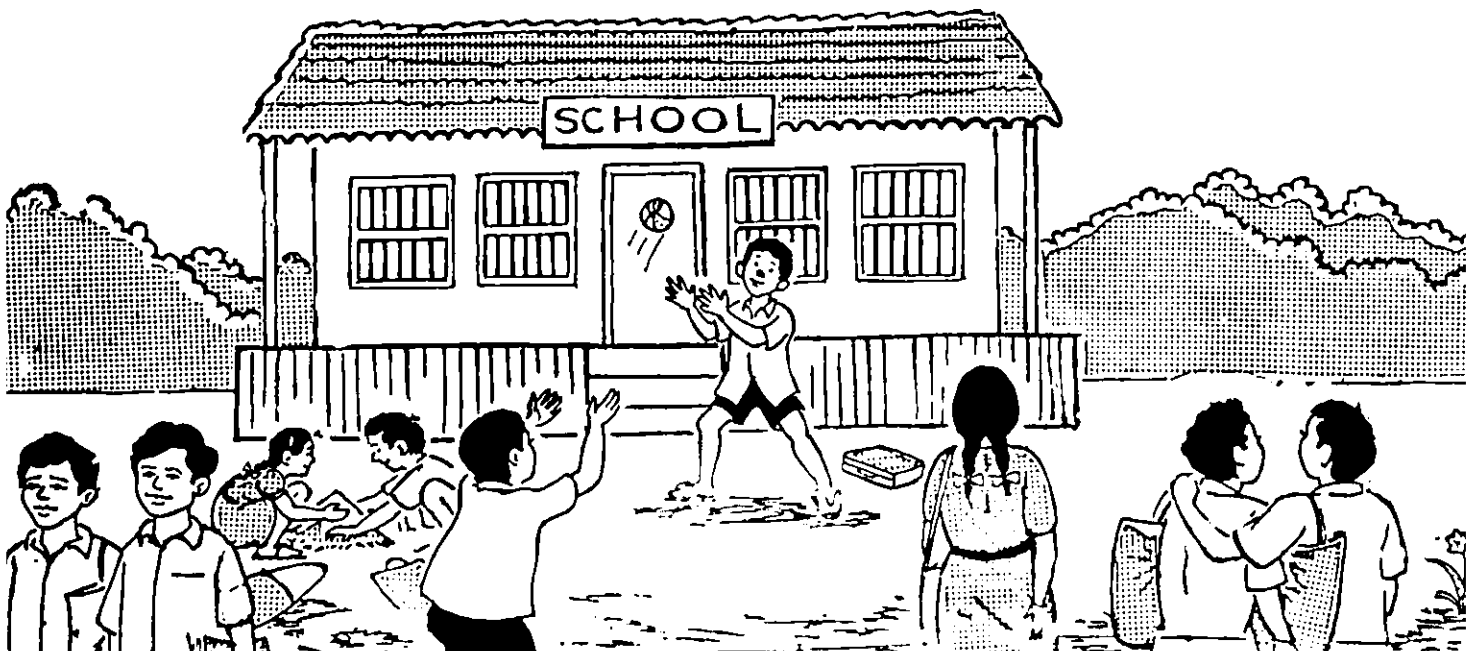


PROCEEDINGS OF STATE-LEVEL WORKSHOP ON "EDUCATION FOR ALL"

DEPARTMENT OF EDUCATION
GOVERNMENT OF ORISSA
1992



**PROCEEDINGS OF
STATE-LEVEL WORKSHOP ON
“EDUCATION FOR ALL”**

1992

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**DEPARTMENT OF EDUCATION
GOVERNMENT OF ORISSA**

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FOREWORD

In March, 1990, at a Conference held in JOMTIEN, Thailand, 155 Nations including India unequivocally declared their commitment to achieve "Education For All" by 2000 A.D. As a follow-up, Government of India exhorted the State Governments to formulate and implement appropriate strategies to meet the basic learning needs of all and achieve EFA. The two-day State Level Workshop organized by the Government of Orissa at Bhubaneswar in collaboration with the UNICEF on 14th and 15th May, 1992, aimed at formulating a broad framework for the preparation of a Plan of Action for EFA for our own State. Many eminent educationists, educational planners & administrators, representatives of the Teachers Associations and Voluntary Organizations took part in the plenary deliberations and also in the in-depth discussions in Groups which were formed to examine specific areas relating to the UEE. The recommendations of the Groups were presented in the concluding session and adopted after considerable and meaningful interaction. The proceedings of the Workshop and the final recommendations of the various Groups are now being brought out in this compilation. I am sure, the recommendations of the Workshop will be of considerable interest and help to all of us concerned with the EFA Programme and especially to the Task Force which has since been constituted by the Government as the next step, for drawing up the Plan of Action for the period 1993-2000.

I take this opportunity to extend my sincere thanks to Dr. Eimi Watanabe, the Representative of India Country Office, UNICEF, and her able colleague at Bhubaneswar, Dr. R. K. Rath, for extending full support for holding the Workshop and the eventual preparation of the Plan of Action of the State.

A. Rath
Commissioner-cum-Secretary
to Government of Orissa,
Education Department

PROCEEDINGS OF THE STATE-LEVEL WORKSHOP ON "EDUCATION FOR ALL"

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PROCEEDINGS OF THE STATE-LEVEL WORKSHOP ON "EDUCATION FOR ALL"

Venue : Conference Hall Hotel Kalinga Ashoka Bhubaneswar (Orissa)	Dates : 14 & 15 May 1992
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The Setting :

Orissa is situated in the North Eastern Section of Indian Peninsula between 17-48' and 22-34' north latitude and 81-24' and 87-28' east longitude, with Bay of Bengal in the East, West Bengal in North-East, Bihar in the North, Madhya Pradesh in the West and Andhra Pradesh in the South, with a land area of 1.55,707 sq.km. and a population of 31,512,070.

At the time of independence, the State inherited a system of education which was quantitatively small with interdistrict disparities as well as structural imbalances. Since independence reforms are being visualized, implemented and attempts are being made to reach the target of education for all by 2000.

The state of affairs in education in Orissa can be seen from the statistics at a glance (Annexure-III) which provides base-line indices for planning education for all in the context of rapid population growth, demographic and socio-economic changes. There is need, therefore, to look at all the dimensions of education.

The Department of Education, Government of Orissa, in collaboration with UNICEF organized a two-day state level workshop to develop a broad framework for the preparation of a plan of action for 'Education for All'. The objectives of this workshop were primarily :

- (a) to assess prevailing conditions in education related to access, retention and achievement of its different stages with regard to UPE;
- (b) to examine the teachers' training and teachers' effectiveness component and to suggest modalities to cater to the needs of UPE;
- (c) to review the existing educational administration and management system at different levels and to suggest necessary corrective measures for increasing its efficiency through a decentralized mechanism;
- (d) to assess available resources for its optimum utilization in order to avoid duplication and overlapping;
- (e) to discuss the existing situation with regard to motivation, innovation, communication and social mobilization and to suggest comprehensive plan of action to achieve the goal.

(List of participants and Agenda of the workshop in Annexure-I and Annexure-II)

Inaugural Session - A Brief Report

The Two-day State Level Workshop on "Education for All" began with the Welcome Address by the Education Minister, Sri C.P. Majhi. In his welcome address Sri Majhi appealed to the delegates to concentrate on the basic problems and the core areas and suggest measures to achieve the goal of EFA.

Sri A. Rath, Commissioner-cum-Secretary Education Department, Govt. of Orissa, explained the various objectives of the workshop in the context of the National Policy on Education. He referred to the report on the World Declaration on Education for All, 1990 at Jomtien, Thailand, and its main theme that all countries in the world should achieve universal elementary education by the year 2000 and adult literacy by 1998 with emphasis on child-centered education. He briefly enumerated the structural changes contemplated both at the primary and higher levels in the National Policy on Education, 1986, the mid-course correction suggested by the Ramamurthy Committee of 1989 and the measures suggested by the Janardhan Reddy Committee recently after undertaking a review of the Ramamurthy Committee Report. The essence of the recommendations of these Committees, he said, was :

- (a) universal elementary education by the end of the century,
- (b) reduction of the staggering figures of drop-outs at various levels,
- (c) non-formal education centres for the disadvantaged and under-privileged sections of society,
- (d) attainment of a standard primary U.P. and primary-secondary school ratio in the country, and
- (e) reduction of adult literacy by 50 percent by the turn of the century.

Orissa presents a dismal picture in all these areas and unless there is adequate supplemental efforts, it would be difficult for the state to reach the goal within the stipulated time-schedule. Reaching these goals presupposes provision of adequate infrastructure and infrastructure costs money. He, therefore, made an appeal to the Government to raise the allocation of both plan and non-plan resources for the removal of the financial constraints in the field of education. He recounted the success stories of the some schemes in Bangladesh, Gujarat, Maharashtra, Rajasthan and U.P. and suggested a deliberation on those for their adoption in our state and broadly identified the areas of operation to give a 'big push' to education in the state. His suggestions were:

1. Increased allocation of resources for the removal of financial constraints.
2. Introduction of mid-day meal especially in the tribal belts to attract students to the schools.
3. Greater and better utilization of the existing assets and infrastructure by making use of the services of the huge army of primary school teachers and the large number of high school buildings and non-formal centres.

4. Sensitizing the community to ensure their active participation in the education curriculum.
5. Sensitizing the teaching community to inculcate a sense of belonging in them and to make them feel that the problems facing education like drop-outs etc, are their own problems and to create an urge in them to come forward spontaneously to lend their helping hand for a solution.
6. Selection of teachers from the village giving preference to women and entrust their control to the village community.
7. Shouldering of the entire responsibility of education at the primary level by the Panchayati Raj Department to achieve the goals.

Dr. (Ms) Eimi Watanabe, Representative, UNICEF, India Country Office, New Delhi, while delivering the key-note address exhorted the delegates to remember the key principles or key ideas and the plan of action of the World Declaration where it is vouchsafed that the ultimate goal was to meet the basic learning needs of all children. However, the long-term goal was to be broken into a series of intermediate goals and along with the national goals, one was to frame certain sub-national level goals.

She further declared that education was a privilege and a basic need. In the context of India, it had assumed enormous importance because the level of awareness in the country was very low. Any section should not be deprived of its right to this basic need on the pretext of this low level of awareness on the part of the parents. Parents have a basic desire to provide education to their children and every child has the desire to read. By not providing them access to education, we refuse to honour their basic right and thereby promote inequity. Therefore, universalization of access to education and promotion of equity should be the main concern. In the context of Orissa, this is more significant.

There were few other significant observations :

- (1) The emphasis should shift from enrolment to learning. The high drop-out rate reveals a huge wastage. Completion rate is more important than the rate of enrolment.
- (2) The quality of learning depends on an absolutely committed band of teachers and if we can ensure the quality of teachers, we do not need other incentives and the system will improve automatically. If the quality of the teachers improves, other things will follow as effects.
- (3) Emphasis should be placed on the universalization of primary education. Literacy campaign, she held, was a short-term movement. Unless universalization of primary education succeeds, no other campaign will succeed. The entire focus should be on the primary level education and female education. In the context of Orissa, she said, some intermediate goals were to be set keeping in view the ultimate goal to remove the inter-district disparities in female literacy and other variables.

- (4) Strengthening of partnership with voluntary organizations, mobilization of other sections of society to adopt schools around them and to do something imaginatively to make the movement a success should be given priority.
- (5) She exhorted the delegates to think beyond the constraints and make the maximum utilization of the assets and resources of the state to reach the goal. Among the assets of the states, she listed four major possessions :
1. Receptivity to new ideas by the people of the state; a genuine sense of sharing, commitment and the right attitude
 2. Voluntary organisations
 3. Relative peace and stability and
 4. A Chief Minister with a vision and determination to convert his dreams to reality.

Dr Watanabe suggested that in view of the enormity of the problems, time-bound goals may be set as ultimate, intermediate and immediate ones depending on the needs of basic education in different districts to meet the challenges in the field of universalization of primary education in Orissa. Basic needs and hence the strategies to meet them may vary from district to district or region to region. For that she suggested that districts could be identified and categorized for phase-wise progress towards attainment of the ultimate goal of ensuring basic education for all in Orissa.

Dr Watanabe also called upon all concerned to work for broadening the scope of basic learning and schools. Schools could be centres for vibrating pulses of life in the community, she felt. She said that the World Declaration has reiterated the right of every child to basic learning, which cannot be treated as an option. To ensure schools functioning this way and for ensuring social equity a uniform type of school should be established in a state and there should not be different types of schools for different sections of society. She felt that while literacy campaigns have their role to play, they cannot substitute basic education for all, especially because literacy is not an end in itself.

To work out an effective strategy for Orissa, Dr Watanabe emphasized the need for strengthening partnership between the Govt. and Voluntary Agencies (NGO) which are reportedly doing a good work in the state along with the big industries and the business houses. She suggested that business houses, industries and even NGOs could adopt villages and their schools.

Before concluding her keynote address Dr Watanabe expressed her disapproval of any constraints in planning, as her personal interactions with various sections of people in Orissa had convinced her that the state had the greatest of assets in her people who were very receptive to new ideas, were not cynical, had a genuine desire to participate in the nation-building tasks, and were willing to do whatever task was assigned to them. She was equally impressed to know from the people that the state had a government that was relatively honest and sincere. In her opinion the state was to be commended for the climate peace and stability in the society as well as for a relatively higher status enjoyed by women in Orissa as compared to the other states. She added further that with these invaluable assets and with a Chief Minister acclaimed as a statesman for his vision and determination, there cannot be any problem in planning for universalization of primary education in Orissa.

