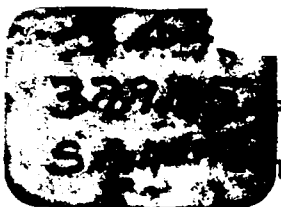


संस्थागत योजना एवम् मूल्यांकन कार्यशाला
(23-27 अप्रैल, 1990)

प्रतिवेदन

संयोजक



शिक्षण विभाग उदयपुर,
शिक्षण प्रसार विभाग विद्याभवन शिक्षक महाविद्यालय उदयपुर,
राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान नई दिल्ली

राजस्थान के उदयपुर जनजाति बाहुल्य क्षेत्रों की संस्थाओं
के प्रधानों के लिये संस्थागत योजना एवं मूल्यांकन
कार्यशाला

विद्याभवन शिक्षक महाविद्यालय, उदयपुर
दिनांक 23-27 अप्रैल, 1990

प्रतिवेदन

आयोजक

शिक्षा विभाग [छात्र संस्थाएं], उदयपुर [राजस्थान]
सेवा प्रसार विभाग, विद्याभवन शिक्षक महाविद्यालय,
उदयपुर
राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान,
17 बी, श्री अरविन्द मार्ग,
नई दिल्ली - 110 006.



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SAN-P

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, SriAurobindo Marg, New Delhi-110016
DOC. No.....D-3266.....
Date.....16/9/90.....

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भाग- 2 जनजाति शिक्षा : संदर्भ सामग्री

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दैनिक प्रतिवेदन
समय सारिणी

संभावियों की सूची

संदर्भ व्यक्ति सूची

कार्यक्रम सूचियाँ

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क्षेत्र अध्ययन प्रतिवेदन

"संस्थागत आयोजना एवं सूचियाँ"

प्रारूप

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परिचय

राजस्थान के उदयपुर जिले के जनजाति बाहुल्य क्षेत्रों के संस्था के प्रधानों के लिये "संस्थागत योजना एवं मूल्यांकन कार्यशाला" का आयोजन विद्याभवन शिक्षक प्रशिक्षण महाविद्यालय, उदयपुर में दिनांक 23 अप्रैल से 27 अप्रैल 1990 तक राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान (NIEPA) नई दिल्ली, सेवा प्रसार विभाग विद्याभवन शिक्षक प्रशिक्षण महाविद्यालय, उदयपुर एवं शिक्षा विभाग (छात्र संस्थान), उदयपुर के संयुक्ततत्वावधान में आयोज्य है।

प्रस्तावना

जनजाति बाहुल्य क्षेत्रों में संस्थागत योजना का अपना महत्व और भी बढ़ जाता है क्योंकि आदिवासियों की अपनी विशेष समस्याएं भी हैं जनजाति क्षेत्रों में शिक्षा के प्रसार एवं तीव्र विकास में संस्थागत योजना की एक अहम भूमिका एवं दिशा निर्देश में महत्वपूर्ण योगदान होगा। क्योंकि प्रत्येक क्षेत्र के बहुमुखी विकास के लिए नीति निर्धारण करना और नीति को क्रियान्वित करने के लिए एक योजनाबद्ध कार्यक्रम अपना कर ही उद्देश्यों को प्राप्त किया जा सकता है।

जनजाति क्षेत्रों में शिक्षा की प्रगति व विकास के लिए उपयुक्त योजना का बनाना आवश्यक है जो लक्ष्यों व संसाधनों को मद्देनजर रखते हुए निर्मित की जाती हैं। योजनाओं के माध्यम से संसाधनों एवं समय का पूर्ण उपयोग कर सहयोग की भावना में अभिवृद्धि होती है।

इस मुख्य बिन्दु को लक्षित करते हुए जनजाति बाहुल्य क्षेत्रों के शाला प्रधानों के लिये पांच दिवसीय कार्यशाला का आयोजन किया गया।

इस कार्यशाला का आयोजन राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान ने शिक्षा विभाग उदयपुर (छात्र संस्थान) एवं सेवा प्रसार विभाग विद्या भवन शिक्षक महाविद्यालय के सक्रिय सहयोग से किया।

कार्यशाला के मुख्य उद्देश्य

1. नई शिक्षा नीति के अन्तर्गत जन जाति क्षेत्रों के शिक्षा के महत्त्व की जानकारी कराना ।
2. उदयपुर के जनजाति बाहुल्य क्षेत्रों के शिक्षा स्तर को उठाने में मुख्य समस्याओं का विवेचन करना ।
3. संस्था प्रधानों को संस्थागत आयोजना एवं प्रबन्ध का विद्यालयों को सुव्यवस्थित गति देने में उपयोगिता से परिचित करना ।
4. आयोजन के विभिन्न चरणों की जानकारी देना । प्रक्रियाओं का स्व-मूल्यांकन की विधि से परिचित करना ।
5. जनजाति बाहुल्य संस्था के गुणात्मक विकास की आयोजना की क्रियात्मक योजना का निर्माण करना ।

मुख्य प्रसंग

1. जनजाति शिक्षा को मुख्य नीति की आवश्यकता । नई शिक्षा नीति के अन्तर्गत जनजाति की शिक्षा का महत्त्व।
2. शिक्षा सुविधाएँ और जन जाति विकास कार्यक्रम ।
3. जनजाति के लिये शिक्षा में योजना और प्रबन्ध
4. संस्थागत योजन - अवधारणा और प्राविधिक ।
5. संस्थागत मूल्यांकन
6. संस्थागत योजना का विकास। प्रोजेक्ट रचना द्वारा संस्था विकास ।

7. संस्था और समाज के संयुक्त भागीकरण प्रयास द्वारा विद्यालयी विकास ।
8. गुणात्मक विकास की योजना ।

संभागी

इस कार्यशाला में जनजाति बाहुल्य क्षेत्र के 33 प्राचार्यों एवं प्रधानाध्यापकों ने भाग लिया । इनकी सूची संलग्निका में उपलब्ध है ।

संबन्ध समिति कार्यक्रम

कार्यशाला की रूपरेखा निम्न सात सदस्यों की समिति के मार्ग दर्शन में बनाई गई -

1. श्री सत्य भूषण, निदेशक, निपा, नई दिल्ली
2. श्री.नियाज बेग मिर्जा, जिला शिक्षा अधिकारी, उदयपुर । छात्र संस्थारं।
3. डॉ. श्रीमती हेमलता तलेसारा, सभन्वय अधिकारी, सेवा प्रसार विभाग, विद्याभवन शिक्षक महाविद्यालय, उदयपुर
4. डॉ. श्रीमती कुसुम के प्रेमी, निपा, अध्यक्षा, शिक्षा नीति विभाग, नई दिल्ली ।
5. डॉ. श्रीमती प्रमिला मेनन, निपा, शिक्षा नीति विभाग, नई दिल्ली
6. डॉ. श्री डी.बी. डामले, निपा, शिक्षा नीति विभाग, नई दिल्ली
7. श्री तेज सिंह मेहता, प्रधानाध्यापक, पलाना । खुर्द।
8. श्री यमुना शंकर चौबीसा, व्याख्याता, खरोटा।

कार्यक्रम अवधि

कार्यशाला 23 अप्रैल 90 से प्रारंभ होकर 27 अप्रैल 90 तक चली ।
कार्यक्रम की स्परेखा संलग्निका में प्रदर्शित है ।

विधि

कार्यशाला में तंभागियों को लाभान्वित करने के लिये विभिन्न
विधियों का प्रयोग किया गया । व्याख्यान, चर्चा, विचारों का आदान
प्रदान, इत्यादि ।

पाठन सामग्री

कार्यशाला की गतिविधियों में तीव्रता हेतु निम्न सामग्री उपलब्ध
की गई

1. एज्यूकेशन ऑफ शिडूल्ड कास्ट एंड शिडूल्ड ट्राइब्स- कुसुम प्रेमी
2. दी नेशनल पॉलिसी ऑन एज्यूकेशन, 1986
3. इवोल्यूशन एंड मेजर ट्रेस्ट
4. राष्ट्रीय शिक्षा नीति - सर्वाधिक महत्व - कुसुम प्रेमी, प्रमिला
मेनन, नलिनि जुनेजा ।
5. राष्ट्रीय शिक्षा नीति - आयोजना एवं प्रबंध - कुसुम प्रेमी,
प्रमिला मेनन, नलिनि जुनेजा ।
6. विद्यालय योजना - एम. एम. कपूर
7. विद्यालय का आत्म निरीक्षण - एन.एम. बागिया, ए.मात्सू ।
8. सामुदायिक सहयोग और सहभागिता - प्रमिला मेनन
9. शिक्षा नीति में जनजाति शिक्षा का महत्व - बी.पी. जोशी
10. जनजाति स्त्री शिक्षा का विकास, योजना, प्रबन्ध एवं आयाम-कुसुम प्रेमी
11. जनजाति शिक्षा नीति का सिंहावलोकन - कुसुम प्रेमी

भाग- 2

जलजाति शिवा : सठदम सामग्री

XIII. EDUCATION OF SC/ST AND OTHER BACKWARD SECTIONS

THE PRESENT SITUATION

1. The All India literacy rates of Scheduled Castes/ Scheduled Tribes are 21.38 and 16.35 per cent respectively as against 41.20 of non-SC/ST population according to 1981 census. The literacy rates of women for the above categories are 10.93, 8.04 and 29.43 per cent respectively. The proportion of enrolment of SC/ST children continues to be such less than their population proportion and the drop-out rate continues to be very high at all levels of education. The problem is more severe in case of girls of these communities. The situation calls for systematic efforts directed towards the educational development of SC/ST.

THE POLICY TARGETS AND IMPLICATIONS FOR STRATEGY

2. The Central focus in educational development of SC/ST is their equalisation with the non-SC/ST population at all stages and levels of education.

3. To this end, cent per cent enrolment of SC/ST children in the age group 6-11 (classes I-V), ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. This would mean enrolling approximately 15.5 million SC children and 7.5 million ST children in the age group 6-11 by 1990.

4. At least 75 per cent of the children in the age group 11-14 (Classes VI-VIII) will have to be enrolled and retained in school leading to satisfactory completion of class VIII to achieve the policy goals envisaged in the NPE.

5. The operational strategy for achieving the above goals and the targets for implementation will be as follows:

(a) Incentive to indigent families to send their children to school regularly till they reach the age of 14.

To provide incentive/assistance to indigent SC/ST families, details of a scheme of incentive will be worked out in consultation with the State Governments.

(i) To ensure timely payment of pre-matric, scholarships funded entirely and administered by the state governments (except the centrally sponsored schemes for children of families engaged in the so-called unclean occupations which is funded by the centre and the state governments on 50:50 sharing basis), the amounts of continuing scholarships should be released by the first of the month to which it relates. To avoid delays new scholarships will be sanctioned on the basis of sole affidavit furnished by the parents of the candidate.

(ii) A single nodal agency will be identified for disbursement of scholarships. State Governments will be requested to draw plans within a month to work out details of disbursement and ensure prompt payment.

(iii) Payment through banks, post offices or other agencies like DRDA, SC/ST corporations will also be explored.

(iv) Rates and amount of scholarships will be raised to make them adequate from the point of view of helping to ensure universal enrolment of SC/ST children.

(v) The coverage will be cent per cent of all eligible SC/ST children.

(vi) Measures to ensure prompt payment of post-matric scholarships provided by the Government of India (Ministry of Welfare) will be introduced along the lines as mentioned above for the pre-matric scholarships.

(vii) The financial estimates in respect of post-matric scholarships will be worked out after final decision is taken by the High Level Committee set up by the Ministry of Welfare for revision of rates of scholarships.

(viii) In respect of the scheme of incentives like provision of uniforms, books, stationery, etc., detailed financial estimates will be worked out by the State Governments and implemented effectively.

b) Pre-matric scholarships for children of families engaged in occupations like scavenging, flaying and tanning.

(i) The Ministry of Welfare will take necessary steps to extend the scheme to all children from class I onwards from the beginning of the academic year 1986-87, instead of limiting it as at present to students of classes VI-X; the income ceiling shall be abolished.

(ii) Benefits under the scheme will also be extended to cover day scholars.

c) Constant micro-planning and verification will be done to ensure that enrolment, retention and successful completion of courses by SC/ST students do not fall at any stage.

(i) Micro-planning will include formulation of detailed village and block level plans within an identified time frame; mapping of education infrastructure and removal of deficiencies; extension approach at the village level to persuade parents to send the children to school, with the involvement of teachers, parents, local leaders, social workers, etc, and provision of remedial coaching at all stages and special remedial coaching for classes IX-XIII for preparing SC/ST children for professional courses.

d) Recruitment of teachers from SC/ST.

(i) A crash programme for recruitment of teachers from SC/ST will be undertaken to remove existing gaps and to equip all single teacher schools. Educational qualification especially for women teachers should be relaxed. Adequate provision will be made for continuing education of teachers recruited and to ensure their professional upgradation. The crash programme is proposed to be commenced ^{need} from the academic year 1986 -87.

e) Provision of hostel facilities for SC/ST at district head-quarters.

(i) A phased programme will be undertaken to ensure that all district headquarters which do not have SC/ST hostels are provided with such facilities in 1986-87.

(ii) The Ministry of Welfare will take up this scheme under a centrally sponsored programme.

f) Location of school buildings, balwadis and adult education centres in scheduled castes bastis/mchallas and tribal villages.

(i) Priority will be given to locate these institutions in SC bastis and mohalls in tribal villages/hamlets.

g) Utilisation of NREP, RLEGP resources to provide educational facilities for SC/ST

(i) After identifying gaps in infrastructure an accelerated programme will be drawn up to develop educational institutions in SC bastis and tribal villages with funds to be made available from NREP/RLEGP.

h) Content and value orientation of the curricular in respect of Scheduled Tribes.

(i) Preparation of primers for classes I and II in respect of tribal languages having more than 1 lakh speakers should be completed by the end of the VII plan.

(ii) The centre and the state governments will constitute committees at appropriate levels to review the contents of the existing curricula to ensure that caste and other prejudices do not come in the way of integration leading to establishment of an egalitarian society.

i) Educationally backward areas

(i) Existing gaps in educational infrastructure in remote and inaccessible areas, islands, hills and desert areas will be identified during 1986-87 and plans for implementation to remove the backlog will be undertaken during the remaining years of the VII plan.

j) Other educationally backward sections.

(i) Measures will be further strengthened to ensure that incentives in the form of scholarships, uniforms, books and stationery, etc. reach the clientele group.

(ii) Priority will be given to the special needs of nomadic, semi-nomadic and denotified communities.

ORGANIZATION AND MANAGEMENT OF PROGRAMME

6. Detailed guidelines for monitoring will be evolved at the central and state levels to ensure qualitative implementation of the programmes; standards to achieve optimal efficiency in implementation, will be laid down; consistent with the autonomy of the implementing agencies norms of accountability shall be defined at all levels.

7. A single nodal agency for coordination of all programmes leading to the development of SC/ST and other backward sections may be developed at the central and state levels. It is suggested that a standing committee of the CABE under the Chairmanship of Minister HRD may be constituted to monitor and review implementation of all educational programmes for SC/ST and other educationally backward sections at the Central level. A similar committee under the State Advisory Board of Education may be constituted at the state level.

