

Sub. National Systems Unit

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**National Institute of Educational Planning
and Administration**

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APPROACH AND CONCLUSIONS

There are many telling figures which reflect the efforts which have been made by the State Government to promote education in the State. The total expenditure on education which was about one-third of a crore of rupees in 1947-48 went upto Rs.22 crores in 1976-77 and would amount approximately to Rs.45 crores according to the Budget Estimates for 1979-80.

The total number of schools has been increased from 1339 in 1950-51 to 9538 in 1977-78 while the number of teachers has gone up from 4261 to ~~33248~~ over the same period.

The number of Colleges has gone up from 9 in 1951 to 22 in 1977-78 with an increase in the number of teachers from 158 to 1137. Over the last 27 years the number of students has risen from 2779 to 21011. There are presently 37 post-graduate departments in the two Universities of the State while there were none in 1951.

The increase in the cutlays, the expansion of educational institutions and the rise in the number of teachers and students are truly creditable.

However, the very enlargement of facilities for education coupled with the policy of providing free education at all levels from primary to post-graduate stages, has given rise to the problem of growing unemployment among the educated matriculates, graduates and post-graduates. Every year, about 12,000 matriculates and 6000 graduates and post-graduates come out of schools, colleges and Universities of the State. According to the Planning Department there is already a backlog of over 30,000 educated enemployed and their number would be doubled over the next 10 years, if no remedial measures are taken.

Another area of concern is that despite the increase in the number of elementary schools, the level of literacy has not gone up to the extent that it should have. According to 1971 Census, only 18.5% (male 29.45 and female 9.28%) of the population in the State were literate while the corresponding all India figure was 39.45%.



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The enrolment percentage in elementary schools in 1966-67 was 61% (80% male and 41% female) as compared with the All India average of 81%. It is possible that more upto date figures, when available, would make better showing; but clearly much leeway has to be made up.'

Against this background, a special drive for the eradication of illiteracy needs to be launched. To a considerable extent, this will call for efforts to ensure fuller utilisation of the facilities provided for elementary education. additional outlays may also be needed. If paucity of funds stands in the way, it might be preferable to increase allocations for elementary education, even if this entails some cuts in the provision for higher education. Indeed it could be argued that some slowing down of the expansion of college education would help to ease the problem of rising unemployment among the educated. However, before coming to any such conclusion some other factors have to be taken into account.

One of the reasons why outlays on higher education has to keep on expanding is that there is a concentration of colleges in the major urban areas. There is a clamour for them in the districts and tehsils which are without any colleges. Even though the percentage of those who succeed in getting jobs after college education is rather low, areas without colleges feel that they do not get an adequate share in the available employment opportunities, because for a large number of Government posts, a degree is prescribed as the minimum qualification. Some fresh thinking on the recruitment policies of Government seem to be called for.

Another point of concern is that in recruitment to All India Services and admission to prestigious professional Institutions J&K ranks very low. This reflects some qualitative weaknesses in the educational system which have to be remedied. The content of college education, the syllabus of studies, will need a new orientation; the standard of education will have to be raised

While our detailed and specific recommendations are spelt out later, we set out below by way of an introduction some of the basic thoughts underlying our approach;

Education serves a dual purpose. While in a certain sense education can be regarded an end in itself, which enriches a man's mind and enables him to make the full use of his capabilities, the average student looks upon education as but a means to getting a job, as a rule a white collared desk job. In our view while a certain minimum level of education must be imparted to the masses, the provision of higher levels of education should be geared to meet the economic and cultural needs both of its recipients and of the State, keeping in view the emerging employment opportunities, the character and volume of which is determined not by the education system but by the pattern and pace of economic development.

ELEMENTARY EDUCATION

Mass education programmes have two facets. There are facilities for elementary education meant for the young and there are programmes of Adult education.

During the Fifth Five Year plan all the habitations in the State having a population of more than 150 to 200 have been provided schooling facilities within a distance of 1.5 to 2 Kms, except in the case of districts of Ladakh and Kargil where population is sparse and separated by very long stretches of difficult terrain.

While this is a remarkable achievement it has to be noted that the level of enrolment is far below expectations. We feel some new initiatives are needed to improve enrolment taking into account some of the special factors which impede it.

One of them is that the poorer families young children are often engaged in economic activities helping their elders or even working in industries like carpet weaving despite laws against child labour.

We suggest that school hours and vacations, particularly in rural areas should be adjusted as to enable children, who help their parents in agricultural or other operations, to attend their classes when they are free from such chores.