The Minister of Panchayati Raj, Sri. Damodar Rout, made a plea for the qualitative improvement in primary education, the imaginative and optimum utilisation of the existing resources and for instilling a state of mental alertness to fight against the evil of illiteracy. He further emphasized the need for strengthening and reorienting management at the grassroots level. He assured that within the next three to five years all the schools would have their own building for which funds were being provided and the villagers were being motivated to contribute their mite through the scheme of Jawahar Rojgar Yojana. He also mentioned that Anganwadi centres could be opened with assistance from World Bank and the Central Govt. to take up primary education in habitations which are not yet served by any primary school. He also regretted the existing 'touch-me-not' prejudices even among the SC & ST populations. He called upon everybody to work for a general awareness that could eradicate such social evils and promote the desire for acquiring the minimum level of learning through primary education among the deprived sections of the people. He further hoped that such awareness could result in arresting unplanned growth of population which was also partly responsible for generating illiterates and dropouts in an increasing number every year. The Minister suggested the need for inter-departmental coordination and cooperation in the Government which is greatly lacking today. Citing an instance in support of his statement he said that the works of ANM (under Health Dept.), Anganwadi worker (under Panchayati Raj Dept.) and NFE Facilitator (under Education Dept.) could very well be managed by one and the same man. He also urged for optimizing the use of existing facilities, ensuring 'one-door-delivery' system and for inter-departmental and inter-organizational coordination and cooperation at the grassroots level. Before concluding his address, the Minister wondered if the UNICEF could come forward to help in the conduct of orientation workshops for elected representatives at the Gram Panchayat level.

The Minister of State for Education, Dr. (Mrs) Kamala Das, pleaded for the decentralisation of educational administration and encouragement of the partnership with voluntary agencies. The Minister traced the reason for our backwardness in every sphere including education to colonial rule followed by experimentalism, and hoped that with renewed determination and support from bodies like UNICEF, it may not be impossible to achieve universalization of elementary education by the turn of the century. She further added that 'health for all' was a necessary adjunct to 'education for all', which however should not be forgotten while planning for universalization of basic education.

The Minister of Education, Sri C.P. Majhi, lamented the missing of missionary teachers in education and pleaded for strengthening of the field level organisation and for improving the quality of supervision. He also suggested the introduction of some imaginative schemes to attract the children of the tribals and the under-privileged to the schools. The Minister while presiding over the workshop stated that educational backwardness in the state especially in the tribal areas had been due to the large gap between promises and performances. Universalization of education requires a missionary zeal, whole-hearted devotion, unflinching dedication to the cause of education. The Minister also pointed out that education did not attract tribal children because they did not understand the language of the teacher or the language of the books. He hoped that the present attempt to impart child-centered education in the language of the child may facilitate attainment of the goal 'education for all'. He also cautioned that supervision and monitoring which were largely inefficient at present, had to be improved for ensuring completion of basic education and acquisition of a minimum level of learning.

The Chief Minister voiced his concern about the lack of proper understanding of the problem of the people who were in charge of the management of the system. He said it was the leadership and determination which change the face of a nation and history was replete with instances to prove that only men mattered. He was of the view that multiplicity of agency to shoulder responsibility had led to bad results. The entire educational administration at the primary level needed to be made from one window - the Panchayat, which would, for all practical purposes, be the government for the area and deliver the goods.

With education for all, health for all is to be ensured. For this an apparatus is to be created and this apparatus is Panchayati Raj which will cut down red-tape and management will be their responsibility.

The Chief Minister was for an overhauling of the present system, and for adopting a system that worked. He gave a call to get out of the present mental concept of status and to go down to the people in the lowest wing of the ladder to achieve the goal. This was a collective responsibility, he asserted, namely, to excite the people to come to the fold of education and he was sure, if one felt for the nation, the objective would be achieved.

Finally, he held the social structure to be responsible for the lack of education and suggested separate educational institutions for girls, the involvement of parents in adult literacy programmes and night schools in the tribal areas for getting better results. He gave a call to the Teachers Association to take immediate steps to fulfil these aims. He concluded, that if we planned carefully and implemented quickly, we could reach the goal comfortably.

Before concluding, the Chief Minister called upon educationists, administrators, educational administrators, planners and policy makers as well as the various service associations to go down to the most backward person in every sphere and to understand and appreciate his problems, desires and dreams, as that will help them in discharging their duties better. To achieve education for all in such a short span of time as 8 years from now, the Chief Minister called upon everybody concerned to plan carefully and to implement very quickly so that the goal could be reached within the stipulated time.

In the post-inaugural session Mr. Tad Palac, Chief, Education Section, New Delhi, highlighting the objectives of Education for All as enshrined in the World Declaration after Jomtien Conference, gave some valuable ideas for preparation of the state-level plan of action. He emphasized the need for a time-bound action plan and suggested that

- i) actual needs be assessed immediately;
- ii) supportive policy environment be worked out ensuring adjustments to sectoral policies for interaction that would support and benefit each sector in line with the goals of the state;
- iii) policies should be designed to improve basic education;
- iv) managerial, analytical and technological capacities should be improved;
- v) information and communication channels should be mobilized;

- vi) building of partnerships and mobilization of resources like knowledge and skill should be attended to along with others as discussed in the World Declaration on Education for All.

Commenting on the organization of this workshop, Mr. Tad Palac said that to ensure universalization of Primary Education, universal enrolment should be aimed at without further delay. For this herculean task a movement, not a mere plan-document, is needed where every individual, private or in the Government, NGOs, industries, business houses, must get involved.

Prof. Bidhu Bhusan Das expressed the opinion that education could not be tackled piece-meal, specially when the whole system was malfunctioning. He further added that without universal primary education, no democracy could achieve any of its goals. He informed that developed countries had already started aiming at universalization of secondary education.

Being critical of the national policies of education that try to put all children in one category by recommending a single system for the whole of the country, Prof. Das asserted that it was difficult to acculturate the tribal children and as such with the present system of education the tribal child faced cultural shock and alienation. While agreeing with the idea of replacing enrolment by acquisition of a minimum level of learning, Prof. Das suggested that for effective Intra-Departmental and Inter-Departmental coordination and cooperation a State Literacy Mission with the Chief Minister as its Head should be set up and the Chief Secretary of the State should function as the Secretary of this Mission, to ensure a really new start to education in the state which was urgently needed.

The Director of the SCERT, Sri R.K. Kar, proposed a vote of thanks.

Post-Lunch Session

The Secretary, Education chaired the post-lunch session. Initiating the discussion the Secretary expressed that the speakers during the inaugural and post-inaugural sessions had already presented in detail a picture of the situation obtaining in the state with regard to ECE, Primary Education, Non-Formal Education, Adult Education, Teachers Training, Management and Social Mobilization aspects and had also suggested a few broad guidelines for the participants to proceed further in their efforts to formulate a perspective plan of action for achieving EFA by 2000 AD. He sought the opinion of the participants as to whether they would like to continue the forthcoming sessions as per the Agenda or would wish to break into six groups and discuss the details within the prescribed terms of reference and come out with concrete recommendations for further discussion at the concluding session. All the participants welcomed the suggestions put forth by the Secretary and accordingly, they formed six groups. The groups spent the entire afternoon of the first day and forenoon of the second day of the workshop in discussions and preparation of the recommendations. The group-wise terms of reference and the recommendations are as follows :

GROUP-I : EARLY CHILD STIMULATION AND
EARLY CHILDHOOD CARE AND EDUCATION

Terms of Reference

- Objectives: Provision of ECCE as a system
- Critical Appraisal of Existing Models -
- Deficiencies of the present system
- Infrastructure
- Personnel Requirement
- Material support
- Alternatives for Non-ICDS Blocks
- Institutional Framework
 - a) Primary school based
 - b) Independent Pre-school
 - c) ICDS Model
 - d) Alternative Model
- Early Stimulation
- Community Involvement
- Communication Strategy
- Monitoring & Evaluation
- New Strategy

Participants :

Prof. R.N. Rath	-	Chairperson
Prof. P.C. Rout	-	Co-Chairperson
Sri R.K. Kar		
Sri A. Behera		
Prof. Ajit K. Mohanty		
Dr. S. Pattanaik		
Smt. Kasturi Mohapatra		
Smt. P.S. Otta		
Dr. P.K. Rath		
Sri H.K. Swain		
Dr. H.P. Acharya		
Sri U.N. Rout		
Mrs. Basanti Behra		

Dr. D.C. Mishra	-	Rapporteur
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Recommendations

All children should have the freedom to enjoy the rights of childhood. The Community should provide opportunity to the children to play, run, jump, sing, dance and at the same time attend schools willingly. A girl child should also have the same facilities as the boy child without being confined to the home. Economic compulsions lead to child labour which should be prevented. The community should be sensitive to this problem, and make efforts for the success of the development programmes. Community efforts are to be made through mass media and cultural programmes, both by Govt. and non-government organizations.

1. Objectives :

- 1.1 World Declaration and Plan of Action of the World Summit for Children on "Rights of the Child" issued on 30 September 1990 places the responsibility on the Government to give high priority to the rights of children, to their survival, to their protection and development.
- 1.2 A large segment of the child population in the age group of Birth to Six is first generation learners. They need home stimulation and pre-school education for a smooth switch-over to Primary Education. Since most families do not have facilities for home stimulation, pre-primary education is necessary.
- 1.3 In order to provide better health conditions and create motivational atmosphere for school learning ECS and ECCE are considered absolutely necessary.
- 1.4 A support system for working women, specially from disadvantaged families should be developed through the provision of ECS and ECCE.
- 1.5 A support structure should develop for the creation of conditions for enrolment of all children especially girl children.
- 1.6 For a harmonious development of the personality of the child cognitive effort has to be made through ECS and ECCE.

2. Model :

- 2.1 A common pattern for ECS and ECCE may be evolved for the state.
- 2.2 The Age-group coverage is Birth to Six.
- 2.3 Every village having a population of 400 or more should have ECS/ECCE Centre/s. In villages having less than a population of 400, the Primary School Teacher/Non-Formal Facilitator should manage the ECS/ECCE centre with extra remuneration. He/she should receive the necessary training for this activity.
- 2.4 The following components should form the structure of the model:
 - 1) Health including immunization, nutrition-care-feeding, health check-up, prenatal care.

- 2) Education through play, pictures, stories, songs, simple postural habits and development of spoken language through oral work in mother tongue (dialect).
 - 3) As long as a centre for ECS/ECCE is not opened, the existing primary schools should admit children six months before the entry age and conduct pre-school activities in a portion of the building for their easy switch-over to Primary education.
- 2.6 The emphasis on childhood-stimulation and play-activities should continue through the Primary grades.

3. Management :

- 3.1 The village committee in charge of primary education in all cases should be in charge of ECS/ECCE centres.
- 3.2 The Community through a committee having fair representation of women may discharge the following functions :
 - 1) Selection and appointment of Sevikas
 - 2) Ensure enrolment and participation of the children within 0-6 age group.
 - 3) Provide/construct low cost buildings for the centres.
 - 4) In case a separate building is not available/provided, the village committee shall establish linkage with primary school so that the centre is made to function in that building.
 - 5) Ensure smooth and regular functioning of the centre.
 - 6) Incur expenditure for various purchases and payments to Sevikas
 - 7) Organize meeting of women for motivating them to participate and help to run the centres effectively.
- 3.3 The Sevikas in charge of the centres should concentrate on child development activities and should be made free from maintenance of records which consumes most of their time leading to the distraction from their main function, namely, child development.
- 3.4 Financial support may be provided by different agencies but the management at the village level shall be made responsible for the effective functioning and accountability.
- 3.5 In some cases, a part-time volunteer may be appointed for maintaining records relating to correspondence, accounting and programme execution.
- 3.6 The Sevikas should be paid at least an incentive allowance of Rs 750/- per month.

- 3.7 Parents may be approached to make some contribution in cash or kind or services to promote their active involvement.

4. Administration :

- 4.1 The Integrated Child Development Services may be extended to all the blocks of the State with modifications as suggested above.
- 4.2 The existing practices by different organizations/departments should conform to the present integrated model.
- 4.3 There should be a single window delivery system at the grass-root level irrespective of funding agencies.
- 4.4 At the state level there should be a policy implementation and Advisory Committee for ECE/ECCE. Other related government departments and NGO representatives and experts may be included in the committee.
- 4.5 Area specific new and useful programmes suitable to cultural method may be inducted into the system.
- 4.6 Regular pre-induction training should be imparted to all Sevikas for three months before appointment and in-service training once in three years for a period nine months may be organized at the nearest block or district level. Trainers' training may be arranged at the DIET level. The quality of training may be regulated jointly by SIRD and SCERT and other experts.
- 4.7 Programme evaluation and impact studies may be conducted by research organizations, evaluating authorities and provide feedback to state level agencies.
- 4.8 Research studies should be encouraged in universities and other research organizations to enrich this programme.

5. Supervision and Evaluation :

- 5.1 Supervision of ECS/ECCE centres should be the responsibility of the Panchayat Samiti. In addition to this they will have the power to allocate funds.
- 5.2 Supervisory officers from Jilla Parisad, Directorate and Government departments and NGOs shall have to supervise, monitor and report the functions status of such centres.
- 5.3 Regular evaluation (programme and other features) study should be conducted by external agencies.
- 5.4 Learning materials already in use should be evaluated by expert agencies.