8. In addition to an in-built mechanism for continuous evaluation to programmes, evaluation of important schemes like scholarships, hostels and the proposed incentive scheme may be undertaken by external agencies.

PROMOTING EDUCATION OF SCHEDULED CASTES AND SCHEDULED
TRIBE GIRLS : PLANNING AND MANAGEMENT DIMENSIONS.

KUSUM K. PREMI *

Ever since Independence, the education of Scheduled Castes (SC), Scheduled Tribes (ST) has drawn the attention of policy makers and planners. Recognising their extreme poverty, exploitation and very poor representation in the educational institutions, the State has been directed in the Constitution itself to promote with special care the educational and economic interests of weaker sections of the society in general and of SCs and STs in particular (Art. 46 of the Directive Principles of State Policy). Special allocations have been made in the various Five Year Plans of the country to promote the social, economic and educational development of the scheduled groups. In education a number of incentives and facilities have been provided to motivate these groups to avail the various educational facilities. As a result, considerable progress has been made in respect of their educational development, not only vis-a-vis their earlier position but also in relation to non-scheduled population. The gap, however, continues to be wide. Further, great within group inequalities continue to persist among different sub-groups of SCs and STs e.g. there are male - female differentials, rural- and inter-tribe differentials in the educational status-
of these, urban differentials and inter-caste/groups. This is partly due to planning and management strategies followed so far.

In this paper an attempt is made to briefly present the educational status of SC/ST females vis-a-vis SC/ST

* Fellow & Head Educational Policy Unit, NIEPA,
New Delhi-110017.

males. This is followed by a review of planning and management strategies adopted so far to promote the educational development of these groups. Based on the above, an effort will be made to highlight some of the critical issues in planning and management of education for promoting educational development of ST girls.

The Educational Status of SC/ST Girls.

At the outset it is important to note that SC/ST girls suffer from cumulative disadvantage in belonging to the deprived communities as also being females in a social set-up where sex inequalities are prevalent. This is reflected in their educational status as can be seen from literacy rate and enrolment ratios at various levels of education.

Literacy Rates :

The following table presents the literacy rates of various segments of population for the year 1981.

LITERACY RATES : 1981

		GENERAL	SC	ST
TOTAL	TOTAL	36.23	21.38	16.35
	MALE	46.89	31.12	24.52
	FEMALE	24.82	10.93	8.04
RURAL	TOTAL	29.65	18.48	14.98
	MALE	40.79	27.91	22.94
	FEMALE	17.96	8.45	6.81
URBAN	TOTAL	57.40	36.60	37.93
	MALE	65.83	47.54	47.60
	FEMALE	47.82	24.34	27.32

From this table it is clear that while the literacy situation of SCs and STs in general is poor vis-a-vis other groups, the SC/ST girls are at the bottom of educational hierarchy. In rural areas specially, the situation continues to be very grim even after four decades of development planning.

The All India figures, however, hide more than they reveal. There are great state-wise disparities as can be seen from Table A-1 in the Appendix. A number of studies have also highlighted inter-district educational differentials. Some studies also highlight on inter-caste/tribe differentials in literacy rates.

Enrolment Ratios

While literacy rates give the status picture at a point of time, the enrolment ratios give the flow statistics and reflect the current status of a group. The statewise enrolment ratios at primary and middle level for the SC/ST are given in Appendix Table A-2 which shows that while the gross enrolment ratios¹ for the SC/ST boys are more than 100 per cent the enrolment ratios of the girls continue to be poor. In some of the states like Bihar, Rajasthan, Madhya Pradesh and Uttar Pradesh these are very low. Incidentally, these are the very states which account for large proportion of SC/ST population.

1 It is estimated that Gross enrolment Ratio (GER) include about 22 per cent under-age and over-age children.

The enrolment ratios at the higher education level are generally poor for SCs and STs, the coefficient of equality being only 50 in the case of SC and 22 in the case of ST. (Appendix Table A-3). In professional courses, the representation of the SC/ST is poor. However, there is no separate data available for SC/ST at the higher educational level. It is not known the extent of the total enrolment of SC/ST at the higher educational level, how many are girls. Similarly, the tables on representation of SC/ST in various jobs do not provide separate statistics on SC/ST girls.

From the above brief review on some of the factors of educational development, it is clear that situation of SC/ST girls specially those living in the rural areas is very poor. However, in case of certain critical indicators we really do not know the exact magnitude of the problem.

Planning Intervention : A Review.

During the last four decades educational planning has largely focussed on the expansion of educational infrastructure to cover all population groups. Thus, increasing allocation have been made for opening of schools, construction of school buildings, provision of furniture and equipment, training and recruitment of teachers, expansion of supervisory infrastructure etc. In the case of scheduled groups, planning has meant financial allocations for opening of schools in SC/ST habitations in relaxation of various norms, provision of teachers for schools in tribal areas in relaxation of prescribed qualification, opening of Ashram Schools, Ashram Shalas, construction of hostels at the district headquarters.

Allocation have also been made for stipends and scholarships at various levels (including the open ended centrally operated scheme of post-matric scholarship), provision of ancillary services like books, equipment, uniforms and midday meals at the school stage and book banks at the higher educational levels. At the higher educational level, there is also reservation of seats and relaxation in marks and age where the same are prescribed.

In the National Policy on Education (NPE) 1986, and subsequently in the Programme of Action (POA), special attention has been given to promote educational development of SC and ST in general. The following strategies have been suggested therein :

- (a) Incentives to indigent families to sent their children to school regularly till they reach the age of 11.
- (b) Pre-matric scholarship schemes to children of families engaged in occupations like scavenging, flaying and tanning.
- (c) Constant micro-planning and verification to ensure enrolment, retention and successful completion of courses by SC/ST students.
- (d) Recruitment of teachers from SC/ST.
- (e) Provision of Hostel facilities for SC/ST at the district headquarters.
- (f) Location of school buildings, balwadis and adult education centres in scheduled caste bastis/mohallas and tribal villages.
- (g) Allocation of NREP and RLEGP resources to provide educational facilities for SC/ST.
- (h) Constant value orientation of curricula in respect of STs.

The PCA also suggests evolving of detailed guidelines for monitoring to ensure qualitative implementation of programmes; a single nodal agency to coordinate programmes leading to the development of SC/ST; and an inbuilt mechanism for continuous evaluation of progress.

It may be noted that planning strategies largely continue to be input oriented with very little focus on the utilisation aspects. Even in the inputs there are several problems because of scarcity of resources on the one hand and poor administration of schemes, on the other hand. Not only the amount of scholarship is inadequate, but the coverage is also partial. Several studies have highlighted the indifferent administration of the schemes in which not only there is lack of awareness and poor utilisation but incentives are not available in time. This defeats the very purpose of the schemes.

The meaningful incentives are basically at the secondary educational level. Here the coverage is also complete. At the primary level the incentives are minimal, in certain cases they do not cover even the actual cost of education, not to speak of subsidising the high opportunity cost. The coverage is also not of all the children of school-going age group. The enrolment therefore starts dwindling from the primary school stage itself.

From the viewpoint of females, it may be noted that the special schemes for the SC/ST continue to be gender neutral. It is feared that, as in the past, these incentives and facilities in all likelihood, would be maximally utilised by SC/ST boys.

Very little attention is paid to improve the achievement level of children which is very crucial from view point of SC/ST children since they have very little to fall back on their families. Even the provision for remedial teaching is at the higher educational level. By then the damage is already done.

Emerging Issues and Suggested Strategies :

From the above, it is evident that the educational situation of SC/ST girls continues to be poor as compared to their male counterparts. The male-female gap increases as one goes higher up the levels even at the school stage. At the higher educational level, the data are not only outdated (the latest figures available are for 1979-80), but sexwise data are not available.. Similarly, there is no separate data for SC/ST females with regard to their representation in various categories of jobs. Thus, it is not only not possible to know the exact magnitude of the problem of female SC/ST children at various levels, but in the absence of such data at the lowest spatial units, it is not possible to attempt micro-planning. For this it would be necessary to collect and tabulate data at the village level. This would necessitate creation of relevant infrastructure at the grass-root level and building up of the competencies not only for the collection and tabulation of data but also for participative planning and management of education at the grassroot level.

Secondly, in the absence of special incentives for the SC/ST girls, there is likelihood, that the existing incentives would be utilised more by boys as compared to girls, as in the past. For the girls, the opportunity

cost is higher, moreover it is felt that investment in girls education does not bring desired benefits to the family. Hence, parents are not really prepared to send their daughters to school. Therefore, to promote the educational development of SC/ST girls, vis-a-vis SC boys, it would be necessary to give more attractive incentives to girls. Further, for a substantial period (to be fixed), other incentives should be distributed equally among boys and girls and these should be non-transferable. There is need to look at the resource allocation for education to girls. So far, in all the programmes resources are allocated under general head. For quite some time substantial resources would need to be allocated for schemes boosting girls participation.

Mere provision of incentives and separate allocation of resources for girls in themselves, would not be adequate in increasing the participation and achievement level of girls. Efforts would be needed to create awareness of the incentives. More importantly, the demand for education of girls would have to be generated and sustained. This can be achieved by building up of their collective strengths and raising their self image.

Further, to facilitate enrolment of SC/ST girls, as of other poor girls, it would be necessary to follow an integrated approach wherein aspects of health and nutrition would be integrated with education. It would also be necessary to provide support services to the girls in the form of creches and anganwadis. Introduction of some vocational skill would further help in their retention. A further incentive would be to recruit

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teachers from SC/ST girls even in relaxation of qualification. This would not only help in overcoming the traditional prejudices of sending girls to schools with male teachers, but would also have demonstration effect and motivate other girls to avail of the facilities.

Quality of education, whether in formal or non-formal stream, would need to be paid special attention in promoting education of SC/ST girls, since they have very little to fall back upon in the family.

Finally, to ensure that development of SC/ST girls does not fall short at any stage, it would be necessary that monitoring is done separately for girls. In evaluation also adequate care would have to be taken to focus on their educational development including participation and achievement.

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Tribal Education: Towards an Alternative Paradigm

Dr. Hem Lata Talesra
Coordinator Extension
Services Department
Vidya Bhawan G.S.
Teachers College, Udaipur.

The Indian society today is characterised by conflict, coercion, communalism, corruption and a number of centrifugal forces. It appears that the new values of democracy, socialism, secularism and scientific ethics have failed to hold the society together. Violence has increased. It looks that the whole society has run amuck in such a situation of increasing tendencies of disintegration, it is important to take a stock-taking of the role of education in the backward segments of society.

Scheduled Tribes constitute the backward segments of Indian society. They form 7.5 percent to the general population. In the Tribal-Sub-Plan-Area they number about 16 lakhs constituting 12.21 to the total population of the state. They are mainly concentrated in hills and forests. Their migration to plains is recent. In the hilly region they reside in scattered villages. In the plains they live in compact villages side by side with the caste Hindus and other ^{social} groups.

They are a primordial group inhabiting this part of the country before the ascendancy of Rajput rule. In fact they were the rulers of the erstwhile state of Banswara and Dangarpur. In the Historical records it is found that the tribals of this region helped the Rajputs when they were in with the Mughals. The history of tribals during the Rajput period has been the history of subordination, suffering and exploitation.

With the promulgation of the constitution the tribals got some special privileges to come at par with the other segments of the society. Reservation of seats in various public institutions, services, preferential treatment in financial assistance, professional education, etc. constitute the package of discrimination. The framers of the constitution provided these facilities to tribals with the hope that in course of time they would develop themselves at par with the non-tribals. Their general backwardness thus would be overcome. Various programmes of developments since the First Five Year Plan to the present day have been implemented for the rapid development of the tribals. Education has been identified as one of the crucial factors for the development of tribals.

The main objectives of tribal development programmes have not been development as an end in itself. It is a means, the ultimate objective is to build our nation on the norms and values of democracy, socialism and secularism by integrating the tribals in the national mainstream. We believe that education works as an instrumentality to help tribals to obtain their incorporation at various levels of our nation: regional, state and so on. Our national society as it emerges from the Constitution, Five Year Plans, and government policies is a plural society held together by forces released from constitution. The Constitution expects from the tribal group to retain their individual institutions, ~~xxx~~ customs of birth, marriage and death, observe their ceremonies; and above all to retain their age-long identity.

The role of education specially in the context of tribals is not without controversy. In some cases education has created a sense of withdrawal among the educated tribals from their society. It is a common observation in the field to find that the educated tribal avails of the first opportunity to run away from his village to settle in towns and cities. In course of time he becomes a rare visitor to his own village. He prefers to become a stranger. Education has made him to run for white collar jobs. He hates doing manual labour. The educated tribal has emerged as a new middle class among the tribals. It is the education which is largely responsible for creating increasing inequality among the tribals.

Our empirical data are drawn from four districts of Dungarpur, Banswara and parts of Udaipur and Chittorgarh. Data have been generated from three types of schools Government, Ashram and Mission. On purposive sample we have drawn 24 schools as our school samples representing the three types. The sample of students consists of 300. The teachers, parents, social workers and leaders who are also part of the school system comprise 200 persons. We have applied the tools of schedule, interview, case study, and observation.

THE CHARACTERISTICS OF TRIBAL SOCIETY

We have tried to identify some of the major characteristics of the regional society of TSP area. It must be observed that the total TSP region consists of two sub-regions, are Mewari and Vagadi.

The dialects of this regions are Mewari and Vagadi. The dominant castes in the whole region are Oswals- a Mahajan caste, Rajputs and Brahmins in Mewari Oswals, Rajputs Chaubisas in vagad. During the regime of Rajputs the dominate castes had an easy access to power. Economically also these castes were superordinates. The lower segments of society including the tribals aspired to integrate themselves in the regional society. Even today the dominant castes groups of the region wield power. They style themselves as the model for the imitation of the tribals. They approach the tribals with a spirit of imposing their culture on them.

1. EDUCATION AND NEEDS OF TRIBAL SOCIETY:

The response given by the tribals is not on uniform pattern. Those in the tribal society who are well off have accepted education quite successfully right from primary standard to secondary. Dropouts among tribals are higher from the strata which are relatively poor, which are landless labourers and wage earners. For the poor tribals, therefore, modern education is something which is partially denied. Their argument is that if they get education it will mean a loss of wage and a further liability to find out resources for employment. For well off tribals education is an excellent opportunity for climbing higher in the hierarchy.

Our data provide massive evidence to show that services in government departments can only be had by getting education. The tribal educated boys prefer to enter the job of a teacher, a revenue officer or a police constable.

He is convinced that education as he gets it in the school is not helpful to keep him engaged in agriculture. There is inverse relationship between education and agriculture. Positively, the more a tribal is educated the greater he is likely to be engaged in off-the-farm occupations.

Education for the tribals today has differential impact on the diverse tribal groups. The Minas have taken the largest size of cake. This has put the Bhils, Damers and Garasias to a disadvantageous situation. In fact the Minas and to a smaller extent and the Bhils have cornered gazetted positions in the government services. Though the Minas have not been able to occupy the prestigious positions in the professions of medicine and engineering, they have been able to occupy some status positions in other walks of life.