Side by side instead of merely relying on a ban on the employment of children in factories, the attempt should be to regulate such employment in a manner which would include time for elementary education, facilities for which should be provided by the State with a contribution, if necessary, by the employers concerned.

The second major obstacle in enrolling children in schools seems to be the fact that when the parents themselves are illiterate and poor, they do not attach any importance to sending their children to Schools. Programmes of adult education therefore require additional validity; not only do the adults get literate but thereby their children also begin to get the benefit of education.

It would be of course ambitious to try to educate the entire adult population. But those below a certain age, say 40 (?) could be brought within its purview, care being taken to choose hours, text books and techniques to suit adults. Special attention to the education of women would pay a rich dividend in many ways. A good deal of informality is needed in the system for the mass education drive to be a success.

MIDDLE AND SECONDARY LEVELS

During the preceding five years the up-grading of middle schools to High Schools and High Schools to Higher Secondary Schools has been done on a large scale. However, there is evidence of some hapazard growth resulting in overlapping and duplication. In the future a measure of restraint will have to be exercised in the establishment of new high schools and higher secondary schools, in order that the scarce resources of a poor State are not in any way wasted, taking care to ensure that the backwardness of some areas does not get perpetuated for lack of better educational facilities.

Towards this end in many instances the better course would be to pick up bright and promising students from those who have completed their middle school education and to give them adequate scholarships to enable them to go to high schools and lead a hostel life.

Such an approach would have many advantages. The standard of education in newly opened schools and backward areas tends to be low for lack of good teachers. The cost of such institutions, including what has to be spent on the construction and maintenance of buildings, is higher. It would give better results at a lower cost to send bright students to really good schools.

Plus two stage is gaining in importance. Delinking of 11th and 12th Classes from the Colleges is in the process of completion. The fact that high schools are being replaced by higher secondary schools only reinforces the argument against the opening of high schools just to absorb locally the bulk of the students who pass the middle school. A proliferation of higher secondary schools would on the one hand be very costly and on the other hand result in a further lowering of standards.

HIGHER EDUCATION AND RECRUITMENT POLICIES

However a more serious point needs consideration. The delinking of 11th and 12th classes from colleges implies that the +2 stage should be terminal stage for the vast majority of students. Thereafter a high proportion of them should go in for courses which are purposeful and not just seek a degree aimlessly.

As things stand, a degree course which most students take does not equip them for any job in particular. The main attraction of the degree course is that it makes the successful students eligible for seeking entry into Govt. service, usually through a competitive examination, and regardless of the fact whether the subject in which they have taken these degrees is going to be of any value or use in the discharge of their duties to those who do get a Government post. Those who fail to get a Govt. job are bitter and feel let down.

No doubt an honours degree is essential for those who want to go in for higher academic pursuits, like research in University or teaching. But only a very small proportion of College students really aspire for an academic career. For the bulk of them the time, effort and money spent on the degree course is waste for the student himself, no less than for the community as a whole,

the main justification being the eligibility it confers to try for Government jobs.

The entire outlook of parents as well as students would change if the insistence on a Degree for most Government jobs was given up and the +2 stage was taken as the minimum qualification for the purpose. In that event, with suitable changes in recruitment practices, even before entering a college, candidates could try to enter Government service; if they failed to do so they would naturally seek some kind of vocational training, either in specialised institutions or even in Colleges where, with a modified syllabus, courses could be given a job orientation. Only a small proportion would then go in for purely academic courses. Overall there would be decline in the pressure for college education and those who go to colleges will have a sense of purpose the absence of which is a major cause of student unrest.

We are therefore of the view that the minimum qualification for recruitment to government post, including gazetted ones, should be completion of the +2 courses, the syllabus and standard of which may need revision and upgrading in consequence. The competitive examination for entry should be designed to be a test of merit rather than specialised knowledge of particular subjects, many of which anyhow are not of much use in administration. The successful candidates, who would by and large be younger than those who enter government service only after graduation could then be given well designed programmes of education and training to suit the requirements of their prospective governmental assignments. Such programmes may vary from 3 months to 3 years. For example those who are identified for the topmost State service jobs may be given a three year programme whose academic weight may be equal to that of an Honours Degree and whose Practicals and field work may be in accordance with the requirements of, say, general administrative or police service. Persons who are identified for Class II services may complete their programme in, say 2 years time. Similarly those who are identified for junior secretarial position may complete their programmes in 3-6 months.