6. Support Programmes :

- 6.1 *Grant of freedom to the child and development of his/her natural talents should form a part of the texts prepared for adult education programmes.*
- 6.2 *The Mahila Samitis and other women's organizations should have regular programme of discussion and demonstration of child development activities. They should also motivate the Sevikas and other participants in the programmes for rendering devoted service.*
- 6.3 *Expert bodies and voluntary agencies should visit the ECS/ECCE centres and encourage them to undertake innovative programmes involving different skill development. This will continue to hold the interest of children and ensure retention.*

GROUP-II : ELEMENTARY EDUCATION /
NON-FORMAL EDUCATION

Terms of Reference

- == Objectives :
- == Relevance of Education
- == Flexibility - Group Specific, with special emphasis on ST, Girls & Physically handicapped;
- == Decentralized approach to Curriculum, Management;
- == Teacher requirement
 - Pupil teacher ratio
 - Placement of teachers
 - Teacher quality
 - Teacher absenteeism
 - Teacher effectiveness
- == Provision for Access
- == Survey
 - Schooling facilities - Micro-planning & school mapping
 - Special emphasis on Enrolment and retention
 - Special programmes for girls and deprived sections of community
 - Deficiencies
 - Provision of Essential facilities - Low cost hostel
 - Multi-point entry
- == Curriculum Transaction
 - Child centred and Activity Oriented approach
 - Minimum levels of learning
 - Individualizing Instructions
- == Environment Building
 - Parent Teachers Association
 - Community participation
 - Involvement of VEC
 - Association of Retired personnel
 - Resource persons
 - Role of NGOs
 - Linkages with other agencies

- == Evaluation - Introduction of continuous & comprehensive Evaluation
- == Alternative Strategy

Participants :

Dr S C Das - Chairperson
 Dr (Ms) G B Mohanty - Co-Chairperson

Sri B. Sahu, HM, ST School
 Sri H. Sahu, Addl. Inspector of Schools, Ganjam Circle
 Sri R K Panda, Dy Secretary-cum-Liaison Officer, Education
 Sri Sachidanand Rout, Secretary, Addl Orissa Primary Schools Teachers Federation
 Sri K C Pradhan, Vice-President, DIET
 Sri K. Rath, Head Pandit, Govt. Primary School, Titlagarh
 Sri K M Barik, President, All Utkal Pry. Secondary Teachers Federation
 Smt Sukesini Das, Dhobadhia UP School
 Smt Sujata Tripathy, Programme Executive, REACH
 Smt Indrajit Khurana, Director-cum-Secretary, Ruchika School
 Smt Aarti Mitra, Senior Consultant, SCERT
 Sri P N Panda, Principal, DIET, Tikabali
 Sister Amelia, Principal St Josephs High School, Bhubaneswar

Sri Kalidatta Das - Rapporteur

The proposed Action Plan is evolving in nature and not definitive. However keeping in view the ground realities and task ahead the following recommendations have been made :

1. Target :

Education for age group 6-11 shall be universalized by 1997 and 11-14 by 2000 AD.

2. Phasing :

2.1 Educationally advanced blocks (132 nos.) and advanced villages and GPs in advanced blocks shall be required to achieve UPE by 1995 and the remaining areas by 1997.

2.2 Generally the block will be the unit for preparing micro-planning and school mapping

- The list of the advanced blocks and GPs and villages in the remaining blocks shall be prepared and circulated by August 1992 and their Programme of Action should be finalized by October 1992.

3. Universalization of Access :

- 3.1 The 10,812 unserved habitations shall be covered during the current year by adopting the following methods :
- Opening 400 formal schools as included in the State plan ;
 - Opening extension centres attached to nearby primary schools, appointing peripatetic teachers.
- 3.2 The existing Non-Formal centres operating as substitutes of Primary schools shall be phased out and replaced by Primary schools/ Extension centres.
- 3.3 To ensure access to the age 14, the UP/ME school shall be upgraded to Class VIII.
- 3.4 The ratio between Primary to UP (M.E.) should be 2:1.
- 3.5 Existing 5865 three-grade schools shall be immediately upgraded to five-grade schools.
- 3.6 Existing 2652 single teacher schools shall be converted to multi-teacher schools
- 3.7 Teacher strength should be related to the roll strength of the school and in five-grade schools at least 3 teachers should be appointed.
- 3.3 Existing 8117 buildingless primary schools and 3139 buildingless UGME schools should be given building facilities.
- 3.9 Regular Five-Grade Primary schools should have at least 3 rooms irrespective of roll strength.
- 3.10 To ease the building problem a second shift may be allowed according to need and specially in densely populated areas, low-cost buildings may also be constructed.

4. Universalization of Retention :

- 4.1 The dropout rate should be substantially decreased from year to year so as to achieve a retention percentage of 80 by Class V and 60 by Class VIII. The retention targets shall be achieved in Advanced Blocks by 1997 and in the remaining areas by 2000 AD.

5. Universalization of Achievement :

- 5.1 The MLC shall form the basis of curriculum, Transaction and continuous evaluation.
- 5.2 Education shall be child-centred and emphasis shall shift from Teaching to Learning.

- 5.3 *The existing concept of 'Pass' on the basis of 30% attainment shall be discarded and 'near 100%' or say 80% attainment in relation to MLC should be ensured.*
- 5.4 *The internal examination shall be diagnostic in nature and students falling short of the grade shall be given remedial teaching. This will be essential for first generation learners.*
- 5.5 *External Examination shall be conducted at the level Class III at the school complex level and Class V at the Block level.*
- 5.6 *The students shall be classified on the basis of 6/7 grades subject-wise.*
- 5.7 *The quality of performance of students coming from NF stream should be same as that of Formal Stream. The same method and standard shall be employed for their evaluation and grading.*
- 5.8 *As it is envisaged that different sets of Text books may have to be used for operating a flexible approach, the external examination question shall be related to the basic competence or alternatively different sets of questions parallel to each other in respect of content and difficulty level shall be used.*

6. Curriculum :

- 6.1 *The curriculum shall be flexible in nature and special requirement of different groups may have to be accommodated to the extent desirable and possible.*
- 6.2 *Bilingual primers may be used for backward tribal communities in the first two grades. This may not be necessary after the universalization of pre-school education through ICDS or other schemes.*
- 6.3 *As the MLC concept is being introduced for the first time continuous research will be necessary before finalizing the same by 1995.*
- 6.4 *The curriculum shall cover the core-curriculum included in the National Policy document and values related to national integration, protection of environment, scientific temper shall be highlighted.*
- 6.5 *As Upper primary stage happens to be the terminal stage of mass education, its contents and methods need careful planning. The curriculum shall be community related and development oriented with emphasis on skill development. Some examples as follows :*
 - 6.5.1. *Participating in activities like health survey monitoring birth and death records, community cultural programmes activities leading to protection of environment, use of alternative sources of energy, improved Chulla, using and improvising equipment for home management, repair of electrical gadgets, handling of radio, TV, pump sets etc..*

- 6.6 As UP schools shall be upgraded to Class VIII, at least two additional TGT, with specialization in Agriculture, Home Science etc. may be appointed.

7. Integrating educational programmes and supervisory systems :

- 7.1 Preschool (ICDS), primary education, NFE and Adult Education programmes to be integrated and presented under one roof, under one institutional head. The integrated school shall respond to the total educational need of the community. All developmental agencies shall also use this institution as their delivery window.
- 7.2 The supervisory structures for various educational programmes may be integrated and one supervisor may remain in-charge of two to three GPs having nearly 20 schools.
- 7.3 At the GP level a school complex will function with a UP/UGME school as centre-school. The head of the centre school shall have supervisory power over the Schools of the GP. He will organize common examinations at Class III level and co-curricular activities; and conduct educational survey and monitor programmes.

8. Monitoring committee at village, GP, Block and Dist. levels :

- 8.1 This has already been formed by the Government and needs to be activated.

9. Environment Building :

- 9.1 Making better use of existing infrastructure.
- 9.2 Sensitizing teachers, members of the community, V.E.C., Yuvak Sanghas etc. for awareness building.
- 9.3 Govt. officers down the line should be trained/oriented in participatory management.
- 9.4 In the monitoring committees 50% of members should be ladies and members of the backward communities.

10. R&D Activities :

- 10.1 Innovation and action research shall be regular features of the Action Plan.
- 10.2 Evaluation studies shall be conducted in respect of new intervention programmes like UNICEF - sponsored area intensive education project, OB, bilingual primers, impact studies etc.

11. Linkages with other developmental departments :

11.1 The various developmental departments shall utilize the integrated community school as their delivery window, so as to bring the school programmes close to developmental programmes under five year plans.

12. Teacher Absenteeism :

12.1 Teachers from the same village

12.2 School complex :- appointment of husband-wife teams with quarters facilities, provision of leave reserve teachers.

13. Special Programmes for SC/ST and Girls and Physically Handicapped :

13.1 The present incentives to continue; incentives to be given to girls in shape of free text books, uniforms, a special reward Rs. 2000 in the shape of fixed deposits at successful completion of Class VIII to girls of families whose parents are in the income bracket of less than Rs 20,000 per annum.

13.2 The programmes now conducted for the physically handicapped children should be extended to other areas.

14. Non-formal education :

14.1 For the age groups 9-14 only and not as a substitute to formal schools

14.2 Progressively converted to Middle level N.F. centres.

14.3 Incentives and other facilities may be extended to NFE.

14.4 It may function as a unit of the integrated school.

GROUP-III ADULT AND CONTINUING EDUCATION

Terms of Reference

= Objectives

*Critical appraisal of the Existing approaches/TLC -
Deficiencies of the present system*

- Centre based
- Voluntary based
- MFLP through Institutions
 - Functionality & appraisal of success
- Learner based approach
- Campaign approach
- Mass mobilization
- Total Literacy Programme
 - NLM
 - Continuing Education
 - Role of SRC/DIET/DRU/Other Training Institute
- Mass Media
- Extension of Functionality
- Training, Need-based Curriculum - Learning Teaching Materials
- Evaluation - Role of CIET/SIET
- Alternative Strategy

Participants :

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 Mr. Sarada Prasan Nayak
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The group recommended the following :

- The term 'Adult Education' should be substituted by the term 'Mass Education'. Adult Education should be tackled by three types of measures viz. preventive, curative and post literacy.

1. Preventive Measures :

a) Universalization :

- i) Primary schools within one km. radius
- ii) Flexible school hours in backward areas
- iii) Vocational streams in Primary Schools
- iv) Mobile Schools
- v) Teachers should not be engaged in duties like election and census
- vi) Creches should be provided in every village
- vii) Teacher should be recruited from the village
- viii) Village committee should be activated

b) Non-Formal Education :

- i) Unserved habitations will be covered by non-formal centres
- ii) Qualifications of Teachers should be relaxed in backward areas.

2. Curative Measures :

- a) Voluntary agencies should be encouraged to take up literacy work
- b) More and more districts should be covered by TLC
- c) Primers should be prepared by SRC
- d) Training should be taken up in collaboration with SRC, DIET and DRU
- c) DAEO should be involved actively.
- f) MIS and Data processing system to be strengthened.
- g) Separate provision should be made for neo-literates of the age group of 9 to 14 to join non-formal or formal education after being literate.
- h) Centre-based programmes should be taken up in inaccessible areas through voluntary agencies where volunteers are not available.

3. Post-Literacy Measures :

- a) Every village must have a JSN
- b) Management by Village committee
- c) Village coordinator will remain in-charge
- d) Existing remarks and JSNS will cater to the needs of villages until each village is provided with JSNS
- e) in TLC areas Sakhyarata Samities will manage the JSNS
- f) JSNS will serve neo-literates of non-formal and adult education centres and drop-outs of schools.
- g) Literature provided by SRC should be need-based
- h) Ensuring people's participation

4. Activities of JSNS :

- a) Refresher courses
- b) Reading-cum-library room
- c) Provide literature on development activities
- d) Promote sports activities
- e) Generate resource for recycling
- g) PRERAKS should be trained by SRC

GROUP-IV - TEACHER EDUCATION

Terms of Reference

- Assessment of existing provision - quantity & quality
- New approach .. Local-specific curriculum (Tribal components)
- Pre-service .. In-service
- Enrichment of contents & methodology
- Skill Development
- Development of social sensitivity
- Provision of constant feedback
- Continuing education of teachers
- Resource support - IASE, CTE, DIET, DRU, BRU, Field centres
- Distance learning
- Training of Educational Administrators and Planners

- Role of SCERT
- New Strategy

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1. Preamble :

In providing education for all (6-14) in terms of access and equity learning and an attractive school climate conducive to overall growth in quality of education by the year 2000, teachers will play a significant role. The existing teacher education system is characterized by obsolescence and irrelevance and there has appeared over the years a viable commercial enterprise at both levels of training/recruitment, retention and development of such institutions in the state. The vagaries perpetrated in the selection procedure of staffing educational institutions including those of teacher education in the full knowledge of educational planning of future of education, unless checked, will take education for all in a retrograde manner to the pre-vedic age. Probably the wave has not drawn the attention of the educational planners and leaders of the state yet. However the committee felt:

- 1.1 *That there is a need to reorient the teacher education system in such a way that the teacher's competence, skill, attitude are developed and his role is redefined in all academic matters giving him some say in matters of curriculum development: preparation of text books, reading materials, teaching aids, evaluation; dealing with special groups in order to mainstream them e.g. girl child, the disabled, the socially disadvantaged, S.T and S.C as well as minority group children.*
- 1.2 *That teacher education for EFA cannot and should not be visualized in isolation but should be treated as an essential component of the total system of teacher education visualized in terms of NPE 1986 and NCTE Teacher Education Curriculum Framework, 1990.*
- 1.3 *Not only will the academic (curriculum transaction of curriculum evaluation entry system skills development) be emphasized but hierarchial administrative structure (SCERT, IASE, CTE, DIET, ST, Schools) alongwith Departments of Education will also have to be perceived in terms of new roles and expectations and redefinition of such roles, if required.*

2. Present Scenario :

- 2.1 *The State of Orissa at present has a Department of Education at the apex level branching off to SCERT with 13 Units IASE (2+1 proposed) CTE (3 and 3 proposed) Training Colleges (4 proposed) DIETS (11 and 2 proposed) 55 ST Schools besides the Regional College of Education P.G. Department of Education in Ravenshaw and G.M. College.*
- 2.2 *The teacher education curriculum in the present phase followed at all the levels have not undergone revision over the years to include the core areas, core skills and major thrusts for making teachers and teacher trainees efficient and effective barring rare exceptions.*
- 2.3 *In-service programmes have been fragmented and based on prescriptive needs rather than emergent needs of the school system.*

- 2.4 *Recruitment to such institutions has not been based on competence, expertise on content and pedagogy but has been a warehouse of random collection based on diluted innovations.*
- 2.5 *There is no screening worth the name at the time of admission into the teacher training institutions.*
- 2.6 *There is neither accountability nor professional commitment but there is turnover and shifting after training and orientation. "Hence, system is more characterised by round pegs and square holes" "theory or incompetence breeds further incompetence" and EFA will be away from its rubric.*
- 2.7 *Inter-individual and inter department/institutional co-operation and exchange is a myth in our system and specialisations and expertise are built overnight.*
- 2.8 *There is a wide gap between the theory and practice in teacher training institutions. Internships model has yet to be appreciated in teacher preparation which will pave the way to know the ground reality.*
- 2.9 *Research rarely emphasizes policy research, policy formulation and programme evaluation that can offer the feedback to develop the system.*

3. Recommendations :

There is a need to overhaul the teacher education system and link it to achieving EFA and to the essentials of 21st century society.