2. EDUCATION AND TRIBAL ETHNIC IDENTITY:

The tribal society's basic needs are two-fold. They want to get rid of poverty. Poverty has been their plight for the last several years. Whatever is done to alleviate their poverty, is acceptable to them. The tribal land situation has become worst today. They have had very little land with them since the beginning. The process of fragmentation has reduced it today to a minimum. For most of the tribals land-holdings are not viable. Their problem today is to seek good-bye to agriculture and seek employment in off-the-farm occupations.

The second need of tribals is to maintain their ethnic identity and at the same time integrate themselves in the mainline of regional and national culture.

On the basis of available data it must be said that education has succeeded them in providing non-farm-occupations to some extent and the second problem requires some elaboration in the light of empirical reality.

The up-down practice allowed by the government works against the objective of integration. All opportunities of bringing the students face-to face with the tribal boys get defeated by the practice of daily commuting. Again the Ashram schools which were begun as new experiment in helping the students to prepare their lessons at home, for their family does not have any educational background, have isolated the tribal boys from the interaction of the non-tribal students. Educationally, the working of Ashram schools is helpful in raising the standard of tribal boys but it keeps the tribals away from the wider society. Obviously, it is the disintegrative functions of Ashram schools regardless of their tribecaste orientation is a healthy feature which the government has adopted.

The impact of Christian schools has also diverse orientations so far tribal integration is concerned. One very positive feature of Christian schools is that despite being sectrians they permit non-tribal students also to get enrolment in their schools. This encourages integration among non-tribal students, Christian tribal students and native tribal students. It is found that the functioning of Christian Mission schools is more towards integration in the national mainline than towards the caste regional mainline.

Negatively the tribal boys do not want to have networks with non-tribal students. A large number of them does not want to enter into business relations with non-tribals. They have fondness, and keenness for Hindi. They know it well that Hindi brings them immediately into national mainstream. Their success in talent tests, games and sports and participation in tournaments of state and national levels vividly show that they have a tendency to move towards national model of integration, than the regional.

It is found that some of the basic characteristics of tribal society correspond well to the modern educational syllabus. For instance, out of all the school courses made for them the tribal students show keen interest in Geography and environment which is so substantial for them. It must be observed here that the students in the school have differential approach to subjects corresponding the basic features of their society .

STRUCTURAL CHANGES AND THE TRIBAL SOCIETY ?

It is difficult indeed to assess tribal structural changes with one factor causation, namely, educational. However, among the factors bringing structural changes education is a crucial causal factor. The tribal society has witnessed several changes in the structure of its society. The First and the foremost, it is increasingly becoming non-agricultural society.

On the present situation it is difficult to label tribal society as a peasant society. Education has prepared them in a larger way to accept off- the farm occupations. They are now very much in the economic mainline. Second, they are participating in the general political system of the region and the nation. Occasionally they also involve themselves in the regional political movements. They also take part in elections. They are actors in the wider political organization. It is found that the tribals have succeeded in establishing political networks with non-tribals right from panchayat Raj institutions to Parliament. They are characterised by regional and national awakening.

Third, as a result of education those who have migrated to plains have started living in compact villages. They are in various degrees competing with the non-tribals. In a school programme one can easily observe tribal students rubbing their shoulders with non-tribals in all competitions.

Recently the traditional tribal Panchayats have issued some of the resolutions saying that bride price practice should be abandoned; drinking of liquor should be prohibited; taking of non-vegetarian meals should be taboed, and girls should not dance with the boys in fairs. These are some of the reformative aspects which characterise their new social structure. On the strength of data it could be said that the tribal society has ceased to be an agricultural society. Its integration in the caste society is marginal. Its major incorporation is general national stratification.

ALTERNATIVE PARADIGM OF EDUCATION FOR TRIBALS

Before we jot down some features of an Alternative Paradigm of tribal education we must state our premise in definite terms. Our logic is that any paradigm or model of education is relative to the basic postulates of the society under consideration. Second, the structure of society in terms of its stratification determines the elements of education-. With this theoretical premise in view we tentatively tend to suggest a few items as structural units to this model.

(1) The modern education system which is in operation among the tribals of TSP area is in no way different from the non-tribal students, both content-wise and approach-wise. The school system is uniformly applied in the whole state irrespective of any social distinctions. Such a uniform application has created some unprecedented distinctions in the tribal society. For instance the tribals did not have any elaborate division among genders. The concept of sex distinction was also very vague among them. Modern education has made this distinction very pronounced. Then the tribals who did not hesitate to do manual labour in unfavourable environment, now tend to withdraw from hard work. This is evident from their new love for white collar jobs.

In any alternative paradigm of education efforts should be made to stress on manual labour and stress on the equality of sexes.

(2) The new model of education should have special courses oriented to technology rather than agriculture, for the latter does not occupy any significance in their economy. There should be enough material in the course content which should prepare them to accept off-the-farm occupations.

With tongue in-check we would say that some courses in TSP area at the secondary level should be introduced as optionals having a bearing on technological, industrial, urban occupations.

(3) The syllabus should have a higher dose of games and sports along with cultural programmes; such a co-curricular package of activities in the sch. I would provide opportunities to the tribals to come face-to-face with the non-tribal boys.

(4) The methodology of education among the tribals should undergo wide structural transformation. The age-old methods of teaching in the class even without blackboard should be abandoned. The technology of Distance Education including the network of mass media should be introduced in the tribal schools. This will hasten up the integration of tribal students with their non-tribal counter-parts.

We do not argue for a ^{separate} system of education for the tribals. Our premise is that in free India the needs of the tribal society cannot be different from the needs of the non-tribal society. We cannot have two societies in one nation. When the needs are the same, the model of education would also be the same.

If we introduce a tribal language as a medium of instruction as Madhya Pradesh and some other states have done, in the name of merit we would isolate the tribals from the mainline civilization. What the alternative model has to do is to provide some special packages of course contents which could suit to the temperament of the tribals. Our argument is that the tribals will have ~~to develop along with their genius.~~ We had enough of tribal isolation. We kept them buried in illiteracy for years together; we exploited them for generations; we kept them away from the benefits of civilization for centuries. Let us not follow any more the colonial policy of tribal isolation in manifest or latent form.

Institutional Planning for the Institutional Development with reference to Tribal Schools of S.E. Rajasthan.

Dr.M.P. Sharma,
Reader
Vidya Bhawan Teachers
College, Udaipur.

1. Introduction:-

Planning is necessary to ensure improvement of any enterprise. It is indispensable for quicker and effective development as it checks wastage and failure and ensures success. It eliminates trial and error and emphasizes systematic and scientific approach of doing things. It is neither a panacea nor any formula to solve all our problems. According to the late Prime Minister Pt. Nehru 'Planning is the application of science to the national problems.'

Educational Planning in this context, can be regarded as the scientific and systematic approach to the educational problems. To-day, education, development and social change seem to be closely interrelated and it is almost impossible to think about socio-economic upliftment and development without ensuring high quality of education. This is possible only if educational planning is made effective.

2. Planning Process in Education

Education is considered as a man-making process. Planning process in education has to be different from the model used elsewhere in the area of economic and industrial fields cannot be used for the education system as such. Planning for education calls for two basic approaches, viz Planning at the 'Macro' and also at the 'Micro' level.

The Macro-approach in educational planning refers to the over-all planning of educational system. This includes issues like providing basic infrastructure, educational facilities, finances and also the provision of necessary man and material resources. This approach is mainly related to the quantitative development of education.

The second approach-the micro approach-aims at the improvement and development of educational process at the very grass-root level. It stresses on planning at the institutional level where actually the process of education takes place. This takes into consideration each individual component making up the whole educational system.

The experience of almost four decades in the field of educational planning in our country shows that although educational programmes and plans were drawn well at the macro level, things did not improve much at the institutional level. One of the reasons behind was that the teachers and the educational institutions were hardly involved in the process of educational developmental programmes at the base level.

3. Institutional Planning for Institutional Development

The idea of institutional planning is not a new one. Few years back, the Education Commission (1966) recommended for a broad comprehensive programme of institutional development. The commission was of the opinion that 'even within its existing resources, however limited they may be, every educational institution can do a great deal more through better planning and hardwork to improve the quality of education that it provides.'

Institutional plans are prepared keeping in view the needs of the institutions identified by the institutional personnels. These needs may be in the area of organization and management of institutions, improvement of instructional programmes, methods and techniques of teaching, improvement of general environmental conditions affecting the education of pupils etc. Institutional plans are sets of programmes prepared by the educational institutions on the basis of their felt needs and on the basis of their resources-available or likely to be available- with a view to institutional improvement and development. According to Prof. J.P. Naik, Institutional plans are not the 'charters of demands'. They are based on the principle of optimum utilization of available resources in the institutions and the community.

There cannot be a given method of institutional planning to be followed rigidly in all the institutions. Like individuals, each educational institution has a unique personality of its own. There are regional and local diversities also. Institutional plans will have to be drawn taking all these factors into consideration.

4. Institutional Planning for Tribal schools of S.E. Rajasthan

Institutional plans for the tribal schools will have to be different from the rest of the institutions. In fact, amongst these also, there would be wide variations.

The tribal concentration area of S.E. Rajasthan includes the districts of Udaipur, Dungarpur, Girchi and Banswara. These fall in the midst of Aravali ranges, which constitute the vakhane (meru) of the state; and dominated by the tribals known as Bhils, Garasias and meenas.

Tribals in these regions are living in individual scattered houses located far away from each other on a very difficult hilly terrain. Their economy is essentially of subsistence type. There is hardly any educational environment in their families nor in the community. They are trailing behind in respect of their economic viability, educational status, and in getting social privileges. Environmental degradation in recent years is another major threat to their day to life and emerging as a crucial issue for their very existence.

While preparing educational plans for these areas, all these factors will have to be taken care of. This is possible only if institutional developmental plans are prepared at the institutional levels

5. Advantages of Institutional Planning for Tribal Schools

Institutional plans for the tribal schools will have several advantages.

Firstly, It would be possible to improve the quality of education in these institutions. At the same time this will make it possible to involve teachers, heads and local community in the planning process by giving them opportunity to think, plan and act for the educational development of in this region. What is more important is that this will provide adequate scope for initiative, creativity, freedom and experimentation on the part of teachers and heads working in these institutions and create a new educational atmosphere in the region. Last but not the least, this will also enable them to emphasize human efforts rather than expenditure in the process of educational development and for the upliftment of tribal students.

PLANNING FOR QUALITY

Dr.(Mrs) Satya K.Sharma
Reader in Education
Vidya Bhawan G.S.Teachers
College, Udaipur

1. Education is a process involving human being in a social setting and so all individual concerned teachers, parents, legislators, planners must have in their mind what we want to achieve through education and plan accordingly considering all the basic three areas :
 - a) The accumulated field of knowledge traditionally divided into subject-fields.
 - b) the nature and destiny of the individual being educated and
 - c) the nature and structure of the society with which the educational agencies are associated. What is the kind of knowledge to be found in a good education ? Is it actual knowledge or the technique of gaining knowledge? In a rapidly changing world, what is the of education in schools ? how it change a child into a desirable social person ? In short, education should develop a sense of value, goodness and knowledge for the development of character of good man. It should be for complete living as to develop a whole and responsible person in a society.
2. During the present era, the democratic orientation in education began by promoting the expansion of educational opportunities for all the members of society especially the weaker section. There has been quest for the rapid development quantitatively. More efforts have been made not only to equalise educational opportunities but to improve the standard of education by providing special incentives and facilities i.e. fee-concession, pre or post matric stipends, free supply of books, uniform stationary, hostels of lodging facilities etc.
3. With the notion about education as the reconstruction of the individual in a democratic society, educational perspectives changed. The desire to plan for a better quality of life in educational institutions began to take shape under the umbrella of Institutional Planning. No doubt, this desire corresponds largely to the perceived unsatisfaction of prevailing conditions. Planning should be functional, realistic and practical, it should be based on organised research and also should utilize fully the results of research.

It should involve the active and continuing participation of all the interest-groups, it should be need based and situation-oriented. Infact the educational planning process is very complex, it involves three major processes (1) political process-goal setting (2) Technical process Plan formulation and (3) Administrative process- implementation the three processes are interrelated. A system of continuous and constant evaluation helps implementation as well as plan formulation, providing the necessary feedback for change and modification of objectives, programme and procedures.

4. In order to achieve the goal of quality education planning needs to be decentralise. The decentralisation of the planning process must be effected down to the institutional level. It is only through institution that the task of educational improvement has ultimately to be accomplished. Planning from the grass-roots level is the most important. Through this local resources, planning can be easily and more effectively mobilized through the cooperation and involvement of the local people. This may render planning more functional and meaningful. The importance of grass-roots level planning has also been emphasised by the Administrative Reforms Commission Machinery for Planning appointed by Govt. India in 1968. The Education Commission also emphasised the need for every institution to prepare a plan for its growth and optimum utilization of resources. The nature and form of plan formulation exercises may vary with the level at which these exercises are undertaken. The institutional planning means that the needs and requirement of every institution should be taken into consideration, and a 'Planning atmosphere' be built up and maintained in each institution- it means the plans to improve the present set-up initiated, formulated and implemented by individual educational institution. It is operational in scope and limited in time frame. Thus the broad frame prepared at the national level will have to be elaborated at the state level, operationalised at the district level and concyretized in terms of specific tasks to be undertaken at institutional level. The commitment of institution for, and their understanding of their plans can be ensured by involving them in the formulation of programmes of institutional enrichment & development. As it is the institution that knows best its needs and problems, that have to be solved, it is the institution that can best plan for its welfare.

5. Institutional planning serves multidimensional purposes such as (1) ensures freedom to plan its own progress (2) strengthens the institution to solve its problems (3) brings about quality improvement (4) secures future growth (5) promotes utilization of resources, (6) contributes to the general planing at state or central level and (7) proves beneficial to the local community. In order to improve the present set up and to achieve desired goal of qualitative development,

(3)

greater stress needs to be given on the wholesome involvement and assimilation ideas on the part of students, teachers, administrators, teacher-educators, office administration public and other employees of other supporting services such as health of sanitation.

To motivate institution to prepare their plans the Party on Education Planning, and Administration and

Evaluation 1968 had suggested a number of measures for adoption (1) a fairly long term plan of its own development to be a condition of recognition and grant-in-aid, (2) the plans prepared by the institution to form the basis for their periodical inspection, within the framework of the guidelines provided by the state education department (3) the heads of the institution to prepare the annual and the five year plans of institutional development and (4) the State Institution of Education to shoulder the responsibility of training Trs. and headmaster in the technique of preparing institutional plans.

Institutions must be given sufficient freedom to implement their plans. The approach of the State Department of Education should be more elastic and dynamic. Every institution could have education fund, which they could operate to implement some of the programmes, which they have included in their plan of development.

