

TOWARDS RESTRUCTURING INDIAN EDUCATION
Views of Non-Educational Organisations



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

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PREFACE

The announcement to evolve a new national policy on education by the Prime Minister and the Education Minister in general, and the publication of the document "Challenge of Education - A Policy Perspective", in particular, has evoked a nationwide debate from individuals, institutions, professional bodies as well as from the press. NIEPA has been engaged in the task of analysing and has brought a series of monographs covering the views and suggestions from these diverse channels. This monograph : "Towards Restructuring Indian Education : Views of Educational Institutions" is one in the series of our analyses. Fellow academics from many sister institutions have been of immense help to us in undertaking this task. I would like to record my appreciations to Shri K.C. Nautiyal, who was instrumental in preparing this monograph.

Kusum Premi

Introduction

A number of non-educational institutions, associations and forums joined the nationwide debate on New Education Policy. The recommendations of various seminars, conferences and workshops organised by 29 Non-Educational Associations/Institutions/Forums received for the present study, exhibit deep concern for making education an effective instrument for promoting human welfare, individual and social development, fostering harmony and peace. A list of these institutions is given in Appendix II. Their suggestions hardly leave any aspect of education untouched. The concerns for national integration, unity, universalisation, linking education with work and daily life needs, making it relevant to individuals and national goals and forging a real learning society are vehemently expressed at different forums.

It is true that most of organisations have offered their views on limited aspects of education pertaining to their areas of work or interest. There are, however, some organisations like Abhyas Mandal, Indore, Madhya Pradesh, having enlisted opinions from eminent citizens, educationists, leaders and senior officials of various educational institutions, have offered wide ranging suggestions embracing all aspects of education. Similarly, the Bhartiya Samaj Unnati Mandal, Maharashtra, has offered extensive suggestions for deprived groups of Scheduled Castes and Scheduled Tribes. The Common Trust, Bangalore, Karnataka having detailed deliberations in a workshop of leading associations working in the areas of physically disabled has provided all embracing proposals in the area of special education for the disabled. Some major features of the analysis of their responses on different aspects of education policy are as follows:

Goals of Education

Goals identified cover a wide spectrum of social national and individual's total development. What is stressed more, is the general need for gearing education for national unity, national integration, character building, imbuing democratic values, dignity of labour, scientific temper and all round advancement.

A leading religious forum suggests : "The education should foster harmony between science and religion so that one can be scientific without being materialistic and be religious without being

superstitions. The aim is to create a just, free, and democratic society, and to ensure that the people are able to participate in the development of their own country. The aim is to create a just, free, and democratic society, and to ensure that the people are able to participate in the development of their own country.

Some voluntary organizations have been established to promote Indian culture, to disseminate and to raise the level of education. The aim is to create a just, free, and democratic society, and to ensure that the people are able to participate in the development of their own country.

At school level, the goals commonly formulated are:

- Development of a sense of national unity, national integration and religious harmony, citizenship, national and moral character, self-discipline and faith in democratic values.
- Acquainting with physical, cultural, and social environment, promoting thinking, analytical and understanding faculties.
- Removing superstitions, inhibitions and development of scientific outlook.
- Development of generally accepted work skills, respect for the dignity of labour.

The goals for higher education, include the quest for excellence, developing original and creative thinking, leadership qualities among students for the betterment of self and the society.

Structure

The non-educational organizations have generally favoured uniform structure of school education up to 10+2 pattern both at secondary stage in the country. The larger idea is to develop a national educational system facilitating mobility between states with common foundation of education.

As for elementary stage action, group of social workers from Indore suggests to merge pre-primary and middle as one stage, forming one integrated unit. The teachers, at this stage, should be imparted integrated training, having proficiency to teach pupil at all the pre-secondary level.

Curriculum and Content of Education

Existing curriculum and content of education constitute one of the major areas of discontent calling for concerted action for relating it to life needs and educational goals. Further, the multiplicity of content in different states make a hotch potch of national system of education compounding the problem of inter state comparability and hampering the mobility of students. A carefully planned core curriculum has been deemed as necessary for realising the national educational goals. Some major suggestions offered by non educational institutions in this area are as follows.

Uniform Core Curriculum

A voluntary association of television viewers from Rajasthan feels : "It is very necessary to have a uniform core national curriculum for all subjects developed by a national body at the national level" and "have uniform standard of education throughout the country". Similarly, an all India level voluntary organisation of women urges that "the existing curriculum needs radical changes to incorporate values of secularism, world peace and scientific outlook in life." It pleads that "there should be national content and curriculum for all schools in the country".

An action group from Indore feels that at the secondary stage the syllabus and curriculum for science and mathematics should be completely uniform throughout the country, whereas, in the case of social studies and languages 30% of curriculum could be regional or local specific and the rest 70% may constitute common core curriculum.