- 3.1 *Pre-School/Elementary Teacher preparation, specific teacher education programmes are necessary for different stages of education.*
 - a. *Pre-school (ECCE) – One year passed X*
 - b. *Primary – Two year passed 10+1*

a and b combined Two Year Programme for preparing teachers for EFA.
- 3.1.1 *These programmes are to be based on general national framework with suitable changes in regard to our state (NCTE Curriculum Framework).*
- 3.1.2 *It should emphasize skills and desirable teacher behaviour besides knowledge of curriculum.*
- 3.1.3 *Value education, Education for Girl Child, SC/ST Integrated Education of Disabled, Remedial Education are to be brought within the curriculum including MLL*
- 3.2.4 *Uniformity and updating curriculum followed in pre-service training of teacher for primary schools in DIET and ST Schools has to be ensured throughout the state.*

- 3.1.5 *Teacher-educators giving training to these pupil-teachers need be oriented by CTE, IASE, SCERT on priority basis.*
- 3.1.6 *DIET should conduct regular in-service programme in a systematic manner to update and reorient the elementary teachers already working in the system on a war-footing.*
- 3.1.7 *Teacher's Handbook on the redefined role of elementary teachers has to be developed and supplied to each teacher by SCERT, IASE and other expert bodies in joint undertaking highlighting the area specific requirements.*
- 3.1.8 *Proper monitoring and evaluation of the pre-service and in-service (short and long term) and accreditation system has to be assigned to a State Council for Education which will have a sub-committee for Teacher Education.*
- 3.1.9 *Teacher recruitment should be based on a State level test of teaching aptitudes with weightage given to career and performance. A committee of experts may be set up to undertake the development such procedures.*
- 3.1.10 *These teachers should undergo reorientation every five years at their own cost in order to remain in the system.*
- 3.1.11 *Pre-School Teacher Education should be given top priority.*
- 3.1.12 *Admission to teacher education institutions should be based on common admission test.*

3.2 Secondary Teacher Education and Higher Secondary Teacher Education

The Committee is aware of the limitations and framework of discussion of the present seminar on EFA. But as has been said earlier it reiterates its stand that teacher education cannot be discussed in isolation because trainers of the Elementary Teacher Education Curriculum are products of the higher system. Hence, some broad recommendations have been made :

- 3.2.1 *The curriculum recommended by NCTE and UGC Panel on Teacher Education be implemented throughout the State (i.e. institutions imparting Secondary Teacher Education Curriculum irrespective of Universities to which they are attached) with modifications suitable to state needs. SCERT and IASE should undertake this exercise.*
- 3.2.2 *Higher Secondary Teacher Education Curriculum should be introduced in IASEs in the light of the framework of NCTE.*
- 3.2.3 *Elementary Teacher Educator's pre-service training programme should be introduced in CTEs which will supply manpower to the DIETs, ST Schools and Units of SCERT dealing with Elementary Education.*

- 3.2.4 Creation of a Technical Teacher Training Institute should be visualized for preparation of vocational Teachers for Higher Secondary School system. The pattern of curriculum and duration of the course have been worked out and approved by MHRD.

4. Teacher Educators Preparation :

- 4.1 The research and development functions, preparation of instructional materials, use of educational technology etc, are to rest with a higher level of teachers called Teacher Educators.
- 4.2 The SCERT, IASEs, RCE, University Departments of Education located either in the Colleges and/or Universities have to be strengthened in terms of inter-disciplinary experts, infrastructure and organisation of Advanced level in-service programmes of varying duration to meet the needs of the State and EFA.

Re-definition of the Role of SCERT :

Consequent upon the emerging issue relating to quality improvement in professional teacher preparation, the R & D function and the collaborative functions of Teacher Education Centres, a few roles have been visualised for strengthening as well as accentuating the activities of SCERT in the State. These are :

1. The Directorate of Teacher Education and the SCERT should be given the same status in respect of academic guidance and policy formulation by the State Government as the NCERT is receiving from the Central Government for effectively carrying out the responsibility through its constituent units. The SCERT should be given academic and financial autonomy in accordance with the nature of the State Council.
2. The entire system of Teacher Education programme should be under the control of the Council in order to achieve the desired educational standards in the process of teaching and learning. There is a need for the Council to shed its isolated character and to come up with collaborative and co-operative ventures with sister institutions at the voluntary level, university level and central organisational level and, if necessary, with professional R & D centres/agencies. This should bring excellence to its functioning.
3. In the context of the challenge to be met in the 21st century efforts should be made or originate at the SCERT level to change and modify the present objective and work of the different units. The Council should be made a separate cadre having the Teachers Training Institutions under its umbrella and therefore there is need to identify criteria and norms for such a cadre. Unless such a step is considered, the programme objectives are bound to have a short-fall.

4. *Considering the various roles and functions and the field of operations at various levels the apex body should have professionals who are conversant not only with various aspects of School and Teacher Education but also have necessary pedagogical competence in terms of experience and work and contribution to the field.*
5. *The present staffing pattern should therefore undergo revision and expansion.*

Concerns in School Education and the Role of SCERT :

1. *SCERT should engage itself in innovative work in preparing innovative materials, development of methods to strengthen teacher competence, identify socio-economic, cultural and other constraints which impede UEE. It must devise ways and means for attracting the girl child to school education.*
2. *Target-oriented planning needs to be developed for making education accessible and meaningful to disadvantaged and tribal children.*
3. *Introduce teacher training and produce special books and accessories for education of handicapped children and undertake early childhood education programmes and NFE.*
4. *Review and change of curriculum at different stages of Teacher Education and School Education in the light of National Pattern. Introduce teacher preparation for vocational teachers. It should change the Pre-service Teacher Education System (structure and process) at all levels keeping state and national concerns in focus.*
5. *It should prepare for introduction of Teacher Education programmes in the area of vocational education.*
6. *It must plan out systematic, integrated and relevant in-service Teacher Education Programme for implementation at the various constituent levels of the system.*
7. *It must also concentrate on developing training programme for the teacher educators. It should provide self-instructional materials; multi-media packages to cater to the diversity of background knowledge, skills and status of teachers using distance learning mode.*
8. *It must conduct policy research and evaluate research on various programmes.*
9. *It must keep linkages with the State Department of Education and central agencies or organisations working in the state in the field of Teacher Education.*
10. *It should develop innovative Teacher Education programmes to bring a major breakthrough in the traditional teacher preparation e.g. Integrated Teacher Education Programme.*

11. It must also operate as a learning house for teachers and professionals.
12. In order to implement these roles consisting of research development and extension, each unit of SCERT needs to be strengthened in terms of effective manpower drawn from various disciplines relevant for carrying out the objectives.
13. It should create awareness programmes for removing alienation from 1st generation learners and develop in teachers the capacity to provide leadership in community learning to socio-economic changes if possible through mass-media.
14. It should also maintain a kind of monitoring and feedback system from its apex structure to the grassroots level. At each level of the Teacher Education structure, there should be a Programme Advisory Committee; which will deal with those activities which have relevance to the State curriculum development, in-service training, performance evaluation etc.
15. There should be a periodic shifting of the faculty from one system to the other. This interchange will help the state in its educational development in terms of providing experience for ground realities.

Overall Perspective for a State Plan of Teacher Education :

1. SCERT must confine its attention to school education. Its resources should be reasonably distributed to organise programmes at IASE, CTE and DIETs including school complexes; publication of Teacher's Handbook; Instructional materials for different target groups of teachers and pupils.
2. The programmes of the entire structure of Teacher Education should reflect the State and National concerns for UEE. It must play the role of a think tank in the area of school education. It should not ordinarily be saddled with work relating to Adult Education.
3. It has to put priority on organisation of preschool Teacher Education programmes and Teacher Education programme for the disabled children which were neglected so far.

State Council of Education :

Although this does not come within the purview of this Committee, yet, it is recommended that a State Council of Education may be created which will have among others the following functions relating to teacher education which would be the highest body in education :

1. Academic control, recognition and accreditation of Teacher Education institutions of all categories in the state.

2. Advise the Government in matters of reforms in Teacher Education in relating those to EFA and School Education.
3. Review and formulate policies regarding staffing, funding and monitoring of Teacher Education institutions by linking state department of education, teacher education institutions and the national government.

These suggested tentative action plan for teacher education requires financial resource support and administrative autonomy. Apart from several factors, constraints resulting from the of rigid administrative system and limited budgetary allocations are bound to have adverse effect on teacher education. Resources are necessary, but are not enough for achieving the objectives. Commitment, involvement and a professional attitude, therefore, constitute major resources to bring about quality in teacher education. Strengthening of professional associations rather than service associations with the objectives of getting immediate personal gain may be encouraged as a condition for the qualitative improvement of the system and for making the system productive.

GROUP-V : MANAGEMENT AND LINKAGES

Terms of Reference

Planning & Management

- Data-base & Information System
- Community Involvement
- Environment Building
- Linkages
- State Education Council
- District Education Council, Sub-division, Block, NAC
- Municipality, village level
- Supervision - Circle level, Educational District, Block Level
- Integrated approach - Different Agencies
- Educational Complex/Centre Meetings - Local
- Utilization of Retired persons as visitors, Resource persons, Youth Activists, NGOs
- Delegation of Authority
- Increasing the frequency of supervision
- Equipping Centre Schools
- Leave reserve teacher
- Utilization of the Retired Educated persons as visitors for Environment building

Participants :

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On the basis of participatory discussion and deliberations, the group unanimously submits the following findings along with recommendations for further enrichment.

1. Goals :

The major thrust of "Education for All" will be Access, Retention and Achievements through participatory process.

- 1.1 *Integration of various facets of the EFA*
- 1.2 *Access to education for all to achieve universalisation of elementary education (UEE)*
- 1.3 *Reduction of dropouts*
- 1.4 *Achievement of minimum level of learning*
- 1.5 *Building an environment for learning*
- 1.6 *Enlarging the scope of early childhood care and education (ECCE)*
- 1.7 *Extending the facilities of education to adults*
- 1.8 *Adopting a holistic view of education*
- 1.9 *Ensuring effective participatory management with suitable representation of women and weaker sections*

2. Phase-wise Targets :

- 2.1 *Ensuring access to primary education for all for children (6-11 age group) during the 8th Five-year Plan (1992- 1997)*
- 2.2 *Augmenting the ratio of primary schools to upper-primary schools from the existing 1:4 to 1:3 by 1997 and 1:2 by 2000 through upgradation of existing primary schools upto class VIII*
- 2.3 *Enhancing the scope of ECCE/Pre-school to all the rural and urban areas*
- 2.4 *Arresting the dropout rates between class I to V from existing 46% to 20% by 1997 and 100% by 2000*
- 2.5 *Curtailing the dropout rates between class I to VIII from existing 70% to 50% by 1997 and 30% by 2000*
- 2.6 *Extending the reach of the total-literacy-campaign to all the districts by 1997 and incorporating social and environmental awareness in such programmes*

3. Proposed Modalities :

- 3.1 *Identifying the existing learning system and estimating the actual demand for education through surveys and micro-planning*
- 3.2 *Involving the government, NGOs, educational institutions, communities, teacher organisations and activists (especially SC/ST and females) in planning, execution, management, evaluation and monitoring.*

- 3.3 *Improving the training and working conditions of the teachers and their effectiveness.*
- 3.4 *Utilizing the available resources at the optimum level*
- 3.5 *Granting autonomy to teachers and institutions to experiment with innovative practices*

4. Present Scenario :

A kaleidoscopic view of the present school system reveals a low level of efficiency. The schools of today are either ill or are innovative to such an extent that the human element is lost, the child is disoriented, the teacher is burnt out, academic supervision or guidance is more or less dysfunctional, and the managers of the schools seldom meet the parents. The scope of interaction between the school and the community at large has been narrowed. The prevailing administrative pattern is not fully responsive to the present need. Teacher absenteeism, ineffectiveness, indifference, private-coaching-mindedness and politicking are also a matter of great concern. Inadequate in-depth study and action-research pertaining to management and supervision, weak information-base, lack of exposure to training on the part of educational planners and administrators, field functionaries, hiatus between education and real-life situations and social values, dichotomy in the present educational supervision - structure (specially at the primary level), and politicisation of education-institutions and systems are also deterrents to effective management. Therefore, new inputs are to be syringed into the educational system to create humanistic transfusion in education in order to make the system work.