Concludingly it may be said that planning for quality may be termed as a difficult task but it can be made easy by persistent and consecrated efforts on the part of all those effected and involved members of the teaching community. The success of such planning depends mostly on the nature of inter-personal relations among all those working personnel cohesively towards achieving a wider goal. Let us develop in every particular institution, an interaction flow-chart of open channels of communication so as to deliver the goods to society by making its members qualitative proficient.

भाग - 3

सनामेतव

दैनिक प्रतिवेदन

समय सारिणी

सम्भावियों की सूची

संदर्भ व्यक्ति सूची

कार्यक्रम मूल्यांकन

दिनांक 23 अप्रैल 1990
समय : 11.00 प्रातः

उद्घाटन सत्र
मुख्य अतिथि: डॉ. के. एल. श्रीमाली

उद्घाटन कार्यक्रम के प्रारंभ में कार्यशाला की संयोजिका डॉ. श्रीमती हमलता तलेसरा समन्वय अधिकारी सेवा प्रसार विभाग, विद्याभवन गोविन्दराम सेक्टरिया शिक्षक महाविद्यालय उदयपुर ने इस कार्यशाला का परिचय दिया। इसके साथ आयोजित किये गये अन्य कार्यक्रम जैसे आदिवासी क्षेत्र भ्रमण एवं वीजा में आयोजना बैठक का भी संदर्भ दिया। सेवा प्रसार विभाग की ओर से आपने मेहमानों तथा प्रतिभागियों का स्वागत किया एवं व्यवस्था संबंधी जानकारी दी।

विद्याभवन शिक्षक महाविद्यालय के आचार्य डॉ. रामशंकर शुक्ल ने इस कार्यशाला में भाग ले रहे प्रतिभागियों एवं अन्य अतिथियों का स्वागत करते हुए इस कार्यशाला की पृष्ठभूमि पर प्रकाश डाला। उन्होंने कहा कि यह कार्यशाला राष्ट्रीय शैक्षिक योजना और प्रशासन संस्थान नई दिल्ली द्वारा जनजातीय क्षेत्रों में आदिवासी छात्रों की शैक्षिक समस्या और उनके समाधान हेतु संस्थागत योजना एवं मूल्यांकन की दिशा में किये जा रहे प्रयत्नों की एक कड़ी है। सेवा प्रसार विभाग, शिक्षा विभाग एवं विद्याभवन समेतायती तथा एनआईडीपीए के संयोजन से ही इस कार्यशाला का आयोजन संभव हुआ। इस कार्यशाला में जनजाति के शिक्षार्थियों की सामाजिक, आर्थिक, सांस्कृतिक और संवेगात्मक समस्याओं पर विचार कर संभावित हल खोजने तथा अनुस्यू कार्य योजना बनाने का कार्य किया जायेगा जिससे उनकी शैक्षिक उपलब्धियों में वृद्धि संभव हो।

डॉ. के. एल. श्रीमाली कार्यशाला का उद्घाटन करते हुए कहा कि सर्वप्रथम इस कार्यशाला के उद्देश्यों पर विचार किया जाय। जनजाति को उनकी जड़ों से उखाड़ने का प्रयत्न न कर उससे जुड़े रह कर विकास की दिशा में आगे बढ़ाया जाय। शिक्षा द्वारा उन्हें उनकी संस्कृति से विमुख न किया जाय। उनकी शिक्षा का माध्यम उनकी अपनी भाषा को बनाया जाय। प्राध्यापकों को चाहिये कि वे जनजाति क्षेत्र में जाकर रहें और उन्हें अपने परिवार के सदस्यों

हुए विद्यालयी गतिविधियों को प्रभावी बनाने का सुझाव दिया। सां.उ. मा. विद्यालय सलूमबर के संस्था प्रधान श्री बलवन्त सिंह जी ने कहा कि जनजाति क्षेत्र के विद्यार्थियों की शैक्षिक समस्याओं के समाधान के लिये सह-शैक्षिक प्रवृत्तियों को बढ़ावा दिया जाय। अनुशासन एवं शिष्टाचार पर विशेष बल दिया जाय। इसी प्रकार समस्त संभागी संस्था प्रधानों ने जनजाति के छात्रों की समस्याओं एवं उनके संभावित समाधान पर अपने अपने विचार व्यक्त किये।

डॉ. कुसुम प्रेमी ने सत्रान्त करते हुए संस्था प्रधानों से निवेदन किया कि वे जनजाति क्षेत्र के शिक्षार्थियों की समस्याओं की सूची बनायें और उनका वर्गीकरण तीन भागों में - सामाजिक, पारिवारिक व शैक्षिक में करें।

तृतीय सत्र

दि. 23.4.90

संध्या 3.0

डॉ. कुसुम प्रेमी ने पुनः सत्रारंभ करते हुए शैक्षिक प्रबन्ध की समस्याओं पर अपने विचार अभिव्यक्त करते हुए कहा कि विविध समस्याओं का वर्गीकरण किया जाय यथा - वातावरणीय समस्याएं, पारिवारिक समस्याएं, शिक्षा संबंधी समस्याएं, विद्यार्थियों की व्यक्तिगत समस्याएं आदि। डॉ. प्रेमी ने कहा कि इन समस्याओं के समाधान विविध स्तरों पर किये जायें यथा राष्ट्रीय स्तर, राज्य स्तर, संस्था स्तर आदि। समस्या समाधान में जनजाति क्षेत्र के उपलब्धि स्तर को भी ध्यान में रखा जाय। इसी प्रकार उनके द्वारा प्रदत्त शैक्षिक सुविधाओं के उपयोग पर भी दृष्टिपात करें। हम ही विद्यालयी व्यवस्था के प्रशासक हैं अतः हमें ही इन बिन्दुओं को हमारे प्रशासन का आधार बनाना चाहिये।

श्रीबी. पी. जोशी

समय : संध्या 4.0

उपलब्धिकरक जनजाति शिक्षा

एल. आई. ई. आर. टी. के सेवानिवृत्त निदेशक जी श्री बी.पी. जोशी ने कहा कि व्यक्ति को सदैव सीखने का दृष्टिकोण रखना चाहिये। जीवन पर्यन्त तीन महत्वपूर्ण बातों को ध्यान रखना चाहिये -

1. "संभव है तुम्हारी तफलता का मोती एक ओर डुबकी की इंतजार में हो।"
2. जितनी बार असफल हों उतनी बार प्रयत्न की गति और अधिक तेज कीजिए।
3. He knows the best who knows how little he know.

विदेशी विद्वानों का कहना है कि हमारे बच्चों में मूल्य नहीं हैं। वैज्ञानिकों को भी यथार्थवाद और धर्म के माध्यम से शिक्षण करवाया जाता है तथापि शिक्षा मूल्य परक सिद्ध नहीं हो पा रही है। भारतीय शिक्षा का उद्देश्य यह भी है कि हमारे शिक्षण से शिक्षार्थियों में सांस्कृतिक मूल्य विकसित हों। इसी तथ्य को दृष्टिगत रखकर सुदालिधर शिक्षा आयोग ने भी "कमजोर वर्ग की शिक्षा" पर विशेष बल दिया। इसी प्रसंग में राष्ट्रीय शिक्षानीति 1986 में कहा गया कि -

- जन जाति क्षेत्र में प्राथमिक शिक्षालय अधिक खोले जायें।
- अधूरी भवन निर्माण योजनाओं को पूरी करवाइयावे।
- राष्ट्रीय ग्रामीणरोजगार योजना का उपयोग प्राथमिक शिक्षा की सम्पूर्ति में किया जाये।

- जनजाति क्षेत्र की जातिगत संस्कृति और विशेषताओं तथा भाषा के दोष के कारण प्राथमिक शिक्षा में बाधा आती हो तो शिक्षण का माध्यम क्षेत्रीय भाषा को बनाया जाय ।
- हम पीढ़ियों के लिए इन्तजाम करते हैं किन्तु जनजाति के लोग ऐसा नहीं करते उनके एक दूसरे के सहयोग की प्रवृत्ति है उसका पूरा लाभ उठाया जाये ।
- जनजाति के लोगों की अनुसरण की प्रवृत्ति का लाभ उठाकर उन्हीं के लोगों को आगे लाया जाय जिससे उस समुदाय के लोग स्वतः आगे आ सकें ।
- इनकी अच्छाइयों को ध्यान में रखकर शिक्षा-योजना का निर्माण करें ।
- जनजाति के छात्रों को प्रोत्साहित किया जाये कि वे शिक्षक बन अपने क्षेत्र में कार्य करें ।
- आश्रम स्कूलों की व्यवस्था, अधिक से अधिक कर जनजाति क्षेत्र में नैक्षिक उन्नयन करें ।
- उच्च शिक्षा के लिए स्कोलरशिप को प्राथमिकता दी जाय ।
- संस्थागत योजना में उपचारात्मक शिक्षण को प्राथमिकता दी जायेगी ।
- आंगनवाड़ी आदि योजनाओं को प्राथमिकता दी जायेगी ।
- संस्थागत योजना और कार्य-योजना अपने स्तर की बनायें ।
- कार्य वह किया जाय जिनमें कर्ताओं की रुचि हो । इस प्रकार कार्य योजना में उनकी रुचियों को प्राथमिकता दी जाय ।

अपनी बात को समाप्त करते हुए जोशी साहब ने कहा कि संस्थागत शिक्षा योजना ऐसी बनायें जिनसे शिक्षार्थियों में मूल्यों की अभिवृद्धि एवं

समायोजन की क्षमता का विकास हो सके । एक बात सदैव याद रखें कि शिक्षा में कभी अंतिम शब्द नहीं होता । शिक्षा जीवन पर्यन्त चलने वाली प्रक्रिया है ।

दि. 24.4.90 प्रातःकालीन सत्र

प्रातःकालीन सत्र का शुभारंभ डॉ. एल. एल. दोषी, रीडर, से. नि. सभाजशास्त्र, मोहन लाल सुखाड़िया विश्वविद्यालय, उदयपुर के द्वारा किया गया । उनकी वार्ता का विषय या जनजाति बाहुल्य क्षेत्र में शिक्षा पद्धति के आयाम एवं विकास । जनजाति क्षेत्र में शिक्षा के उद्देश्यों एवं स्वस्व पर अपना मत व्यक्त करते हुए इस बात पर विशेष बल दिया गया कि शिक्षा के माध्यम से रोजगार उपलब्ध करना एवं सम्पूर्ण विकास हेतु जन जागृति एवं चेतना के जागृत किये बिना लक्ष्यों की प्राप्ति नहीं की जा सकेगी - दूसरी ओर जनजाति के सम्पूर्ण स्थिति के मूल्यांकन के पश्चात् ही शिक्षा के स्वस्व के बारे में अपनी अवधारणा का निर्माण करने की आवश्यकता है । अतः जनजाति क्षेत्र में शिक्षा का प्रसार उनकी परम्परागत संस्थाओं के साथ तालमेल के अभाव में संभव नहीं हो पायेगा । साथ ही जनजाति के लोग समझें कि वे भी देश के निर्माण में अपने आप को इसका संभागी समझे । निर्माण कर्ता प्रवाग्रह की अवधारणा से मुक्त हों उनके अस्तित्व को भी नकारा न जाय ।

डॉ. दोषी की मान्यता थी कि जो कुछ विकास कार्य हम इनके लिये कर रहे हैं उनसे उनकी जीवन पद्धति में कोई अन्तर आया है अथवा नहीं ? शिक्षा के माध्यम से हमने कहाँ तक उनके लिये कठिनाइयाँ उत्पन्न की हैं ? अथवा कहाँ तक उन्हें सुख पहुँचाया है ? इन प्रश्नों पर विचार किया जाना नितान्त अनिवार्य है ।

शिक्षा के उद्देश्य

1. आदिवासियों को शिक्षा के माध्यम से रोजगार दिया जाये ।

2. शिक्षा से उन्हें ऐसी जागृति दी जानी चाहिये कि संविधान द्वारा प्रदत्त सुविधाओं के प्रति वे सजग हो जायें ।

यदि हमने अध्यापन वस्तु को पढ़ा दिया है तो वह परीक्षा की दृष्टि से तो उपयोगी है किन्तु जीवन पद्धति की दृष्टि से नहीं । हमारा फोकस क्या है ? इस पर ध्यान दिया जाय । आदिवासी शिक्षार्थियों की जो विशिष्ट योग्यताएं हैं उनसे मेल खाती हुई योजनाएं होनी चाहिये । आदिवासियों में आदिवासी कार्यकर्ताओं के विकास कार्यों के परिणाम अच्छे नहीं आये है । अधिक उपयोगी है क्योंकि स्वच्छता आदि अनेक विशेषताएं इसमें सन्निहित हैं । इस पर 1956 ई. में पुनः सोचा गया और विनोबा गांव, गांधी गांव आदि बंसवाड़ा, चित्तौड़ और डूंगरपुर में बसाये गये ।

मूल्योक्त योजना कार्यक्रम में इनके Customary Laws का भी ध्यान रखा जाना चाहिये । यह भी ध्यान रखे कि आदिवासियों का शोधन आदिवासी ही नहीं करें । व्यावसायिक शिक्षा भी उन्हें प्रदान करें ।

महत्वपूर्ण तथ्य

1. आदिवासियों से संबंधित कोई भी कार्य-योजना बिना उनके सहयोग के सफल नहीं हो सकती ।
2. आदिवासियों का विकास इस तरह न हो कि वे अपनी मूल संस्कृति से हट जायें ।
3. आदिवासियों का विकास उनकी मूल विशिष्टता के साथ करना है ।
4. यदि ऐसा नहीं किया गया तो इतिहास हमें यह पूछेगा कि आदिवासियों को शिक्षित कर हम क्या करवाना चाहते हैं ?

राजस्थान में 12 जनजातियाँ वर्गीकृत हैं। इनमें मुख्य रूप से मीणा, भील, डामोर, गरासिया एवं महरिया हैं जिनकी जनसंख्या 41.83 लाख एवं राजस्थान की कुल जनसंख्या का 12.31% है।

द्वितीय संत्र

11.45 प्रातः

डॉ. श्रीपती प्रभिला पेनन

"राष्ट्रीय" शिक्षा नीति के अन्तर्गत परिवर्तन 1986 ई.।
राष्ट्रीय शिक्षा नीति में शैक्षिक योजनाओं का निर्माण ग्राम स्तर से किया जाये। इसमें गाँव के विशिष्ट लोगों को विशेष स्थान प्रदान किये जायें। यदि ग्राम स्तर और जिला स्तर पर सभिति का निर्माण कर शिक्षा में सहयोग प्राप्त किया जाये तो शिक्षा के स्तर को बढ़ाया जा सकेगा। "शिक्षाकामी" उसी स्थान के व्यक्तियों को तैयार कर उनका लाभ समाज को शिक्षा के क्षेत्र में दिया जा सकेगा। किसी भी योजना का निर्माण सभा कक्ष में बैठकर नहीं "समुदाय" में बैठ कर किया जाय। समुदाय में बैठ कर हमें उनकी समस्याओं को सुनना अवश्य चाहिये, चाहे हम उनकी समस्याओं के समाधान नहीं कर सकें। समुदाय में तीन प्रकार के लोग होते हैं -

1. समाज में परिवर्तन करने वाले लोग।
2. समाज में परिवर्तन को स्वीकार नहीं करने वाले लोग।
3. परिवर्तन को यथावत् स्वीकार कर लेने वाले लोग।

सामुदायिक निर्णय के समय इस बात का ध्यान रखा जाय कि समाज के सदस्य निर्णय लेने में किस प्रकार संभागीत्व प्रदान कर रहे हैं ?

