



PROCEEDINGS
OF THE
CONFERENCE OF
EDUCATION MINISTERS
OF
STATES AND
UNION TERRITORIES

(June 2, 1981)

Ministry of Education
and Culture
Government of India
1981

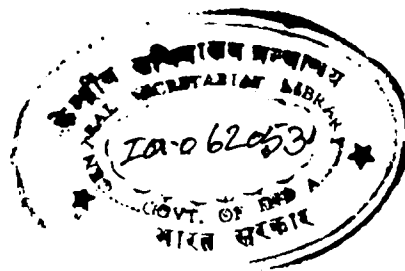
PROCEEDINGS
OF THE
CONFERENCE OF EDUCATION MINISTERS
OF
STATES AND UNION TERRITORIES

(June 2, 1981)



**Ministry of Education and Culture
Government of India, New Delhi**

IOD-ZS
371-2070954
EDU-P, 1981



CONTENTS

	PAGE
1. Programme of the Conference	1
2. Agenda	2
(I) Universalisation of Elementary Education	2
(II) Non-formal Education for Elementary age-group Children	4
(III) 10+2 Pattern of School Education and its Vocationalisation	6
(IV) Linking of Professional and Technical Education with the manpower needs with particular reference to the prevention of proliferation of colleges and related issues pertaining to Technical Education	8
(V) Educational Development of Scheduled Castes and Scheduled Tribes in the Sixth Plan	12
(VI) (a) Role of Education in National Integration	14
(b) Textbooks in the Context of National Integration	16
(VII) Adult Education	18
(VIII) Educational Planning, Monitoring and Evaluation Machinery—Strengthening at the State Level	20
(IX) A Note from the University Grants Commission	21
(X) A Note from the National Council of Educational Research and Training	24
(XI) A Note from the National Institute of Educational Planning and Administration	26
(XII) The National Service Scheme	28
(XIII) Measures for Improving the Standard of Teaching of all Regional Languages including Hindi	29
(XIV) Population Education Programme (Formal System)	29
3. Address by Shri S. B. Chavan, Union Minister for Education and Social Welfare	32
4. Address by Smt. Indira Gandhi, Prime Minister of India	37
5. Vote of thanks by the Union Education Secretary	40
6. Synopsis of Addresses by Chief Minister/Ministers of Education of States and Union Territories	41
7. Concluding speech by the Union Education Minister	52
8. Resolutions adopted in the Conference	56

APPENDICES

I. Items suggested by the State Governments (received with notes)	60
II. Items suggested by the State Governments (received without notes)	65
III. Summary of the conclusions reached and recommendations made by the All India Council for Technical Education at its last meeting held on 21st April, 1981	66
IV. Summary of the recommendations of the Sixth Annual General Body Meeting of the National Council for Teachers Education held at New Delhi on 5th May, 1981	69
V. Summary of conclusions of the Conference of Vice-Chancellors of Universities held at New Delhi on 30th May, 1981	71
VI. Summary of the Recommendations of the High Level Seminar on Moral Education held at Simla on 27th and 28th May, 1981	72
VII. List of Participants in the Conference	73

1

PROGRAMME OF THE CONFERENCE

VIGYAN BHAVAN, COMMISSION ROOM 'H'
NEW DELHI

TUESDAY, THE 2ND JUNE, 1981

1. INAUGURAL SESSION
2. DISCUSSION ON AGENDA ITEMS
3. LUNCH AT VIGYAN BHAVAN BY THE UNION EDUCATION MINISTER
4. DISCUSSION ON AGENDA ITEMS

AGENDA

Item No. 1 : Universalisation of Elementary Education

The Programme of Universalisation of Elementary Education has been accorded high priority in the Sixth Plan for 1980--85. According to the policy-frame, one of the main objectives of the Sixth Plan is to ensure minimum education for all children till the age of 14 years within the next ten years (i.e. by 1989-90). The programme aims at not only universal enrolment but also universal retention of children in elementary classes.

The estimated enrolment of 6--14 age-group children in 1979-80 in classes I--VIII is 905 lakhs. The age-group population in 1984-85 i.e. the last year of the Sixth Plan would be 1,404 lakhs. The Plan targets of additional enrolment for the country as a whole is 180 lakhs during 1980-85—primary (classes I--V) 117.0 lakhs and middle (classes VI--VIII) 63.0 lakhs. If achieved, the additional enrolment will raise the total enrolment to 1,085 lakhs.

Emphasis during the Sixth Plan is on the primary stage. It is proposed to achieve 95 per cent enrolment in classes I--V and 50 per cent enrolment in classes VI--VIII raising them from the present 83.4 and 38.4 per cent respectively. Taking the entire elementary stage, the percentage enrolment is to increase to 78.8 from the present 67.2. The percentage estimated are, however, likely to come down, when the 1981 census figures are adopted.

At the primary stage, a majority of the non-enrolled children belong to the weaker sections like Scheduled Castes, Scheduled Tribes, agricultural labourers and urban slum-dwellers. But the problem is more pronounced in the case of girls' enrolment. Two-thirds of the non-enrolled children are girls.

The strategy under the programme of Universalisation, therefore, is to concentrate on the economically weaker sections and take such special steps as are necessary for covering these children under the elementary education system and to concentrate on the educationally backward States and the educationally backward areas in each of the States/Union Territories. Thus the programme is oriented towards specific target groups.

Universal enrolment does not pose a problem as serious as the problem relating to universal retention. Even in the educationally advanced States, the drop-out rate is very high; for every 100 children that enter class I, 63 drop-out at the end of class V and 77 at the end of class VIII. This position holds good in a majority of the States. The Sixth Plan programme for Universalisation, therefore, aims at taking all steps necessary for reducing drastically the drop-out rates at the elementary stage.

Even if all the habitations in the country are covered with primary and middle schools within easy walking distance from the homes of children, the children of the poorer sections who are required to earn and contribute towards the family income and to do household chores while their parents are away at work, are not attracted by the formal schools. Hence for the past few years efforts are being made to provide non-formal part-time education for such out-of-school children as cannot join the formal schools and continue their education.

One of the reasons, in the case of girls, for not being able to join formal schools is that they are required not only to do household chores but also look after their younger brothers and sisters. Hence it was proposed that early childhood education centres should be set up as adjuncts of primary middle schools to enable such girls to join and attend formal schools leaving their siblings in the care of the pre-school centres including balwadis, creches etc., particularly in the rural and backward areas.

The formal schools do not have sufficient attraction or retention power because of a number of reasons, the following being the main ones :

(1) Most unsatisfactory Primary School Structures

According to the Fourth All India Educational Survey conducted in the country with 30th September, 1978 as the reference date, 40 per cent of the existing primary schools comprising kutchcha, thatched huts, tents and open space are most

unsatisfactory. This is the sector which has received the least attention under successive Five-Year Plans. To wipe out this huge backlog of 16.1 lakhs class-rooms it is estimated that a minimum of Rs. 1,920 crores would be required. The resources—Plan or Non-Plan—cannot provide such a huge amount. The alternate steps such as institutional financing with community contribution etc., are to be considered in right earnest.

(2) Lack of Minimum furniture and equipment in the Primary Schools

According to the Fourth Survey, out of 4,74,636 primary schools, 1,62,008 schools have no mats or furniture for children to sit on; 1,88,541 primary schools have no blackboards; and 2,82,400 primary schools have no drinking water facilities within their premises.

(3) Teacher Competence

Although for the country as a whole 80 per cent of the teachers in primary and middle schools are trained, unfortunately in some areas, the percentage of trained teachers is as low as 23.46. What is more disturbing is the fact that the number of underqualified teachers in some areas is sizeable. Out of the total of 15,99,182 primary school teachers, 27.37 per cent are woman-teachers. Considering the tradition-bound Indian society, the primary schools should have a greater number of woman-teachers.

(4) Detention on the basis of annual examination at the Elementary Stage

To help universal retention, it is necessary to reduce drastically and eliminate stagnation in each of the classes at the elementary stage so that each child can complete one class each year and is promoted to the next higher class till he completes the class VIII. Such a step should be accompanied by remedial teaching and periodical tests and evaluation so as not to reduce the standards of education.

(5) Single-teacher Schools

Of the total 4,74,636 primary schools, 1,64,931 are one-teacher schools. Education is suspended in such schools when the only teacher has to go on leave. This is a master which requires considerable improvement by making the one-teacher school at least 2-teacher school or by appointing leave-reserve teachers for a cluster of primary schools.

(6) Inadequacy of Elementary Education Administration

Presently, elementary education administration is highly centralised and also inadequate. The efficiency of the primary and middle schools including their academic standards cannot be expected to increase unless elementary education administration is decentralised down to the block level with adequate devolution of power at the lower levels.

Out of the total Sixth Plan outlay of Rs. 2,524 crores for education, the outlay for elementary education is Rs. 905 crores—Rs. 851 crores in the State sector and Rs. 54 crores in the Central/Centrally sponsored sector. The outlay for elementary education thus constitutes 36 per cent of the total outlay for education. In view of the competing demands of the various sectors of economy within the serious constraint of resources, often the State Governments reduce, even the State Sixth Plan outlay for elementary education. The entire elementary education however, constitutes one of the essential components of the Minimum Needs Programme. The trend of reducing the approved outlay for elementary education and diverting the funds to the other sectors of education or other sectors of economy, should be halted if the Constitutional directive of universal elementary education is to be achieved.

The Constitutional Directive in Article 45 enjoins upon the State to provide free and compulsory education for children until they complete 14 years of age. Of the 31 States/Union Territories, there are two States where boys' education is not yet free at the elementary stage (classes VI--VIII). The matter is however, under consideration in the two States, namely, Orissa and Uttar Pradesh. Compulsory Education Acts are available in 16 States and 3 Union Territories. But only in Himachal Pradesh, the Compulsory Education Act covers the entire elementary stage, i.e. classes I--VIII. Although the penal provisions of the Compulsory Education Acts are not enforceable due to socio-economic reasons, it is desirable that such Acts should be enacted covering the entire elementary stage by all the States and Union Territories incorporating all the aspects of elementary education.

Besides the programme of expansion of elementary education to achieve the goal of universalisation, there have been attempts to improve the quality of education at this stage of schooling. Specific reference may be made here of the emphasis laid on moral and value-oriented education, environment-based curriculum, decentralisation of curriculum development plans and planning at block level to meet the local needs of the community.

Moral education in primary schools has been our concern since 1959 when the Sri Prakasa Committee emphasised that numerous curricular and co-curricular activities may be undertaken to inculcate higher moral values as also to give education about all religions and to stress common points of agreement among them. The NCERT and several State agencies organised many seminars and workshops to further spell out the action points regarding the implementation of this programme. Some States like Himachal Pradesh have incorporated innovative projects like compulsory students' camps to achieve objectives of value-oriented education.

Another important step in the plans of curriculum development is to move from Centrally prepared syllabus to local environments in the community so that children may be prepared for objective understanding of immediate environments. Help has been received from UNICEF for pilot trial of four important projects in this regard, namely, curriculum development and renewal, community participation and development, comprehensive access to primary education and health/nutrition education and environmental sanitation. These projects were tried on an experimental basis in selected areas and now the provision for further expansion has been made for all States and Union Territories in the country. Very valuable curricular material and teacher guides have been prepared under the guidance of experts from the National Council of Educational Research and Training. Help has also been sought from international experts and many educators have participated in international conferences and visits to many countries abroad.

Numerous incentive programmes for attracting and retaining children in primary schools have already been in vogue. The most significant of them are distribution of free textbooks and stationery, free uniforms, attendance scholarships and mid-day meals. Special emphasis has been laid in the expansion of these programmes so as to cover children from weaker sections of the community and more specifically in the educationally backward States including Assam, Andhra Pradesh, Bihar, West Bengal, Orissa, Jammu and Kashmir, Madhya Pradesh, Rajasthan and Uttar Pradesh. Non-formal part-time education programmes are being given special emphasis to cover children from weaker sections of the community.

In view of the fact that the highly centralised educational planning tends to be disaggregating in nature, efforts are under way to plan education keeping in view the specific local needs. Under this scheme an educational institution has been considered as a focal point for economic and social development of the concerned area so that it is possible to provide a package of services and programmes for the benefit of the total community. This requires, first of all, comprehensive survey which may lead to realistic planning to solve the local problems. The Department of Data Processing of Educational Survey in the National Council of Educational Research and Training has been entrusted with the task of preparing proforma for survey and training of local personnel to help the State authorities in conducting surveys and for preparing the perspective plans for the future.

The Conference may consider the above main problems and adopt resolutions to tackle them satisfactorily for the programme of Universalisation of Elementary Education.