5. Recommendations :

- 5.1 *Preparation of household education-status-cards(ESC) through survey by involving local communities, NGOs, teachers and teacher's organisations.*
- 5.2 *Streamlining micro-planning and block-mapping*
- 5.3 *Strengthening district-level planning with specific activities, clearly defining responsibilities, definite time-schedules and specific targets.*
- 5.4 *Planning on education based on categorisation of medium, and low literacy groups*
- 5.5 *Annexing ECCE units to local schools*
- 5.6 *Coordination with different agencies and departments to avoid duplication*
- 5.7 *Strengthening information base through proper data base management*

- 5.8 *Making village-level education-committees functional by delegating authority and executive power*
- 5.9 *Establishing monitoring and coordinating committees at the gram-panchayat, block, sub-division and district level*
 - a) *Creating academic councils at different levels by involving educationists and local activists*
 - b) *Organising a task force for monitoring and providing feedback*
- 5.10 *Expanding the State Advisory Committee with a sub-committee on EFA*
- 5.11 *Creating a separate board for Elementary Education to achieve qualitative improvement*
- 5.12 *Pinpointing the minimum learning competency for the state for different grades keeping in view the national objective*
- 5.13 *Evolving educational complexes and school complexes for sharing of experiences*
- 5.14 *Classifying schools on the basis of achievements and facilities and thereby ensuring improvement*
- 5.15 *Strengthening the nodal/lead schools to provide leadership and coordination to peripheral schools*
- 5.16 *Establishing a separate institute (on the pattern of NIEPA) to train educational planners and administrators*
- 5.17 *Considering in-service training and exposure-courses as pre-requisites for promotion and ensuring that necessary facilities are provided through block-resource-centres (BRCs), urban-resource-centres (URCs) and DIETs*
- 5.18 *Using the existing institutions as educational and cultural centres of the area*
- 5.19 *Utilising the existing educational institutions also for non-formal education*
- 5.20 *Introducing new shifts in the existing educational institutions to accommodate girls, working women, housewives, and out-of-the-school children*
- 5.21 *Fostering continuity in education by utilizing each existing educational infrastructure to provide education from class I to at least class VIII*
- 5.22 *Preparing a uniform plan for low cost-buildings which should be adhered to by each locality*
- 5.23 *Entrusting community with responsibility for construction and maintenance of the local buildings*

- 5.24 *Pooling of the resources from different development agencies/ programmes (GP, TRW, CD, UD, Industries, Private & Public Sectors)*
- 5.25 *Giving charge to the Education Department with the nodal role for EFA by ensuring that it receives support from other departments, private donors, funding agencies, and industrial sector*
- 5.26 *Functionalizing the Educational Development Fund created under an act of 1969*
- 5.27 *Emphasizing the pivotal role of teacher in implementation of any scheme under EFA by consulting and involving them with all phases of planning (both curricular and non-curricular), implementation and management.*
- 5.28 *Appointing teachers, preferably the local women, and encouraging couples to teach at the same or adjacent schools; using the services of the wives of the local teachers for pre-school, NFE and AE, wherever feasible*
- 5.29 *Ensuring adequate remuneration and other amenities and providing proper accommodation through teacher's hostels*
- 5.30 *Strengthening teacher welfare funds*
- 5.31 *Erecting Sikshak Bhavan (Teacher Homes) in each district headquarters*
- 5.32 *Encouraging NGOs and youth activists to be seriously associated with planning, monitoring, evaluation, awareness creation, motivation, building and running of pre-schools, ECCE, NFE, AE, and continuing education*
- 5.33 *Involving retired educated people as visitors and resource persons*
- 5.34 *Developing adequate machinery to redress teacher grievances*
- 5.35 *Boosting increased interaction between teachers through seminars and conferences; popularizing the creative ideas of institutions and teachers through newsletters*
- 5.36 *Evolving a code of professional ethics and self-assessment method by and for teachers*
- 5.37 *Getting rid of the dichotomous administration at the block level and introducing academic inspection by involving subject experts*
- 5.38 *Imparting orientation facilities to all members of different committees, youth activists and teachers involved with EFA*
- 5.39 *Organising orientation programmes for different heads-of departments and agencies for interaction and linkages*
- 5.40 *Strengthening the management information system and data-processing units from block level to the province*

- 5.41 Involving women at all levels of management, preferably as vice-chairman and chairman of committees.
- 5.42 Strengthening the classroom monitoring systems and student participatory council
- 5.43 Fostering community participation through parent-teacher committees and Home visits by Teachers and by inviting the committees for exchange of ideas
- 5.44 Developing student progress cards

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GROUP-VI MOTIVATIONAL / SOCIAL
 MOBILIZATION / COMMUNICATION

Terms of Reference

- a) Motivation
- Children
 - Parents
 - Community
 - Teachers with particular reference to the tribal situation
- b) Environment Building
- Group meetings
 - Jathas
 - Integrating with developmental programmes
- c) Communication
- Mass media
 - Software & hardware
 - Local resources
 - Interpersonal interaction
- d) Role of SIET
- e) Community Participation
- Planning
 - Monitoring
 - Execution
 - Evaluation
-

Participants :

Prof. S.K. Das - Chairperson
Sri J.K. Mahapatra IAS - Co-Chairperson

Smt Jyotsna Pal
Dr. P.C. Mishra
Sri P.K. Sahoo
Sri D. Satapathy
Sri P.C. Mahanta
Sri S.C. Das
Prof. K.K. Mohanty

Capt. P.K. Satapathy - Rapporteur

1. Motivation :

- 1.1 The primary school teacher be motivated through administrative channel by way of critical appraisal of the performance of schools/Anganwadi centres/non-formal education centres and Adult education centres.
- 1.2 A teacher excelling in performance on enrolment, regularity of attendance, retention of students, institutional environment, quality teaching as reflected in results of public examinations, rapport with the community etc. should be given appreciation and suitably rewarded. This may be limited to an S.I. circle.
- 1.3 There should be regular in-service orientation to enhance and strengthen their level of importance.
- 1.4 Teachers in general and those posted in tribal area will motivate the parent first, bring the child to school for enrolment and accompany the children to school for some time to form school-going habit.
- 1.5 At the entry point in Class I children should be oriented in school-readiness programme specially where Anganwadis do not exist.
- 1.6 Extremely needy children may be provided with clothes as well as reading and writing material.
- 1.7 In case of tribal children bi-lingual primers should be introduced
- 1.8 Village Education Committee should be activated. Members of the village education committee should be regularly oriented through DIET/SCERT.
- 1.9 Teachers serving at inaccessible tribal areas should be provided following incentive :
 - 1.9.1. After serving for a period of about six years he/she should be transferred to a place of choice
 - 1.9.2. Monetary incentive for keeping family at a place having facilities of higher education.

2. Environment Building :

- 2.1 Regular meetings of VEC/School complex/centre school be held.
- 2.2 Jathas, Nukkad Nataks, Pala, Puppet shows, and other forms of performing arts taking the block as a unit.
- 2.3 One integrated village committee may be formed for each small village
- 2.4 Posters, pamphlets, leaflets, etc. be prepared and displayed in large numbers in the locality

- 2.5 *Rejuvenation of youth/women organization/Association, inter-village meets and intra-village meets.*

3. Communication :

- 3.1 *Audio-visual aids like TV, Tape-recorder, Radio etc. be properly utilized.*
- 3.2 *Opinion leaders be identified and suitably oriented to act as agents of change.*
- 3.3 *Tribal & Harijan Youths are to be imparted orientation awareness building.*
- 3.4 *Cultural, Social, Religious and Commercial gatherings be utilized as forums of communication.*
- 3.5 *Organization of extension talks on different developmental programmes - villages*
- 3.6 *Field exposure of the villages to areas of excellence. The villages may be made aware of the success stories of other areas / individuals in different fields of development through spot visit and exhibition of pictures/photographs*

4. Role of SIET :

- 4.1 *Programmes aimed at motivation, awareness building, supplementary education and success stories may be documented in cassette (video and audio) and utilized in villages.*
- 4.2 *Development of programmes on mass-orientation may be made.*

5. Community Participation :

- 5.1 *Empowering the community for planning, execution, monitoring and evaluation.*
- 5.2 *Orientation of Community.*
- 5.3 *Plan for overall development in general and educational development in particular with an eye for bridging resource gaps.*
- 5.4 *Plan for encouraging regular attendance, retention of pupil, quality education, creation of better environment etc.*
- 5.5 *Concurrent monitoring of -*
- i) Regular attendance,*
 - ii) School timings,*
 - iii) Dropouts,*
 - iv) Quality education,*

- v) Environment, Sports & Games, and recreational activities,
- vi) Observance of days of state and national importance.

5.6 Participatory evaluation.

Concluding Session

The concluding session was presided over by the Secretary, Education. The group leaders of the six groups presented their reports. After presentation of each report detailed discussions were held. The Secretary suggested the groups to recast their reports in the light of the discussions and suggestions given by the other participants. The Secretary while giving his concluding remarks stated that

- (a) A Task Force will be constituted as per the GOI guidelines to develop the proceedings for plan of action for EFA ;
- (b) Clearly defined terms of reference will be prescribed for the EFA Task Force ;
- (c) While preparing the plan of action The Task Force will examine and consider the recommendations put forth by the August '92 gathering ;
- (d) A broad time-frame will also be prescribed for the Task Force for preparation of the plan of action.

The Secretary on behalf of the Education department, Govt. of Orissa has conveyed his gratitude to UNICEF for collaborating with the Government of Orissa in the preparation of the plan of action including sponsoring the workshop. He has also thanked the Representative of the UNDP for his presence and his active participation in the deliberations. He thanked all the participants for their active participation and useful recommendations. He concluded, "The workshop is not an end in itself but a beginning for sustained effort to reach universalization of primary education goals by 2000 AD."

Dr. R. K. Rath, Chief, UNICEF Bhubaneswar, gave the vote of thanks.

LIST OF PARTICIPANTSSTATE GOVERNMENT OFFICIALS :Secretariat

- Mr. A. Rath, Commissioner-cum-Secretary, Education Department
- Mr. M. P. Purohit, Special Secretary, Education Department
- Mr. J. K. Mahapatra, Addl. Secretary, Education Department
- Mr. R. K. Panda, Dy. Secretary, Education Department

Directorate :

- Dr. L.K. Das, Director, Higher Education
- Dr. Phani Bhusan Das, Director, Secondary Education
- Dr. Girishbala Mohanty, Director, Elementary Education
- Mr. Arjun Behera, Director, Adult Education
- Mr. Sarada Prasanna Naik, Director, State Resource Centre, Bhubaneswar
- Mr. Rajat Kar, Director, TE, SCERT, Bhubaneswar
- Dr. Kalidatta Das, Dy. Director, Primary Education
- Dr. P.C. Misra, Dy. Director, ECE, SCERT
- Dr. D.D. Panigrahi, Dy. Director, Vocational Edcn., Direct. SE
- Dr. P.C. Mahapatra, Professor of Education (Vocational), SCERT
- Mr. A. K. Roy, Dy Director, SCERT
- Dr. S. Samal, Dy Director TE, SCERT
- Mr. Upendra Nath Rout, Asst. Director, TE, SCERT
- Mr. D. Satpathy, Dy Director, SCERT
- Dr. P. Mohanty, Dy Director, Adult Education
- Dr. Surya Mani Behera, Dy. Director, Field Establishment, Directorate of Elementary Education
- Sri K.C. Majhi, Dy. Director, Planning, Directorate of Elementary Education
- Capt. A.C. Rath, Dy. Director, M.E. & A.E.
- Miss Basanti Behera, Sr. Lecturer Home Science, SCERT, Bhubaneswar
- Mr. R.K. Jena, Asst. Director, Adult Education,
- Mr. B.K. Mishra, Asst. Director, Adult Education

Other State Govt. Officials :

- Mr. Aurobindo Behera, Director, Social Welfare & Jt. Secretary, Panchayati Raj Department, Secretariat
- Mr. Tara Datta, Incharge Director, Harijan & Tribal Welfare
- Prof. Radha Mohan, Comm. Expert, R.D. Department, Secretariat
- Dr. S.N. Tarasia, Director, Deptt. of Science, Technology and Environment, Bhubaneswar

DISTRICT OFFICIALS :

- Mr. Jagadananda Panda, District Collector, Berhampur, Ganjam Dist.
- Mr. Harihar Sahoo, Addl. Inspector of Schools (Voc. Edn.)
Office of the Inspector of Schools, Ganjam Circle, Giri Road, Berhampur
- Ms. Jyotsna Pal, C.I. of Schools
- Mr. H.K. Hota, Inspector of Schools, S. Zone, Berhampur

EDUCATIONAL/TRAINING INSTITUTES :

- Dr. H.P. Acharya, Principal, SIRD, Bhubaneswar
- Capt P K Satpathy, Principal, SCS College, Puri
- Dr N P Das, Vice Principal, Dhenkanal College, Dhenkanal
- Dr K K Das, Principal, Radhanath Instt. of Advanced Studies, Cuttack
- Dr A.K. Mohanty, Prof. of Psychology, Utkal University, Bhubaneswar
- Dr. P.K. Rath, Lecturer, Deptt of Psychology, Utkal University, Bhubaneswar
- Dr. K.C. Panda, Principal Regional College of Education, Bhubaneswar
- Prof. Karuna Sagar Behera, Prof. of History, Utkal University, Bhubaneswar
- Dr. G.P. Acharya, Reader in Commerce, Revenshaw College, Cuttack
- Dr. K.K. Mohanty, Director, Tribal Research Institute, Bhubaneswar
- Ms Vittal Rajan, Principal, DAV School, Bhubaneswar
- Fr. MVd Bogaert sj, Xavier Institute of Management, Bhubaneswar
- Dr Bani Prasad Mishra, Xavier Instt. of Mgmt., Bhubaneswar
- Sister Amelia, St Joseph's High School, Bhubaneswar
- Mr. Abhin Kishore Rath, Headmaster, Swadhin Pada Sarakan Prathanik Vidyalaya, Titila gash NAC, Titila gash, Bolangir
- Mr Gangadhar Pradhan, Headmaster, Pureenapada UP School, Bhawanipatna, Kalahandi
- Mr. S.C. Dash, Head Pandit Ex-Board UP School, Dahara, Jeypore, Koraput
- Dr. G.S. Prahaj, P.N. College, Khurda
- Mrs. Sukesini Das, Asst. Teacher, Dhobadihi UP School, Keonjhar
- Mr Pratap Chandra Nayak, Asst Teacher, English Medium School, Fertilizer Plant, Rourkela Dist, Sundargarh
- Mr. Natabar Sahu, Headmaster, Dinar Singh High School, Boida, Dist. Koraput
- Mr Paresh Chandra Mahata, Headmaster, Badampahar High School, Badampahar Dist. Mayurbhanj
- Mr H. K. Swain, Head Master, Erabang High School, At/PO Erabanga Via. Gop, Dist. Puri
- Prof. Swadheen Patnaik, Dept. of Mathematics, Sambalpur University, Jyoti Vihar, Burla, Sambalpur Dist.
- Mr. S. Mohanty, Principal, D.I.E.T., Dhenkanal
- Ms. P.S. Otta, Principal, D.I.E.T., Mayurbhanj
- Mr. K.C. Panda, Vice-Principal, D.I.E.T., Bhavanipatna, Dist. Kalahandi
- Mr. Balaram Sahoo, Head Master, S.T.S., Kundukela

NGOs :

- Ms Indrajit Khurana, Director, Ruchika school, Bhubaneswar
- Mr. Kasturi Mohapatra, Director, Open Learning System, Bhubaneswar
- Mr. A.V. Sarang, VISWAS
- Mr. Satish Sahoo, CINI
- Mr Jeo Mediath, Gramvikas, At & PO Mohuda, Via Berhampur
- Mr. P. K. Sahoo, Chairman, CYSD
- Mr. G. John, THREAD
- Ms. Sujata, REACH
- Dr (Mrs) Ranu Mishra, Secretary, State Council for Children Welfare, Bhubaneswar
- Ms Ambika Menon, Coordinator, Gram Vikas
- Er. Dayanidhi Sahu, President, Young Indian Society, Industrial Area, Berhampur