Relevance

Several non educational associations have deliberated on this popular theme and offered subtle constructive suggestions. They have underlined the need for making education more productive, work oriented, bridging up the hiatus between the world of work and education, building up of national and individual character, promoting

moral and spiritual values etc. Some of these specific recommendations in this regard are succinctly given as follows :

- There is a feeling that most of the subjects taught in schools are unproductive and irrelevant. A voluntary association for Uttar Pradesh suggests that the time allotted to unproductive subjects should be drastically curtailed and restricted to three periods only the rest of periods should be devoted for imparting productivity education. a senior citizens group from Maharashtra pleads that content of education should be linked with productivity.

The eroding dignity of labour has been a matter of concern to several organisations. An action groups from Indore suggests that work experience and manual labour should be included in all the stages of education. At higher level of education, students should be awarded degree only after they have put in one year of work experience with community, in field or in industry.

Alienation from work and community caused by existing system of education is sought to be counter acted by introducing compulsory national service scheme for students. It may go a long way in reducing the problems of students unrest, give them sense of purpose and direction in life and an opportunity to visualise their positive role in reshaping the society.

There is unanimity to impart work experience at elementary stage, skills based and vocational education at classes IX and X, and at plus 2 stage respectively.

A consumer service society from Karnataka has been worrying about the ills of free market economy where consumers stands grossly cheated on account of the ignorance of their rights and consumer protection laws. The society considers it necessary to integrate "consumer literacy" and "consumer education" in the existing school and college curricula.

It is suggested that spritual and moral education, education for providing human values, individuals and national character building, physical education, practicing of yogasana, art and music, dance, cleanliness, health and hygiene education should be provided right from very early stages of schooling. "Moral training and character building should start as early as possible during the critical years of the child's life".

- Participation in sports and physical education have been considered as key inputs for physical and mental development as well as for socialisation and over all character building. Practicing of yogas has been stressed by several forums as to form a part of physical education. A semi political organisation from Maharashtra observes: "Yoga and yogic practices are the gift of Indian culture and they keep the body and mind strong and healthy. These should be taught right from the formative years of life."
- An international based religious association emphatically emphasises that "the content of the curriculum should be relevant to the needs of the child and the local community should form the primary unit of planning" learning is a life long process. Early school experience should be such that it generates a trained mind that is always open to learning, new ways of feeling, thinking and acting for the rest of life. The curriculum should reflect the perfect blend between the social and the herd sciences to develop both the spiritual and the material nature of human reality".
- In the context of building up of a new world order it is urged to plan and develop "a universal core curriculum that transcends religious and cultural subjectivity a curriculum for world mindedness".
- The need to promote rich Bhartiya culture and Bhartiya spiritual knowledge is also stressed by different philanthropic and religious groups. It is urged that the distortions in the history books written under the influence of foreign historians be removed.
- A people's science forum from Delhi has pleaded for incorporation of various aspects regarding cruelty to animals, non-violence, protection of all living beings, hazards of meat eating etc., in the content of education on human nutrition.
- A religions group from Delhi has expressed unhappiness over increasing stress on sex education. The group resolves that sex education should not be imparted in school and colleges as it is likely to vitiate the young minds.

Text books

In this context it is proposed that at the elementary stage, text books should be prescribed only for science and mathematics. Other subjects may be dealt by the teacher with the help of teacher's guide.

A leading, all India based, voluntary association working in the area of deprived groups suggests that the text books in general should contain information on our country, culture, history, geography, environment, human faculties, natural resources, national values, freedom equality, fraternity, proper use of manpower development in total progress of the country etc.

Vocational and Technical Education

Work experience, skill based education, vocational and professional education have been considered as panacea for current ills of irrelevant, dysfunctional and elitist oriented education. There is a popular demand to eradicate the feudal attitudes towards the manual work. A religious organisation emphatically observes: "Education should equip each and every human to master a profession, trade or skill so that he or she can contribute to the society and also be self reliant". Various issues screened by the non educational forums comprise of (i) content of courses, (ii) nature of sophistication in skill based education at different stages of education, (iii) operationalisation strategies to impart skill based vocational and technical education. Some of the pertinent recommendations are :

- It is necessary to incorporate work experience in the school curriculum at primary level, skill based education at middle level and vocational education at secondary level. However, a voluntary organisation from Karnataka feels that children should enter vocational stream at the stage earlier than 10+2 level, it can start after class 5.
- Vocational courses should not be limited only to engineering and technical subjects but include courses in agriculture, business, commerce, health and para medical services, rehabilitation sciences, home science and meet self employment and community needs.

- At post elementary level vocational training and education should be linked with TRYSOM and community polytechnics.
- Technical and vocational education should be based on rural environment. The courses of training may include horticulture, agriculture, agroindustry, textiles etc.
- There should be equal emphasis on practical and theoretical knowledge and the last year of training should be divided into two equal parts i.e. 6 months for theory and 6 months for practical.
- Vocational courses should be introduced only after proper survey so that the men and women are assured of employment.
- Vocational training should not block the way of a student for getting higher education. There should be a provision for lateral entry to higher, technical and professional courses.
- A possible cooperation of local industries, factories, mills should be sought in imparting practical training.
- Education in colleges should have a vocational base and should be correlated with local industries.
- The present technical education should be modernised and should reflect the needs of local industries.
- A part of amount collected by way of taxes from local industries should be utilised for improvement of technical schools.
- Separate University for technical education at State level is desirable.
- Government should provide 100 per cent grant for setting up workshops for practical training in various states at primary, secondary, higher secondary schools and colleges.
- Each district should have technical training institute to provide technical education.
- Technical training institute in rural areas should have hostel facilities.