Item No. II: Non-formal Education for Elementary age-Group Children

In the agenda note on item, "Universalisation of Elementary Education", it has been indicated that without a massive programme of Non-formal part-time education for elementary age-group out-of-school children including non-starters and drop-outs, the country cannot expect to achieve the goal of universalisation in the foreseeable future.

From the point of view of educational development, there are nine educationally backward States, namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. These States between them have three fourths of the non-enrolled children a majority of whom belong to the weaker sections. If the problems of these nine States can be tackled successfully, the country will be able to near the goal of universalisation on a sure basis. A Centrally Sponsored Scheme of Non-formal part-time education for elementary age-group children has been taken up with Rs. 25 crores as the Sixth

Plan outlay. The States are already familiar with the details of the programme. Grants to these States are given for the implementation of the programme of Non-formal Education on a 50 : 50 sharing basis. A statement showing the grants so far released to eight out of the nine States (barring Jammu and Kashmir which has yet to formulate its own programme for Central assistance under the scheme) is attached as Annexure. The number of centres for which the assistance has already been provided and expected total enrolment is also included in the Annexure. The programme, however, has yet to catch up a satisfactory momentum. The States concerned should make all-out efforts to undertake non-formal part-time education for elementary age-group children on a large scale.

The participation of voluntary agencies in the programme of Non-formal education is also essential. Two sub-schemes under the main Centrally sponsored scheme have also been put into operation. These are :—

- (1) Grants to voluntary agencies in the nine educationally backward States for running non-formal centres on the State pattern;
- (2) Grants to academic institutions in any State/Union Territory either under Government or run by private agencies for experimental and innovative projects of non-formal education with replicable potentiality.

These two sub-schemes have yet to get the required response from the agencies.

Non-formal education for such children has also been started by a good number of other States/Union Territories. Under an Indo-Swedish agreement, Sweden had undertaken to give cash assistance to the tune of 75 million Swedish Kroners (approximately Rs. 14 crores) to enable India to buy paper in international markets for textbooks and other literature for the Non-formal education programme. The assistance will be provided for a 5-year period 1979—84 during which a total quantity of 20,000 metric tonnes of paper will be imported. The first instalment of 3,200 metric tonnes at a cost of Rs. 2.1 crores covering the requirements for the first two years, 1979—81, is likely to materialise in about a couple of months. Paper will be distributed among the States/Union Territories as commodity assistance to the States. The only cost that the States/Union Territories will have to bear is the transportation charges from the port to their godown. The total Plan outlay for this Central sector scheme initiated during 1980-81 is Rs. 28 crores which would include import duty at about 100 per cent, c.i.f. value of the paper and the handling and other charges by the State Trading Corporation.

While adequate funds have been provided for Non-formal part-time education for elementary age-group children, the Conference may consider advising on the steps that are necessary for taking up of the programme on a massive scale.

Annexure to Item No. II

Sl. No.	States	Grants given during 1979—81 (Rs.)	No. of Centres		Total	Coverage (No. of children)
			Central funding	State funding		
1	2	3	4	5	6	7
1.	Andhra Pradesh . . .	46,57,690	1,507	2,513	4,020	1,00,500
2.	Assam	4,12,500	200	330	530	13,250
3.	Bihar	43,47,383	1,050	1,750	2,800	70,000
4.	Madhya Pradesh . . .	40,41,900	1,294	2,156	3,450	86,250
5.	Orissa	13,25,000	450	750	1,200	30,000
6.	Rajasthan	15,56,000	800	1,700	2,500	62,500
7.	Uttar Pradesh	76,05,300	2,400	4,000	6,400	1,60,000
8.	West Bengal	21,68,600	2,580	6,880	9,460	2,36,500
9.	Jammu and Kashmir . .					
	Total	2,61,14,373	10,281	20,079	30,360	7,59,000

Item No. III : 10+2 Pattern of School Education and its Vocationalisation

The Conference of Ministers of Education of States and Union Territories held in August 1977 recommended that the 10+2 structure may be implemented all over the country before the end of the Sixth Plan. The following States and Union Territories have so far adopted the new pattern of school education :

Sl. No.	States/Union Territories
1.	Andhra Pradesh
2.	Assam
3.	Bihar
4.	Gujarat
5.	Jammu and Kashmir
6.	Karnataka
7.	Kerala
8.	Maharashtra
9.	Manipur
10.	Nagaland
11.	Orissa
12.	Sikkim
13.	Tamil Nadu
14.	Tripura
15.	West Bengal
16.	Andaman and Nicobar
17.	Arunachal Pradesh
18.	Chandigarh*
19.	Dadra and Nagar Haveli
20.	Delhi
21.	Goa, Daman and Diu
22.	Lakshadweep
23.	Pondicherry

(*Introduction of the +2 stage has been deferred as the neighbouring States of Haryana and Punjab have not switched over to 10+2 structure of school education).

Besides these, all the schools affiliated to the Central Board of Secondary Education, including the Kendriya Vidyalayas all over the country, switched over to the 10+2 pattern of school education from the academic session 1975-76 and the first batch under this pattern of education appeared in class X examination in 1977.

Meghalaya and Mizoram have Pre-University stage of two years, while Uttar Pradesh has Intermediate stage of two years after class X. Though these States/Union Territories have 12-year schooling structure, they have yet to revise their curriculum in accordance with the new pattern of education *i.e.*, introduction of Science/Mathematics/Socially Useful Productive Work etc. in the first ten-year of school as compulsory subjects and introduction of vocational spectrum at the +2 stage of school education.

The following States are still, having the eleven-year school system, though they have agreed in principle, to adopt the new pattern :

1. Haryana
2. Himachal Pradesh
3. Madhya Pradesh
4. Punjab
5. Rajasthan

The reasons for delay in the implementation of the programme as conveyed by these States are non-availability of trained teachers, lack of laboratories and equipment, paucity of funds and other administrative difficulties. The Union Education Minister has already addressed the Chief Ministers of States/Union Territories, which have still not switched over to 10+2 pattern of school education, to take expeditious steps to adopt this pattern. It is hoped that these States would be able to take a final decision on this issue and will adopt the new pattern of school education at the earliest.

Under the 10+2 pattern of school education vocational spectrum at +2 stage was introduced in the country around 1977, with objectives (i) to divert a sizeable section of school students to meaningful occupational programmes without sacrificing the educational content, (ii) to prepare the students for entrepreneurial vocations with sufficient amount of skills required for a particular occupational area, and (iii) to prevent purposeless crowding in the universities. But the progress has been tardy in this field so far. Out of 23 States/Union Territories which have adopted the 10+2 pattern of school education, only 19 States/Union Territories have reached the +2 stage up to the academic year 1980-81 and out of these only 8 States/Union Territories—Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Tamil Nadu, West Bengal, Delhi and Pondicherry—have introduced vocational courses and that too on a limited scale, except in Tamil Nadu.

To ensure the country-wide acceptance of the concept of vocationalisation and to assist the State Governments in establishing the relevance and importance of this concept to our socio-economic needs a Centrally-Sponsored Scheme for vocationalisation of higher secondary education was launched towards the end of February, 1977. Under this Scheme financial assistance was released to conduct vocational surveys in 131 selected districts of Assam, Gujarat, Haryana, Jammu and Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu and Tripura. Financial assistance was also given for the introduction of vocational courses in nine districts of Karnataka, eight districts of Maharashtra and one district of Sikkim. However, vocational courses could not be started in the State of Sikkim due to lack of response from the students. To strengthen the efforts of the Government of West Bengal in this direction, financial assistance was given for the purchase of equipment. The response from many of the States in the implementation of these programmes was not very encouraging, and the vocational surveys are yet to be completed. However, this scheme has ceased to be a centrally-sponsored scheme from April, 1, 1979 in pursuance of a decision of the National Development Council to transfer a number of Centrally-Sponsored Schemes, including the scheme of vocationalisation of higher secondary education to the State sector.

The National Council of Educational Research and Training undertook critical studies of the programme in Gujarat, Karnataka, Maharashtra, West Bengal and Delhi to help them identify difficulties faced by the institutions and to take necessary follow up action.

The Working Group on Education and Culture (1980—85) emphasised the importance of vocationalisation “considering the important link between education and development and the need to make secondary education relevant and related to employment.” The Group recommended the following pre-requisites for successful vocational programmes :

- (i) Detailed area surveys so as to identify :
 - (a) employment avenues for which there are no recognised training courses at present;
 - (b) facilities such as workshops, equipment already available and which can be availed of in the Government and Private sector;
 - (c) teaching and training personnel who can be engaged to participate on a part-time basis.
- (ii) Drawing up detailed curriculum and syllabus for each identified course related to employment in connection with prospective employers and prospective teaching and training personnel.
- (iii) Determination of the number of courses and of students who should be taken in, keeping in view the employment market present and projected, government and private sectors.
- (iv) Provide for apprenticeship training wherever further skill development is necessary.

- (v) Providing appropriate qualification for such vocational course as are suitably recognised and employed.
- (vi) Provide for entry into the higher levels of education.

Keeping in view the importance of vocationalisation of higher secondary education, it is emphasised that the State Governments should make all out efforts to launch programmes of vocationalisation of higher secondary education, after necessary preparations. The switch over to the new pattern of education, without introduction of vocational courses, runs counter to the spirit of the educational reform. The States should, therefore, earmark funds for vocationalisation, which should not be diverted to other programmes. The NCERT is engaged in providing technical support to the action programmes of State Governments to introduce vocationalisation at the +2 stage by way of development of curriculum and materials, teacher/orientation, developing model surveys on the basis of pilot studies, etc.

Item No. IV: Linking of Professional and Technical Educational within man-power needs with particular Reference to the prevention of proliferation of colleges and related issues pertaining to Technical Education

(a) Linking of Professional and Technical Education with Man-power needs

Based on the Report of the Working Group on Technical Education, the All India Council for Technical Education at its meeting held in February, 1978, had recommended that the present intake capacity in technical institutions for courses at all levels *i.e.*, diploma, degree and post-graduate is adequate for the next decade. There has, however, been constant pressure from the different States for the establishment of new engineering colleges and poly-technics and expansion of the facilities at the existing institutes. The matter was considered again by the All India Council for Technical Education at its last meeting held on 21st April, 1981. The Council recommended that, as a special case, the genuine proposals for establishment of new institutions or expansion of facilities in the existing ones may be entertained and examined, subject to the fulfilment of the following requirements :

- (1) The State Government is convinced through Manpower estimates that there is acute manpower shortage either at local or regional or national basis in the areas of studies where new facilities are being proposed to be created or expanded.
- (2) The courses offered by the new institutions are not in the traditional areas as far as possible but are in areas of emerging technologies for which demand is foreseen.
- (3) The new institutions to be started or existing institutions to be expanded are located either in areas of high employment potential or in economically backward region, and/or are for the advancement of weaker sections of the community.

In this connection, the Council reiterated that the establishment of new institutions or introduction of new courses should be based on well-established and well-defined manpower needs. The Council noted that a scheme for the establishment of National Manpower Information System has already been included with the approval of the Planning Commission in the Sixth Five-Year Plan under the Central sector. As regards States, the Council noted that it had already recommended at its last meeting that the State Directorates of Technical Education should have organs dealing with manpower assessment, planning, co-ordination, controlling, monitoring and evaluation of educational programmes and the Directorates should be appropriately reorganised to enable them to perform these professional functions effectively which should be undertaken as a matter of urgency. The Council reiterated that the States should give a high priority to this important matter to deal with the challenges of technical education adequately and effectively.

The matter is placed before the Conference for consideration.

(b) Prevention of Proliferation of Engineering Colleges and Technical Institutions

A very serious situation has arisen on account of the mushroom growth of private engineering colleges in the State of Karnataka and more recently in the State of Andhra Pradesh, which have adopted unhealthy practice of charging capitation fee from the students for admission. In the past two years *i.e.*, 1979-80 and 1980-81, 19 such colleges have been started in the State of Karnataka and 8 in the State of Andhra Pradesh. The establishment of substandard

institutions on commercial basis is, not at all, conducive to the healthy development of technical education in the country. This practice will not only deteriorate the standards of technical education and training but is also counter to the socialistic goal of our society in as much as it violates the fundamental principles of offering equal opportunities to all eligible candidates on the basis of merit. The Estimates Committee of the Lok Sabha in its Ninth Report on Higher Technical Education has also taken a very serious note of such an unhealthy situation obtaining in the State of Karnataka in particular. The Estimates Committee showed concern at the helplessness of the Government and the University Grants Commission for stopping the practice of charging capitation fee from students for admission to engineering courses at these institutions. The Committee strongly recommended that in future no institution should be set up without the specific approval of the All India Council for Technical Education and if there were any legal or procedural loopholes which makes it possible to get around this requirement, the Government should take effective action to plug the same.