In view of the basic requirement to State services soon after the +2 stage with reduced age limits (Like those for N.D.A. or I.T.I's), there would be a valid ground for considering to some extent lateral entry to senior State level services. This may be provided for, say, between the ages of 27 and 32 on the basis of well designed tests and interviews.

We realise that radical changes in recruitment policies will need to be examined from many different points of view by Government before a final decision can be taken. But if our proposal finds acceptance, a Governmental Committee in association with the Public Service Commission should go into the operational part of the total scheme which will have to be comprehensive and a more detailed blue print.

Once the possibility of Government service ceases to be the main reason why so many youngmen go in for College and University education, there would be greater willingness if no anxiety, to pick up courses which have a vocational Orientation instead of those which are of a purely academic nature-though the latter will continue to attract those who have a particular flair for a subject and want to devote themselves to research, teaching and other academic activities. Towards this end it would be desirable to revamp the syllabus of studies in colleges with a view to introduce applied courses along-side the theoretical papers which candidates offer. In this context special attention will have to be given to subjects which have relevance to the development of the State and the activities which are likely to expand, though of course students must be encouraged and prepared to take advantage of job opportunities outside the State for which high standards in teaching and examination will have to be maintained.

It is clear from our terms of reference that one of the concerns which prompted the appointment of the Committee was the growing sense of frustration on account of unemployment among the educated. Indeed it is tragic that while in certain sectors where no educational qualifications are needed.

conditions of employment in the State are such that periodically the unemployed of other States come here to fill the labour shortage. It is the educated of the State among whom the unemployment situation seems to be getting worse rather than better.

At the same time quite a higher proportion of jobs in the State are being carried on by those not adequately qualified for the purpose. With appropriate training and education these jobs could be done better with benefit to the community as well as to the individuals concerned. The growing number of foreign tourists creates a demand for people who not only know English well but other languages as well such as French and German. In forestry, in fruit orchards, in agriculture, in industry large and small, and in self-employment - there are wide enough opportunities for the educated which can only be tapped if the educational system gets more vocationalised and the tradition inherited from British days, when most of the Colleges were geared to provide the staff which the rulers needed, no longer dominates the pattern of education.

However, having said this we hasten to repeat that education itself cannot create jobs. It is the pace and pattern of development which determine the volume and nature of new job opportunities arising from year to year. What education can do is to ensure the supply of manpower of requisite quality so that each job is better done and as a result gives an added momentum to development and therefore to the increase in job opportunities. Improvements in the standard and quality of Education can also help by enabling students of the State to earn not only within but outside the State as well. On the whole we feel that having regard to all the circumstances steps should be taken:-

- a) to launch a massive drive for eradicating illiterates from the State;
- b) the educational system should be given more of a vocational bias taking into account not only job

opportunities within the government but also in private sector and taking advantage of possibilities of self-employment- all in the context of the developmental plans and possibilities of the State;

- c) higher education beyond the +2 stage in Colleges and Universities should really cater to those who are interested in academic pursuits and not be looked upon as a gateway to Governmental jobs- recruitment to which had preferably be made as far as possible after the +2 stage without any insistence on a Degree being a minimum qualification for Governmental employment.

We now proceed to set out in greater detail though in a condensed and summary form-our Principal recommendations towards the fulfilment of these objectives;

RECOMMENDATIONS

The plan for the development of education during the coming years will have to be based in the following considerations:-

1. Education is an investment in the development human resources and no meaningful economic growth is possible in a predominantly illiterate society. Thus, education is to be regarded as a part of the developmental effort and not merely a social service activity.

2. Programme of mass education which should include Adult Literacy(15 to 45 age group) and universalisation of elementary education (6 to 14 age group) will have to be accorded high priority. Special emphasis will have to be placed on the enrolment of girls and children of weaker sections of the community.

3. In the higher secondary and under graduate levels, emphasis will have to be placed on consolidation rather than expansion. Towards this end-

- i) Vocational courses at +2 stage and applied subjects at the college level should be introduced and expanded so that employability of the products at this stage is increased;
- ii) hostels should be provided in strategically located educational institutions so that talented students from far flung areas with State assistance can make use of the facilities. Such institutions will have to be developed as model institutions to provide opportunities for providing excellence;
- iii) Correspondence courses from 9th to undergraduate stage should be introduced.