- A professional body of engineers in India has expressed deep concern about the increasing incidence of unemployment amongst engineers and 'unevaluation of engineering education'. The forum has demanded that the courses in engineering should be linked with employment and no private engineering colleges should be allowed to open.

Language

Language constitutes the crucial area requiring bold approach for exploiting it as means of liberating minds, as a powerful instrument of creative thinking, and even for universalisation of elementary education, equalisation of educational opportunities and promoting national integration and unity.

Three Language Formula

There is a general support for implementation of three language formula. However, there is an explicit support for more flexibility in the choice of second and third language where second language is any other Indian language and the third language is any foreign language. A voluntary welfare association from Karnataka urges not to make English a compulsory subject and teach it rather as an optional subject from 7th onwards.

Medium of Instruction

It is strongly urged that the medium of instruction at elementary level should be the mother tongue, or regional/state language. A youth forum from Madras feels: "All subjects including science and mathematics should be taught in mother tongue. This is suggested particularly with a view to take education to the deprived groups and facilitate early universalisation of education". The forum stresses that the backward classes are not in position to take advantage of education which is imparted in a language in which they have not been familiar. It benefits the upper class people and "the brain drain" is usually from them only." It goes on to add that "All of us must learn in our own mother tongue only and a common language is to be clearly specified for India and one must be taught that language whatever may be the opposition to that from any quarter (this language must be India and a third language, a foreign one, need not necessarily to be English)".

A Voluntary association from Rajasthan feels that the state level education should be imparted in the state language, and Hindi should constitute the national language at the national level. An another forum has opined that medium of instruction should be in the national language or the state language.

Place of Sanskrit

Some institutions/associations have also pleaded for compulsory teaching of Sanskrit the mother of Indian languages and "a treasure house of India's living history and civilisation".

Evaluation

Existing mode of evaluation of pupils is recognised as out of tune with the professed educational goals. The suggestions offered focus on the need for continuous evaluation on the basis of observations, discussions, diagnostic studies, system analysis and simulation exercises etc.

Examination at Elementary Level

At the elementary level it is suggested that the evaluation may be undertaken on the basis of direct contact and oral observations except in the case of mathematics and languages.

Evaluation of Secondary Level

At secondary level a group suggests that the evaluation may include attendance, regularity, punctuality, homework, class work, practical work, socially useful work, participation in games and sports etc. The evaluation should be of the total work transacted including the subjects areas. It should be necessary to obtain minimum prescribed pass marks. It is emphasised that the subjectivity in evaluation must be done away with.

The result may be not declared in on the basis of marks and children should not be classed as I, II or III divisions. The graded scales may be adopted for evaluation.

The process of evaluation should be a continuous one confining to total work and activities of students rather than under-taking it once or twice in a year. A voluntary organisation from Karnataka observes:

"It appears self evident that the present system of annual examinations will have to be modified since these, more than any other factor, have contributed to the deterioration in quality".

Planning and Management

In this context various issues taken by the non-educational organisations clearly demonstrate their mounting concern for equality in education, democratisation of the process of planning. The recommendations of various groups range from supporting a highly subsidized system of elementary education which, by and large, should be ungraded, uniform in content and quality to a very restrictive system of higher education, where entry is strictly on the basis of merit and the entire finances for non-professional courses are to be borne out by the concerned institutions and the individuals. The non-educational groups have tried to explore the constitutional and other mechanisms to this end. Their recommendations are briefly as follows :

Constitutional Provisions:

The credibility of states for providing adequate funds to the vital issue of universalisation of elementary education or even for providing literacy in a span of nearly four decades following the Independence perhaps need no further tests. The non-educational organisations and groups, therefore, seem to lend full support to education being on the Concurrent list. A senior citizen's group from Maharashtra observes : "Education should be made a Concurrent Subject in the real sense with adequate funding ... for effective implementation of well stated policies".

In the context of universalisation of elementary education it is suggested that the existing practice of having class V as terminal should be dispensed with. Pre-primary, primary and middle stages may form one integrated unit. Hence, anganwadis, balmandirs and other pre-school institutions should be integrated with elementary education. As the goal of universalisation is still illusive. Article 45 of the Directive Principle of State Policy should be deleted or amended by a fresh directive for attaining universal elementary education by the beginning of the 21st century.

An action group from Delhi has even proposed to amend Article 51 A of the constitution - by adding a clause for enjoining upon every citizen to see that child is educated.