साथ ही इस बात का ध्यान रखा जाय कि इन योजनाओं के क्रियान्वयन का उत्तरदायित्व कौन ले रहे हैं ?

शैक्षिक समस्या समाधान में शाला संगम एवं अध्यापक अभिभावक संघ की भूमिका -

अभिभावकों के सहयोग से समस्याओं के समाधान हो सकते हैं तो फिर समुदाय का पूरा सहयोग समस्या समाधान हेतु लिया जाना चाहिये। अभिभावक सम्मेलन और शाला संगम कार्यक्रम इस हेतु अधिक उपादेय सिद्ध हो सकते हैं। अभिभावक को विद्यालयी कार्यक्रमों में इतना महत्व नहीं देना चाहिये जिससे वे नवीय समस्याओं को जन्म दें। डाईट में मापन एवं पूल्यंकन संकाय में न्यादर्श चयन की बात भी कही गई है। अतः क्षेत्र विशेष की प्रायोगिक योजना एवं उसके निष्कर्षों को स्थान दिया जाना चाहिये। ये निष्कर्ष सामूहिक चर्चा द्वारा निष्पादित हुए। चर्चा में डॉ. शशि शेखर जी व्यास एवं सोहन लाल जी व्यास का विशेष सहयोग रहा। समस्या समाधान के लिये अभिभावकों से सहयोग लेने में छात्रों के साथ सहली का प्रयोग किया जाय।

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तृतीय मंत्र

3.00 बजे अपराह्न

श्री एम.एम. कपूर

श्री एम. एम. कपूर साहब ने "संस्थागत योजना एवं मूल्यांकन उपकरणों का निर्माण" विषय पर वाता प्रस्तुत करते हुए कहा कि संस्थागत योजना का कोई ब्ल्यू प्रिंट अथवा मूल मंत्र निर्मित नहीं किया जा सकता। इसका विकास केवल अनुभव के आधार पर ही विकसित किया जा सकता है। योजना का निर्माण संस्था के लिए है जन समुदाय के लिए नहीं। संस्थागत योजना के लिये कोई एक आधारभूत सूत्र प्रतिपादित नहीं किया जा सकता अपितु इसे आवश्यकता और लक्ष्यों को दृष्टिगत रखते हुए निर्मित किया जाना चाहिए।

निम्न स्तर से योजना निर्माण की शुरुआत करने की आवश्यकता है। कोई भी योजना ऊपर से थोपी हुई नहीं होनी चाहिए। काल्पनिक प्राख्य बनाकर ब्ल्यू प्रिंट प्रोजेक्ट की प्राथमिकता आधारित होना चाहिये। संस्थाओं की सम्मिलित आवश्यकताओं के आधार पर योजनाओं को बनाने की जरूरत है।

शैक्षिक योजना निम्नांकित स्तरों पर बनाई जानी चाहिये -

राज्य स्तर पर

|

जिला स्तर पर

|

खंड स्तर पर

|

संस्थागत स्तर पर

|

ग्राम स्तर पर

इस स्तर की दृष्टि से एक चिकित्सक एवं योजना निर्माता में कोई अन्तर नहीं है, किन्तु चिकित्सक की प्रभावी चिकित्सा रोगी के मुख्य लक्षणों पर आधारित होती है। ठीक इसी प्रकार संस्थागत योजना का क्रियान्वयन क्षेत्रीय परिस्थितियों के अनुसूच होता है।

एक अच्छी संस्था की परिभाषा

एक अच्छी संस्था वह है जो विद्यार्थियों के व्यक्तित्व का सर्वांगीण विकास करने में सम्पूर्ण संसाधनों का उपयोग करती हो।

संसाधन सम्पन्नता = संसाधनों का सही प्रयोग। संसाधनों का सर्वोत्तम एवं प्रभावी उपयोग कर प्रभावी परिणाम प्राप्त करने का यत्न करें।

संस्थित मूल्यांकन के लिये मापदण्ड के बिन्दु

योजना निर्माण में मूल्यांकन के बिन्दु निर्धारित किये जायें। विकास के मार्ग में आने वाले अवरोधों को दृष्टिगत रखकर प्रसृत्यभिमुख योजना का निर्माण कर विद्यार्थियों को आदर्शमुख बनाया जाय।

साथकालीन सत्र में 4 बजे सम्स्त संभागियों को तीन समूहों में विभाजित किया जाकर विद्यालय योजना का मूल्यांकन प्रपत्र तैयार करने का कार्य आरंभित किया गया। इन समूहों के सदस्यों की सूची इस प्रकार है -

समूह "ए"

1. खेरवाड़ा
2. जावर माइन्स
3. छाणी
4. पाटिया
5. सरैरा
6. रेलभगरा
7. आड़िवली

8. भाणदा ।
9. उदयपुर ग्रामीण
10. मॉडल मा. वि. शहर उदयपुर

समूह "बी"

1. कोटड़ा
2. फलासिया
3. मावली
4. झाड़ोल
5. ऋषभदेव
6. कल्याणपुर
7. सिसारमा
8. पलाना खुर्द
9. खेरोटा

समूह "सी"

1. धरियावद
2. समुम्बर
3. केलवाड़ा
4. बावलवाड़ा
5. आमेट
6. देवगढ़
7. बेदला
8. लकड़वास
9. खपनोर
10. गींगला

पृथम सत्र

दिनांक 25.4.90

प्रातः 7.30 बजे

प्रातःकालीन सत्र का शुभारंभ संस्थागत नियोजन एवं मूल्यांकन विषय पर सामूहिक चर्चा द्वारा किया गया। यह चर्चा सपूह ए.बी.सी. में पृथक् पृथक् रूप में की गई एवं सामूहिक निर्णय पर आधारित एक आदर्श प्रपत्र तैयार किया गया।

विद्यालय मूल्यांकन एवं वर्गीकरण प्रपत्र

संस्था प्रधान को चाहिये कि वे विद्यालयी गतिविधियों को अंक आवंटित कर उनका मूल्यांकन करें और प्राप्तांकों के आधार पर विद्यालयों का श्रेणीकरण करके संस्थागत योजना का निर्माण करें। यह मूल्यांकन एवं वर्गीकरण निम्न आधारों पर किया जाय :-

॥अ॥ सामान्य सूचनाएँ : इसके अन्तर्गत 11 बिन्दु हैं

1. विद्यालय कार्यक्रमों का मूल्यांकन - 25 बिन्दु
2. उपलब्धियों का मूल्यांकन - 22 बिन्दु
3. शिक्षक कर्मचारी पर्याप्तता एवं उपादेयता - 17 बिन्दु
4. भौतिक साधन की उपलब्धता एवं उपादेयता - 30 बिन्दु
5. विद्यालय प्रशासन एवं पर्यवेक्षण - 28 बिन्दु

॥ब॥ मूल्यांकन आधार वर्गीकरण

1. विद्यालय कार्यक्रम	100 अंक
2. उपलब्धियाँ	140 अंक
3. शिक्षणकर्म उपादेयता	100 अंक
4. भौतिक साधनों की उपलब्धता एवं उपादेयता	100 अंक
5. विद्यालय प्रशासन एवं पर्यवेक्षण	60 अंक
योग	<u>500 अंक</u>

॥स॥ विद्यालय श्रेणीकरण प्राप्तांकों पर आधारित

<u>प्राप्तांक</u>	<u>श्रेणी</u>
450 से 500	"अ"
375 से 449	"ब"
300 से 374	"स"
225 से 299	"द"

द्वितीय सत्र

दि. 25.4.90

प्रातः 10.30 बजे

द्वितीय सत्र की शुभ शुरुआत सी.उ.मा.वि. गीगला के संस्था प्रधान श्री मुरली मनोहर शर्मा द्वारा "संस्थागत नियोजन एवं मूल्यांकन के आदर्श प्राख्य" के प्रस्तुतीकरण के साथ की गई। तीनों समूह के सामूहिक विचार-विमर्श द्वारा आदर्श संस्थागत आयोजना एवं मूल्यांकन प्राख्य निर्मित करने का अभ्यास कार्य प्रारंभ किया गया।

आदर्श संस्थागत आयोजना एवं मूल्यांकन प्राख्य के विभिन्न बिन्दुओं पर चर्चा परिचर्चा कर सर्वसम्मति से विभिन्न दृष्टिकोण पर आधारित प्राख्य तैयार करने का प्रयत्न किया गया। श्री मुरली मनोहर शर्मा ने इस आयोजना की उपादेयता पर विस्तार से अपने विचार अभिव्यक्त किए। साथ ही उद्योग शिक्षक की "समाजोपयोगी उत्पादक कार्य में भूमिका" विषय पर विचार व्यक्त किये। अध्यापन प्रतियोगिता को मूल्यांकन में सम्मिलित करने पर बल दिया विषय परीक्षा परिणाम को भी इस मूल्यांकन में अधिष्कार दिये जाने की आवश्यकता जतलाई जिससे कमजोर क्षेत्रों की जानकारी से अवगत हो सकें। आन्तरिक मूल्यांकन में भी प्राख्य में परिवर्तन की आवश्यकता है। साहित्यिक एवं सांस्कृतिक तथा अन्य प्रतियोगिताओं को भी इसमें समाविष्ट किया जाना चाहिये। अध्यापकों के स्वतन्त्र मूल्यांकन में प्राजेक्ट एवं अन्य कार्यों का समावेश

भी किया जाना चाहिये । प्रकाशन के अन्तर्गत मुद्रित एवं हस्तलिखित पत्रिका को भी इसमें स्थान दिया जाना चाहिये । विषय प्रशिक्षण एवं निर्देशन प्राप्त अध्यापकों को भी इसमें सम्मिलित किया जाय ।

भौतिक संसाधनों की उपलब्धि एवं उपादेयता के संदर्भ में श्री शशि शेखर जी व्यास ने निम्नांकित सुझाव दिये -

1. प्राख्य के क्रम में संशोधन किया जाय ।
2. उपयोगिता के प्रयोग पर अराहमति व्यक्त की ।

झाड़ोल के संस्था प्रधान श्री श्याम सुन्दर जी भट्ट ने कहा कि अध्यापक दैनन्दिनि की पूर्ति यथा समय की जाय । उच्च शिक्षा प्राप्त शिक्षक को विभिन्न प्रवृत्तियों के मूल्यांकन में स्थान दिया जाना चाहिये । प्रौढ़ शिक्षा कार्यक्रम एवं सामाजिक कार्यों को भी मूल्यांकन में स्थान दिया जाना चाहिये ।

जावर माइन्स के उपाचार्य श्री जमीरुद्दीन रिजवी ने कहा कि मूल्यांकन में विभिन्न स्तरों को भी स्थान दिया जाना चाहिये यथा राष्ट्रीय स्तर, राज्य स्तर आदि ।

ज़िला शिक्षा अधिकारी श्री नियाज बेग मिर्जा ने सुझाव दिया कि "संस्थागत आयोजना एवं मूल्यांकन प्राख्य" के निर्माण में एक समिति कठित की जाय जिसमें जिला शिक्षा अधिकारी, संस्था प्रधान, व्याख्याता, अध्यापक, एवं शारीरिक शिक्षक को भी सम्मिलित किया जाय । इस परिचर्चा में श्री चुन्नी लाल जी कोठारी एवं श्री अँकार लाल जी मेनारिया ने भी अपने सुझाव प्रस्तुत किये । समस्त कार्य मूल्यांकन सकारात्मक दृष्टिकोण से किया जाना चाहिये ।

डॉ. श्री एम. एम. कपूर ने मा. वि. के ग्रेडिंग एवं मूल्यांकन श्याम पट्ट पर उदाहरण द्वारा स्पष्ट करते हुए निम्नांकित सुझाव दिये -

1. संस्था प्रधान स्वमूल्यांकन कर संस्था के कमजोर पक्षों को जानने का प्रयत्न करें ।
2. उन कमजोरियों को दूर करने के लिये प्रोजेक्ट की रचना करें । प्रोजेक्ट एक समयबद्ध कार्यक्रम है । अतः यह "टाईम बम" की तरह प्रयुक्त होता है ।
3. सक्रियिती प्रवृत्ति और प्रोजेक्ट कार्यक्रमोजना में अंतर है ।

प्रोजेक्ट उन प्रवृत्तियों के समूह का नाव है जो संस्था के विकास की कड़ियों से जुड़ा हुआ है । एक उदाहरण है -

प्राथमिक शिक्षा देना एक प्रोजेक्ट है ।

इसके अन्तर्गत संसाधन और नापाकन प्रमुख तथ्य हैं । प्रोजेक्ट में विभिन्न गतिविधियों को सम्मिलित किया जायेगा यथा - सर्वेक्षण, भवन, साधन, प्रश्नावली, प्रशिक्षण, वार्तालाप, साक्षात्कार आदि । विभिन्न प्रोजेक्ट के समूह से योजना का निर्माण किया जाता है । यह प्रक्रिया इस प्रकार है -

योजना

|

कार्यक्रम

|

प्रोजेक्ट कार्यक्रमोजना

|

प्रवृत्तियाँ

योजना को कार्यक्रम में विभक्त कर विभिन्न प्रोजेक्ट पर आधारित प्रवृत्तियों पर कार्य सम्पन्न किया जाता है ।

- योजना के चरण :
1. संस्थागत योजना
 2. आदर्श आयोजना
 3. भावी आयोजना

योजना के विभिन्न चरणों को स्पष्ट कर विभिन्न पहलुओं पर विवेचन किया जाय । आदर्श एवं विकासोन्मुख संस्थागत योजना का निर्माण कर प्रकाशित किया जाय ।

26 अप्रैल 1990

प्रथम सत्र

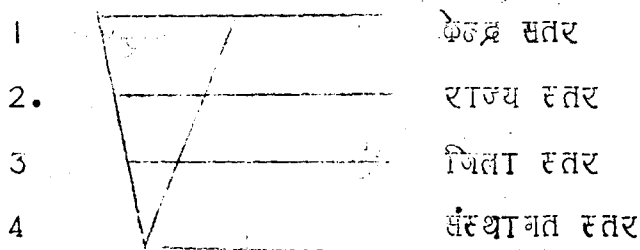
डॉ. श्रीमती हेमलता तेलसरा के मार्ग दर्शन में