The matter was placed before the All India Council for Technical Education at its last meeting held on 21st April, 1981. Appreciating fully the seriousness of the situation, the Council observed that if it has to be effective in ensuring balanced development of technical education both in terms of quality and quantity, it must have some authority to enforce its recommendations.

The Council accordingly recommended very strongly that a stage has reached when it shall have to be vested with statutory powers to regulate and maintain the standards of technical education in the country. The Council recommended that a legislation to this effect should be processed expeditiously. In making this recommendation, the Council was aware of the fact that the maintenance and determination of standards has been constitutional responsibility of the Central Government even before the inclusion of Education in the Concurrent list.

The matter is placed before the Conference.

(c) Revision of salary scales in Engineering Colleges

In pursuance of the recommendations of the All India Council for Technical Education the Government of India approved the adoption of revised UGC scales in engineering colleges and technological institutions. The Government of India also agreed to assist the State Governments/Union Territories willing to adopt the revised scales of pay to the extent of 80% of the additional expenditure, subject to the conditions stipulated in this behalf. Whereas most of the States have already adopted the revised scales, the State Government of Kerala has not yet implemented this decision. Further in some of the States like Karnataka, the allowances have been merged with the revised scales with the result that the revised scales have not proved to be very attractive. In this connection it may be stated that the Estimates Committee of the Sixth Lok Sabha in their Thirtieth Report on Higher Technical Education had emphasised that teaching positions should carry adequate emoluments to attract best talented persons to teaching profession. The Committee further felt that the revision of scales of pay which compare not unfavourably with those prevailing in industry and other services, it should be possible to attract and retain the services of really competent teachers who are deeply and fully interested in the work of imparting professional education.

While considering the qualification prescribed for the various teaching positions in the engineering colleges and technological institutions at the last meeting of the All India Council for Technical Education held in April, 1981, it was highlighted that even with revised UGC scales it is becoming increasingly difficult to attract good persons to the teaching positions with the result that a large number of teaching positions today are lying vacant in the engineering colleges and the technological institutions. In the circumstances, it is urgent and important that at least the revised UGC scales must be adopted by the States, which have not so far implemented the same. It is also necessary that the States must pay adequate attention to raise the status of teaching profession to attract good persons to the various teaching positions.

The matter is placed before the Conference.

(d) Implementation of the revised salary scales in the Polytechnics

The All India Council for Technical Education at its meeting held in May, 1974, recommended that the revised scales announced by Central Government for teachers in university colleges should be made applicable to the teachers in engineering colleges and polytechnics. The Council,

however, felt that before implementing the decision on revised pay scales of teachers in engineering colleges and polytechnics, the details of qualifications, experience and other requirements prescribed for various categories of teaching positions in technical institutions should be examined vis-a-vis those recommended by the UGC for the teachers of universities and colleges. In pursuance of these recommendations, a special Committee (Dr. Nag Chaudhuri Committee) was appointed to examine this issue in detail and make recommendations. After taking all aspects of the matter into account, the Committee recommended that revised scales for teachers of the universities should be made applicable to the teachers in engineering colleges. Taking into consideration that the All India Council for Technical Education had in the past recommended the same scales of pay for lecturers in both the engineering colleges and polytechnics and the scales of pay for the post of heads of departments and principals in the polytechnics are comparable to those of Assistant Professors and Professors in engineering colleges, the Committee recommended the same pay scales for teachers in the polytechnics.

The recommendations of the Committee in so far as the teachers of engineering colleges are concerned were implemented and revised UGC salary scales were made applicable to the teachers. For the polytechnic teachers, only replacement scales were recommended to the different States. However, in view of the series of representations from the polytechnic teachers, through their institutions or their All India Federation or other organisations for improving their salary scales, the matter was placed before the All India Council for Technical Education at its last meeting held in April, 1981. Having regard to the importance of the Technical Education, which is the backbone of the Technical Manpower, the Council recommended that the State Governments should be requested to consider the question of revising salary scales for the polytechnic teachers on the lines of UGC scales, as recommended by the Nag Chaudhuri Committee.

The matter is placed before the Conference.

(e) Optimum utilisation of Quality Improvement Programme

The Programme of quality Improvement was instituted by the Ministry of Education in the year 1970 for improving the standards and quality of technical education with particular reference to development of faculty of engineering colleges and polytechnics. The Programme consists of the following schemes being conducted by the different agencies with necessary financial assistance from the Central Government :

1. Long-term programmes for teachers of engineering colleges for obtaining M. Tech. or Ph. D.
2. Short-term courses for teachers of degree colleges and polytechnics.
3. Summer and Winter Schools for teachers of degree colleges and polytechnics organised by Indian Society for Technical Education.
4. Curriculum Development Programme at degree and diploma levels.
5. Training of degree college and polytechnic teachers in industry arranged by the Regional Offices.

These programmes are now in operation for nearly a decade. Whereas a number of States are making full use of the facilities provided under this programme, some of the States are not making ample use of the same. By this time all the teachers in Engineering Colleges and Technological Institutions should have acquired M. Tech. and most of the teachers should have acquired Ph. D. under the quality Improvement Programme. However, from the information gathered in the recent past, it is observed that a large number of teachers have still to acquire their M. Tech. degree. Similarly the Curriculum Development Centres both at degree and diploma level set up at the selected institutions have formulated the curricula and resource material in the various subjects but it cannot be said that it has been really possible to generate conditions for ensuring that the curricula at any point of time are dynamic enough to respond to the fast changing conditions in the industrial world. In this connection, it has been felt that unless the State Governments also formulate their own scheme of quality Improvement to complement and supplement the efforts of the Central Government it may not be possible to derive the optimum benefits from the facilities created for the purpose. The Quality Improvement Centres and the Curriculum Development Centres are working on a continuing basis but by and large there is no nucleus and individual institution both at the degree and diploma levels to receive what is being created and to vibrate appropriately to involve the totality of the institution in meaningful efforts for all round measures for Quality Improvement Programme.

Based on the report of the Working Group on Technical Education, the All India Council for Technical Education at its meeting held in February, 1978 had also made a number of recommendations for improvement of quality and standards of technical education including organisation of audio-visual and re-prographic service, learning resource centre, modernisation of laboratories equipment, strengthening of State Directorates for undertaking professional functions like QIP etc. effectively, promotion of consultancy activities, recruitment to teaching staff on merits, introduction of staff appraisal scheme, institution of fellowship for personnel from industry and residency for institutions faculty etc. The recommendations were communicated to the State Governments with the request to implement the same. From the information received not much progress has been made on the implementation of the important recommendations in the States.

The matter is placed before the Conference.

(f) Utilisation of funds allocated for the various Schemes of Technical Education under State Sector.

Consolidation of infrastructure facilities already created and modernisation of laboratories and workshops has been one of the important areas on which the major emphasis is being laid since the beginning of the Fourth Five Year Plan. Within the limited resources available funds are also provided during the Annual Plan discussions for strengthening these weaknesses. However, not much progress has been made in this regard, and the issue still poses a major challenge in the field of technical education. On examining the position regarding utilisation of plan funds under the State Sector, it is observed that the plan funds agreed to during the plan discussions for the purpose of technical education are not always made available for the specific schemes since allocations are not earmarked for technical education. To enable the funds earmarked for technical education being spent for the same, the All India Council for Technical Education at its meeting held in February, 1978 had recommended that the pre-Fourth Five Year Plan funding arrangement of making available directly to the institutions the Central Government matching share of expenditure on approval schemes, be restored.

The matter was again placed before the All India Council for Technical Education at its last meeting held on 21st April, 1981. The Council recommended that pending any decision on the restoration of the old funding pattern the immediate requirement was that within financial constraints at the State level, the funds which are allocated for technical education are at least utilised for the very same purpose. It is desirable that the State should see to it that the limited funds earmarked for technical education are in no case diverted to other schemes.

The matter is placed before the Conference.

(g) Monitoring and Evaluation of the various Schemes and Projects

Within the financial constraints it is of paramount importance that the facilities created under the various schemes are utilised in an optimum manner. The optimum utilisation of the infrastructure already created and further added from plan to plan has not been possible to achieve in the past—for want of a strong monitoring and evaluation system both at the Central and at the State level. It is sad to comment that while crores of rupees are spent on new projects, even a fraction of one per cent is often denied to most important mechanism of monitoring and evaluation. The programme and projects instituted under the various schemes from plan to plan would give us the desired results only when they are continuously monitored and evaluated and regular feedback is available to assess the weaknesses and the strength at the different points to enable the Planners and Administrators to apply in time the corrective measures.

Keeping in view this lacuna, this Ministry of Education, has already, with the approval of the Planning Commission, included a scheme of monitoring and evaluation under the Sixth Five Year Plan and made necessary plan provision for the same. It is desirable that similar schemes should be included by the different States under the Sixth Five Year Plan.

The matter is placed before the Conference.

(h) Society-technical Institutions Interaction to solve Societal Problems

The question of developing an effective methodology in the application of science and technology for the solution of societal problems continues to be a matter of serious concern for our country. Based on the report of the Working Group on Technical Education the All India Council for Technical Education at its meeting held in February, 1978 had recommended that a few

selected polytechnics should act as focal point to promote the transfer of technology to the rural community and these polytechnics should be designated as Community Polytechnics and be given adequate support to carry out their task. In pursuance of these recommendations, 35 polytechnics have been selected as Community Polytechnics and charged with the responsibilities of accelerating rural development on scientific lines. Necessary grants have been given to these Polytechnics by the Central Government on a 100 per cent basis from 1978-79 to 1980-81.

From the reports received from the different State Governments and Regional Offices the progress in most of the Community Polytechnics is not satisfactory. On the other hand a number of new requests are also being made to the Ministry for identification of new polytechnics to be developed as Community Polytechnics. Whereas it is desirable to involve more and more polytechnics to find solution for societal problems with the help of science and technology, it is not possible to make any headway unless the polytechnics which have already been entrusted with this responsibility show the required progress.

It is, therefore, highly desirable that necessary attention is focussed by the different States in accelerating the momentum of activities of these Community Polytechnics. Equally important would be similar involvement of Engineering Colleges in research on live problems of community, development of appropriate technology and for giving background support to the community polytechnics to make their interaction much more meaningful and effective. The application of science and technology for rapid economic development, generation of employment, transfer of technology, operational research on problems of rural development and harnessing of natural resources for augmenting the supply of energy are most vital for the nation at this juncture and therefore a great challenge to our system of technical education. Under the Central Sector a scheme for involvement of the engineering colleges and technological institutions in all these important activities has been included under the Sixth Five Year Plan. It is very important that similar measures should be instituted by the State Governments also to supplement and complement the efforts of the Central Government.

The matter is placed before the Conference.

Item No. V : Educational Development of Scheduled Castes and Scheduled Tribes in the Sixth Plan

Article 46 of the Constitution states that "the State shall provide with special care the education and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of social exploitation. To fulfill the constitutional directive, efforts have been made by the Government to improve their educational development by extending educational facilities, providing special scholarships, stipends, free textbooks, free uniforms, mid-day-meals and boarding and lodging facilities to enable their children to go to schools and complete their education.

As a result of the efforts made by the Government to improve the educational lot of these communities, primary educational facilities have been extended to 90.65% of the habitations predominantly populated by Scheduled Castes and 90.48% of habitations predominantly populated by Scheduled Tribes within a radius of 1 Km. Similarly, middle school education facilities have been extended to 75.27% of the habitations predominantly populated by Scheduled Castes and 64.11% of habitations inhabited by Scheduled Tribes within a radius of 3 Km. The remaining habitations, which are mainly of lower slab population are targetted to be covered in the Sixth Plan.

The total enrolment of Scheduled Castes has increased from 88 lakhs to nearly 125 lakhs during the last decade. The corresponding increase in case of enrolment of Scheduled Tribes has been from 33 lakhs to 50 lakhs. Under the programme of Universalisation of Elementary Education, nearly 75% Scheduled Castes children of the age-group 6—11 and 25% of 11—14 age-group have been covered. The corresponding coverages in case of Scheduled Tribes children are 66% and 18% respectively.

The rate of drop-outs in case of Scheduled Castes and Scheduled Tribes is very huge. In some cases it is 80% at the primary stage and 15% at the middle stage.

Special problems

According to the Working Group (1980—85) on Scheduled Castes/Scheduled Tribes and the Weaker Sections the special problems identified in the educational development of these

communities are : low participation and retention rates due to socio-economic causes, hindering Universalisation of elementary education; need for appropriate curricula and syllabus and lack of special reading material relevant to their socio-cultural heritage, resulting in huge wastage and stagnation; lack of facilities to impart instruction for tribal children in tribal dialects; dearth of Tribal teachers; inadequate incentives and compensations to attract students to schools; non-availability of adequate number of Ashram/residential schools for tribal children; inadequate incentives/facilities to teachers working in the schools.