To ensure effective implementation of well stated goals and policies it is suggested that the government may legislate comprehensive "Educational Act". The educational legislation is considered necessary to fulfill the commitment of implementation of universalisation of elementary education and education of deprived groups. The legislation may, inter alia, include "assured time-frame to actualise the goals; indicate the nature of Centre and State Programmes for achieving such goals, etc."

Some other common suggestions for promoting universalisation of elementary education include the following:

- Elementary education should be free and there should be free supply of mid-day meals, text-books, stationery, uniforms etc.
- Poor families may be provided financial support to compensate for the opportunity cost of sending their children to school.
- Neighbourhood school system should be strictly implemented.
- As far as possible local teachers should be appointed.
- School timings and vacations should be as per local needs.
- For drop-outs, non-formal and part-time education be provided.
- Massive effort be made to achieve universal adult literacy as it constitutes the pre-requisites for the success of universalisation of elementary education.
- Teacher pupil ratio should not exceed 1:30. This should constitute the pre-condition for granting recognition and providing grant in aid to institutions.
- Adequate infrastructural facilities i.e., buildings, equipment, etc. must be made available to all elementary schools in next five years.
- Support of voluntary organisations should be enlisted for changing people's attitudes towards education, motivating them to send their children to schools and supervising the functioning of local schools.

Decentralised Planning and people's participation. Decentralised democratic planning at the grass-roots and community participation are much cherished strategies for effective planning and implementation of educational policies. It is held that there should be grass-root planning to eradicate illiteracy. A non-political group strongly observes that even by merely decentralisation of planning, administration and supervision, it will not be possible to achieve universalisation of elementary education without effective involvement of the community in the planning and implementation process. It is recommended that there should be a greater involvement of community in maintenance of physical facilities, management of schools, evaluation of teachers, etc.

It is emphasised that in the implementation of policies, all the prevailing inefficiencies, attitudes of indifference, unwillingness, paucity of financial resources, procedural hindrances should be curbed forthwith.

Decentralisation of educational administration may be achieved by constituting Educational Councils at district level.

Participatory management in planning and implementation of schemes has been strongly advocated. It is recommended that in school management, the teachers and parents must have an effective say and participation in planning and implementation of policies. Private schools supported or recognised by government must have governing council with the representation of teachers, parents and administrators. It should be ensured that the staff is not unduly harassed and exploited.

Carrot and stick principle may be adopted. Well accepted rules and procedures should be no room for political interference in matters like selection of teachers promotion.

Linking Educational Planning with Socio-economic Planning

Education has all pervasive links with all other socio-economic sectors. Mistakes in educational planning are irreparable and may result in colossal waste of resources and result in chaos.

It is, therefore, urged that education should forge close linkages with other sectors. A declaration of a workshop of voluntary organisation resolves : "Education may be the concern of the Department, that its success will depend upon the cooperation of all

Departments of the Government both in formulation and actualisation of policy". Other suggestions in this connection are :

- Educational departments, universities and colleges should be closely linked with private and public sector enterprises as to bring out coordination between curriculum and actual requirements of economic sectors.
- Education department must maintain continuous dialogue with various economic and social Ministries and educational planning should be clearly linked to socio-economic planning.

Supervision and Inspection

Supervision and inspection has been recognised as the weakest link in educational administration adversely affecting the quality of education and teaching. It is felt necessary to have separate staff for academic (teachers) and non-academic (administrators) supervision and inspection. It should be seen that administrator does not become unduely over powerful. The inspection and supervisory staff both academic and non-academic, should be given short term training and orientation periodically.

There should be no political interierence in appointment, allocation of work, placement of teachers. A non-political association from Karnataka stresses, that teachers and students should be discouraged to develop contacts and relations with political parties.

Educational administration should vest with teachers and academicians. The educational administrators must posses deep interest in education and have professional knowledge, competence and interests.

Higher Educationb

Non-educational organisations view higher education purely as a channel for the pursuit of excellence in the specific areas of interest of learners as per national needs. The distortions in this produced and perpetuated by the existing system, whereby, the society subsidises a big chunk of unproductive education of colleges serving as "baby sitting" for the different groups are swallowed with a pinch of salt.

To perform the much cherished role of the generator of ideas, research and innovations, these forums have urged that:

- i) the institutions of higher education should enjoy autonomous character.
- ii) Vice-Chancellor and the senior administrative positions should be held by academicians only.
- iii) Capitation fee should be abolished.
- iv) Except for professional and technical jobs, there should be delinking of degrees from jobs. The minimum educational qualification for non-technical vocations may be higher secondary certificate only.
- v) Higher educational institutions should devote more to research, quality and excellence in education.
- vi) Students going for higher general education and taking up white collar jobs may be required to pay for their educational expenses.
- (vii) Several organisations from Karnataka constituting a common forum have recommended that the "higher education should aim for social relevance and diversification of education forging stronger linkages with society in general and with the world of work in particular" and "the new colleges should offer only work oriented socially relevant courses catering to carefully identified tasks."