4. Changes should be made in the recruitment policies so that aimless pursuit of higher education is discouraged.

5. Implementation and Supervisory machinery of various programmes should be improved and strengthened.

MASS EDUCATION

ELEMENTARY EDUCATION

i) During the Fifth Five Year Plan all the habitations having more than 150 to 200 population (or within a distance of 1.5 to 2 Kms of every habitation) have been provided schooling facilities except in case of districts of Ladakh and Kargil. In the coming years efforts should be made to conduct tehsilwise mini surveys and identify new habitations which have come into existence as a result of movement of population etc. It is suggested that a study group of experts may be constituted to study in detail the various problems of backward regions with peculiar geographical and economic nature.

ii) The strategy of enrolling additional children in Class I at the beginning of each school year should be continued and expanded. Every Primary School teacher should continue to prepare census in the age group of 6 to 11 and enrol as many of them as possible in the beginning of each year through specially organised enrolment drive.

iii) Multiple entry system should be adopted and special condensed courses of non-formal education organised for grown up children who have never joined school or have dropped out. The system of part time and non-formal education for drop outs in the age group of 6 to 14 needs to be organised on a massive scale.

iv) The bulk of non attending children at present consist of boys and girls and those belonging to weaker and backward sections. Special efforts will therefore have to be made to enrol them. The measures should include appointment of locally available teachers- free supply of text books, provision of scholarships, establishment of residential schools specially for children of backward and sparsely populated areas, intensive enrolment campaign and setting up separate targets for enrolment of these sections. In order to eliminate the disparity in education between boys and girls and among different social strata of the occupied population, the free supply of books, uniforms and scholarships has been attempted on a small scale in the past. The scholarship scheme particularly has provided a substantial boost in enrolment.

The effort needs to be extended on a wider scale.

v) Facilities for elementary education should be provided on top priority to the identified backward areas which contain the hard core of the poor and backward in the State. This will need a great organisational and administrative effort for the involvement of the community.

mobilization of the Primary school teachers, strengthening of supervisory machinery and cooperation of the developmental departments. In the venture the commitment of political leadership is essential.

ADULT EDUCATION

The existing programme of Adult Education should be enlarged, necessary supportive and financial allocations being made for the purpose. The salient aspects of the programme are indicated below:-

i) The main target group will be the illiterate and unorganised people in the rural and urban areas who generally live below the poverty line. Women, land-less agriculture labourers and weaker sections of the community should be given special attention. The programme should have three components awareness, functionality and literacy.

ii) Though the programme will have to be managed by the State Government, efforts can be made to mobilize the support of Voluntary Organisations who are managing formal types of schools. In this context the grant-in-aid rules can be changed so as to exert pressure on them to start Adult Education programme.

iii) Despite repeated efforts for rationalisation of staff in educational institutions, surplus staff in urban area is available. This can be effectively utilized in the Adult Education programme.

iv) The programme will have to be regarded as a collaborative one in which all other Departments like Health, Social Welfare, Animal Husbandry, Agriculture, etc. are involved. A happy beginning in this direction has already been made by providing literacy inputs to the centres run by Handicrafts and social Welfare Departments.

v) It is a matter of common experience that development efforts receive great stimulation if the beneficiaries are literate. Each developmental department should make Adult Education a part of their own programmes and earmark a particular percentage of its grants for the same.

vi) Both the Universities and Colleges can play an important role in producing relevant learning material, organising training programmes and evaluation of the programmes. State Resource centre for the purpose is located in Kashmir University and there is Adult Education Unit operating in Jammu University. The available infrastructure can make positive contribution to the success of the programme.

IMPLEMENTATION OF THE PROGRAMME

The success of the mass education programme depends very largely on the implementation machinery. To bring about necessary improvements the following steps are suggested:-

- i) The Department of Education should be reorganised on a functional basis so as to have a separate Directorate elementary and Secondary Education.
- ii) There should be specific provision in the promotion rules that service in the far flung areas will be qualifying pre-condition for future promotion.
- iii) For appointment of teachers in far flung areas a conscious policy of nurturing local talent will have to be pursued. The talented and meritorious teachers and students from these areas should be encouraged by way of incentive like study leave/scholarship to improve their qualifications.
- iv) At the block and district level, educational committees should be set up with adequate representation of the residents and development departments so as to involve the community and create linkage between the Developmental programmes and the educational system.

v) It would be best to adopt a selective or phased approach for such changes-features of the same, are given as under:-

a) A number of blocks each with a population of 30 to 50 thousand or an area of 10 to 15 miles should be selected to start with.

b) Detailed development plans for each area involving Agriculture, horticulture, industries, traditional handicrafts, small scale Industries should be prepared.

c) Educational programme should be evolved out of the needs of local development in each selected area to include:

- i) Universal Primary Education;
- ii) Adult Education;
- iii) Vocational Education linked to the developmental perspectives specially of the age group 15 to 25 and
- iv) Primary and Secondary Education again geared to the same developmental perspective.
- v) The objective of the programme should be to involve the entire community in an educational-cum-developmental endeavour.