The educational administration of Scheduled Castes and Scheduled Tribes also suffers from certain deficiencies. There is no adequate supervisory machinery for the management and inspection of the schools. There is a lack of coordination of arrangements made by the different Departments incharge of the educational and welfare measures for Scheduled Castes/ Scheduled Tribes at the school stages. A Separate set up for the monitoring and evaluation of educational development is required to be established.

Suggestive Measures

The Working Group on Scheduled Castes/Scheduled Tribes as well as the Working Group on Education had suggested a number of measures for tackling these special problems in the Sixth Plan. In this background, the following action programmes are for consideration, adoption and implementation :

- (i) Under the programme of universalisation of elementary education, each State should estimate the out-of-school children population for the age-group 6—11 and 11—14 belong to Scheduled Castes and Scheduled Tribes and formulate realistic enrolment targets for these communities.
- (ii) Steps need to be taken to improve the enrolment ratio and retention of children belonging to Scheduled Castes and Scheduled Tribes with a view to achieving the enrolment targets. For this, incentive programmes need be expanded and the provision for 'Opportunity Cost' may be explored. Special reading material, curriculum and syllabi relevant to the tribal areas in consideration of their special cultural heritage may be formulated to meet the educational content attractive to these children.
- (iii) Formal system, wherever possible and non-formal system, where necessary, should be adopted for enrolling additional children targetted for the Sixth Plan. As far as possible in the tribal areas tribal teachers should be appointed and non-tribal teachers should be provided orientation training into the cultural background of the tribals and their dialects.
- (iv) Considering that many of them are first generation learners, facilities should be provided right from the lower classes, to provide extra tuition to make up for non-parental assistance in the homework studies. This measure should lead to better retention.
- (v) Ashram/residential schools should be provided for tribal children. More residential schools should be opened in rural areas.
- (vi) At the higher stage of education, special coaching facilities should be given to these students for preparing for Board Examinations, entrance examinations etc.
- (vii) The State Education Departments should formulate the Special Component Plan and Tribal Sub-Plans realistically according to the needs of these communities and not on the basis of population proportion as generally done. The programmes should be clearly identified for the Special Component Plan and Tribal Sub-Plan (wherever applicable, with proper year-wise quantification of outlays and targets. If the outlays worked out for these programmes are still insufficient for the achievement of the targets, facilities of special assistance provided by the Ministry of Home Affairs should be availed of. So far as Central sector is concerned, the Ministry of Education have identified within the non-formal education programme the Special Component Plan and Tribal Sub-Plans and such funds are available to supplement the programmes of the State Governments.
- (viii) The Education Departments in the States should take up the overall responsibility of looking after the educational development of Scheduled Castes and Scheduled Tribes, irrespective of more than one department involved administratively in looking after the educational development of these communities. The Department

Education in the States should serve as a nodal department and they should keep a constant liaison with the other concerned departments for this purpose.

- (ix) The Education Department should also be responsible for the monitoring and evaluation of these programmes both for their use and for forwarding the information about the progress of the plan programmes to the Ministry of Education, Ministry of Home Affairs and the Planning Commission.

The Ministry of Education have circulated to the States proformae for the Collection of information of Special Component Plan and Sub-Plans on various selected programmes. The States can for their own purpose modify these proformae but they are requested to supply the required information in these proformae according to the scheduled date for the purpose of monitoring and evaluation at the national level.

- (x) Proper machinery for monitoring and evaluation of the Plan programmes of Scheduled Castes and Scheduled Tribes should be established in the Education Departments of various States at all levels, starting from block level up to State level for watching and evaluating the progress of the special programmes included in the Plans for these communities.

The Ministry of Education are also establishing a special monitoring mechanism to watch the progress of education of Scheduled Castes and Scheduled Tribes as recommended by the Working Group on Scheduled Castes and Scheduled Tribes.

Item No VI (a) Rules of Education in National Integration

The Education Commission (1964-66) resolved that the achievements of social and national integration is an important objective of the educational system and suggested steps that should be taken to strengthen national consciousness and unity. (The recommendations of the Commission were generally accepted and suitably incorporated in the National Policy on Education 1968). Incorporating these recommendations the National Policy Statement 1968 emphasised the role of education in the following words :

“The Educational system must produce young men and women of character and ability committed to national service and Development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its cultural heritage and its unique potentialities.

The several programmes taken up towards the implementation of the National Policy, had a direct/indirect impact on national integration, reviewed as under:

(i) Universalisation of elementary education

Elementary education up to the age of 14 years still remains to be made universal in all the States in spite of Constitutional Directives. The position in the country as analysed by the Working Group on Education (1980-85) reveals that while many States have reached 100% enrolment of the boys at the primary stages have, some lagging in respect of the boys and many in regard to girls, the progress of enrolment is even more uneven at the middle stage. The analysis highlights that a large section of the population particularly those belonging to the disadvantaged groups are outside the reach of the educational institutions.

Owing to slow pace of implementation of the programme, these sections of the population have not been integrated in the main stream of national life.

(ii) Language policy

The three-language formula at the school stage was adopted after careful deliberations, keeping in view the national integration objective. The formula provided for the learning of a Modern Language preferably one of the South Indian languages apart from Hindi and English in the Hindi speaking States and the learning of Hindi along with the regional language and English in the non-Hindi speaking States. The formula has not been genuinely and fully adhered to by the several States who have adopted their own versions. The proper implementation of this policy would greatly help in creating a sense of equity among the student population in the different States.

(iii) Common pattern of education

In pursuance of the National Educational Policy, 1968 a particularly uniform educational structure is being brought out in all parts of the country, with the adoption of 10+2+3 pattern. The new pattern has been introduced in a majority of the States and the curriculum contents revised and modified. It is hoped to get the 10+2 pattern introduced in the other States also.

The University Grants Commission has also circulated guidelines for reorganisation of the undergraduate courses, under the new pattern of education. According to these guidelines, a set of foundation courses would constitute a part of the undergraduate courses. This would include Indian History and Culture, comparative study of various religions in the country, etc. with a view to promoting national integration in the country.

(iv) Equalisation of educational opportunities—provision of educational facilities

The National Policy Statement 1968 envisaged strenuous efforts being made towards the equalisation of educational opportunities.

The inequalities due to regional imbalances were sought to be corrected by providing good educational facilities in rural and backward areas. The implementation of the policy has yielded good results. According to the 4th Educational Survey, schooling facilities have been provided throughout the country within one kilometre to the children in the primary classes and similarly within three kilometres for the majority of the children in the middle stage. A large number of secondary schools have been opened in the rural and backward areas. As a matter of policy, opening of new technical and higher educational institutions are favoured only in the rural and backward areas.

(v) Admission in national institutions.

Yet another step in fulfilling the cause of equality of opportunity and national integration is the policy of the Government for setting up of national educational institutions and regarding admissions thereto. The Central Government has established leading educational institutions in the field of technical education and higher education.

Admissions to the Indian Institutes of Technology are made on the basis of Joint Entrance Examinations. Fifty percent of the admissions in the Regional Engineering Colleges are reserved for applicants belonging to the States other than the one in which the institution is situated. Seats are also reserved in all institutions for students in Union Territories which do not have any engineering institution or are educationally backward. These arrangements facilitate students from all parts of the country to come together and foster a spirit of common living among the students.

(vi) Scholarships and incentives

Over the years, the number of scholarships at the Central and State levels have been enhanced and scholarships exclusive for the talented children in the rural areas have been introduced. Other incentives and facilities have also been provided to the weaker sections like, girls, Scheduled Castes/Scheduled Tribes and other economically backward groups to provide them an equal access to educational opportunities.

(vii) Specific schemes for promoting national integration

From time to time the Ministry has been operating at the Central level, specific schemes for promoting National Integration. The scheme of National Integration was launched during the Fourth Five Year Plan. The National Integration Samitis and Inter-State Youth Exchange Programmes were introduced in the later Plans.

From the year 1978-79 the Ministry of Education launched another scheme of national integration under which facilities of visits are given to non-student youth living and working in border States to other States with marked cultural difference and in exchange provide for the visit of youth of other States to border States with the object of promoting National Integration for learning and understanding the unity of the country in diversity of languages and cultural heritage.

Scouting and Guiding is an activity generally encouraged by the Government for the several decades. Grants-in-aid are given specifically for the projects of holding camps and rallies organised by the Bharat Scouts and Guides and All India Boys Scouts Association.

Significant publication programmes of the National Book Trust have been specially designed with a view to promoting National Integration and Inter-regional understanding. Some of the programmes are the **adan-pradan** series, Nehru Bal Pustakalaya and Young India Library series.

(viii) Curricular and Co-curricular Activities

Sports, youth activities, cultural activities foster a spirit of unity and comradeship among students. The National Policy recommend such activities as an integral part of education.

(ix) Production of Books

This is discussed as a separate item.

Recently the National Integration Council has constituted a Committee on Education under the chairmanship of Education Minister "to review the present education system and suggest how to make it an effective instrument of promoting national integration". The first meeting of the Committee was held on 3rd April, 1981. In the further meetings to be held, the following items are to be discussed in depth:

- (a) Review of textbooks in schools and colleges
- (b) Training of teachers and professors
- (c) Programmes for students and non-student youth

The Conference is invited to give suggestions in this regard which would provide useful guidance in the work entrusted to the Education Committee.

Item No. VI (b) : Textbooks in the Context of National Integration

(A) School stage

Evaluation of textbooks from the standpoint of national integration has already been taken in hand. With this end in view, the State Governments have been requested to identify agencies which will be entrusted with this task. It has been decided that in the first instance language and history textbooks will be evaluated. The Ministry of Education have already communicated to the State Governments the procedures that would need to be adopted for this purpose. The National Council of Educational Research and Training has also communicated to the State Governments, on a provisional basis, tools and guidelines which will be utilised for evaluating textbooks. The provisional tools and guidelines are expected to be refined by a group of experts.

While it is necessary to eliminate from the textbooks, materials which are prejudicial to national integration, it would also seem essential that positive steps are taken to write and produce textbooks which consciously attempt to promote a feeling of national cohesion and emotional integration. From this point of view a series of steps may require to be taken. Among others, these would include the following :

- (a) identification of materials which should be incorporated in the textbooks for the purpose of promoting a feeling of national unity;
- (b) adoption of common textbooks in subjects where it is possible to do so, and
- (c) identification of competent textbook writers.

Identification of materials

Under the auspices of the States Councils of Educational Research and Training/State Institutes of Education, expert groups could be constituted with the purpose of identification of materials which can be incorporated in textbooks. These expert groups would, particularly, be needed in the areas of languages and social sciences where the possibility of materials which emphasize regional/sectarian outlook is greater as compared to textbooks in basic sciences. The expert groups would consist of faculty members of the universities and other institutions of higher learning and school teachers.

Adoption of common textbooks

Whether common textbooks can be adopted for all the States and Union Territories, is a point which needs serious consideration. This could be facilitated if only one book in each

subject is prescribed for each class on a compulsory basis. Such a step would reduce the number of textbooks at present being prescribed for different subjects.

In some subjects, where the content is of universal character, there could be common textbooks. In this category for instance, would fall textbooks in Physics, Chemistry and Mathematics. Even in Biology, although local variations can be provided for in relation to local environment, some core materials which should be incorporated in all textbooks on the subject, may be possible of being developed. It is no doubt true that the teaching of science should take place in relation to the local environment with which the child is familiar. From this point of view it would seem necessary to have different textbooks. This would be particularly true in the case of primary classes. In spite of these difficulties, it should be possible to identify core materials for each stage of education which should form the basis and essential part of the science textbooks, with variation built in relation to the local conditions.

The adoption of common textbooks in social sciences and humanities presents a problem because the school curricula and consequently textbooks based on them, are normally expected to reflect the social and cultural diversities. Since most of these subjects are taught in regional languages, production and adoption of common textbooks presents some problems. In some subjects, however, it should be possible to identify core materials which should be universally taught. For instance, Indian history, revolving round major developments which have taken place in different parts of the country and emphasizing our cultural heritage could be uniformly taught. Similarly, core materials in civics and geography could be part of textbooks in all the States and Union Territories. In the case of language textbooks a beginning could be made in respect of English, and Hindi textbooks which could be prescribed in all the States/Union Territories where they are taught as second and/or third languages.

Identification of textbooks writers

It is necessary that writing of textbooks is entrusted to persons who have a deep understanding of the subject and the overall social and economic context. Textbook writing, particularly for the school stage, requires some essential competencies. It is, therefore, necessary to identify creative writers and train them in the art of writing textbooks for use of school children. Such training programmes as well as the production of manuals for the guidance of textbook writers can be taken up by the National Council of Educational Research and Training in collaboration with the State Councils of Educational Research and Training and State Institutes of Education.