A non-political forum from Delhi recommends that admission to higher education should be open only to those who get 'A' grade. Further, to discourage unbridled rush for college education, the same forum suggests that those who pursue higher education at university or at technical college level should be required to undertake national service for one year in various areas like primary education, agriculture, forestry, hospital services, municipal services military or defence training, handi-crafts, or industrial training, etc. A voluntary organisation for Karnataka calls for moratorium on further expansion of traditional pattern of education.

Financing

Paucity of funds has been viewed as one of the greatest stumbling blocks in augmenting educational facilities. The attention is drawn towards the apathy of planners and administrators for making realistic budget provisions for attaining the stipulated targets. A Delhi based voluntary welfare organisation strongly urges that the share of educational expenditure in GNP should be raised to 6 per cent by 1990 A.D. and 8 per cent by 2000 A.D. There are others who have suggested to raise it to 10 per cent without any brooding and delay.

However, several forums have taken financial constraints as rigid and for granted. With apathy and given helplessness of politicians and bureaucrats they have come forth with some suggestions to check wasteful unproductive experience and augment resources where feasible, in a number of ways. In higher education sector, which consumes a large chunk of our scarce resources and where "three fourths of colleges perform baby sitting role", there is a common opinion as not to subsidise it any further. It is, further, proposed that the present system of grant in aid to colleges can be replaced by a system of loans and the loans amount should cover the full cost of education.

- Education tax/cess may be imposed to augment resources for education
- Industries, religious institutions may be encouraged to undertake educational programmes and they may be given tax relief on such expenditure.
- Uniformity in grant-in-aid is desirable the share of non-recurring grants for all the institutions should be to the tune of 20 per cent.
- The beneficiaries of higher education should pay back the expenses incurred by state on them. The educated persons should be allowed to leave for abroad only when the amount spent on their education is refunded by them.
- For technical education it is suggested that a part of the tax collection from industrial and commercial institutions may be earmarked for improving existing facilities in the technical education institutions.

- In rural areas, panchayats should be given greater responsibility and financial control for effective utilisation of funds.
- An action group from Delhi looks for active rather full community support in funding the programme of mid-day meals and providing 2 sets of uniform to pupil attending school.
- Rural urban dictomy in the provision of education facilities, its financing are some serious matters which contribute to continued inequalities in education. An all India based forum has suggested that the share of rural areas in educational expenditure should be raised from the present 44 per cent to 60 per cent by 1990 A.D.
- It is pleaded that the elementary sector should be allocated adequate finances on highest priority basis and more funds be made available to this sector in the plan and non-plan budgets. Considering the magnitude of the unfinished task and importance of elementary education, a non-political group has suggested that the share of elementary education in total education budget should be raised to 80 per cent forthwith.

Teachers

Teacher is the key agent for imparting knowledge, change and national character building. An all India based voluntary organisation from Maharashtra working in the area of deprived groups describes teachers' vital role in the society as of "a friend, a guide and a philosopher who must be a character hero". Various aspects covered by the deliberations of non-educational institutions include: (i) selection, recruitment retaining and promotion of teacher, and (ii) enhancing status of teacher by improving their service conditions. Their major recommendations are:

- The process of selection of teachers has to be different than the general process. In selection of teachers, not only the academic qualifications but professional competence, character, aptitude and ideals should be given due weightage. They may be selected on the basis of aptitude and subject knowledge tests.

- Teachers should be offered attractive pay scales so that better qualified people are motivated to take up this profession. They should be provided running scales. It is also urged that the existing inequalities in the pay scales of teachers at different stages of education should be reduced.
- Teacher promotion should be made on the basis of efficiency and not on the basis of paper qualifications.
- There should be provision of dispensing with the services of inefficient teachers. After every 3 years, there should be reorientation and training of teachers and they should be given increased pay scales after undergoing the training successfully.
- At pre-primary and elementary stages, there should be integrated pre-service teacher education so that the teacher is useful to both.
- Teachers in rural areas should be given special training and orientation.
- Teacher training institute must be well equipped with T.V. sets, audio-visual aids, models, charts, maps, reference books, laboratory equipment, etc.
- Teacher may be provided a matching grant of Rs. 1000 for meeting expenditure on teaching aids.
- After every 3 years of services they may be provided six months of inservice training.
- It is necessary to chalk out requirement of trained teachers at various levels i.e. primary, secondary and higher and plan accordingly.
- For higher education also there should be some provision for training before taking up teaching profession.
- Massive programme for inservice training be launched to give training to the existing teachers in new trends in pedagogy and the imperatives of new Educational Policy.

- Teachers should be well versed in art of pedagogy and scientific methods in their profession and should strive for their excellence.

Social Justice

Non-educational groups in their recorded proceedings have covered a wide range of aspects of inequalities in education like continued spatial disparities i.e., rural-urban hiatus; disparities between special groups like, SC/ST and physically handicapped persons vis-a-vis other sections of population; english medium private schools and government schools etc. All the associations and forums, in unison, have come-forth with various suggestions to end the disparities which are stigmatising our society and contribute potential sources of national disintegration, mounting social tensions and unrest thwarting the very basis of development.