TEACHER IMPROVEMENT PROGRAMME

Whatever the nature and number of educational institutions and the courses of studies and their syllabus, the quality and standard of education they provide depend upon the capabilities and the commitment of the teachers. We therefore urge that highest importance must be attached to getting the best possible teachers in all the educational institutions of the State.

Towards this end we make the following suggestions and recommendations:-

1- At the primary levels as far as possible the teacher should belong to the area in which the school is situated. It is not possible to define the area in precise terms. Much would depend upon the availability in each locality. But as far as possible the aim should be to have teachers who live in their own homes and can attend to their teaching responsibilities without having to move their residence. Experience has shown that the induction of more qualified people from cities to village schools often results in absenteeism. However locally recruited teachers should be given extensive course of training in order to ensure that the students are not handicapped in any way because of shortcomings of the teaching staff.

The area of recruitment can be widened at each successive step to middle, secondary, higher secondary and college levels- from the locality to the district, to the region and to the State. Finally at the University level recruitment on all India basis would ensure the best quality of teaching, such a policy would be consistent with the adoption of UGC's scales of pay. However in order that the best teachers are attracted and continue to serve in the Universities of the State apart from the pay scales, living conditions particularly housing should receive great attention.

Somewhat on the same logic if any institutions in specialised fields are started then at the top level the best available talent in the country should be tapped. From the point of view of improving the employment prospects of the students maintenance of highest standards in teaching is of great importance. The induction of a few outsiders at top teaching levels would improve employment opportunities for

people of the State and not erode them.

Side by side the existing members of the teaching Community should be given specialised training and have opportunities for study leave and refresher courses.

2- The State Institutes of Education and the District Institutes of Education be further strengthened so that they could plan and implement the preservice and inservice teachers training programmes more effectively.

3- The most crying need in this behalf is the provision of Hostel facilities for training programme at district headquarters. Most of the District Institutes (Training Schools) are in small houses which also require to be given the necessary setting. Only at Kishtwar and Sopore do District Institutes have hostels.

4- Residential accommodation for the female teachers posted out of their locality be provided to ensure their presence in the school.

Selected area approach as outlined above will be a sort of experimental Laboratory. Lessons learnt from it can be multiplied and effectively used in the rest of the State.

SECONDARY AND HIGHER SECONDARY EDUCATION

During the preceding Five Years upgrading of middle schools to High Schools and High Schools to Higher Secondary Schools has been done in accordance with the Survey reports. Looking back at the total picture of last thirty years, it seems that expansion has sometimes been haphazard resulting in overlapping and duplication and the setting up of uneconomical and academically non viable institutions. In regard to future policy we suggest that:

- i) While establishment of new high schools and higher Secondary Schools cannot be altogether stopped, it should be at the minimum level and on a highly selective basis in order to meet the genuine needs and not in response to pressures or considerations of prestige. Most of the schools already opened are poorly staffed and illequipped to provide the kind of education they should. The interest and needs of rural areas can be better served by evolving a scheme of Rural Talent scholarships and financial assistance at post middle stage to meritorious and promising students from backward area and classes so as to enable them to seek admission to good centrally located schools. When new schools are opened in order to avoid unnecessary financial strain, Co-education should be allowed at places where there is no special resentment. Such mixed schools may be allowed to have mixed staff as well.

Under the educational system operating in the State, +2 is the most crucial stage. Delinking of 11th and 12th classes from the colleges is in the process of completion and +2 being the terminal stage for vast majority of students deserves serious efforts for quality improvement and proper facilities, Instead of going for further expansion in this area, the coming five years should be devoted to consolidation by providing suitably qualified teaching staff, adequate laboratory equipment, library facilities and buildings.