डॉ. एम.पी. शर्मा रीडर विद्याभवन शिक्षक महाविद्यालय, उदयपुर ने " संस्थागत आयोजना एवं संस्थागत विकास " पर वार्ता प्रस्तुत करते हुए कहा कि " संस्थागत आयोजना एवं विकास " के कार्य में योजना बद्धविधि का प्रयोग निर्धारित लक्ष्यों की सम्पूर्ति में महत्वपूर्ण सिद्ध हो सकता है। योजना का निर्माण एवं क्रियान्वयन समस्याओं पर आधारित एवं आवश्यकताओं पर केन्द्रित होना चाहिए। इस हेतु प्रारूप के पूर्व निर्धारित स्वरूप को उल्लंघना होना। जब तक आयोजना की पहल शिक्षण संस्थाओं से नहीं की जायेगी, हम लक्ष्यों के निकट कभी नहीं पहुँच सकेगे। अतः योजना निर्माण में प्राथमिकता का निर्धारण एवं ध्येय प्रक्रिया का उपयोग करना होगा। तभी शिक्षा क्षेत्र में गुणात्मक विकास एवं शैक्षिक उन्नयन के उद्देश्यों की सम्पूर्ति हो सकेगी।

डॉ. शर्मा ने इस कार्यशाता की श्रेष्ठता पर ध्यान आकर्षित करते हुए कहा कि

1. हम में से प्रत्येक संस्था प्रज्ञानों ने अपनी अपनी समस्याओं का विश्लेषण कर यहाँ प्रस्तुत करके शैक्षिक चिन्तन को इतिवृत्त प्रदान किया है।
2. विभिन्न समस्याओं का विश्लेषण एवं स्तर निर्धारण एक स्तुत्य प्रयास है जिसका क्रियान्वयन शैक्षिक उन्नयन को गति दे सकेगा।

स्तर निर्धारण



डॉ. शर्मा ने जे.पी. नायक का उद्धरण प्रस्तुत करते हुए कहा कि शिक्षा द्विपक्षीय प्रक्रिया है। दिल्ली में बैठकर आदिवासियों के लिए हितकारी योजनाओं का निर्माण नहीं किया जा सकता। क्षेत्र में जाकर विभिन्न संस्थाओं के विषय विशेषज्ञों को बुलवाकर उनके सहयोग से संस्थागत योजना का निर्माण एवं क्रियान्वयन किया जाना चाहिए।

जब तक प्रभावी निर्देशन सेवाओं को वहाँ स्थापित नहीं किया जायेगा तब तक शैक्षिक लक्ष्यों की प्राप्ति कभी नहीं हो सकती। सुरक्षा एवं अस्तित्व की दृष्टि से भी प्रभावी शिक्षा योजना महत्वपूर्ण है। जनजाति क्षेत्र को प्रेरणा, दिशा बोध एवं अवरोधों को तोड़ने की क्षमता प्रदान करने के लिए प्रभावी शिक्षा परम आवश्यक है। शिक्षा योजना के निर्धारण एवं क्रियान्वयन में जनजाति क्षेत्र के शिक्षक और शिक्षार्थियों का सहयोग लेकर उनमें जागृति लायी जायेगी। तो वे राष्ट्रीय विकास में अपेक्षित सहयोग दे सकेंगे।

द्वितीय सूत्र

डॉ. एम.एम. कपूर ने संस्थागत आयोजना संसाधन एवं सुविधाएं विषय पर वार्ता प्रस्तुत करते हुए कहा कि शैक्षिक उन्नयन के लिए दो महत्वपूर्ण घटक हैं - 1. अद्यापक और 2. मवन

अद्यापक मन्त्रालय कक्षा कक्ष प्रयोगशालाएं आदि

प्रत्येक कक्षा के विषयों के आधार पर आवश्यक अद्यापक संख्या ज्ञात कर लेनी चाहिए। इसी प्रकार विद्यालय की समस्त आवश्यकताओं से संबंधित एक चार्ट बना लेना चाहिए। तत्पश्चात् विद्यालय मवन की स्थिति, उपयोगिता और उपादेयता पर विचार कर लेना चाहिए। यदि निर्धारित समय की उपादेयता दर 80 प्रतिशत से कम है तो समय विभाग चक्र को पुनः समायोजित कर उसे त्रुटिहीन बनाने का यत्न करना चाहिए। कक्षाओं एवं प्रयोगशालाओं की उपादेयता 80 प्रतिशत से कम नहीं होनी चाहिए। उपर्युक्त आधारों पर अपने नियोजन में परिवर्तन कर वाइको प्लान और संस्थागत योजना का निर्माण करना चाहिए।

डॉ. कुसुम प्रेमी के संस्थागत नियोजन हेतु सुझाव

1. योजना प्रायोजना का चयन करना।
2. उपलब्ध संसाधन एवं आर्थिक दृष्टिकोण ध्यान में रखना
3. योजना की प्रकृति के अनुसार प्रभारी अद्यापक का चुनाव करना
4. प्रायोजना का प्रवृत्तिसुसार योजना निर्माण करना
5. नेतृत्व द्वारा सहयोग भावना का उपयोग करना
6. सहभागिता को भावना का विकास
7. अनुमोदन करवाना

उपर्युक्त समस्त बिन्दुओं को दृष्टिगत रखते हुए योजना निर्माण एवं क्रियान्वयन प्रभावी बनाया जाय।

समूह "अ" "ब" और "स" के मुख्य संयोजकों द्वारा "संस्थागत योजना एवं मूल्यांकन प्रारूप" जो अलग अलग थे पर आधारित परिचर्चा द्वारा समन्वित आदर्श प्रारूप तैयार किया गया।

प्रयोजना निर्माण प्रक्रिया :-

1. प्रवृत्तियों का चयन एवं योजना निर्माण
2. कार्य सम्पादन- उपाचार्य
3. अन्तिम निर्णय - आचार्य

प्रत्येक व्यक्तियों को यह जानकारी होनी चाहिए कि कार्य सम्पादन की प्रक्रिया क्या है साथ ही प्रवृत्ति के योजना प्रणाली नियुक्त कर संबंधित योजना बनवा लेनी चाहिए ।

क्रियान्वयन हेतु सुझाव

1. आशावादी दृष्टिकोण अपनाया जाय ।
2. स्थानान्तरण दो वर्ष की अवधि के पश्चात् किये जाये ।
3. प्रोजेक्ट का चयन सरल ही तरीके से किया जाय ।
4. उच्चादरों को सुपरिश्चित रखा जाय ।
5. नियोजन भविष्य निर्माण के लिए किया जाय ।

आयोजना

नामांकन

संसाधन सुविधाएं

शैक्षिक सुविधाएं

द्वितीय चर्चा एवं परिचर्चा :-

प्रथम दल की चर्चाएं डा.प्रमिला मेहन एवं डॉ.डी.वी.दामले के सानिध्य में एवं द्वितीय दल की चर्चा डा.एम.एम.कपूर तथा तृतीय दल की चर्चा डॉ. कुसुम के.प्रेमी के नेतृत्व में सम्पन्न हुई । शैक्षिक उन्नयन में सामाजिक, पारिवारिक, शिक्षा-प्रणालीगत समस्याओं पर चर्चा कर उनका विभिन्न स्तरों पर विश्लेषण किया गया । श्री कोटिया, श्री व्यास, श्री सुमन एवं श्री जैन साहब ने निम्नांकित समस्याओं का जिक्र किया ।

अ, सामाजिक समस्याएं :-

1. छात्रों की शिक्षा समस्या । नामांकन न्यून बात विवाह के कारण ।
2. जातजाति में बिखरे विवाह की परम्परा की समस्या
3. सांस्कृतिक परम्पराओं । भेतों, उत्सव आदि । की समस्या
4. मादक पदार्थों के सेवन की समस्या
5. शिक्षा के प्रति उदासीनता की समस्या

ब. पारिवारिक समस्याएं

1. निर्धनता एवं श्रृणु श्रुतता की समस्या
2. अभिभावकों का रोजगार हेतु बाहर भ्रमण
3. पारम्परिक कार्यों में छात्र संभागिता की समस्या
4. शैक्षिक वातावरण का अभाव
5. छात्रों के पारिवारिक परिवेश की निजी समस्याएं

- स. शिक्षा प्रणालीगत समस्याएँ
1. शिक्षा को रोजगार से नहीं जोड़ने की समस्या
2. विद्यार्थियों का अनाकर्षक वातावरण
3. उदासीन अध्यापक एवं मूल्यांकनगत त्रुटियाँ
4. शांति स्वरूप संबंधी अवधारणा
5. सहायक सामग्री संबंधी समस्याएँ
6. विनयाध्यापकों के अभाव की समस्या

आयोजना का क्रियान्वयन

इन दलों द्वारा आयोजना के क्रियान्वयन के विविध चरणों को स्पष्ट किया गया। विचार विमर्श के पश्चात सम्पूर्ण प्रक्रिया को बिन्दुबिन्दु क्रम में संयोजित किया गया।

श्री शाशिशेखर व्यास, श्री श्यामलाल भट्ट, श्री रिजवी, श्री लक्ष्मी नारायण जोशी, श्री घीपुनाल पगारिया, श्री सुरतीमोहन शर्मा एवं श्री चुन्नीताल कोठारी ने इस "संस्थागत आयोजना एवं मूल्यांकन" "प्रपत्र" पर विस्तार से विचार विमर्श कर प्रारूप को नवीनता प्रदान कर उपयोगी सिद्ध करने का प्रयत्न किया।

27.4.90

दिनांक 27.4.90 को उत्प्रेरणा समारोह का आयोजन किया गया जिसमें जिलाधीश श्री रमाकान्त व्यास ने उद्बोधन दिया तथा आदिवासी शिक्षा के महत्व को पुनःप्रतिपादित किया। अद्यक्षीय भाजपा श्री बी.पी. जोशी पूर्व निदेशक राज्य शिक्षा संस्थान द्वारा दिया गया। इन्होंने आदिवासी क्षेत्र में शिक्षा के विकास की आवश्यकता एवं प्रायोजनाओं को अधिक से अधिक सम्मिलित करने पर बल दिया। डॉ. कुमुद प्रेमी अध्यक्ष शिक्षा नीति संचायक निषा नई दिल्ली ने मेहमानों का स्वागत कर कार्यशाला का परिचय दिया। कार्यक्रम संबंधी योजना के बारे में निता शिक्षा अधिकारी श्री गियाज बेगम मिर्जा ने विस्तार से विवेक किया। कार्यशाला के प्रतिभागी श्री शांतिलाल जैन एवं श्री लक्ष्मीनारायण जोशी ने भावी कार्य योजनाओं के विषय में अपने विचार प्रस्तुत किये। विद्यार्थियों शिक्षक महाविद्यालय की ओर से कार्यकारी प्राचार्य डा. श्रीमती सत्या शर्मा ने आभार प्रदर्शन किया तथा सेवा प्रसार विभाग की सहाय्य अधिकारी डॉ. श्रीमती हेमलता तेलसरा ने इस कार्यक्रम में सक्रिय सहयोग देने वाले आभार प्रदर्शन किया। श्री तेजसिंह महता प्रचानाध्यापक मा. वि. पताजा, श्री यशदाशंकर चौबीसा, व्याख्याता हिन्दी जी. उ. मा. वि. खेरोदा एवं श्री दुर्गाशंकर, व. अ. सॉडल मा. वि. उदयेपुर ने कार्यशाला की सम्पूर्ण गतिविधियों में सक्रिय रूप से संभागित्व प्रदान कर प्रतिपेदन तैयार किया।

समापन समारोह

दिनांक 26.4.90 को अपराह्न 4 बजे प्रसिद्ध शिक्षाविद् श्री के.एल.बोर्डिया पूर्व अध्यक्ष माध्यमिक शिक्षा बोर्ड राजस्थान के मुख्य अतिथित्व तथा श्री बी.पी.जोशी पूर्व निदेशक राज्य विज्ञान शिक्षण संस्थान की अध्यक्षता में सम्पन्न हुआ। श्री शशि शंकर व्यास द्वारा किए गये जंगलाचरण से प्रारंभ इस समारोह में सर्व प्रथम नीपा की प्राध्यापिका श्रीमती कुसुम प्रेमी ने इस कार्यशाला की पृष्ठभूमि को प्रस्तुत करते हुए जनजाति क्षेत्र की शैक्षिक उन्नति की दृष्टि से इसकी उपयोगिता पर प्रकाश डाला इसके पश्चात् श्रीमती डा.मेलन इस कार्यशाला का प्रतिवेदन प्रस्तुत करते हुए इन चार दिनों में हुए कामों पर प्रकाश डाला। कार्यशाला के संबंध में प्रतिभागियों के उद्गार के संदर्भ में श्री श्यामसुन्दर भट्ट, प्रधानाचार्य, राज.सी.उ.मा.विद्यालय झाड़ोत ने इस कार्यशाला की उपयोगिता पर प्रकाश डाला। और बताया कि इस कार्यशाला के सम्यक् महत्त्व संभागियों को संस्थागत योजना के कतिपय नवीन आयामों की जानकारी मिली है और इस संदर्भ में एक नई अंतर्दृष्टि हमें मिली है। हम इस कार्यक्रम के आयोजकों के प्रति बहुत आभारी है। संभागियों में से द्वितीय वक्ता श्री सुरजी मोहन शर्मा प्रधानाचार्य राज.सी.उ.मा.विद्यालय, जीमता ने इस कार्यशाला को बहुत उपयोगी बताया। उन्होंने बताया की कार्यशाला ने हमें अपनी समस्याओं को समझने की अंतर्दृष्टि प्रदान की है। हमें आश्चर्य है कि यहाँ बताई गई बातों के आधार पर अच्छी योजना बनाकर हमारे विद्यालयों को उन्नत करने में सफल होये। उसके पश्चात् मुख्य अतिथि महोदय ने सभी संभागी को प्रमाण पत्र प्रदान किये।

मुख्य अतिथि माननीय श्री के.एल. बोर्डिया ने शिक्षा के विभिन्न क्षेत्रों के अपने अनुभवों की पृष्ठभूमि प्रस्तुत करते हुए बताया कि शिक्षा में दो महत्वपूर्ण पक्ष है एक काम और दूसरा समुदाय से सम्पर्क शिक्षा को काम और प्रामाणिक समुदाय से समन्वित किया जाना चाहिए। हमें गाँव के जीवन से एक जड़िय होना चाहिए। आज शिक्षा के पश्चात् वास्तव अपने को अपने समुदाय के युवा बच्चे उंचे दर्जे का मानने लगता है जो ठीक वहीं है। प्रधानाचार्यों और प्रशासकियों को बातों का पूर्ण अभिभावक बनना चाहिए। आप बातों का पूरा जिम्मा में श्री बोर्डिया ने अपने उद्बोधन में नियोजन, प्लानिंग, वज्र प्रमण आदि पक्षों की महत्ता पर प्रकाश डाला और बताया कि इस कार्यशाला में काम लेने वाले प्रधानाचार्यों को इनके लिए प्रबल अवसर प्राप्त है।

उदयपुर मण्डल के उपनिदेशक माननीय श्री रामस्वरूप बूब ने अपने भाषण में संस्थागत सिद्धांत पर प्रकाश डालते हुए बताया कि संस्था का मुख्यतः संस्था की उन्नति के लिए है।