Rural Education

Some common recommendations for reducing spatial disparities with reference to neglect of education in rural areas, include:

- There should be a separate Ministry/Department and a separate budget for rural education. The share of educational expenditure in rural areas should be at least in proportion to their share in total population.
- Teachers in rural areas should be granted special rural allowance, free accommodation and free facilities for the higher education of their children.
- In rural areas female teachers may be given relaxation in qualification, age, etc.
- Elementary education in rural areas should be made broad based with ample flexibility.
- The content of education should be carefully designed keeping in view the rural requirements and rural environment.

- To tap local resources it is proposed that "educated people in rural areas should be turned into educational entrepreneurs for the benefit of weak students and weaker social groups".
- Cooperation of all educated people, particularly college, and higher secondary students should be enlisted at Taluke and village levels for launching literacy campaign.
- There should be follow up of results of literacy campaign. These should be relaunched periodically.

Women Education

The need for attaching highest priority for augmenting women's education is well stressed as to quote one organisation:

"In the family, the girls should get the first preference to attend the school than the boys, as the mother is the first educator of the child and thus the educator of all on-coming generations"

Some of the issues taken up for recommendations by various non-educational institution broadly cover (i) easy access to educational facilities; and (ii) mechanism for curbing dropouts, enhancing enrolment and retention rates. Specific suggestions in this regard are :

- Location of primary school should be within 1 km. of habitation and there should be a middle school within 3 km. of habitation. Where schools are not available within 3 km. hostels should be provided for girls in rural and urban areas.
- Government should establish hostel for girls in every Tehsil. Voluntary organisations should be encouraged to open hostel for girls and government should pay the expenditure at par with the government institutions.
- Girls should be provided free text books, reading material free uniform mid-day meal etc.

- Community may be involved in promoting education of girls in rural areas on the pattern of the scheme successfully adopted by the government of Maharashtra.
- Panchayats should be given responsibility for setting up local committees for effective running up of schools and Balwadis and 50 per cent of memberships of these committees should consist of women.
- There should be separate ministry/department and budget for women's education.
- The educational institutions in rural areas and for the weaker sections should be backed by comprehensive and effective programme of child care. There should Balwadis in or near the centre where girls could leave the siblings.
- Parents may be given financial assistance for their girls to schools and compensate for their contribution in household work.

Scheduled Castes and Scheduled Tribes

Various aspects considered by the non-educational institutions and forums for the benefit of the SC/ST and other Backward classes largely pertain to access to education and reservations. Their major recommendations are:

- Primary education facilities for SC be concentrated in their Bastis, colonies, wadis.
- Persons from weaker sections should be given special access/concessions for admission to and pursuing technical and management education.
- Hostel facilities should be augmented.
- Scholarships may be given to all the SC students from standard II (Second) onwards regularly every month.
- Parents may be given some financial assistance for sending their children to schools just to ensure that on account of economic compulsions they do not utilise their children of school going age for labour purpose. In this context a

committee of legal experts from Maharashtra poignantly remarks:

"It is not enough that all facilities for training and tuition are made free for the reserved classes. A vast majority belonging to these classes is unable to take any advantage of free education since they have to support not only themselves but also the members of their families. They are, therefore, forced to earn their livelihood in their teen age. Any realistic measure for their upliftment must include a provision for sufficient stipend to meet their financial obligations. In some countries, students are paid salaries. There is no reason why this measure should not be introduced here".

- As far as possible local teachers should be recruited.
- Government should compel English Medium Schools to admit children from SC and STs, and economically backward communities.
- For SCs and STs pre-induction and post-induction training is not enough. Social inhibitions lack of general confidence are too deep rooted and these should be given due attention at early stage i.e. at primary stage itself by providing them special coaching facilities.
- A forum of legal experts also urges that "Members of the reserved classes should be given all the facilities of education free of charge. In addition, special efforts should be made to bring them to the level of the members of higher classes, and for that purpose special tuitions/training should be imparted to them".
- The children from the SC be given the scope to move in the families of advanced communities i.e. Caste Hindus so as to create confidence among them and overcome the feelings of inferiority complex.
- Massive efforts are needed to eradicate illiteracy. The factories, mills, should come forward to organise such classes daily with their own expenses. A token grant of Rs. 20/- per month per head for the SC inmates be sanctioned for

meeting expenses against the special efforts for additional coaching put in by the factories/mills etc.