Uniform curriculum

Since they are generally based on the syllabi prescribed in States/Union Territories, the production and prescription of common textbooks can be facilitated if there is uniformity in the curriculum. While this uniformity should be broad and provide for local variations in history and culture, flora and fauna etc., it should at the same time identify core values and competencies which school education should aim at building in students. The Curricula frame-work developed by the NCERT in relation to the 10+2 pattern of school education has identified the basic value systems which should permeate the entire education system. It has also indicated the broad structure of the school curriculum. On the basis of this frame-work, attempts have been made to develop syllabi. The need is to find out the extent to which the syllabi prescribed in the States/Union Territories is comparable.

Production of textbooks

The number of children for whom textbooks have to be produced is so large that any centralised production would be difficult to undertake. Many of them have also established textbook printing presses which can undertake printing of textbooks in large quantities. The Government of India has also set up three textbook printing presses. The capacity available in all government managed presses can be pooled, preferably on a regional basis to see that textbooks of good quality become available. Most of the States have nationalised the production of textbooks.

The agencies responsible for textbook production at the State level must be integrally involved in the development of textbooks which promote national integration. It would be desirable from this point of view that they undertake research and development work as one of their essential functions. With the help of the State level institutions, these agencies can undertake the identification of materials which should be incorporated in textbooks, preparation of supplementary reading materials which will promote national integration, identification of writers and their training etc.

(B) University stage

Universities do not generally prescribe textbooks at the college level. The Minorities Commission has suggested replacement in schools and colleges, of textbooks which tend to instil in young minds, feelings of animosity between communities, by textbooks which encourage feelings of equity and brotherhood between members of all communities. The Committee constituted by the Commission to review the programme of national integration samities in the universities and colleges also considered question of reviewing the books prescribed in universities and colleges in history and other subjects at various levels. The Committee recommended that a review might be undertaken of such books to see whether a balanced view on the historical events has been taken therein. This review could be undertaken by the Commission through its panels. The Commission has agreed with these suggestions and the various panels are being requested to suggest guidelines for undertaking such a review which would thereafter be circulated to the universities with a request that the university may undertake the review of prescribed books and reference books in various subjects at various levels in accordance with these guidelines.

Item No. VII : Adult Education**Background**

Adult Education has been receiving attention of the Government for several decades. An ambitious programme of Social Education was launched in the First Five Year Plan. This was integrated with the Community Development Programme in the Second Five Year Plan. Although the provision of funds in the second, third and fourth plans was meagre, several significant programmes at the State level (e.g. the Gram Shikshan Mohim, Maharashtra) as well as at the National level (Farmers Training and Functional Literacy started in 1967-68 Non-formal Education for 15-25 age group, started in 1975 etc.) were launched.

Though literacy in the country increased from 18.3% in 1951 to 34.5% in 1971, the number of illiterates continued to increase from 24.66 crores in 1951 to 30.7 crores in 1971. According to the 1981 census the percentage of literacy has increased to 36.17 (including age-group 0-4). It is expected that the literacy would be around 42%, excluding 0-4 age-group.

National Adult Education Programme

The National Adult Education Programme (NAEP) is not a new policy, but the culmination of a series of developments in the educational policies of the country since independence. In 1977 the Government decided to make a two pronged attack on illiteracy by taking steps for the universalisation of elementary education and simultaneously covering adult illiterates in the age-group 15-35. It was decided that both the programmes—universalisation of elementary education and providing adult education, may be given the highest priority in the educational planning and be made part of the Basic Minimum Needs Programme (MBNP). The National Adult Education Programme was accordingly launched on October 2, 1978, envisaging a coverage of 100 million illiterates in the age-group 15-35 within about five years at a total cost of Rs. 200 crores, to be equally shared by the Central and State Governments. This programme emphasised three aspects—Literacy and Numeracy, Functional Development and Social Awareness. Various other ministries and departments of Government of India also took positive steps to link their programmes and activities with NAEP, e.g. the Ministry of Social Welfare expanded its programme of Functional Literacy of Adult Women as a part of Integrated Child Development Service Programme (ICDSP) and various other programmes of Ministries of Agriculture, Rural Reconstruction, Health and Family Welfare. The Ministry of Education implemented the programme through the State Governments/Union Territories, universities and colleges, Nehru Yuvak Kendras, voluntary agencies, public undertakings etc.

NAEP Review Committee

The Programme of NAEP had been subjected to widespread criticism in Press, Parliament and other forums. The main points of criticism were :

- (a) that certain communal organisations had penetrated into the programme through voluntary agencies;
- (b) that the programme was excessively centralised and bureaucratic;

- (c) that in practice this was a mere literacy programme and was not linked with development; and
- (d) that the various political parties and mass organisations of workers, peasants, youth and teachers had been excluded from the programme.

Consequently, the Government decided to set up a high powered Review Committee headed by Dr. D.S. Kothari to go into all aspects of the programme and suggest improvements in its implementation, quality and impact. The Review Committee had since submitted its report to the Government and it has been examined by an Empowered Committee and the Consultative Committee of Parliament attached to the Ministry of Education. The recommendations of the Review Committee are being considered by the Government in the context of the recommendations of the Empowered Committee and the observations made by the members of the Consultative Committee. Pending final decision on this report, the programme is being run at 1979-80 level.

As the major criticism of the programme related to the infiltration of communal elements in the programme, this Ministry has since taken steps to vigorously scrutinise the applications of all voluntary agencies participating in the field of adult education and seeking government assistance, to ensure that no communal agency infiltrates the programme. Procedural changes have also been made to ensure better performance of voluntary agencies and proper utilisation of funds.

Evaluation

Adult Education Programme envisages evaluation as an in-built integral part of the programme. Each State/Union Territory is required to evaluate its performances. To establish the credibility of the programme, the responsibility for evaluation of the programme in some States had been assigned to Institutions of Social Sciences Research. The appraisal reports received before the Review Committee finalised its report were examined by the Review Committee. They observed that most of the centres had functioned well and weaker sections of the community had benefitted. However, achievement in the spread of literacy was modest and deficient in terms of functional awareness. As a further follow-up action, the Directorate of Adult Education is studying these reports in detail to find out what steps could be taken to improve the programme in the still backward States. In-depth studies of the areas and subjects which have been found deficient are also to be undertaken. The external evaluation agencies have been advised that in addition to the programmes run by voluntary agencies those under the Rural Functional Literacy Project/Universities may also be evaluated now.

Sixth Plan

Non-formal Education for adults, particularly in the productive age-group 15—35 years is accorded priority in the Sixth Plan (1980-85). An allocation of Rs. 128 crores has been made of which 60 crores are in the Central Plan and Rs. 68 crores in the State Plans. No targets have been fixed for the Sixth Plan. The Planning Commission have stated that as the programme is just developing it is difficult to lay down the targets. However, the target would be cent percent coverage of the age-group 15—35 by 1990.

In a broader sense adult literacy for 15—35 age-group is an extension of the programme of universalisation of elementary education. The Sixth Plan documents approved by the National Development Council emphasise that elementary education including adult education is a part of the Minimum Needs Programme.

All the State Governments are required to make adequate provision in their annual budget for adult education and take early action to undertake suitable field programme.

Important Points

- (1) Programmes of adult education have to be developed and strengthened both under Central and State Sector Plans consistent with its inclusion in the Minimum Needs Programme and Plan allocations.
- (2) Adult Education Programmes founded by the Education Ministry and Education Departments should be supplemented by extension education programmes of other development departments.

- (3) Past experience has stressed the need for careful screening of voluntary organisations seeking financial grants for undertaking programmes of adult education on the approved pattern. The Central Government relies heavily on the assistance of State Governments in the process of "Screening".
- (4) The content and quality of the programme needs to be continuously and effectively monitored and evaluated.

**Item No. VIII : Educational Planning, Monitoring and Evaluation Machinery—
Strengthening at the State Level**

In the concluding paras of its report, the Working Group on Education (1980-85) identified one of the main tasks during the Sixth Plan as the strengthening of administration. A review of the existing administrative structures including machinery for planning, monitoring and evaluation, has been recommended "aimed at making of the existing structure more functional and strengthening them wherever necessary, particularly for building up planning, monitoring and evaluation capabilities at the district, State and National levels." The report also laid emphasis on "procedures for concurrent monitoring and evaluation" being instituted "at every level and linked to corrective action."

Existing Machinery

In the field of education, the Central Government and State Governments have been collecting annual educational statistics for several decades, and are also preparing annual progress reports and Five Year Plan Reviews since the beginning of the First Five Year Plan. Educational Planning and statistical units exist in the most of the States, located in the Directorate of School Education and in some cases in the education secretariat. In most of the cases, these units function with meagre staff. More often, these are not effectively manned by technically-trained persons. The support from the field, at the district and block levels is lacking, for lack of staff at the lower level. These deficiencies tend to retard the collection of data which is a basic requirement for effective planning.

The efforts in regard to monitoring and evaluation of the plan programme have been even on a much lower scale. Some selected programmes, such as, problems of extension of primary education in rural areas in selected programmes, special schemes for girls education, youth, girls and voluntary organisations have been evaluated by the Programme Evaluation Organisation of the Planning Commission from time to time. Special emphasis was laid on the monitoring of Plan programmes for the Fifth Plan. However, even in respect of the few programmes selected i.e. universalisation of elementary education, adult education and vocationalisation, the data required for monitoring of the States Plans have not been forth coming mainly for want of machinery to collect, analyse and disseminate the information required for purposes of monitoring. It would be necessary to organise the establishment of monitoring units in the State Governments during the Sixth Plan.

Pursuant to the recommendations of the Working Group, provisions have been included in the State Plans for setting up this machinery. At the Centre also, suitable provisions have been made for strengthening the Monitoring Unit in the Ministry and other technical wings, such as Technical Education Bureau, NCERT, Directorate of Adult Education etc.

Recommendation in regard to Staffing Pattern

The staffing pattern of a monitoring set-up has been given thought to by a Working Group set up by the Planning Commission in September 1978 "to study the monitoring system for education from the institutional level up to the Central level". The gist of the recommendations of the Working Group which has already been circulated, stated briefly that a Monitoring machinery be set up at the different levels, i.e. Centre, State, District and Block levels. The set up at different levels would vary from State to State according to requirements. A Broad pattern would however include the block as the basic unit for planning and administration, with at least a full-time Assistant to collect information for purposes of monitoring and also to initiate follow-up action. The district being the main unit for the purpose of micro level planning, should have adequate machinery at this level for the task of monitoring on the pattern of the Jammu and Kashmir State, the minimum requirement being one officer and two Assistants at the State level, the monitoring should be an integral part of the set-up for planning and statistics, with the monitoring unit having adequate technically qualified staff.

At the Centre, the Ministry of Education will be the model agency for purposes of monitoring. Monitoring staff will also be provided in each wing such as NCERT etc. to perform such functions in regard to major programmes like universalisation, adult education and technical education.

In regard to the planning machinery also, the Working Group had made appropriate recommendations for strengthening the set-up at the State level. The establishment of regular units at the district level with qualified technical staff, has been recommended keeping in view the district as the main unit for undertaking micro level planning. The planning efforts at the district level need to be supported at the block level also with qualified staff.

The Seventh All India Conference on Educational Statistics (September 1979) have also made appropriate recommendations in regard to strengthening of statistical machinery particularly at the district/block level.

The National Institute of Educational Planning and Administration has been assigned the study of appropriate set up of planning and monitoring and evaluation units in the State, in collaboration with the Education Ministry. Detailed questionnaire has been circulated through the NIEPA to State Governments, which is to be followed up by visits of officers for discussion.

Points for consideration for the Conference :

- (a) The State Governments are required to furnish the basic data to NIEPA, and nominate suitable officers for follow-up work to complete the study.
- (b) The State Governments may be required to ensure prompt action for setting up of monitoring units and strengthening of Planning and Statistical Units as per recommendations.
- (c) Pending the report of the NIEPA, the States may initiate the process with adequate staff pattern to monitor the selected programmes of the Sixth Plan, e.g.
 - (i) Universalisation of elementary education;
 - (ii) Adult Education Programme;
 - (iii) Vocationalization; and
 - (iv) Educational development of Scheduled Castes and Scheduled Tribes.

The recommendations of the Monitoring Group in regard to the minimum staff requirements at the block and district levels may be adopted for the purpose.