यह प्रक्रिया प्रबन्धाचार्य, प्रबन्धाचार्यापक या शिक्षक की आलोचना अथवा विद्यार्थियों की पारस्परिक प्रतिस्पर्धा के लिए नहीं है। जिला शिक्षा अधिकारी श्री नियाज बेगम सिर्जा ने इस कार्यशाला में किये गये कार्य का बड़ा ठोस बताया और कहा कि राजस्थान राज्य उदयपुर जिले और विशेषकर जनजाति क्षेत्र में शिक्षा की दृष्टि से काफी उन्नति हुई है। इस कार्यशाला में किया गया कार्य हमें आने वाले समय के लिए दिशा निर्देश देने वाला सिद्ध होगा। यह विद्यालय के समग्र विकास के बारे में सोचने का तरीका है। यह प्रयत्न विद्यार्थी विकास की एक रूप रेखा है। हम वैज्ञानिक विधि से आगे बढ़ने की बात सोचते हैं।

समारोह के अध्यक्ष श्री बी.पी. जोशी ने अपने भाषण में इस कार्यशाला में हुए कार्यों की सराहना करते हुए परामर्श दिया कि इस चिन्तन को गिरेज्जर रखा जाए। जो कुछ इस कार्यशाला में किया गया है उसको आगे बढ़ाया जाए। विद्याभवन शिक्षक महाविद्यालय की कार्यकारी प्राचार्य डा. श्रीमती सत्या शर्मा ने आभार प्रदर्शित करते हुए कार्यशाला को एक बहुत अच्छा कार्यक्रम बताया। अपने एक बात की सावधानी बरतने की सलाह दी की वहीं हमें बातों को सुना जायें। हम बच्चों को तनाव मुक्त करें और उन्हें आगे बढ़ने का अवसर दें। डा. शर्मा ने बीपा और जिला शिक्षा विभाग के प्रति आभार प्रदर्शित किया कि उन्होंने ऐसे अच्छे कार्यक्रम का आयोजन इस शिक्षण महाविद्यालय में किया विशिष्ट अतिथि, अध्यक्ष महोदय संभाषियों एवं आयोजकों को धन्यवाद देने के साथ ही यह समारोह सम्पन्न हुआ। सेवा प्रसार विभाग के अधिकारी डा. हेमलता तलेसरा ने कार्यक्रम का संवादन किया तथा धन्यवाद ज्ञापन किया।

संस्थागत योजना एवं मूल्यांकन
कार्यशाळा

समय सारिणी

॥ 23-27 अप्रेल, 1990 ॥

सोमवार 23 अप्रेल 1990

- 9.30 प्रातः संभाषी पंजियन
10.00-11.45 उदघाटन - डॉ.के.एल.श्रीमती, पूर्व शिक्षा मंत्री,
11.45-2.00 संभाषी संघोष्ठी, अध्यक्ष डा.कुमुद प्रेमी
3.00-4.00 वार्ता : डा.कुमुद प्रेमी, जनजाति शिक्षा-योजना एवं प्रबन्ध
4.00-5.00 श्री बी.पी.जोशी-एक नजर में शिक्षा नीति। जनजाति के मुख्य बिन्दु

मंगलवार, 24 अप्रेल 1990

- 10.00-11.45 श्री एस.एल.दोशी-रीडर यु.वि.वि.।से.नि.।
जनजाति क्षेत्र में शिक्षा प्रबन्ध एवं कार्यक्रम
11.45-1.00 डा.प्रियंता मेहन-विद्यालयी विकास:शाळा संगम व
अध्यापक अभिभावक सम्मेलन की भूमिका
2.15-3.30 डा.एम.एम.कपूर:- वर्तमान शिक्षा योजना एवं प्रबन्ध
जिला-उदयपुर
3.30-5.00 द्वितीय कार्य : मूल्यांकन एवं ग्रेडिंग। अवधारणा-प्राविधिक
तकनीकी योजना ।

बुधवार 25 अप्रेल 1990

- 7.30-9.00 संस्थागत मूल्यांकन-अवधारणा एवं तकनीक वाद विवाद
। उपकरण। डॉ.एम.एम.कपूर
9.00-11.00 संस्थागत मूल्यांकन:सांख्यिक चर्चा
11.15-1.00 प्रायोगिक अभ्यास

गुरुवार 26 अप्रेल 1990

- 7.30-8.30 वार्ता - डॉ.एम.पी.शर्मा-संस्थागत आयोजना व विकास
9.00-11.00 वार्ता- श्री एम.एम.कपूर: संस्थागत आयोजना-संसाधन संविधान
11.00-12.00 वार्ता-कुमुद प्रेमी: संस्थागत योजना व मूल्यांकन:कार्यक्रम
प्रासंगिक क्रियाव्ययन
12.00-1.00 सांख्यिक कार्य
3.00-4.00 प्रतिवेदन प्रस्तुति करण कार्यक्रम मूल्यांकन
4.00-5.00 समापन समारोह-मुख्य अतिथि:-श्री के.एल.बोर्डिया
पूर्व अध्यक्ष माध्यमिक शिक्षा बोर्ड, राजस्थान
अध्यक्ष - श्री त्रिलोचन सिंह, उपायुक्त, जनजाति क्षेत्र
उदबोधन :- श्री आर.एस.बूब, उपनिदेशक शिक्षा

शुक्रवार 27 अप्रेल 1990

- 9.00-11.00 उत्प्रेरणा समारोह
मुख्य अतिथि - श्री रमाकांत व्यास, जिलाधीश, उदयपुर
अध्यक्ष - श्री बी.पी.जोशी, पूर्व निदेशक राजस्थान राज्य
शिक्षा संस्थान

संदर्भ्य व्यक्ति

1. डॉ. श्री रमा शंकर शुक्ल, आचार्य, विद्याभवन शिक्षक महाविद्यालय उदयपुर ।
2. डॉ. श्रीमती हेम लता तलेसरा, सप्रन्वय, सेवा प्रसार विभाग, विद्या भवन शिक्षक महाविद्यालय, उदयपुर ।
3. श्री आर. एस. बूब, उपनिदेशक, शिक्षा विभाग, उदयपुर ।
4. श्री निधाज बेग प्रिजा, जिला शिक्षा अधिकारी, उदयपुर ।
5. श्री बी.पी. जोशी, निदेशक (से.नि.), एस.आई.ई.आर.टी., उदयपुर ।
6. डॉ. श्री एस. एल. दोषी, रीडर (से.नि.), सुखाडिया विश्व-विद्यालय, उदयपुर ।

संदर्भ्य व्यक्ति : राष्ट्रीय शैक्षिक योजना एवं प्रशासन तंत्रस्थान, नई दिल्ली

1. प्रो. श्री सत्य भूषण, निदेशक, रा.शै.मो. एवं प्रशासन तंत्रस्थान, दिल्ली ।
2. श्री एम. एम. कपूर, वरिष्ठ अध्येता एवं अध्यक्ष, निपा, दिल्ली ।
3. डॉ. श्रीमती कुसुम के प्रेमी, अध्येता एवं अध्यक्ष, निपा, दिल्ली ।
4. डॉ. श्रीमती प्रमिला मेनन, सहायक अध्येता, निपा, दिल्ली ।
5. डॉ. श्री डी.बी. दामले, वरिष्ठ तकनीकी सहायक, निपा, दिल्ली ।

प्रतिवेदक

1. श्री तेज सिंह मेहता, प्रधानाध्यापक, मा. विद्यालय, पलाना खुर्द, उदयपुर ।
2. श्री यमुनाशंकर चौबीसा "यमुनेश" व्याख्याता हिन्दी, रा.सी.उ. माध्यमिक विद्यालय, खरोदा, उदयपुर
3. श्री दुर्गा शंकर जोशी, व.अ.अंजली, मॉडल मा. विद्यालय, उदयपुर

10. छात्रावास सम्बन्धी जानकारी
प्रकार, जातिवार संख्या, स्वीकृत सीट, अतिरिक्त भार
11. बाह्य सहगामी एवं पाठ्येत्तर प्रवृत्ति उपलब्धियां
साहित्यिक, सांस्कृतिक वाद विवाद, खेलकूद, बालचर, गार्डिड, विज्ञान
सामान्यज्ञान, शैक्षिक अलंकरण राज्य विज्ञान प्रेला, लोक नृत्य/संगीत
एन.सी.सी.
12. वित्तीय संसाधन - सुरक्षित कोष
13. व्यय - विज्ञान प्रयोगशालाएं
14. प्रायोजना सूची - शैक्षिक, सह शैक्षिक, भौतिक

संभागियों की सूची

1. श्री शांति लाल गन्ना, प्रधानाचार्य, रा.सी.उ.मा.वि., देवगढ़
2. श्री मोहन लाल परमार " " कल्याणपुर
3. श्री लक्ष्मी नारायण जोशी " " अजमेर
4. श्री भेरू लाल कोटिया " " फतातिया
5. श्री मोहन लाल व्यास " " मावली
6. श्री ब्रह्मन्त कुमार जैन " " खेरवाड़ा
7. श्री रामकान्त आमेटा " " बावलवाड़ा
8. श्री युन्नी बाल-कोठारी " " कोटड़ा
9. श्री कुबेर दत्त निवेदी " " धरियावद
10. श्री उमेश चन्द्र पन्त " " अजमेर
11. श्री मुरली मोहन शर्मा " " गींगला
12. श्री श्याम सुंदर भट्ट " " झाड़ोल
13. श्री शांति लाल जैन " " खमनोर
14. श्री शशि शेखर व्यास " " केलवाड़ा
15. श्री बलवंत सिंह मंत्री " " सलूमबर
16. श्री अँकार लाल शर्मा " " बेदला
17. श्री मोहन सिंह चौहान " फतहसी:उ.मा.वि. उदयपुर
18. श्री वासु देव देवे, जिला शैक्षिक प्रशिक्षण संस्थान, चित्तौड़गढ़
19. श्री घीसू लाल पगारिया, उपप्रधानाचार्य, रा.सी.उ.मा.वि. रेलमगरा
20. श्री जमीरुद्दीन रिजवी, " " जावरवाइन्स
21. श्री तेज सिंह मेहता प्रधानाध्यापक, मा. वि. पलाना {खुर्द}
22. श्री लाभ शंकर व्यास " " भाणदा
23. श्री नाथू लाल शाह " " नयागांव
24. श्री जेठा लाल व्यास " " बंजारवाड़ा
{आड़ीवली}
25. श्री कन्हैया लाल मगोरा " " पाटिया
26. श्री जयन्ति लाल सुमन " " छाणी
27. श्री धन लाल मेनारिया " " लकड़वास

28. श्री धर्मेन्द्र कुमार श्रोत्रिय, प्रधानाध्यापक, रा.मा.वि. भटियाणी चौहट्ट
29. डॉ. अश्विनि कुमार गौड़, प्रधानाध्यापक माडल मा.वि., उदयपुर
30. श्री हीरा लाल जोशी, प्रधानाध्यापक, माडल मा.वि. सीतारपा, उदयपुर
31. श्री गणपत लाल पानेरी, शैक्षिक प्रकोष्ठ अधिकारी, जिला शिक्षा कार्यालय, उदयपुर
32. श्री यमुना शंकर चौबीसा, व्याख्याता हिन्दी, रा.सी.उ.मा.वि. खरोदा, उदयपुर ।
33. श्री दुर्गाशंकर जोशी, व.अ., माडल मा.वि., उदयपुर
34. श्री धूला राम भगोरा, व.अ., रा.मा.वि., सरेरा ।

विशेष सहयोग

1. डॉ. अश्विनी कुमार गौड़, प्रधानाध्यापक, माडल मा.वि., उदयपुर
2. श्री धर्मेन्द्र कुमार श्रोत्रिय, प्रधानाध्यापक, मा.वि. भटियाणी चौहट्टा, उदयपुर ।
3. श्री गणपत लाल पानेरी, शै.प्र.अधि., जि.शि.अ. कार्यालय
4. श्री नरेन्द्र सितोदिपा, क.लि. सेवा प्रसार वि., वि.भ.शि.म., उदयपुर
5. श्री भगवती प्रदास शर्मा, श्रव्य दृश्य अनुदेशक, वि.भ.शि.म., उदयपुर
6. श्री प्रकाश डांगी, तकनीशियन, वि.भ.शि.म.वि., उदयपुर
7. श्री सुन्दर लाल कुम्हार, च.श्र.क., वि.भ.शि.म.वि., उदयपुर
8. श्री रूप सिंह देवड़ा, च.श्र.क., वि.भ.शि.म.वि., उदयपुर

संस्थागत नियोजन के अन्तर्गत प्रायोजना का निर्माण और
उसकी क्रियान्विति !

विद्यालय की विभिन्न आवश्यकताओं की पूर्ति हेतु व्यापक व्यूह रचनाओं को तय करने के पश्चात् विशिष्ट प्रायोजनाओं का निर्माण किया जाना चाहिये। ऐसी प्रत्येक प्रायोजना पर अलग से विचार किया जाना चाहिये। विभिन्न प्रायोजनाओं के आलेख तैयार करने हेतु आवश्यक प्राप्ति तथा क्रियान्विति हेतु संक्षिप्त निर्देशन यहां प्रस्तुत किये गये हैं -

1. विभिन्न प्रायोजनाओं के आलेख तैयार करने के लिये प्राप्ति

1. शीर्षक : प्रायोजना का संक्षिप्त शीर्षक दिया जाए। यह प्रायोजना के अन्तर्गत लिये जाने वाले कार्यक्रमों अथवा गति-विधियों की प्रकृति को इंगित करने वाला होना चाहिये।
2. आवश्यकता : प्रायोजना की क्रियान्विति की आवश्यकता को प्रतिपादित करने वाली समस्याओं/कठिनाइयों की सूची दी जाय।
3. उद्देश्य : उन सभी उद्देश्यों को प्रस्तुत किया जाए, जिनकी पूर्ति प्रायोजना की क्रियान्विति के पश्चात् अपेक्षित है। उद्देश्यों का स्पष्टीकरण भी विस्तार से दिया जाए।
4. क्रियाकलापों अथवा गतिविधियों का विवरण : प्रायोजना के अन्तर्गत आयोज्य विभिन्न क्रियाकलापों अथवा गतिविधियों का विवरण प्रस्तुत किया जाए। इस विवरण में सामग्री, जन-शक्ति, संगठन आदि सम्पूर्ण व्यवस्था को सम्मिलित किया जाय।
5. वित्तीय आवश्यकताएं : सामग्री एवं जन शक्ति को सम्मिलित करते हुए आर्थिक आवश्यकताएं बताई जाएं। उन स्रोतों का भी विवरण दिया जाना चाहिये, जहां से प्रायोजना की

क्रियान्विति हेतु धन प्राप्त होगा ।

6. समय-सारिणी : प्रायोजना के अन्तर्गत आयोज्य विभिन्न गतिविधियों के क्रियान्वयन हेतु समय-सारिणी तैयार की जानी चाहिये । दो या दो से अधिक गतिविधियों को साथ-साथ क्रियान्विति करने की संभावनाओं पर भी विचार किया जाना चाहिये ।