As regards reservation, committee of legal literacy stresses that the "right to work and education" are basic economic rights are the bed rock of human rights. They alone enable individual to live and develop as a human being and to participate in the affairs of society in effective manner". "Reservations in educational institutions and employment should end only when the low castes attain the level of higher castes". This body also recommends to extend reservation to other economically weaker sections and it sees no reason why the total reservations should be restricted to 55 per cent. If necessary, the Supreme Court can also be approached in a suitable proceeding for increasing the limit of the total reservations to include other economically deprived groups which transcends castes and class. The reservations on the basis of economic backwardness will be in furtherance of the implementation of the Directive Principles of the Constitution". The committee, however, suggest that "there need should be no reservation in the teaching profession. Reservation in the teaching profession is to be disadvantage of the reserved classes themselves". It also argues that "those who are advanced should not get the benefit of reservations, even if they belong to the reserved classes. So also, the childrer of those who have availed of reservations once, should be denied its benefit. To give the benefit to them is to operate the reservations only for the advantage of certain families. This will result in a lop-sided and verticle advancement of the reserved classes depriving the rest of any opportunities of advancement."

One of the semi-political organisation from Karnataka has **strongly** suggested that Article 30 of the Constitution be amended to **remove** the special privilege to religious minorities.

Special Education

Education has been recognised as a key instrument for socio-economic integration of physically or socially disabled persons in the society. A joint forum of various organisations for disabled from Karnataka quotes : "No country can become able unless every disabled person's abilities have been brought out to the maximum enabling him/her to contribute productively. Neglect of the disabled adds to disabling of society in general".

Again the thrust of special education programmes has to be in the rural areas. It is argued that, "since 80 per cent of disabled live in rural areas, the focus of education and training programmes should be to meet rural requirements". To bring these groups into main stream it is felt necessary "to bring about attitudinal changes towards the disabled" and carefully integrate their educational and training requirements in the existing educational system with full support services like "community liaison and placement services, para-medical staff, aid-makers etc.". Other specific recommendations made by various groups are :

- There should be integrated education for the disabled at all levels i.e., pre-primary, primary, secondary and higher education.
- Institutions providing special education could be given adequate financial support.
- Attractive pay scales should be offered to teachers of special education.
- Financial support to be provided to deserving students on merit-cum-means basis.
- At pre-primary level, Anganwadi or Balwadi workers be trained to identify disability and counsel parents in consultation with primary health workers, doctors para-medical personnels, etc.
- It should be obligatory for a school to admit disabled children.
- Teachers and resource teachers should be appropriately trained to handle the disabled in a normal school setting.
- Engineering, chemical, hotel/tourism, banking and agricultural industries may be provided some grant-in-aid to train and employ the disabled persons.
- Persons from primary, secondary and tertiary sectors should be given special orientation for imparting continuing education, pre-vocational and vocational training to the disabled and or conducting in-house training programmes for the disabled and thereafter facilitate their employment. It is absolutely necessary to have trained manpower captive to these industries to

enable them to understand emotional/psychological needs of the disabled and to act as foster workers when required.

- For those who opt for higher education, it is necessary to obviate some unfounded complexes and psychological barriers amongst them by imparting coaching before their admission to under graduate classes.
- At district or Taluk level there should be a consultative or advisory body comprising of experts in speech therapy, medicines, physiotherapy, educationists and social workers to deal with various matters relating to socio-economic integration of disabled.
- At apex level an Advisory Body consisting of professionals in rehabilitation of the blind, deaf, mentally retarded, orthopaedically handicapped and spastics, professionals in education, training management and behavioural sciences should be set up to prepare the syllabi of certificate, diploma and degree courses in education, continuing education, pre-vocational, vocational training for disabled.

Education of Working Children

Working children constitute another deprived group requiring special approach and attention. The abuse of child labour has been noted with concern to mitigate it to some extent, it is suggested that special attention should be given to their education at or near their work place. It is suggested that the government should by law of parliament make it compulsory for every employer of children to give them two hours off daily for going to school.

There should be special classes with regular course contents for working children. There should be provisions for night schools where education is blended with the employment opportunities or upgrading of knowledge in existing vocations of the beneficiaries.

Private Managed Public Schools Vs. Government Schools

Some organisations which have discussed this issue have recommended for abolition of private managed public education system. It is also argued that the proposed model schools are likely to perpetuate inequalities and these should not be encouraged. A voluntary organisation from Rajasthan even recommends for abolishing

of English medium Public schools as they foster alienation and disintegration. A voluntary organisation from Karnataka, however, recommended for setting up of an ideal school at Tehsil and/or district level.

Infrastructure

Inadequate infrastructure permanently at elementary level, particularly for providing work experience and vocational education has been noted by several organisations. Various suggestions in this regard include the following.

- Adequate infrastructural facilities, i.e., buildings, equipments, etc., must be made available to all elementary schools in next five years
- All the institutions which require building loans should be granted requisite amount at 4 % interest.

(Other suggestions are given under planning & management and vocationalisation of education)

Malpractices and Corruption

In this regard one major issue discussed by non-educational organisations consists of abolition of capitation fee.

Politicisation

Non-educational organisations have pleaded for non-political interference in the functioning of educational institutions. A voluntary organisation from Karnataka stresses that : "teacher and students should be discouraged to develop contacts and relations with political parties". An all India based voluntary association of parents suggests that "teacher should be banned from contesting elections". In context of improving administration, an action group from Madhya Pradesh also strongly suggests for non-interference of politicians in location of educational institution, promotion, placement, transfer of teachers, etc.