Item No. IX : A note from the University Grants Commission

To consider the question of providing adequate funds by the State Governments for schemes accepted by the Commission in the universities and colleges and other related matters

The Commission has been providing assistance to the universities and colleges for development and special scheme which is available partly on 100% basis for specific items and partly on a sharing basis. Even in such cases where assistance is made available on 100% basis on staff and other recurring items, the institutions/State Governments have to give firm commitment/assurance that the position will be created on a permanent basis, and the State Government will meet the entire expenditure as committed expenditure from the date the Commission's assistance ceases. The universities/colleges have been experiencing great difficulty in availing of this assistance owing to late approval from the State Governments in this regard. This results in unusual delay in implementing the schemes approved by the Commission.

Universities

The Commission would be shortly considering, the Sixth Plan development proposals of the universities which would include creation of additional staff and other recurring items. It would be helpful if the State Governments give their approval to these items immediately after the Commission's approval of the scheme so that the universities are able to implement the approved programmes without any delay. Similarly, for quality schemes like CAS/DSA etc. where staff is approved by the Commission on 100% basis and which is to be maintained after Commission's assistance ceases, the State Governments may consider giving immediate approval to the creation

of these staff on a permanent basis and meeting the expenditure thereon as committed expenditure after the UGC's assistance ceases so that these quality programmes may not suffer.

In addition to above the State Governments may have to provide to the universities adequate assistance for meeting their essential needs on the following items:

- (a) Essential books and equipment and subscription for journals which they started obtaining during the Fifth Plan;
- (b) Repair and maintenance of existing university buildings, including hostels and staff quarters on the basis of PWD norms;
- (c) Development of campuses ;
- (d) Necessary working expenses for consumable items for science laboratories;
- (e) Quarters for administrative and non-teaching staff;
- (f) Creation of additional administrative staff in the universities especially in the departments to cope with the increased amount of work in the implementation of the plan schemes; and
- (g) For such other schemes which are not assisted by the UGC both for universities and colleges.

Colleges

The Commission proposes to provide basic grants for the establishment to book banks, essential equipment for science courses and faculty improvement programmes to arts, Science and Commerce Colleges which fulfil certain minimum eligibility conditions and to provide development assistance to selected colleges only. Assistance for development programmes will be on a sharing basis for various items and the State Governments will have to provide in their plan, matching contribution for UGC schemes which are approved for development in various colleges. The Commission proposes to provide development assistance to selected colleges in the four categories which fulfil the conditions laid down by the Commission :

- (a) Intensive development of selected colleges at district level.
- (b) Undergraduate and post-graduate colleges which are viable.
- (c) Teachers training and other single faculty colleges.
- (d) Colleges in tribal and backward areas having sufficient number of Scheduled Caste/ Scheduled Tribe students.

Assistance to the above colleges for books, equipment, staff and buildings will be on a sharing basis and the matching contribution will have to be provided by the State Government/ College Management. The State Government may, therefore, provide in their Plan sufficient amount to enable them to provide matching share for the schemes which are approved by the Commission for development in the categories of colleges.

The State Government may provide in their Plan, amount for colleges under 2 heads as under :

- (a) Provision for matching share for the schemes to be approved by the Commission in selected colleges for development.
- (b) Development of sub-viable colleges to which the Commission's assistance would not be available during the Sixth Plan period, so as to make them eligible for assistance in the next Plan.

Opening of new Colleges and Universities

There were 17,92,780 students in 79 universities, 10 institutions deemed to be universities and 3297 colleges in 1969. The progress in terms of quantitative indicators during the present decade can be gauged by the fact that in 1979-80 there were 26,48,579 students enrolled in 108 universities, 11 institutions deemed to be universities and 4558 colleges.

The average growth rate of enrolment during the decade 1970-71 to 1979-80 was 4 per cent per annum. This was considerably lower than the average growth rate of 14 per cent during the decade 1950-51 to 1959-60. The growth rate declined from 9.5 per cent in 1970-71 to 0.2 per cent in 1976-77. It was 1.2 per cent in 1979-80 and seems to have stabilised at the level of 2.3 per cent per annum, which is fortuitously in close correspondence with the average rate of growth of the national economy.

The percentage enrolment however at the postgraduate and research level has continuously gone up from 9.8 in 1975-76 to 9.9 in 1976-77, 10.2 in 1977-78, 10.6 in 1978-79 and 11.1 in 1979-80.

The faculty-wise distribution of student enrolment shows that the percentage of enrolment in the faculty of arts (including oriental learning) to the total enrolment went down from 44.5 in 1975-76 to 44.4 in 1976-77, 43.7 in 1977-78, 42.3 in 1978-79 and 40.6 in 1979-80. However the percentage of students enrolled in commerce courses has gone up from 17.1 in 1975-76 to 17.7 in 1976-77, 18.1 in 1977-78, 18.8 in 1978-79 and 19.5 in 1979-80. The percentage enrolment in science which had been going down until 1976-77 increased from 18.2 in 1976-77 to 18.4 in 1977-78, 18.8 in 1978-79 and 19.2 in 1979-80. The changes in percentage of enrolment in the professional courses have been of a marginal nature.

A significant development during the period 1974-80 has been that the number of arts, science and commerce colleges increased in a somewhat regulated manner. During the fourth Plan period (1969-74) the number of newly established arts, science and commerce colleges increased by 765 or by 191 per year. During the period 1974-80, the number of such newly established colleges was 329 or 66 per year.

The UGC has not so far laid down any general criteria for the establishment and affiliation of new colleges. The Review Committee on the UGC set up by the Government of India under the Chairmanship of Dr. V.S. Jha had *inter-alia* recommended that new colleges should be set up only after a joint survey by the affiliating university, the UGC and the State Government concerned regarding their need, location, courses of study, staff, limits of intake and other relevant factors.

The Government of India have recommended that a national policy should be framed regarding the setting up of new universities and colleges. The State Governments may be persuaded to accept the procedure that a new college be set up only after a survey has been conducted and there is a felt need for the same. Similarly, while every endeavour should be made not to establish new universities in the Sixth Plan, wherever it is absolutely essential to have a new university, the following factors should be kept in view before the State Government decides to establish a new university :

- (a) inadequacy of the facilities for higher education and research in the area in which the university is situated and the inability of the existing university or universities of the State concerned to provide for such facilities either in its or their existing faculties or schools or by the establishment of post-graduate centres or campuses.
- (b) the university has or shall have some special features or new programmes and activities which will augment the existing academic resources in the country.
- (c) the university has or shall have programmes for the upliftment of backward areas or removal of regional imbalances.

Educational development of Scheduled Castes and Scheduled Tribes in the Sixth Plan—Higher Education stage

The University Grants Commission has recently reviewed the position regarding admission of Scheduled Caste and Scheduled Tribe candidates to various courses of study on the basis of actual position ascertained for the year 1977-78 and noted that the position continues to be far from satisfactory. The Commission has decided that more intensified efforts would be made in the Sixth Plan to ensure that the actual admissions made from among Scheduled Castes and Scheduled Tribes in universities and colleges reach the required percentage just fixed by the Government from time to time.

For the Sixth Five-Year Plan, the University Grants Commission has appointed a Working Group to draw up a sub-plan for further improving the position regarding education of Scheduled Caste and Scheduled Tribe communities at the higher education level.

The following steps as constituents of the sub-plan to be framed by the University Grants Commission are under consideration :

- (1) The general programmes of development by universities and colleges will specifically include a separate component for making such facilities available to Scheduled Castes and Scheduled Tribes.
- (2) It will be ensured that the facilities for scholarships/fellowships under the general development programmes are fully made available to Scheduled Caste/Scheduled Tribe students.

- (3) The number of scholarships and fellowships exclusively available for Scheduled Castes and Scheduled Tribes could be augmented.
- (4) Some colleges would be selected for intensive development of higher education for tribals. The selection will be based on the concentration of tribals in the States of Bihar, Madhya Pradesh and Orissa and districts of other States where sizeable tribal population exists. A need based special programme comprising preparatory training to make up deficiencies, remedial training programme and restructured courses would be worked out for each college. The educational programme of the college at the higher education level will be integrated suitable with similar programmes at the school level.
- (5) Colleges catering to Scheduled Caste and Scheduled Tribe students will also take advantage of the programme for employment available in the Sixth Plan under thrust programme so that these institutions will be able to widen the scope of the extension programme that would be taken up under their auspices.
- (6) Reservation of admission to various courses in prestigious institutions would be arranged.
- (7) The educational programmes to be offered and the courses of study to be undertaken would be made relevant to the needs of these students by essential remedial programmes, career guidance programmes and counselling.
- (8) An orientation programme will be taken up to introduce the teachers to take up remedial training programme for Scheduled Caste and Scheduled Tribe candidates either on the basis of institutional arrangements or on the basis of pooled arrangements in selected areas so that groups of students belonging to different institutions could take advantage of such programmes.

Item X : A note from the National Council of Educational Research and Training.

The National Council of Educational Research and Training concern itself primarily with the programmes of school education, the emphasis being on improving its efficiency and productivity. The imperatives of upgrading the quality of school education have led the Council to focus attention on the following programmes :

- updating and upgrading of the curricula
- preparation of quality textbooks
- vocalionalisation of education
- reforming the procedures of evaluating student achievement
- improvement of teacher education
- increasing use of modern technology for educational purposes
- universalisation of elementary education

Development of curriculum and textbooks, training of personnel, support of research, media support to education, development of prototypes, experimental programmes of non-formal education, innovations in teacher education are some of the major activities of constituent units of NCERT. The Council is also implementing projects funded by the UNICEF and UNFPA, the former in the area of universalisation of elementary education and early childhood education and the latter in the area of population education.

Although the basic initiatives and major decisions affecting education, particularly school education, are taken at the State level many of the approaches and materials developed by the NCERT have, over the years, been accepted by the States. This has been possible primarily for the following reasons :

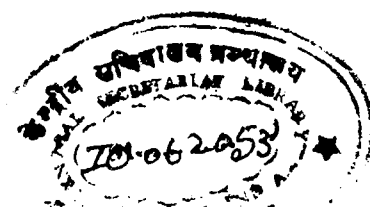
- (a) association of the State representatives with policy formulation;
- (b) involvement of state representatives in the planning of the Council's programmes;
- (c) association of the State Governments with decision making bodies of the Council and its constituent; among others, these include the Council's General Body on which States are represented by their Education Ministers, Managing Committees of the Regional Colleges of Education and Programme Advisory Committee of the Field Advisers' Office and Centres for Continuing Education on which are represented the State Departments of Education and universities;
- (d) association of State level institutions with the development implementation of programmes;

- (e) orientation/training of key persons of the States so that they can on their own take up the training of other functionaries. This strategy has helped in building trained cadres at the State levels, who, given the resources, can undertake a State-wise programme of quality improvements;
- (f) establishment, at the State level, of experimental projects experiences which can help States to adopt the new strategies;
- (g) implementation of programmes which have an indirect influence on promoting State level effort to improve the quality of education;
- (h) financial assistance for research and innovation by the States/institutions.

The strategy adopted by the Council has yielded rich dividends, in terms of creating an awareness in the States of the Council's work and the need to make more concentrated effort for improving the quality of education. These strategies have also helped to build the capabilities of the State level institutions to undertake on their own worthwhile programme for qualitative improvement of education in terms, for instance, of competent cadres of trained personnel. Improved materials have also been made available to the States in the form of prototypes which they can duplicate for use on a wider basis.

Some difficulties have, however, been experienced in the States adopting the approaches suggested by the Council and the materials, instructional and others, which its departments have developed. The poor response of the States to the innovative programmes of pre-service and in-service education of teachers being provided in the Regional Colleges of Education, is an indication of the hesitation shown by States. Some of the important factors which seem to prevent the adoption of the Council's materials and approaches are discussed below :

- (i) In certain areas, like upgraded curriculum and textbooks, adoption of improved models have to precede State level decision. This would for instance, apply to the adoption of 10+2 pattern of school education with emphasis on vocationalisation of education.
- (ii) Basic initiatives and major decisions affecting education, particularly, school education are taken at the State level. In taking these decisions local considerations play a very important part.
- (iii) The Council concerns itself primarily with programmes which have implications for the qualitative improvement of school education. Many of the programmes taken up by the Council may not be area-specific although some projects, particularly those funded by the UNICEF and the non-formal education centres of Council are developed and implemented in relation to the needs and conditions of specific communities.
- (iv) The adoption of the approaches and material developed by the NCERT will require their adaptation to suit the specific requirement of specific areas/communities. For this it is necessary to have suitable institutional arrangements at the State level. Except for a few States, the State Council of Educational Research and Training/ State Institutes of Education, Education Technology Cells, State Boards of Teachers Education, and other such institutions/organisations, which have been established are yet to have the resources and competence for such adaptation for wider multiplication.
- (v) The adaptation of materials should be followed by their wider multiplication. This would require financial resources. Unless the States have these resources, it would not be possible to ensure country-wide implementation of NCERT's approaches and materials.
- (vi) In certain cases, like textbooks, the States have established separate agencies. These agencies prescribe/produce textbooks in various subjects. In the prescription of textbooks as well as in other areas of educational activity, pressures from vested interests make it difficult for the State Governments to wholly accept textbooks and other materials which have been developed outside the States.
- (vii) It is accepted that in many cases the Council's liaison work with States has not been adequate and, therefore, the requirements of the States have not been precisely identified. This is partly so because of the inadequate infrastructure that the Field Offices of the Council have and also partly because the Departments of the NCERT and the RCEs have been concerned with certain priority tasks which have prevented attention to specific requirements of the States.