SPECIAL INVITEES :

- Dr P C Rout Retd. Director, Elementary Education, Plot No. A17/8, Surya Nagar, Bhubaneswar
- Prof. S C Das, Retd. Director of SRC, V.S.S. Nagar, Bhubaneswar
- Dr Radhanath Rath, Retd. Professor of Psychology, Santasahi, Cuttack
- Prof. S. Nath, Retd. Professor of Education, Sahid Nagar, Bhubaneswar.
- Dr R R Das, Retd. Vice Chancellor Berhampur University, Kesargani Road, Bhubaneswar
- Prof. B B Das, Rtd. Director of Public Instructions (Higher Education), Bhubaneswar
- Mr Golak Chandra Mahapatra, Ex-Director AE, IRC village, Nayapilli, Bbsr.
- Dr. S.K. Das, Rtd. Prof. Commerce, Surya Kiran, Sahid Nagar, Bhubaneswar
- Mr. Indu Bhusan Misra, Rtd. Dy Director of Education, Bapujinagar, Bhubaneswar
- Dr Debiprasanna Patnaik, Acharya Vihar, Near Post Office/Press, Bhubaneswar

TEACHERS' ASSOCIATIONS :

- Mr. Abani Baroi, President, AONGCTA and Secretary General, AOFTO
- Mr. Md. Fakruddin, President, OGCTA
- Mr. Kshetra Mohan Barik, All Utkal Primary Teachers' Federation
- Mr P.C. Mahapatra, President, All Orissa Govt. Secondary School Teachers & Inspecting Officers' Association, Puri
- Mr. Sachidananda Rout, Secretary, All Utkal Primary School Teachers Federation, Cuttack
- Mr. A.K. Mohanty, General Secretary, OGCTA

UNDP :

- Mr. Ove Bjerregaard, Deputy Resident Representative, New Delhi

UNICEF :

- Dr. (Ms) Eimi Watanabe, Representative, India Country Office, New Delhi
- Mr. Tad Palac, Chief, Education Section, New Delhi
- Ms. Geeta Verma, Programme Officer, New Delhi
- Dr. R.K. Rath, Chief of Office, Bhubaneswar

State Level Workshop on EFA

- Objective : To develop a framework for preparation of State Plan of Action for EFA
- Participants : List attached
- Venue : Conference Hall, Hotel Kalinga Ashoka, Bhubaneswar
- Dates : 14 & 15 May 1992
-

A G E N D A

FIRST DAY (14/05/1992)

- 0900 - 0930 Hrs = Registration
- 0930 - 1000 Hrs = Inaugural Session

 Chief Guest : Hon'ble Sri Biju Patnaik, Chief Minister

Welcome & objective : Mr. A. Rath, Secretary, Education

Keynote Address on : Dr (Ms) Eimi Watanabe, Representative
 Education for All India Country Office, UNICEF, New Delhi

Speech : Hon'ble. Shri Damodar Rout, Cabinet Minister for
 Panchayati Raj

Speech : Hon'ble. Dr. (Mrs) Kamala Das, State Minister for
 Education (Primary & Adult)

President's Speech : Hon'ble. Sri Chaitanyaa Prasad Majhi
 Cabinet Minister for Education

Chief Guest Address: Hon'ble. Chief Minister

Vote of Thanks : Mr. Rajat Kar, Director SCERT

 1000 - 1015 = Coffee Break

(FIRST DAY..continue)

1015 - 1100 Hrs =	Chairperson :	Mr. A. Rath, Secretary Education
	- Speaker :	Mr. Tad Palac/Ms Geeta Verma, UNICEF
	- Topic :	Objectives and Expectations
1100 - 1200 Hrs =	Chairperson :	Prof. R.N. Nath, Retd. Professor of Psychology
	- Speaker :	Dr Girishbala Mohanty, Director Elementary Education
	- Topic :	"State Profile of EFA"
1200 - 1300 Hrs =	Chairperson :	Mr. Tad Palac, Chief, Education Section UNICEF, New Delhi
	- Speakers :	1) Mr Aurobindo Behera, Director SW 2) Dr. P.C. Mishra, Dy Director ECE/SCERT
	- Topic :	Status of "ECS & ECE in Orissa"
1300 - 1400 Hrs =	Lunch Break	
1400 - 1500 Hrs =	Chairperson :	Prof. S C Das, Ex-Director, SRC
	- Speakers :	1) Mr Kalidatta Das, Dy Director, Elementary Education 2) Mr. Tara Datta, Incharge Director Harijan & Tribal Welfare
	- Topic :	Status of "Primary Education in Orissa"
1500 - 1600 Hrs =	Chairperson :	Dr P C Rout, Ex-Director Elementary Education
	- Speaker :	Mr R K Panda, Dy Secretary, Education Department, Orissa
	- Topic :	Status of "Non-Formal Education in Orissa"
1600 - 1615 Hrs =	Coffee Break	
1615 - 1715 Hrs =	Chairperson :	Mr J.K. Mahapatra, Addl. Secretary Education Department
	- Speaker :	Mr Arjun Behera, Director Adult Education
	- Topic :	"Adult Education/Continuing Education"
1715 - 1815 Hrs =	Chairperson :	Dr S. Nath, Retd. Professor of Education
	- Speaker :	Dr. K.C. Panda, Principal, Regional College of Education, Bhubaneswar
	- Topic :	"Teachers Education"

SECOND DAY (15/05/1992)

0900 - 1000 Hrs = Chairperson : Mr. Jagadananda Panda
Dist. Collector, Ganjam

- Speaker : (1) Prof. Radhamohan
(2) Mr. Jeo Mediath

- Topic : Role of Voluntary Organization in UPE

1000 - 1100 Hrs = Chairperson : Mr. Mahesh Prasad Purohit, Commissioner-
cum-Sp. Secretary, Education

- Speaker : Dr P C Mahapatra, Professor of
Education, SCERT

- Topic : "Management & Linkages"

1000 - 1300 Hrs = GROUP DISCUSSIONS

Topic

- Group I : ECS & ECE
- Group II : Elementary Education/NFE
- Group III : AE/Continuing Education
- Group IV : Teachers Education
- Group V : Management (MIS)
- Group VI : Motivation/Social
Mobilization/Communication
-

1300 - 1400 Hrs = Lunch Break

1400 - 1730 Hrs = Concluding Session

- Presentation of the Group Reports
- Discussion
- Future Action : Ms. Geeta Verma, UNICEF, Delhi
- Summing up : Mr. A. Rath, Secretary, Education
- Vote of Thanks : Dr. R. K. Rath, UNICEF, Bhubaneswar
-

Educational Profile of Orissa : Fact Sheet

POPULATION(1991)	TOTAL	RURAL	URBAN
Total	31,512,070	27,279,615	4,232,455
Males	15,979,904	13,712,156	2,267,748
Females	15,532,166	13,567,459	1,964,707

Density per sq.km.	....	202	
Decennial population growth :	....	19.50	
Sex Ratio	....	972 females per 1000 males	
SC Population (1981 Census)	....	14.66%	
ST Population -do-	....	22.43%	
No. of Districts	....	13	
No. of Sub-division	....	58	
No. of Tehsils	....	147	
No. of Grampanchayats	....	5262	
No. of blocks	....	314	
No. of TSP Blocks	....	118	
No. of Municipalities	....	30	108
No. of Notified Area	....	72	
No. of Census Town	....	6	
No. of villages	....	50972	
No. of inhabited villages	....	46553	
No. of habitations	....	69530	

<u>Literacy</u> : (1991 Census)	<u>ORISSA</u>	<u>INDIA</u>
Total Literates	48.55%	52.11%
Males	62.37%	63.86%
Females	34.40%	39.42%

<u>Literacy</u> : (1981 Census)		
Total Literates (ST)	13.95%	16.35%
Male	23.26%	24.52%
Female	4.76%	8.04%
Total Literates (SC)	22.40%	21.38%
Male	35.40%	31.12%
Female	9.40%	10.93%

Estimated Child Population : (1991) (in lakhs)

	GENERAL (TOTAL)		SCHEDULED CASTES		SCHEDULED TRIBES	
	6-11 years	11-14 years	6-11 years	11-14 years	6-11 years	11-14 years
TOTAL	35.31	20.54	5.17	3.01	7.92	4.60
BOYS	18.07	10.33	2.65	1.51	4.05	2.31
GIRLS	17.24	10.20	2.52	1.49	3.86	2.28

1990-1991

No. of Primary Schools

	Formal	..	41,204
	Non-formal Centres	..	18,753
	<u>Middle Schools</u>		
	Formal	..	10,295
	N.F.E.	..	1123
	<u>Secondary Schools</u>	..	4887
<u>Colleges</u>	No. of Institutions	..	514
	Govt. Colleges	..	51
	Degree Colleges	..	363
	Vocational Higher Secondary Institutions	..	181
<u>Teachers</u>	Primary	..	1,04,940
	Middle	..	37,484
	Secondary	..	38,425
	College	..	11,389

STUDENTS (ENROLMENT)

Primary (I-V)

<u>Age group 6-11</u>	<u>Strength (in lakhs)</u>
Boys	15.88
Girls	11.28
Total	27.16

M.E.

Boys	6.28
Girls	3.57
Total	9.85

*

* <u>Primary (SC):</u>	Boys	3.20
	Girls	2.68
	Total	5.88
* <u>Primary (ST):</u>	Boys	4.22
	Girls	2.46
	Total	6.68
* <u>M.E. (SC):</u>	Boys	0.86
	Girls	0.60
	Total	1.46
* <u>M.E. (ST):</u>	Boys	0.87
	Girls	0.44
	Total	1.31
* <u>Secondary School</u> <u>(Enrolment):</u>	Boys	4.38
	Girls	2.62
	Total	7.80
* <u>College</u> <u>(Enrolment):</u>	Boys	1.76
	Girls	0.91
	Total	2.67

* Gross Enrolment

Unserved habitations without Primary School facilities within One kilometer		10,812
Unserved habitations without M.E. School facilities within three kilometers		19,434
Grampanchayat without High School		1,253
Blocks without Higher Secondary School Facilities	Near about	60
Single Teacher Schools		2,652
Single Room School		2,031
Lower Primary School (I-III)		5,865
Building-less Primary School		8,117
Building-less VGME		3,139

Non-Formal Centre :

I-V Government	12,503
NGO	6,250
Total	18,753

Enrolment

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Government	2.20	1.58	3.78
NGO	0.43	0.31	0.75
<u>UP 11-14 Centres</u>	656	232	888
Enrolment	3163	1788	4951

Dropout rate I-V

		<u>ORISSA</u>	<u>INDIA</u>
Primary Level	General	46%	48%
	SC	56%	
	ST	72%	
Middle Level (I-VIII)	General	70%	69%
	SC	81%	
	ST	89%	

Teacher student Ratio

Primary	1:38	1:42
Middle	1:26	1:37
Secondary	1:20	1:31

Organizational Structure

<u>Sr</u>	<u>Name of Directorate</u>	<u>Educational Area Covered</u>
1.	Directorate of Elementary Education	Elementary Education and Non-formal Education
2.	Directorate of Secondary Education	Secondary Education, Higher Secondary Education and Vocation Education
3.	Directorate of Higher Education	Higher Education
4.	Directorate of Adult Education	Adult Education
5.	Directorate of TE & SCERT	Training Colleges, Training Institutes and Teachers Education.

Field Level Functionaries :

Field Staff at the Field Level

	<u>Education Dept.</u>	<u>Tribal & Harijan Welfare Deptt.</u>
1. Inspector of Schools	18	4
2. Dist. Inspector of Schools	64	9
3. Dy. Inspector of Schools	56	5
4. Sub-Inspector of Schools	1001	25
5. Addl. Inspector of Schools (Vocational)	13	--
6. Asst. Inspector of Schools (Vocational)	39	--
7. Coordinator NFE	15	--
8. Jr. Coordinator NFE	128	--

Educational Institutions managed by Harijan & Tribal Welfare Deptt.

Primary	=	1126
ME	=	100
Highschool	=	167

<u>Non-Formal Education:</u>	<u>No. of centres Government</u>	<u>No. of centres Voluntary agencies</u>	<u>Total</u>
I-V	12503	6250	18753
Upper-primary	808	--	808
<u>Enrolment</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Primary	2.63 lacs.	1.89 lacs	4.53 lacs
Upper-primary	3163 Nos.	1788 Nos.	4951 Nos.

Average Population served by an Institution

<u>Sr.No.</u>	<u>Institution</u>	<u>Population</u>		
1.	Primary		781	
2.	ME		3061	
3.	HE		723	
<u>Overage/Underage</u>	<u>Orissa</u>	<u>SC</u>	<u>ST</u>	<u>INDIA</u>
Primary	30%	40%	45%	25%
Middle	7%	7%	7%	7.5%

Average Area Covered by an Institution (sq.kms.)