Increasing interference by the politicians and political organisations in student universities has not been appreciated by non-educational organisations. One organisation has suggested to have election of office bearers of the university on the basis of the

specific qualifications and interest in the specific portfolios which the contestants would like to hold if elected, rather than having general election of office bearers and then allocating the portfolio to office bearers.

Adult Education

Adult education has been considered as a pre-condition for achieving universalisation of elementary education. Various suggestions put forth for promoting adult education include :

- Making adult education directly relevant for the needs of learner by combining it with training in some income generating crafts and skills. As one group aptly puts it that the educational content in that programme should go "beyond literacy".
- Enlisting support of students' teachers, educated youths. The students of secondary and post secondary stages may be compulsorily required to take up teaching of adults as a part of their education before the award of school leaving certificates or higher degrees.
- Encouraging voluntary agencies to take up adult education programmes. Precisely the thrust of various recommendations is on planning of functional adult education programme "tailored to the needs of adults". "Reducing their disability and enhancing their productivity". Diversifying content by relating to the environment and to the needs of community, family welfare, child care, health and hygiene education.

"Social relevance of education" has been viewed as of paramount concern. This, through a iterative and interactive process with reference to time and clientele is continuous process requiring redesigning and re-framing of content and curriculum as per emerging new perceived needs". Hence adult education programmes have to take on continuing basis.

A youth forum from Singapore asserts that "adult education should be linked with economically gainful and functional aspects of living".

Other specific suggestions for promoting adult education include:

- launching adult education programmes as a national movement
- Adult education be linked with development work and programmes of various developmental agencies
- All primary schools should act as centres for Adult Education
- All educated youth and teachers should be involved in spreading adult education
- It should be compulsory for students at secondary and post-secondary stage to devote 100 days of social work in the area of adult education or literacy work before the award of higher secondary certificate or completing university degree.
- In rural areas, educated persons should be used as "educational entrepreneurs"
- Willing voluntary organisations may be provided with facilities to work in the area of adult education
- Panchayats and other local bodies may be involved in planning and implementation of the programmes.
- Short orientation courses may be instituted for all those taking up adult education programmes.
- Retired teachers should be utilised for non-formal programmes after their brief reorientation about their role and current methodologies in tackling the problems of adults.

Among adult groups, illiterate workers, both in organised and non-organised section, constitute the most vulnerable section of society who are exploited and discriminated on account of their sheer ignorance. Several questions offered to promote general education as well as skill based education include :

- Cooperation of employers may be enlisted for imparting general education to illiterates as well as skill based education on continuing basis to the workers.

- Regular training programmes would be organised for young workers. They should be imparted Trade Union education.
- Centres for vocational guidance, employers and welfare guidance may be set up for the benefit of young workers. The educational content of their training programme may inter-alia include awareness about the risks of use of alcohol, drugs and to resist evil social practice like dowry, etc.

Non-Educational Organisations

1. Karnataka Parents Association for Mentally Retarded Citizens, Bangalore.
2. Young Workers - Bombay
3. The Friends of Archives Group
4. Rotary club, Bikaner.
5. Bharatiya Samaj Unnati Mandal, Bhiwandi.
6. Asama Animal Protection Human Nutrition (World Conference)
7. National Spiritual Assembly of the Bahais of India
8. Karnataka Gona Kala Parishat, Bangalore
9. sarvadeshik Arya Pratinidhi Sabha, N.D.
10. National Federation of Indian Women (N.F.I.W.)
11. Democratic Forum
12. Karnataka Consumer Service society
13. Vimukt Jati Seva Samiti
14. Indian Engineers' Society Bilaspur, M.P.
15. Rashtriya Swayam Sevak Sangh (RSS) Maharashtra State
16. The Common Trust Bangalore
17. Rashtriya Swayam Sevak Sangh Karnataka
18. All India Parents Association, Lucknow U.P.
19. All India Society for National Integrity and Social Change, Muzaffarpur, Bihar.
20. Akhil Bharat Warshiya Dharan Singh, Delhi
21. Doordarshan Gyandip Samal, Bikaner, Rajasthan.
22. Bhartiya Samaj Unnati Mandal, Bhiwandi
23. Rashtriya Swayamsevak Sangh Madras
24. Elders Council of India, London

25. Rotary Club of Trichy City, Tamil Nadu
26. All India women's Conference, Calcutta
27. National Institute of Youth & Development, Orissa
28. Seva Seva Mandali, Madras
29. South Delhi Cultural Circle n. Delhi
30. The Institution of Surveyors, Delhi
31. Sri Ramakrishan Samithi, Orissa
32. Rajasthan Rajya Gandhi Smarak Nidhi, Jaipur
33. World Conference on Ahimsa, Animal - Protection, human nutrition, Delhi

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