ख प्रायोजना की क्रियान्विति हेतु निर्देशन

1. अनुमोदन : प्रायोजना की क्रियान्विति हेतु यदि किसी सक्षम अधिकारी, यथा विद्यालय समिति, स्थानीय शिक्षा समिति, पबन्ध समिति, विकास अधिकारी अथवा जिला शिक्षा अधिकारी को अनुमति की आवश्यकता हो तो उसे प्राप्त कर लिया जाना चाहिये ।
2. क्रियान्विति हेतु विस्तृत नियोजन : प्रायोजना के आकल्प 'डिजाइन' को अंतिम स्वरूप प्रदान करने के लिए यह आवश्यक है कि प्रायोजना की क्रियान्विति के विभिन्न पक्षों पर संबंधित व्यक्तियों को पूरी जानकारी दी जाए और समय-समय पर क्रियान्विति के सम्बन्ध में निर्देश दिये जाएं । इस सन्दर्भ में यह भी आवश्यक है कि इसकी एक विस्तृत योजना बना ली जाय और आवश्यक अभिलेख रखे जायें ।
3. क्रियान्विति का प्रारंभ : किसी भी प्रायोजना का अच्छा आरंभ प्रायः उसकी सफलता को निश्चित करता है । अतः प्रायोजना का प्रारंभ बड़े उत्साह से किया जाना चाहिये ताकि उसके क्रियान्वयन में संलग्न व्यक्तियों को उत्प्रेरणा मिल सके । अच्छा प्रारंभ बहुत सीमा तक अच्छे और सही नियोजन पर निर्भर करता है ॥

4. प्रबोधन & मॉनिटरिंग : प्रायोजना को क्रियान्विति पर साधन-साधनी, जन शक्ति, धन एवं इस पर लगे समय के संदर्भ में पूरी निगाह रखना आवश्यक है। प्रायोजना के क्रियान्वयन में यदि कोई समस्याएं आएं तो उनका निवारण किया जाना चाहिये। प्रायोजना के प्रभावी क्रियान्वयन के लिए उसका सामयिक निरीक्षण और प्रगति की समीक्षा आवश्यक है। प्रायोजना को क्रियान्विति के बीच इस प्रकार की समीक्षा और निरीक्षण उसमें सुधार हेतु मार्गदर्शन देते हैं। प्रबोधन से क्रियान्विति के दौरान आवश्यक संशोधन करने के अवसर मिलते हैं।

5. प्रायोजना को समाप्ति : एक बार जो प्रायोजना प्रारंभ की गई है, वह पूर्व निर्धारित समय-सीमा में ही सम्पूर्ण भी होनी चाहिये। समय सीमा को बढ़ाये बिना ही यदि प्रायोजना को क्रियान्विति वांछित परिणाम प्रदान करती है तो उसकी क्रियान्विति में लगे व्यक्तियों को संतोख मिलता है।

6. मूल्यांकन : जो प्रायोजना क्रियान्वित की जाती है, उसका सभी पक्षों से मूल्यांकन किया जाना चाहिये। इससे क्रियान्वयन-कर्ताओं को अच्छे परिणाम प्राप्त करने की दृष्टि से क्रियान्वयन में सुधार हेतु सहायता मिल जाती है। प्रायोजना के मूल्यांकन के पश्चात् एक सगेकित प्रतिवेदन तैयार किया जाना चाहिये।

ORIENTATION PROGRAMME IN PLANNING &
MANAGEMENT OF EDUCATION FOR TRIBES

(APRIL 23-27, 1990)

Programme Evaluation by Participants

Please tick the appropriate box against each dimension/
question and when you have to write something, please do so
in a clear and legible hand. You are not required to give your
name: should you however, be keen to identify yourself, you
may do so by putting your name in the top right-hand corner.

Objectives

Do you think the objectives have
been fulfilled

Objectives

Fully Fairly Partially Not at
 well fulfilled all

The main objectives of the
training programme are to :

- develop a common under-
standing of the needs
of tribal students:
- discuss the issues of
education in tribal areas
with special reference to
their implication for
Institutional planning,
Management and Evaluation : &
- develop action plans for
qualitative improvement
of educational institutions
in areas of tribal
concentration.

II.	Relevance of Themes	Relevance to the needs of participants.	Rather theoretical and or little practical use/ value
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What do you think of the choice of the themes included in the programme ?

III.	Duration of the Programme	Rather short	Just right	Too Long
	Do you consider the duration of the Programme			

IV. Level of Discussion as a whole

<u>High</u>	<u>Average</u>	<u>Rather Pedestrian</u>	<u>Poor</u>
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V. Participation

i) Time available for discussion in each session

<u>Sufficient</u>	<u>Insufficient</u>
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VI. Background Documentation/Reading Material Generally

<u>Quite useful</u>	<u>of Limited Use</u>	<u>Not Useful at All</u>
<hr/>	<hr/>	<hr/>

VII. Resource Persons, Generally Speaking

<u>Competent and well prepared</u>	<u>Reasonably good</u>	<u>Not Satisfactory at all</u>
<hr/>	<hr/>	<hr/>

VIII. Any other suggestions :

If you have any other suggestions for improving the quality of the operational efficiency of such programmes in future, please list them briefly:

भाष- 4

अनुल मन्ड

क्षेत्र अध्ययन प्रतिवेदन

"संस्थागत आयोजना एवं मूल्यांकन "

प्रारूप

STUDY VISIT TO AREAS OF TRIBAL CONCENTRATION

DISTRICT UDAIPUR, RAJASTHAN

(February 5-6, 1990)

R E P O R T

Educational Policy Unit

National Institute of Educational Planning and Administration
17-B, Sri Aurobindo Marg

New Delhi-110016

1 9 9 0

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The National Policy on Education recommends for the removal of disparities, and equalisation of educational opportunity by attending "to the specific needs of those who have been denied equality." Keeping in view some of the educational problems in the areas of tribal concentration, and NIEPA's interest in improving the same, a workshop was conceived at Udaipur to be organised jointly by NIEPA, Extension Department Vidya Bhawan, and Department of Education, Rajasthan.

During the discussions held in NIEPA with the District Education Officer, Udaipur, and Coordinator Extension Services Department, Teacher's College, Udaipur it was felt that a visit to the areas of tribal concentration was indicated, prior to the programme. It is in this context that a two-day field visit was organised at Udaipur between 5-6 February, 1990. The specific objectives of this visit were :

- to visit some schools in the areas of tribal concentration in order to become familiar with field realities;
- to discuss the issues of education in these areas;
- to share field level problems in the implementation of schemes;
- to understand their implication for institutional planning, management and evaluation ; &
- to initiate action in designing a tool for institutional evaluation in the context of tribal areas.

Participation

About ten headmasters from 6 Tehsils with tribal concentration participated in the two-day programme.

Monday, 5th February, 1990

Visit to Senior Secondary School Khelwada

In connection with the programme on Institutional Planning and Evaluation a preliminary meeting was organised between the Principals of ten secondary schools and representatives from NIEPA. This meeting enabled an exercise in exchanged of ideas and issues. An attempt was, therefore first made to understand the status and programmes of the school, and the constraints in transaction with a view to identifying the special problems that the Principals faced in the proper functioning of their schools. Some of these schools were having all the three streams and were functioning well. However, some of the problems that they faced are summarised below:

- i) Inaccessibility due to difficult terrain
- ii) Lack of infrastructural facilities
- iii) Reluctance of teachers to serve in these areas
- iv) Parental apathy and indifference
- v) Problems related to students in terms of irregularity, indiscipline
- vi) Those arising from external pressure or political interference

Subsequently an effort was made to explain the proforma on Institutional Planning with a view to bringing about qualitative improvement of secondary schools. It was necessary to grade the schools on the basis of objective evaluation. Mr. M. M. Kapoor discussed the components of institutional Planning and Evaluation at length with the Principals. He then requested the Principals to go through the proforma and bring about modifications in respect of their own areas, and in the light of specific problems faced by them.

The Principals broadly agreed on the components of institutional planning and appreciated the fact that this would in fact involve them in the process of institutional diagnosis. A decision to finalize this tool at the proposed programme on Institutional Planning and Evaluation was also taken.

Visit to Shiksha Karmi Yojana

Kumbalgarh Distt, Udaipur, Rajasthan

On the same day an opportunity was provided to visit a Shiksha Karmi Yojana ten kilometres away from the school. We were exposed considerably that day to the difficult mountain terrain as there was no proper road enroute. We had to travel by Jeep as even the car could not be used in this stretch which was uneven and full of pebbles. All the villages under the panchayat committee are situated in hilly areas and the schools are located in remote areas where distances can be covered only by walking. Most of the people residing here are generally scheduled tribes and scheduled caste farmers who are illiterate. Trained teachers from the city seldom come here. The first meeting to set up this project and initiate steps in implementation was taken on 16.6.1986.

Training : Subsequent to the selection of teachers, an initial 30 days training was organised at Rakhadia from 27.1.87 to 25.2.87. After training, 30 teachers of the first unit were given a 6 day informal educational training from 25.6.87 to 30.6.87. Ten days training was imparted for teachers of classes 4 and 5 from 26.10.87 to 4.11.87. A 30 day secondary teacher training was also organised on where teachers from Kumbalgarh and Dadu participated.

Experiences of School Metering

Teachers of inter region Bharatpur, Alwar and Sawai Madhopur and other places are working in departmental schools and they are reluctant to build their own houses in the hilly areas. They also experience difficulty in coming to the schools owing to long distances from their own residence.

Schools do not function properly because the teachers working here either come late to school or leave early. No rapport is established with the student. Contact with the parents are also not established and therefore, enrolment also does not pick up.

Special training is indicated for course to be conducted in classes 4 and 5. Timely guidance and training regarding course is important for night centres.

On our arrival that day we were shown two classes which were in progress. One of the classes had about 20 children of the lower age group and they were learning Arithmetic. It was fascinating to watch the little ones use the small pebbles for counting purposes. The Shiksha Karmi had completed class eight and appeared to be taking a genuine interest in the progress of each child. In another class of elder children, science lesson and experiments were in progress.

On the whole it was a fascinating experience. We left with mixed feelings that day, as we wondered on the one hand about the commitment of people in these areas in trying their best to make education possible for children, and on the other the children themselves, lively and spirited and learning unquestioningly.

Thursday, 6th February, 1990

Visit to Govt. Senior Secondary School and Govt. Ashramshala
Jhadol

On this day, the morning programme included visits to one senior secondary school, and one Govt. Ashramshala, both in Jhadol.

One of the striking features of the Govt. Secondary School was the commitment of the Principal. One could see the the relentless efforts he had made in bringing about improvements in his school. The NIBPA team were taken to the different sections and provided an opportunity to see the actual functioning of the school.

One of the serious problems faced by the Head of the school was the inadequacy of a proper building, and the maintenance of the present one. The classrooms appeared to be over crowded with large numbers of students. Availability of teachers specially in mathematics was scarce. The presence of a library, especially in areas such as these, where teachers are rare assumes very great importance. An effort has been made to allot one room in this school where books are kept. Arrangement of books have not been attempted due to lack of cupboards. The books are placed on tables and children have access to them once a week. However, during rainy months, there is a tendency for the books to get damaged, due to seepage on the roof.

This school also appeared to have brought in innovation within its fold. There is scope for flexibility in school timings to enable children to attend school. In such cases an attempt to hold early classes has been made.

The school records revealed that the Board results were good in this school and the performance of S.T. students in the board exams was better than the non Scheduled Tribe boys.

Govt. Ashramshala Jhadol

Situated amidst Eucalyptus trees, this Ashram School has very beautiful and conducive environs. Ashram School as the very name connotes is a place where children are provided with residential facilities as well as opportunities of learning. In the case of Rajasthan, while schools enrol both ST and non-ST children, in the Ashramshala the facilities are provided only to the tribes.

There are a total of 100 inmates in this Ashramshala. The children in these schools start their day with Shramdhan. The children appeared to very tidily dressed. A special feature of this school is that the children attend the same school as that of non-tribes.

The NIEPA team also had an opportunity to visit the dormitory which normally accommodated 10 children. It was encouraging to see an atmosphere of discipline. At the time of our visit these children were immersed in their studies. The children had finished their morning meal and the place was clean as we went into the hostel. The cook told us that sometimes they used the solar cooker as well for preparation of dals. The children are served their meals in one main hall. It was pointed out that the money earmarked for food is not adequate for the children growing age. However, within the limited resources, the children appeared to be happy and learning process was going on.

We left the premises of this Ashramshala with a sense of fulfilment, with the knowledge that educational provision in these remote areas had indeed paid dividends.

Visit to Janjati Krishi Vidyalaya

Jhadel, Rajasthan Vidyapeeth, Udaipur

The majority of small and marginal farmers who constitute the major population in the villages are deprived of the new knowledge, techniques and inputs like fertilisers, better seeds and ways and means of income generation. They are totally ignorant about the new trends in the field of vocations, industries, agriculture, sericulture and others.

It is in this context that Rajasthan Vidyapeeth institutionalised the idea by establishing Krishi Pandit Sawarnal Janjati Krishi Vidyalaya at Jhadel as a centre for developmental activities and need based education for tribal candidates particularly the farm women to acquaint them with new technology in the field of desired vocations.

Objectives:-

1. To train the village youths and farm women in developing into skilled agriculture workers.
2. To impart training to equip the small farmers and farm women to supplement agricultural income by processing agricultural production in their own cottages.
3. To acquaint the farm labour, especially female labour in allied vocations.
4. To train the youths and ladies for upgrading traditional skills and for adoption of new technology.
5. To acquaint the trainees about new vocations, trends and new dimensions in the field of ecology, industry, and environment.

Educational Plan

Curriculum of intensive training for Education and Vocation like agriculture and its related fields, traditional village industries are imparted along with teaching learning process. They are divided into three sections:

1. The curriculum of agriculture and its related vocations.
2. The curriculum of traditional village industries and new vocations.
3. Non-formal Education System.

Training of candidates admitted in different areas of curriculum is intensive and specified. Specialists from different agencies are invited when needed, so that teaching learning process may become effective.

A visit to the sericulture section proved very rewarding. The entire process from the time the eggs are received, their care and nurture weaving of cocoon and the further processing was demonstrated and explained effectively by the persons in charge. A glimpse into the weaving section was also provided.

A remarkable and innovative venture is the introduction of two classes, eleven and twelve with the intention of providing vocational training in the areas that are locally relevant. This training later helps them in self-employment within the areas itself, thus helping in the overall development of the region.

District Education and Research Forum, Udaipur

The NIEPA representatives on their last leg of the field visit were rewarded amply when they visited this forum.

One of the unique features of Rajasthan District is the establishment of a District Education and Research forum in each of the districts. This forum was set up in 1972 in Udaipur, and has been steadily achieving its objectives.

This forum essentially aims at improving school practices on the basis of research, and sharing areas of research both in terms of identification and dissemination. This forum encourages action research in areas relevant to planning and education.

This visit coincided with one of their meetings. All the members of DBIE had gathered since morning and discussions had begun. One of the first things that the team was exposed to, was an exhibition of all the research reports and other publications. It was interesting to note that the areas that had been researched were those pertaining to the scheduled tribes in particular, problems of environment, and even operation Blackboard.

The Sarpanch seems to have played a major organizational role in this venture. Local community initiative and participation were noteworthy features.

The representatives from NIEPA explained the activities undertaken and even offered to work out collaborative arrangements.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016
DOC. No.....
Date.....