	<u>Institution</u>	<u>Area covered</u>
1.	Primary	3.8
2.	Middle School	15.12
3.	HE School	34.70

Training InstitutionsPrimary Teachers

DIETs	-	11			
ST Schools	-	55	(a)	EYS Dept.	- 52
			(b)	TRW	- 2
			(c)	Private Recognised	- 1
<u>Secondary Teachers :</u>			(a)	IASE	- 2
			(b)	CTE	- 3
			(c)	Training College	- 4
			(d)	Regional College of Education	- 1
			(e)	Training colleges proposed to be undertaken	- 4

Primary Schools Operation Block Board Covered Under :

	<u>YEAR</u>	<u>NO. OF BLOCK COVERED</u>	<u>NO. OF URBAN AREAS</u>	<u>NO. OF INSTI- TUTIONS COVERED</u>
I PHASE	1987-88	65	15	7377
II PHASE	1988-89-90	98	35	12760
III PHASE	1990-91	78	26	10342
IV PHASE	1991-92 (proposed)	73	26	7921

PER CAPITA EXPENDITURE
ON GENERAL EDUCATION

<u>S .No.</u>	<u>Year</u>	<u>Amount (Rs in lacs)</u>
1	1986-87	83.54
2.	1987-88	93.23
3.	1988-89	107.87
4.	1989-90	130.35
5.	1990-91 (RE)	161.03
6.	1991-92 (BE)	166.48

G a p s

Unserved habitations without Primary School facilities within One kilometer		10,812
Unserved habitations without M.E. School facilities within three kilometers		19,434
Grampanchayat without High School		1,253
Blocks without Higher Secondary School Facilities	Near about	60
Single Teacher Schools		2,652
Single Room School		2,031
Lower Primary School (I-III)		5,865
Building-less Primary School		8,117
Building-less VGME		3,139

RESOURCE ALLOCATION - FROM 1989-90 TO 1991-92
EDUCATION DEPARTMENT

SECTION	NON - PLAN				STATE PLAN			
	1989-90(RE)	1990-91(RE)	1991-92(BE)	1992-93	1989-90	1990-91	1991-92	1992-93
Elementary Education	20571.90	22749.05	26596.55	29943.49	1936.78	3090.82	1352.99	2571.67
Secondary Education	7153.68	7932.91	10219.90	11512.85	2198.17	2630.51	1078.36	1728.24
Higher Education	6080.11	5434.54	6155.80	7002.03	2046.15	1730.31	844.60	1010.00
Adult Education	5.74	Nil	Nil	Nil	204.30	285.90	377.20	499.82
TE & SCERT	51.62	52.53	51.47	56.22	38.60	37.84	36.80	113.27
Secretariat	116.16	137.06	486.38	509.75	8.91	13.67	8.76	17.00
TOTAL	33979.21	36306.09	43510.10	49024.84	6342.91	7789.05	3744.36	6000.00

Sources :

- (1) *Selected Educational Statistics 1990-1991, Ministry of Human Resource Development, (Dept. of Education), Govt. of India*
- (2) *Statistics Cell - Directorate of Elementary Education, Govt. of Orissa, Bhubaneswar*
- (3) *Planning Unit Education Department, Govt. of Orissa*
- (4) *Economic Survey 1991-1992, Directorate of Economics & Statistics*

ANNEXURE-IV**EFA TASK FORCE**

(1)	Prof. S.C. Dash, Retd. Director of SRC, Bhubaneswar	:	Chairman
(2)	Mr. J.N. Patnaik Director, Elementary Education Bhubaneswar	:	Member
(3)	Mr. Arjun Behera, Director Director, Adult Education Bhubaneswar	:	Member
(4)	Dr. P.C. Rout, Retd. Director of Elementary Education, Bhubaneswar	:	Member
(5)	Dr. K.C. Panda, Principal Regional College of Education, Bhubaneswar	:	Member
(6)	Mr. K.K. Das, Principal, Radhanath Training College Cuttack	:	Member
(7)	One Representative of UNDP	:	Member
(8)	Fr. M.V.d. Bogaert, Xavier Institute of Management, Bhubaneswar	:	Member
(9)	Ms. Antia Mediath, Gramvikas, Mohuda, Ganjam Dist.	:	Member
(10)	Mrs Indrajeet Khurana, Ruchika School, Bhubaneswar	:	Member
(11)	Mr. Abani Kumar Baral Principal, Pranath College Khurda	:	Member
(12)	Dr. R.K. Rath Chief of Office UNICEF, Bhubaneswar	:	Member
(13)	Dr. P.C. Mahapatra Prof. of Education, SCERT Bhubaneswar	:	Member Convenor

Terms of Reference

- (1) *To collect, compile and analyze secondary data on ECE, Primary Education, Formal, Non-Formal and Adult Education during the last five years ;*
- (2) *Examine plan-wise allocation of reservation and its share in ECE, Primary Education and Adult Education ;*
- (3) *Document successively case studies in universalization of primary education, with particular reference to girls' education*
- (4) *Collect, compile and analyze reservation allocation from the various local self-governments in the field of primary education ;*
- (5) *Study the existing teachers training component and suggest measures to make it relevant to the needs of the universalization of primary education ;*
- (6) *Study the present MIS system and suggest its improvement ;*
- (7) *Study the primary education system (formal and non-formal) in the tribal areas of the state and suggest alternatives/low-cost interventions to achieve universalization of primary education with particular reference to the tribal population;*
- (8) *Study the existing situation with regard to motivation, environment, communication and social mobilization and to suggest comprehensive plan of action to achieve the goal.*

TIME SCHEDULE

ACTIVITY	TIME
1st Meeting of the Task Force	1st week of August 1992
Collection of Secondary Data and Case Studies	End September 1992
Compilation & Analysis of Secondary Data	End October 1992
Preparation of First Draft Report	End November 1992
Presentation of Draft Report at the Workshop	Mid December 1992
FINALIZATION AND RELEASE OF EFA PERSPECTIVE PLAN OF ACTION	END JANUARY 1993

LIBRARY & DOCUMENTATION CENTRE

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Research and Administration.

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New Delhi-110016

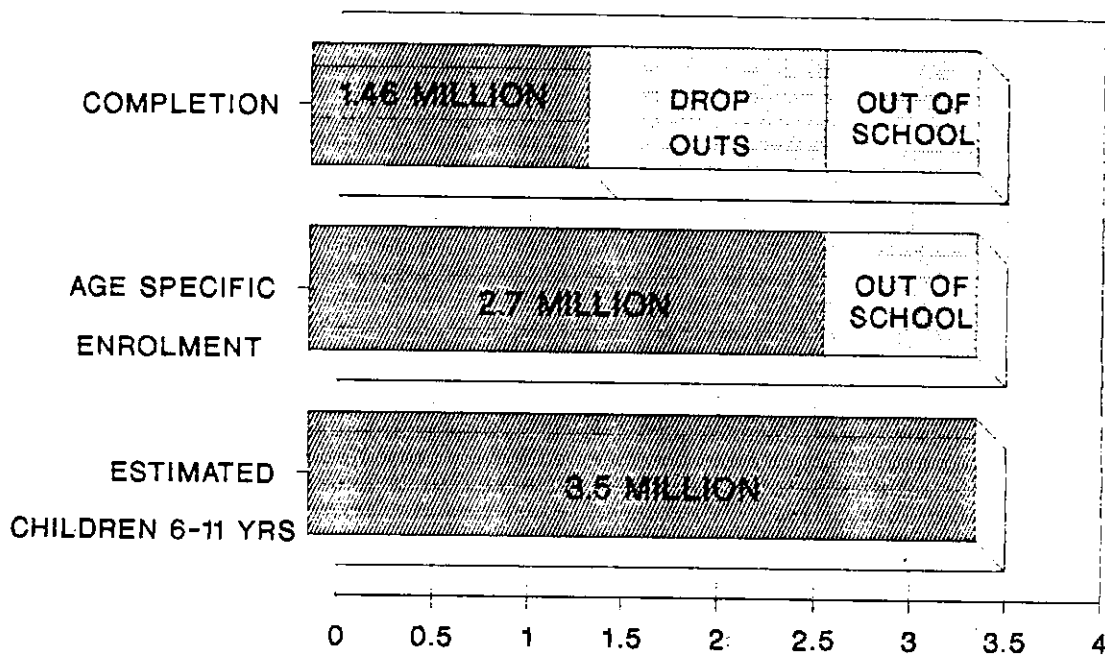
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Date

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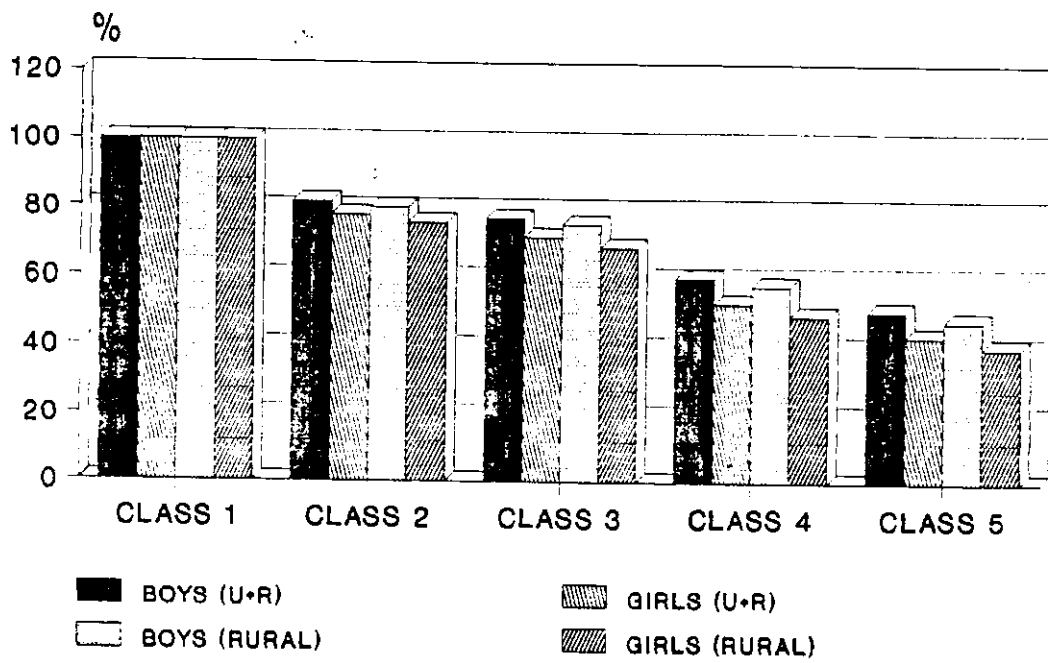
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PRIMARY SCHOOL EDUCATION ENROLMENT AND COMPLETION



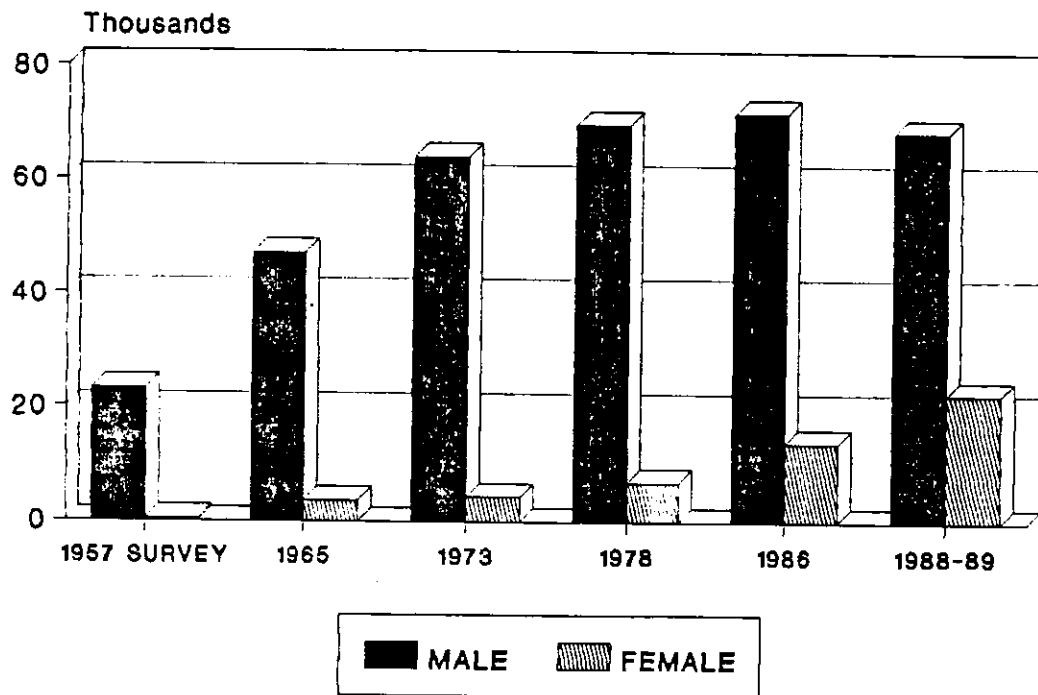
Source: Fact Sheet produced by
SCERT, 1992

PERCENTAGE OF ENROLMENT IN CLASSES II TO V AS PERCENTAGE OF ENROLMENT IN CLASS I



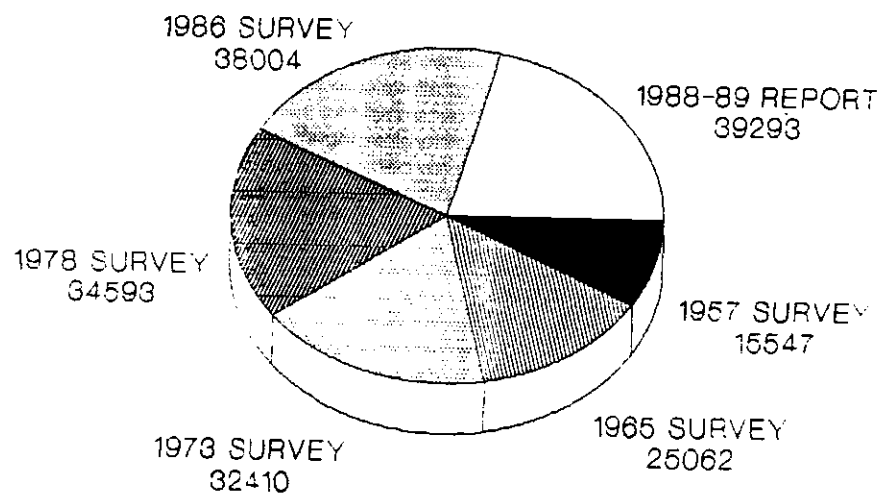
SOURCE: Fifth All-India Educational Survey, Orissa, 1986