In order to improve the interaction and implementation of programmes of qualitative improvement in school education and teacher education, the following measures may be considered from a long-term point of view :

- development and strengthening of counterpart institution(s) at the State level;
- exchange of educational personnel between the States and NCERT;
- wider representation of State and NCERT personnel in the forum which are set up or the formulation of development plans;
- joint participation in monitoring and review of education programmes at the State level;
- development of personnel resources at State level by establishing linkages with universities constituents of NCERT teacher education institutions;
- setting up of joint study teams for the formulation of long term perspectives in education for future; and
- allocation in the plan of sufficient resources to allow the States to take up programmes of qualitative improvement of education.

Item No. XI : A Note from the National Institute of Educational Planning and Administration

The National Institute of Educational Planning and Administration (established by the Government of India in 1970, on the recommendation of the Kothari Commission as National Staff College for Educational Planners and Administrators) have been organising a large number of training programmes in the area of educational planning and administration. It has brought out a number of studies which would be of use in educational planning and administration besides publishing a quarterly bulletin.

The Sixth Five-Year Plan of the Institute proposes to give a new direction to its activities in the context of the specific challenges posed in the Sixth Five Year Plan in the field of educational planning and administration. The Working Group on Education and Culture in the Sixth Five Year Plan has specially emphasised the need for strengthening of administration, planning, monitoring and evaluation capabilities at various levels and has emphasised the need to professionalise the management of education and education systems. This is a special responsibility devolved on the Institute, as the apex body in educational planning and administration at the national level. For this purpose, it is proposed to take up activities in close collaboration with State Governments in regard to their identified needs in training and planning.

In this context, the following points are for consideration :

- (1) The District Education officers constitute the most important cadre of officers responsible for the implementation of a good part of the non-plan and plan programmes in the field of elementary and secondary education. They are also increasingly required to prepare detailed plans at the District level and initiate and guide educational reforms and innovations. NIEPA has been offering (a) short-term orientation programme of up to 3 weeks; and (b) a correspondence course of six months followed by a Contact Programme of about a week for the officers at this level. Considering the manifold job requirements and new responsibilities, it is felt that a longer course in educational planning and management is required. The Sixth Five Year Plan of the Institute visualises a course of about 9-months duration split into three modules, of about 12 weeks each. The first module will consist of fundamentals of educational planning and administration and will include subjects like economics of education, sociology of education, educational statistics and basic principles of management. The second module will concentrate on the practical aspects of educational planning and management with emphasis on practical exercises. At this stage the participant would be required to select a special field of his choice for intensive study, such as, the elementary education, secondary education, etc. The third module will aim at developing among the participants the capabilities for conducting research and studies on various aspects of educational planning and management. Each of these modules will be planned in such a manner that a person can join any of them or he can take up the entire programme.

It is felt that all new recruits to the cadre of District Education Officer—irrespective of whether they are direct recruits or whether they are promotees—would benefit by the above said 9-months course in Educational Planning and Management. It

would be ideal if such training becomes a regular part of recruitment and manning. The Institute would help the State Governments in training. It will be necessary for the Institute to have a reasonably firm indication of the number of officers likely to be deputed by the different States year by year for the next four years so that the requisite courses could be planned well in advance.

- (2) In addition to the officers deputed as above for the 9-months course (which will be confined to the new recruits or new promotees), it will also be necessary to train other serving District Education Officers through intensive orientation programmes in educational planning and management for a period of up to three-months. A series of in-service training programmes could be organised for this purpose. Some of these programmes may be conducted at the Institute in Delhi but most of these could be organised at State/regional levels. For this purpose, the training capabilities at State and regional levels may be built up in collaboration with existing State/non-government/university institutions on a selective basis. The Institute would be in a position to assist the State Governments in this effort.

Need-based training programme could also be planned and organised for officers of other cadres such as Planning Officers, Finance Officers engaged in educational planning/important activities.

- (3) Several groups of officials are engaged in different tasks of educational planning and administration at the block and Tehsil levels. The training of these officials is a major responsibility of the State Governments. The training need of the block/Tehsil level officials is widely different from those of the heads of educational institutions who are increasingly required to take planning and management functions in addition to academic functions. To improve the quality of planning and management in all sectors of education, at all these levels, it would be necessary to build up adequate capabilities at the State level. This is an area of collaboration with the State Governments which the Institute intends to develop in the Sixth Plan, drawing upon its past experience in the conducting of orientation programme of heads of educational institutions and other similar programmes which have proved popular and successful.

The State Governments may be requested to identify the training requirements of the different groups of officials at the block/Tehsil levels for the next four years and also indicate their views in regard to the specific group-needs. The details in this regard will be further discussed by the Institute to develop the relevant curricula and methods of training, besides organising the training for the resource personnel.

- (4) Another area of collaboration is the conduct of studies and surveys which is an integral part of the educational planning process. Over the years, the Institute have developed expertise in conducting studies having a direct bearing on the implementation of various plan programmes, which could be drawn upon by State Governments, to the mutual advantage. Apart from imparting the know-how for such studies, or taking up special studies on behalf of the State Governments, the Institute would welcome training of personnel deputed by State Governments, preferably on assignment basis.

State Governments may like to indicate studies that they would like the Institute to undertake and the facilities and material they would be in a position to make available. State Governments are also required to assist the Institute in identifying suitable officers and assigning them for short duration for intensive studies undertaken from time to time, as may be required.

- (5) Inter-change of experiences is another major area for improving educational planning and administration. This calls for visits of educational planners and administrators at operating levels to other States in order to assess the relevance of such experiments and to study the innovations and new experiments with a view to replicating them in their own areas. The State Governments were requested by the Institute to identify for this purpose certain significant and successful experiments from which other States could benefit. Replies received do not indicate adequate screening from this aspect. It would be useful if the State Secretaries/DPIs could personally assess the experiments/practices/innovations in their States, a study of which would be of benefit to other States. The programmes of inter-State visits could then be drawn up to facilitate exchange of experience. It would also be necessary to evolve certain common policies whereby expenditure in relation to local

transport, accommodation and hospitality, are met by the receiving States while the travel costs are met by the deputing States. The Institute would bear the travel costs of its personnel and undertake to bring out a report based on such study visits.

- (6) A suggestion is under consideration by the Institute to bring out a journal/bulletin for the benefit of District Education Officers. Such a journal/bulletin should provide a valuable medium of communication among District Education Officers wherein they can reflect on their own experiences. It could also include relevant information on new developments, innovations, rules, regulations etc. As a journal of this kind cannot be brought out usefully unless the States make requisite material available in time for such publication, the State Governments may be requested to consider the desirability and feasibility of publishing such an inter-State journal/bulletin by the Institute.

Item No. XII : The National Service Scheme

The National Service Scheme aims at involvement of undergraduate students, on a voluntary and selective basis, in various programmes of social service and national development.

The Scheme was started in 1969 with a coverage of about 40,000 students in 37 universities. During the last 11 years, it has grown manifold and now extends to all States and universities and more than 3,000 colleges. A beginning has also been made for the extension of NSS at +2 stage in a few States on an experimental basis.

Over the years, NSS has attracted considerable attention, sympathy and support of the community and it has now gathered the momentum of a movement. There are many instances of excellent work and exemplary conduct of the NSS units which have earned for them respect and confidence of the rural communities. The criticism of the Scheme has mainly centred around inadequacies of the regular programmes and occasional instances of wastefulness in administrative expenditure. With some more effort and better programme planning NSS can become an instrument of educational reform and social change.

Points for consideration of the Conference are :

- (1) Social Service activities undertaken by students and teachers under the scheme have been for a wide variety. Work projects resulting in the creation of community assets have been carried out. NSS units have helped the local authorities and communities in relief and rehabilitation work in times of natural calamities like cyclones, floods, earthquake, fire etc. Involvement of NSS in such campaigns have enabled NSS students to work along with local non-student youth in camping programmes with specific themes, e.g. Youth Against Famine (1973), Youth Against Dirt and Disease (1974), Youth for Afforestation and Tree Plantation (1975) and Youth for Rural Reconstruction (1976 onwards). These were evaluated by highly recognised institutions of higher education. Each successive evaluation report has highlighted the usefulness of such camps, both from the stand point of students, as well as the community. However, the regular activities of NSS during the term time have not received the required attention from the students and teachers in several parts of the country. This is a matter for consideration.
- (2) Wherever possible, national service should be integrated with university curricula so that the students while undergoing formal education may be required to work in a village or a slum and acquaint himself with the problems of the locality. The question is, however, part of the wider problem of the relevance of university curricula. The University Grants Commission and the Association of Indian Universities could go into this matter in depth, spell out the modalities of integration and to advise and support the universities suitably on the subject.
- (3) In view of the interest evinced by the university community, through NSS has been primarily meant for the first degree students till now, it should be possible for a university/college to extend the programme to post-graduate students.
- (4) At present a college student who is enrolled in NSS is expected to remain in the programme for a period of two years continuously and is required to render social service for a minimum period of 120 hours each year. Participation in Special Camping Programme during vacation by about 50% students is in addition to the 120 hours of social service. The question of giving weightage, other things being equal to

NSS students who have been given certificates for work in NSS, in matters of 'employment, in appropriate types of departments, may be taken up with the concerned Central Government Departments and the State Governments and the Public undertakings. Pending a decision in this regard, the Union Public Service Commission and the State Public Service Commissions may be requested to include in various application forms for ascertaining whether the applicant participating in the National Service Scheme, and if so, he may give details of his achievements. Similarly, there is need for giving recognition to the good work done by teachers. Community work should be treated at par with teaching and research.

- (5) A couple of years ago, NSS was introduced at the +2 stage as an experimental measure in three States, namely, West Bengal, Karnataka and Kerala. The scheme has been in operation now for about a year. A review of the experiences gathered in these States is to be held shortly. The Directorate of Adult Education in Tamil Nadu has taken the responsibility of holding a Review Workshop. However, it is now time to consider whether NSS can be introduced in a bigger way at the +2 stage.

Item No. XIII : Measures for Improving the Standard of Teaching of all Regional Languages including Hindi

At the 14th meeting of the Kendriya Hindi Samiti, which is a high powered Committee, headed by the Prime Minister and of which Education Minister is also one of the members, it was decided that the Education Ministry will get the suggestions of the Vice-Chancellors State Governments and voluntary organisations for improving the standard of teaching of all the regional languages including Hindi and then put up these suggestions for consideration at the Education Minister's Conference. Accordingly, a letter was addressed by the Ministry to the Vice-Chancellors of all the Universities, State Governments and prominent voluntary organisations. The following suggestions have been received :

- (1) In-service training and workshops to be organised for teachers in Regional languages
- (2) More periods should be allotted for the teaching of Regional Languages in school and incentives given to the teachers and taughts.
- (3) Class-work should be assessed regularly.
- (4) Refresher courses should be held for language teachers at Primary, Secondary and University levels. Language laboratories should be set up along with each language Department of a university.
- (5) More emphasis should be laid on teaching of composition and grammar of the language and the same to be completed by the higher secondary stage.
- (6) Teacher-aids, tape-recorders, models, charts and lingua-phones and projectors to be made available.
- (7) Original works, encyclopaedias, Dictionaries and collection to be made available.
- (8) Job-opportunities should be given to regional language students.
- (9) More libraries to be opened and student edition books to be made available.
- (10) Only duly qualified language teachers should be appointed to teach languages to the students.

These are for the consideration of the Conference.

Item No. XIV : Population Education Programme (Formal System)

Realising the potential of education in tackling the problems of growing rate of population, the Ministry of Education has launched a Population Education Programme with effect from April, 1980 designed to introduce Population Education in the formal education system. The duration of the programme will be five years (1980—85). The underlying object of the programme is to create in the younger generation an adequate awareness of the population problems and realisation in this regard of its responsibilities towards the nation.