- ii) By taking the following steps +2 can be made a terminal stage for vast majority of students:-
 - a) Except Class IV employees, recruitment to Govt; services should be made after this stage. This should apply to junior as well as senior staff on the basis of anticipatory planning. Manpower requirements can be identified keeping in view the expansion and attrition rates and

recruitment to various categories of officers can be made, followed by appropriate training. A major innovation can be made by recruitment for Gazetted Cadre after +2 followed by three years training in an Institute for Administrative and Allied Services. Consideration could be given to the question of awarding them a degree of B.A. This will not only decrease pressure on higher education but also improve the quality of administration by exposing these prospective Gazetted Officers to modern techniques of management so as to face the administrative challenges of a developing economy. Some of the bright selectees after completion of course may be even fit to sit for IAS examination in which our representation is nominal.

b) Based on the requirements of man power in terms of Sixth Five Year Plan relevant courses can be introduced in Higher Secondary Schools so that the products of +2 stage get appropriate jobs after completion of their training. For teaching vocational subjects, instead of creating permanent staff, help can be sought from the technical and professional Institutions and personnel on part-time basis. Introduction of vocational courses will require certain modification and changes in the yearly examination and yearwise courses and entail the splitting of courses into units so that appropriate units of academic study can be linked with vocational courses. Model prepared at the National level by NCERT with modifications can be adopted in the State.

c) Open School system sponsored by the Central Board of School Education for Classes 9 to 12 can be fruitfully utilised on collaborative basis so as to meet the requirements of these students who cannot attend schools on full time basis.

- i) The courses of study as prescribed by the Central Board of School Education for Classes 9 to 12 should be accepted in principle and introduced with suitable modifications so that the language is within the comprehension of the students, the environmental touch is strengthened and due recognition is given to regional history and geography.
- ii) At the end of 11th, annual examination should be conducted by the School itself but the question papers should be set by the Board of School Education to maintain uniformity in the standards.
- iii) Number of working days in the State are very low and should be raised to 200 a year;
- iv) To meet the subject requirement of girls schools in respect of Mathematics and Science, the girls should be free to seek admission in Boys Schools and wherever possible male teachers be allowed to teach in the Girls Schools.

HIGHER EDUCATION

The main features of this sector and proportionately higher cost, increasing rate of unemployment, Social irrelevance and majority of the beneficiaries coming from relatively better off classes. We recommend that:-

- 1) the general strategy should be to create conditions so as to diminish rush for admissions and pressure for the establishment of new institutions. This can be partly achieved by suitably designing courses, introduction of vocational stream at +2 stage and making recruitment to various categories of Government services after +2 and strengthening of correspondance education. College Courses will have to be

restructured to serve the dual purpose of raising the level of intellectual development of the individual and making him an agent of economic development to benefit him as well as the community.

ii) We fully endorse the recommendations made by the Sahay Committee to introduce two years' pass degree followed by another year on an Honours Course. In order to bring students from weaker sections and backward areas to the Colleges, Scholarships alongwith remedial teaching facilities should be provided.

iii) Admission to undergraduate classes should be first made for the two-year course and to the third year for those who obtain 50% marks or equivalent grade at least in the subject which would be the main focus of study in the third year. Only those students who have obtained Honours Degree should be admitted to the post-graduate classes.

IV) Introduction of applied courses in the undergraduate programme is necessary. Identification of such courses will have to be made on the basis of man power requirements both in the public and private sectors. This will provide a linkage with the work experience and vocational programme at school level and also cater to the needs of those who do not pursue any academic career in future. The courses will have to be designed in consultation with the professionals and the aim should be to help the students to take up a career and not aimlessly pursue further studies after graduation.

v) In order to create a relationship between the

Colleges and the community, each college should establish extension unit and activise N.S.S. so that teachers and students become aware of the problems of the community and play a meaningful role in the development process.

- vi) Restructuring of the post-graduate courses and syllabi will have to be undertaken when the products of the Hon's courses start coming to the University .The present courses to a considerable extent will become irrelevant and will have to be modified accordingly.
- vii) Both the Universities should utilise their academic resources for the development of the State through Scientific, research and technological advance, fruits of which should be transferred to the entire community.
- viii) Keeping in view the over all requirement of the State, job-oriented Diploma Courses will have to be started.
- ix) Recruitment to various prestigious services at the national level is at the minimum from this State. Partly , it is due to the outmoded courses at various levels and partly due to decline in the Standards of education. It is proposed that the Universities through their continuing Education Centres should organise courses to prepare students for various careers entry to which is regulated by competitive examination. A beginning has already been made for Company Secretaryship and cost Accountancy. This will have to be extended to cover other services also.

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