NO. OF TEACHERS IN ORISSA DURING DIFFERENT EDUCATIONAL SURVEYS



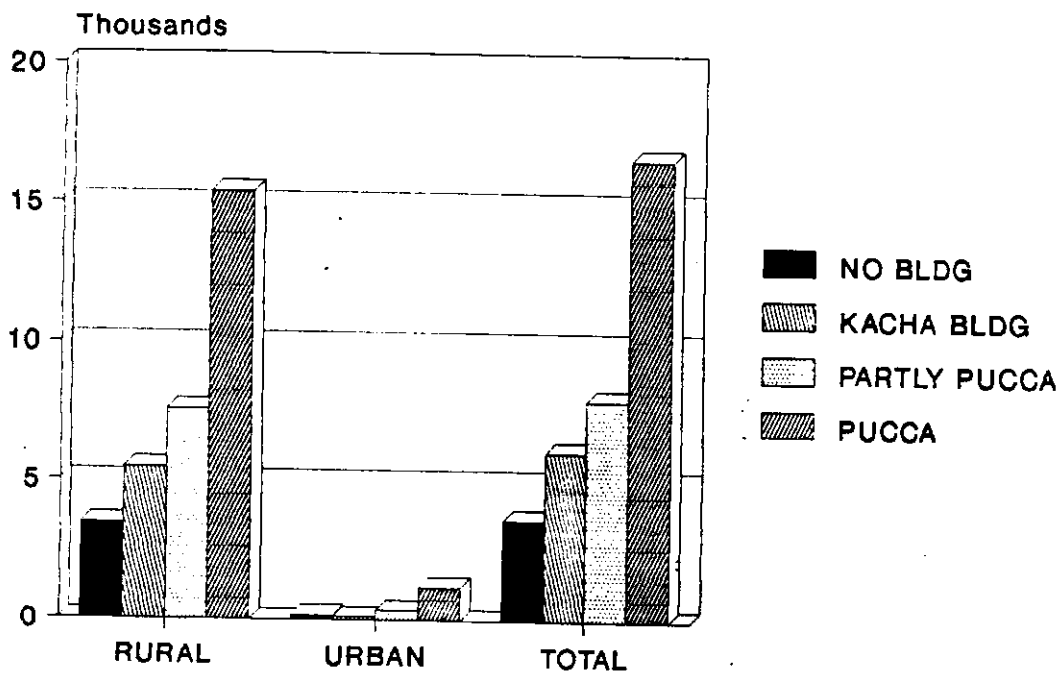
SOURCE: Discussion Paper on UNDP Workshop on South Orissa Edn. Project, 1992

PRIMARY SCHOOLS IN ORISSA DURING DIFFERENT EDUCATIONAL SURVEYS



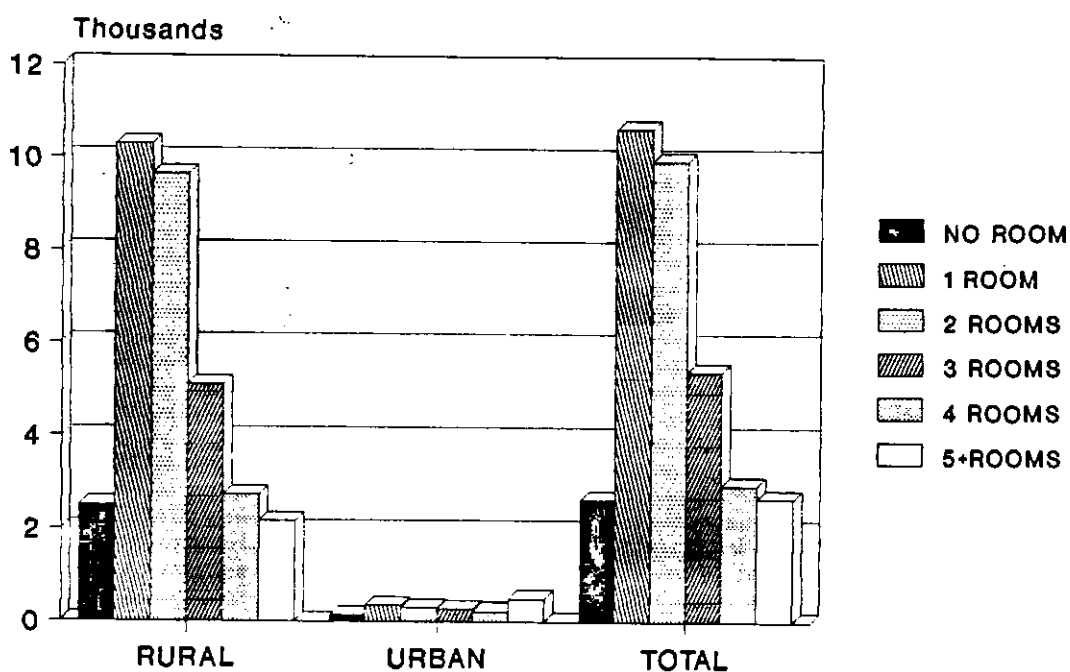
SOURCE: Discussion Paper on UNDP Workshop on South Orissa Edn. Project, 1992

PRIMARY SCHOOLS IN ORISSA ACCORDING TO TYPE OF BUILDING



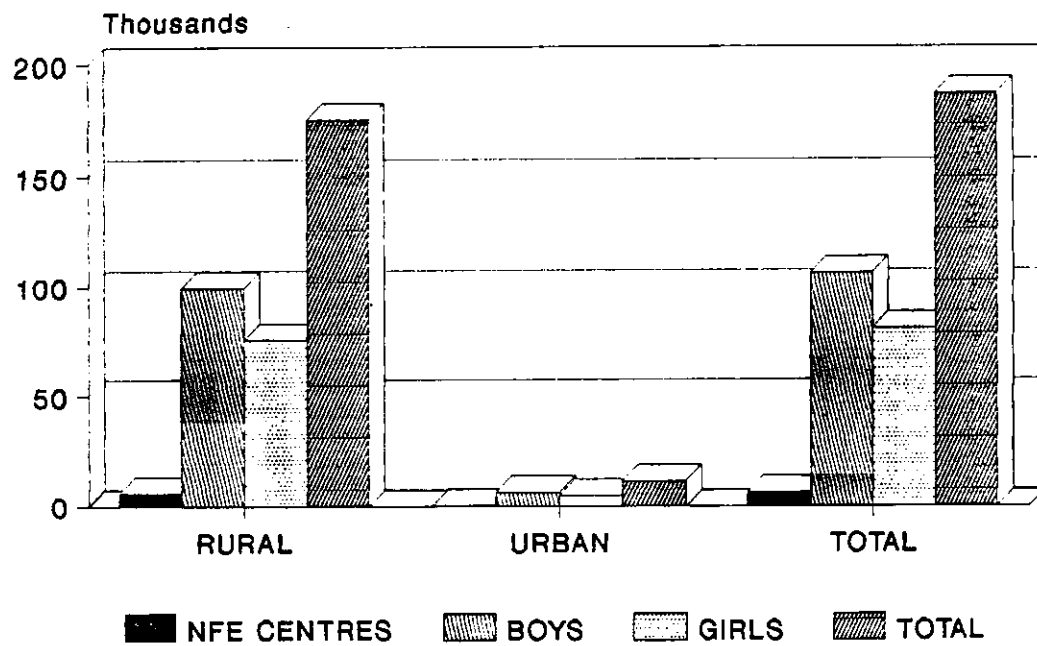
SOURCE: Fifth All-India Educational Survey, Orissa, 1986

PRIMARY SCHOOLS IN ORISSA ACCORDING TO NUMBER OF ROOMS AVAILABLE



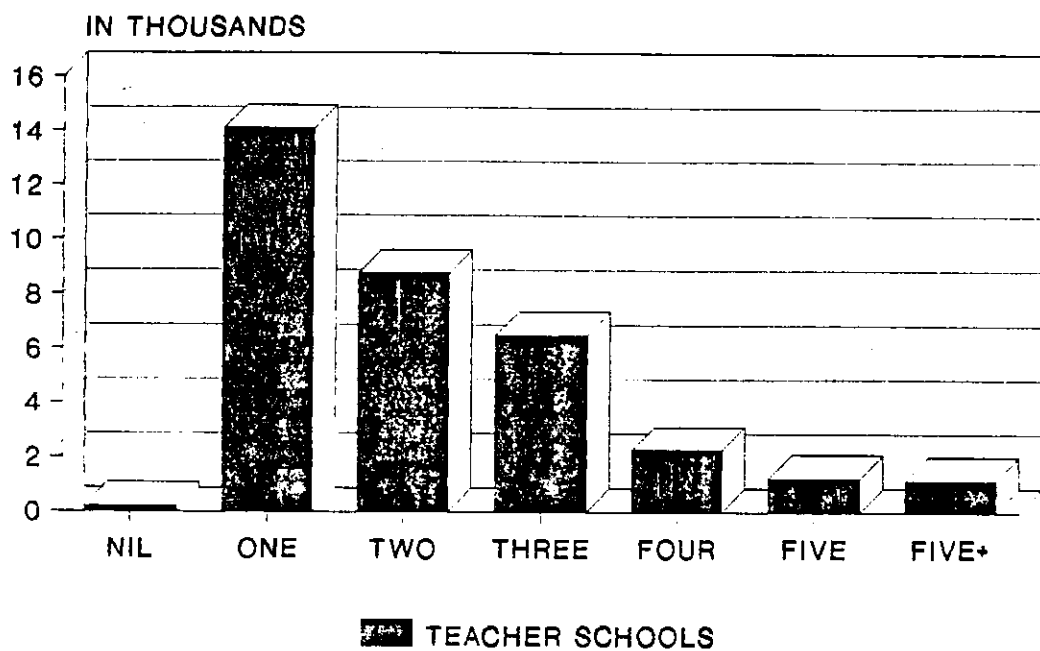
SOURCE: Fifth All-India Educational Survey, Orissa, 1986

NON-FORMAL EDUCATION CENTRES WITH ENROLMENT AT PRIMARY LEVEL



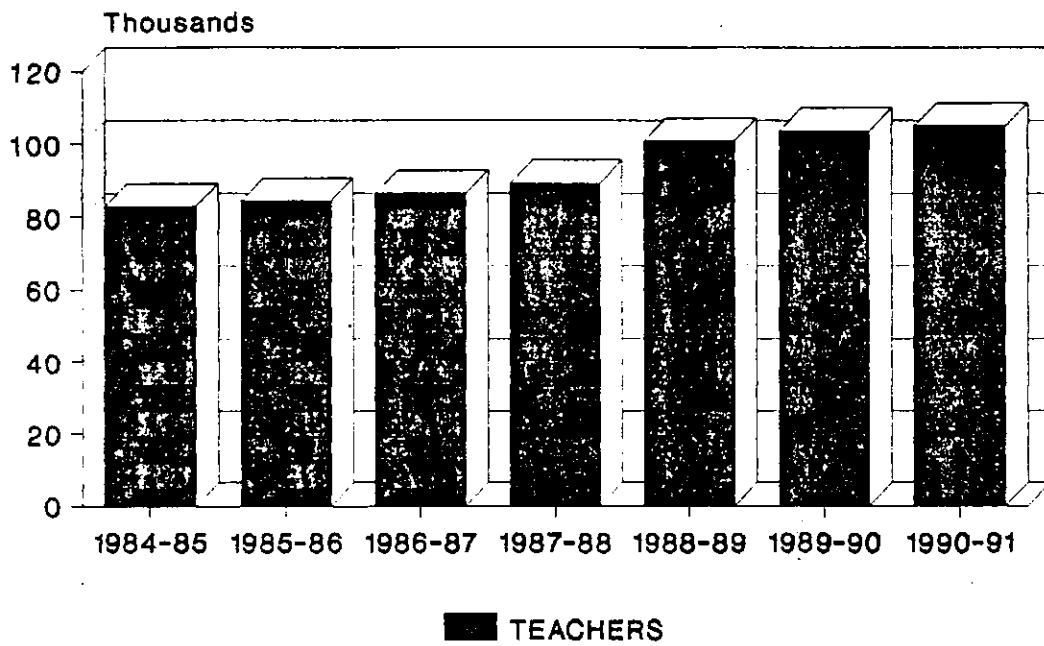
SOURCE: Fifth All-India Educational Survey, Orissa, 1986

NO. OF PRIMARY SCHOOLS ACCORDING TO NUMBER OF TEACHERS IN POSITION IN ORISSA



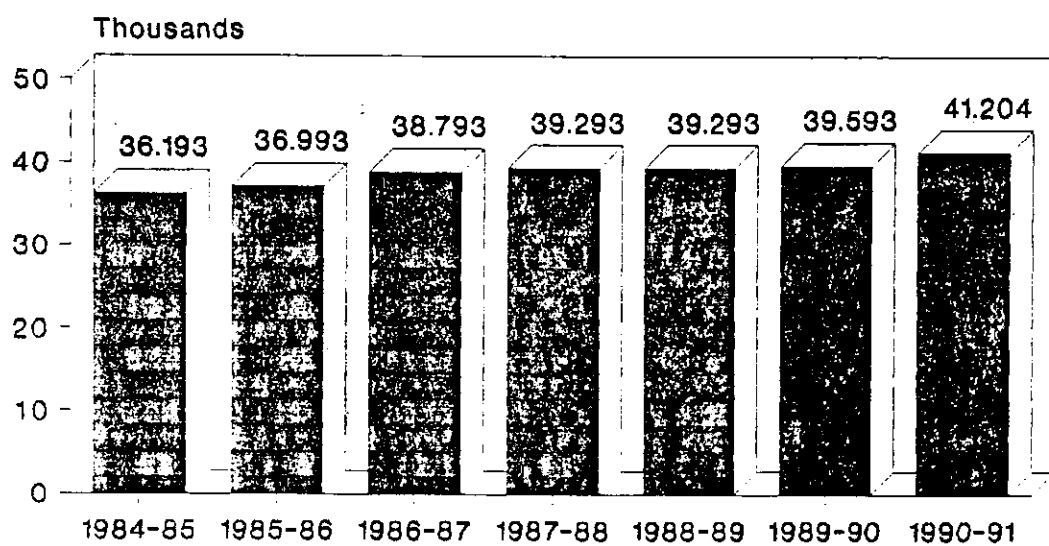
SOURCE: Fifth All-India Educational Survey, Orissa, 1986

**NO. OF TEACHERS IN PRIMARY SCHOOLS
FROM 1984-85 TO 1990-91**



SOURCE: Directorate of Elementary
Education, Government of Orissa, 1988-89

NO. OF PRIMARY SCHOOLS IN ORISSA FROM 1984-85 TO 1990-91



■ PRIMARY SCHOOLS

Source: Directorate of Elementary
Education, Govt. of Orissa, 1988-89

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*"Primary education for every child --
the best investment India can make"*

