there is an urgent need to adhere to teacher-pupil ratio norms as recommended by Kothari Education Commission for schools and by the U.G.C. for colleges. The ratio is to be worked out subject-wise instead of institution-wise to make it more logical and relevants.
- 8.5 Inservice education should be a regular feature for all teachers, and should preferably be arranged during v. cations. Planning and management of inservice education should be done by the State Department of Education, University and the SCERT in such a manner as to give each teacher an opportunity to get a least 15 days' training after every 5—7 years. This rotational system of inservice training should be planned so as to give an opportunity to

- each teacher to have such updating of his knowledge in his subject at least four times during his career.
- 8.6 Liberal facilities to College and School teachers for improving their qualifications through correspondence courses or direct admission be provided.
 - 8.7 For prosecuting higher studies, there should be a provision for liberal study-leave to College and School teachers as is given to the University teachers.
 - 8.8 Teachers with qualifications higher than minimum prescribed for the job level should be suitably compensated with advance increments/higher scales.
 - 8.9 In I.E.S./S.E.S. cadres, direct recruitment to 25% of posts be made from young post-graduates with specialization in management of educational system and they should on selection be assigned teaching jobs for 2 to 3 years before they are actually given the managerial jobs.
 - 8.10 25% of the I. E. S./S. E. S cadre posts be filled by lateral direct recruitment from amongst teachers, Headmasters, Principals, and University and College teachers.
 - 8.11 50% of the I. E. S./S. E. S. be filled through promotion from amongst college teachers, Headmasters, Principals and Inspecting Officers at the lower level on merit-cum-seniority basis.
 - 8.12 There should be three scales in the S. E. S. -Junior class-II, Senior class-II and class-I. Junior scale of S. E. S. cadre class-II may include Headmasters of High Schools/Vice-Principals of 10+2 schools. Senior Scale of S. E. S. cadre Class-II may have Principals of 10+2 schools, Dy. Distt. Education Officers etc. S. E. S. cadre Class-I may include Distt. Education Officers/District Primary Education Officers/Asstt. Directors of Education/Officers on special duty.

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- 8.13 C.E. Os/Dy. D.E./Principale Colleg cadre be placed in I. E. S. Junior scale. J.D.E.'s/Addl. D.E./D.E. be placed in I. E. S. Senior scale (Selection post).
- 8.14 Direct and lateral-direct I. E. S. cadre officers be selected by the agency either of U. P. S. C. or a specially constituted commission at National level which can be named as 'National Recruitment Commission' for Teachers; which should have educationists and psychologists in the selection panel. Promotional quota may be processed by the Ministry of Human Resources Development, Govt. of India.
- 8.15 Recruits to the I. E. S. should be provided training in the Universities, NIEPA/HIPA, SCERT etc. before they are finally placed and their training may cover areas of educational planning, human relations, personnel management, financial management and so on.
- 8.16 The state Govt. should prepare a Training Manual for IES/SES probationers indicating the nature of educational administration in the State and guide-lines for the trainees. The NIEPA should assist the States in the drawing up of these manuals.
- 8.17 The foundational course for probationers be conducted by the University Department of Education, the practical training be organised by the Department of education through SCERT/Training colleges and the course in educational planning and administration be conducted by NIEPA.
- 8.18 At present there is no provision for the professional pre-service and inservice training of college and University teachers. As teaching involves certain skills, planning and methodology, some sort of training is a must. It will be better if one paper in M. phil in all subjects is entirely devoted to teaching—technology and communications skills. Immediately
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after selection. lecturers should be made to undergo one year's training. During the period of training the lecturers should be on probation. The appointment of the teachers should be made on contract basis in order to increase efficiency and make education result-oriented.

8.19 Every teacher should be provided residential accommodation commensurate with his rank of status. As majority of teachers have to be posted to rural areas, it may not be feasible to construct Govt. houses everywhere. Therefore, a reasonable amount which they have to pay as House Rent should be refunded to them on the pattern followed by the nationalised banks for their officers/officials. Once this facility is given, teachers are not likely to mind their periodical transfers to different places.

8.20 No workman can work without tools. Books are the main tools of a teacher. Therefore, adequate provision should be made for the purchase of such books as are requisitioned by the teacher. These books should be purchased by the Head of the Institution through the Libraries and issued permanently to the teachers concerned. This would be better than giving library allowance or refunding the expenditure incurred on books by the teacher.

8.21 Special attention needs to be paid to the provision of competitive salary scales, time scale and other facilities in order to attract talented persons to the teaching profession. Note should be taken of the recent recommendations made by the National Commission on Teachers.

8.22 Adequate avenues should be made available for vertical growth of talented teachers as is prevalent in other services. Talented teachers especially those who are given state and national honours should be encouraged, by involving them as resource persons in preparing educational programmes

for the TV and radio, non-formal educational activities, adult education, school complexes, curriculum reconstruction, evaluation of books and preparation of instructional materials.

8.23 Minimum educational qualifications for recruitment from pre-school stage to elementary stage should be B.A.BEd for higher stages it should be M.A./M.Sc. (Second Division) +M.Ed./M.Phil.

8.24 At the school stage there should be only two cadres of teachers-Elementary cadre and Secondary cadre, with chances of promotion and selection to State Education Service (Class II). In each cadre, there should be provision for selection grade at the end of 10 years' service.

8.25 Study leave rules should be liberalised to induce educational officers and administrators to take advantage of them. On this point, the following recommendation made by the Education Commission is supported :

“ It will be desirable to revive the old practice of giving three month's leave on full pay for every five years of service for undertaking special studies in educational problems. Preferably still, the idea of a sabbatical year of leave should be extended to senior posts in administration. He should also have the option to add to this his unutilised privilege leave (which now more or less lapses) if he desires. The only condition attached to this leave should be that the officer should submit a report on his studies at the end of the leave period”.

8.26 The research and studies conducted by teachers/educational administrators during study leave or fellowship can be of immense professional value not only to them but also to the Department for improving and reforming its

administrative procedures and for the purpose of designing changes and innovations. The experiences of mature executives can also enrich the sorely needed teaching material for educational management training.

- 8.27 Selection of Officers and teachers for serving in the training institutions should be done carefully. Persons with academic bent of mind and dedication to the profession with special aptitude for training should be selected to serve on the faculty of training institutions. Such teachers and officers should normally serve for a period of 5 years by rotation. Incentives should also be provided for attracting and retaining competent and suitable officers to serve in the training institutions.



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