The objectives of the programme are :

- (i) to help students develop an insight into the inter-relationships between population growth and the process of social and economic development at the individual, family, society, national and international levels;

- (ii) to make the children and teachers aware of the population situation in the country and targets and efforts of the Government of India in solving this problem;
- (iii) to institutionalise population education in the formal education system, including universities and non-formal education programmes, at the national and State levels;
- (iv) to develop desirable attitudes and behaviours in the teachers and students as well as the community at large towards population issues so that they may take rational decisions about their family size and the quality of life that they would like to have.

The programme envisages the development of curriculum at National and State levels for introduction in the formal education system, preparation of instructional materials, research and evaluation, training of teachers, teacher educators and other field workers and the setting up of population education cells at the National and State levels.

The Ministry of Education is the implementing agency. At the State level, the programme is being implemented by the State Governments according to an approved plan. The National Council of Educational Research and Training provides the technical assistance. A National steering Committee has been set up under the Chairmanship of Education Secretary with the overall authority for the coordination as well as implementation of the programme. The Committee held its first meeting on December 12, 1980.

Population Education Programme is a Plan scheme in the Central Sector of the Ministry of Education. It has been developed in collaboration with the United Nations Funds for Population Activities (UNEPFA) and with the active involvement of the Ministry of Health and Family Welfare, which is the nodal Ministry for Population Education. An amount of Rs. 4.26 crores has been allocated for the project. The financial and other inputs required by the States for implementing the project are provided by the Ministry of Education through NCERT.

Ten States/Union Territories joined the Project in the first phase in 1980-81 :

Bihar
Chandigarh
Gujarat
Haryana
Karnataka
Madhya Pradesh
Maharashtra
Punjab
Rajasthan
Tamil Nadu

In the second phase, which commenced from April 1981, eight more States and Union Territories have joined the project :

Andhra Pradesh
Assam
Delhi
Himachal Pradesh
Kerala
Orissa
Uttar Pradesh
West Bengal

The Government of Jammu and Kashmir which was also expected to join the project has yet to communicate its decision.

For the training of State level personnel involved in this programme, the NCERT organised two workshops-cum-training programmes for key personnel of the ten States (first phase) in two batches at Srinagar (from July 7—14, 1980) and Pune (from July 16—23, 1980). It also conducted two intensive national training programmes for the full-time personnel in these States at Hyderabad (November 18—30, 1980) and Bombay (January 19—30, 1981). A similar programme will be organised during June—July this year for the personnel working with the project in the Phase II States. The NCERT also held an All India Workshop of textbook lesson writers in population education at Coimbatore from March 7—16, 1981.

Action to be taken by the States/Union Territories

The States/Union Territories participating in the project have to take the following action for its effective implementation :

- (i) Set up the Population Education Cell in the State Institute of Education/State Council of Educational Research and Training or its equivalent;
- (ii) Create posts and identify suitable personnel for recruitment so that they could be trained by the NCERT;
- (iii) As already agreed by the State Governments, provide counter-part administrative and other services, accommodation, office facilities etc., as part of the State contribution;
- (iv) Constitute State Advisory/Coordination Committees, preferably under the Chairmanship of Education Secretary to oversee the implementation of the project. It may include representatives of Finance, Health, Information and Broadcasting Departments and other agencies;
- (v) Ensure timely despatch of statements of accounts, progress reports etc., as provided for in the Project Document;
- (vi) Avoid transfer of the State Project personnel trained by the NCERT through its workshops and other programmes in the interest of effective implementation of the work;
- (vii) Develop procedures regarding sanction, release and accounting of funds, recruitment of personnel, monitoring and evaluation which will facilitate the implementation of the project.

In this connection attention is invited to an extract from the letter written by the Union Education Minister to State Education Ministers. It reads :

“I understand, the implementing agencies are facing some difficulties in receiving the sanction. This will result in delay in the implementation of the programme which has been launched only for a period of five years, i.e. from 1980—85.

I would request you to arrange for all possible inter-departmental coordination in the implementation of the programme. You may please also ensure in particular expeditious issue of sanctions so that the programme can be started in right earnest without any loss of time as you are fully aware of the far reaching significance of this programme.”

3

ADDRESS BY SHRI S. B. CHAVAN UNION MINISTER OF EDUCATION AND SOCIAL WELFARE

Let me at the very outset extend a very hearty welcome to all my colleagues and friends from the States who are here to participate in the State Education Ministers Conference. The last Conference of Education Ministers was held in June, 1978. We are meeting after a three-year interval. You will agree with me that such Conferences should take place somewhat more frequently considering the immensity and complexity of the problems of educational development. But unfortunately it has not been possible to call this Conference earlier. You would recollect that after the change of Government at the Centre and in many States in the earlier part of the last year, all of us got down to the task of formulating a fresh Five Year Plan for the period 1980—85. In the field of education also, an expert Working Group on Education prepared a comprehensive document called the Report of the Working Group on Education. The formulation of the educational plans of the States and the Centre for incorporation and adoption as a part of the Sixth Plan document followed. The National Development Council approved the Sixth Plan early this year. I consider the present meeting very important as we are assembled here to discuss the problems of educational development in the context of the plan programmes and profiles incorporated in the Sixth Plan document.

It is our good fortune that our respected Prime Minister is here today to inaugurate the Conference. When I requested her to inaugurate the Conference, she most readily agreed. It shows not only her deep interest in the problems of educational development but also her concern at the challenging tasks ahead. I am sure that her participation and advice today would rightly motivate our efforts in successfully grappling with the gigantic dimensions of the task ahead. I am indeed grateful to you, Madam Prime Minister, and we all look forward to listening to your address which will provide the perspective for our deliberations.

A Conference of this type cannot hope to cover all aspects of educational development comprehensively. Education itself is a vast and wide ranging activity in human resource development. Programmes of youth development, sports, culture etc. add to its range. Issues for deliberations could cover the qualitative and quantitative aspects. The nature and content of education at different stages, the methodology of instruction, pedagogical practices, infrastructural facilities for education, reforms in systems of evaluation and testing, language teaching and instructional media, development of research and higher education capabilities and so on are some of the major qualitative aspects of education. In suggesting the items for discussion in the present Conference we have considered it necessary to be selective to focus the discussion more on the implementing processes, strategies and problems of educational development rather than touch upon too many issues. It would be helpful if the deliberations of the Conference lead to definite action plans and guidelines for fulfilment of the Sixth Plan objectives.

We have the experience of 30 years of planned national development after Independence. The fundamental national indicator of the growth of education is the literacy index. The first set of figures of the 1981 census are already with us. Population has grown by about 25 per cent in each of the two previous decades. The total number of literates have grown and presently stand at 238 million. We have a higher literacy percentage of 36.17 as compared to 29.45 in 1971. But we have to reckon with the fact that the total illiterate population has also been growing. Thus we have a paradoxical situation of higher literacy percentage over successive plan periods and the increase in the population of illiterates. This underlines the magnitudes of the problem and the efforts that are required to mount.

As a result of the implementation of the five 5-Year Plans there has been a great expansion in the field of education. The total number of educational institutions has increased from 2.67 lakhs to 7 lakhs at present. The enrolment increased from 33 million in 1951 to more than 100 million at present and the expenditure on education has increased from Rs. 144 crores in 1951 to Rs. 3,600 crores now.

Grappling with the immense problem of illiteracy will continue to be our major concern in the Sixth Plan also. One of the major programmes, basic to the growth of literacy, is the programme of universalisation of elementary education which has received added stress during the last two Plans. This programme, including the programme of adult education, is now a part of the Minimum Needs Programme for the Sixth Plan.

On the basis of what I have said it is clear that the successful implementation of these two programmes as visualised in the Sixth Plan is a crucial first step in resolving the paradox of higher literacy percentage on the one hand and more numbers of illiterates on the other. The additional enrolment in classes I to V and classes VI to VIII were 70 lakhs and 23 lakhs respectively in the Fourth Plan period and 78 lakhs and 35 lakhs respectively in the Fifth Plan. The Sixth Plan envisages an additional enrolment of 117 lakhs in classes I to V and 64 lakhs in classes VI to VIII. This means that in classes I to V additional enrolment has to be stepped up by 1-1/2 times and enrolment in classes VI to VIII has to be nearly doubled. The enrolment effort needed in the Sixth Plan is stupendous. The educationally backward States have to bear the brunt of this effort. Even if we achieve this, the enrolment ratio in classes I to V will go up from 84% to 95% and the enrolment ratio in classes VI to VIII would go up from 40% to 50%. The goal of universal elementary education would still remain to be reached. Sustained and determined efforts are needed even to be in the race. The additional enrolment has to come more and more by enrolment of socially and educationally disadvantaged groups including girls. The problems of adding to the enrolment substantially and knowing that this can happen only by reaching out to target groups which are more difficult to enrol and retain in the formal system makes it a challenging and formidable task. I would consider that concentrated attention to this programme alongwith its supportive components of Non-formal Education for the age-group 9 to 14 and adult education, could lead to meaningful action programmes including feasible alternative approaches, as valuable outcomes of the Conference.

I would here like to place before you some suggestions for consideration. Substantial increase in enrolment will remain a dream unless school retention improves remarkably. The rate of wastage in the primary stage works out to a national average of 64% and in classes I to VIII taken together it is 77%. It is, therefore, necessary to tackle this as a matter of crucial concern. It is often mentioned that there is the problem of absence of teachers in schools in remote areas, and ensuring continuity of teaching in single teacher schools. Special measures would have to be devised to provide teachers and ensure continuous teaching in such schools. It may be useful to set up some demonstration or model primary schools say at the rate of 4 to 5 such schools in every block every year where special efforts are made to experiment with flexible models of instruction time patterns, special coaching for students not upto the mark, special orientation for teachers of such schools etc. to build up replicable systems with less wastage.

The papers placed before you indicate the large infrastructure gaps, the basic amenities of schools like buildings and furniture not being available. There is no doubt that absence of even the minimum essential facilities seriously jeopardise not only enrolment but retention. Departmental funds out of Plan resources would not be adequate for filling in these infrastructure gaps. It is, therefore, essential that feasible alternatives are actively explored. Other funding sources could be tapped if suitable institutional arrangements are possible. It is also possible to integrate some of the programmes of rural development like employment guarantee schemes to work out programmes of school building construction. The local bodies and Government could promote in a more general way the idea of levying a cess specifically for development of educational infrastructure. It is also possible for the State Governments to consider separating the administrative machinery for elementary education so that efforts in promoting this programme and channelising the funds for this programme are properly ensured. The programmes of Non-formal Education for the age-group 9 to 14 are valuable alternative approaches and considering their importance to the cause of universal coverage, the State Sector Plans provide for funding for such programmes and the Centre has also a Centrally Sponsored Scheme in this area. There is a general impression that the responses from the State Governments to the implementation of the Non-formal Education programme has been of a mixed nature. It is my firm conviction and I am sure that many of you will share this view that such innovative approaches to education have to be given a chance to succeed and this means considerable interest and commitment in the taking up of these programmes.

There seems to be a general impression that the adult education programme has been given a low priority. I would like to take this opportunity of correcting this impression. I have earlier stated that the Sixth Plan document mentions that universalisation of elementary education including adult education is a part of the Minimum Needs Programme. In terms of funding, both the States as well as the Central sector have funds provided for carrying on the programme of adult education started in the earlier Plans but with some modifications related to experience gained and feasibilities of achievement. It may be noted that in the implementation of the adult education programme we expect and would desire that the character and the content of the programme are given the utmost importance so that these programmes do not degenerate into

only literacy programmes. Some vital and organic linkages have to exist in the adult education programme with the world of work of the target groups so that functional upgradation and awareness as postulated in the concepts of the programme are integrally woven into the implementation of the programme.

Having dealt at some length on the problems and dimensions of universalisation of elementary education, in regard to the objectives and perceptions of which there is broad consensus, I would now like to pass over to secondary stage and other stages of education. At this juncture I would like to refer to the National Policy on Education, 1968. This policy was formulated on the basis of a very exhaustive in-depth study of the entire education system by the Kothari Commission in 1964--66. The Five Year Plans from time to time articulated the educational development profiles and perspectives within the framework of the National Policy. No one would deny that there have been shortcomings in implementation but the goals of educational planning, as set out in the policy, are still valid. I am constrained to refer to this only because an exercise was undertaken by the previous Government to revise the National Policy and a draft of a revised Policy was also placed before Parliament. It, however, remained a draft. In the process of revising the policy, different views were expressed regarding the pattern of education which in turn resulted in considerable uncertainty affecting the students who are the most important beneficiaries of the educational system and the teachers who are the crucial inputs of the system. This kind of uncertainty was quite unnecessary and caused a set-back to some important programmes. I wish to state that our programmes are still guided by the 1968 policy and the Plan documents give the necessary emphasis or focus for carrying out tasks. Reforms in the educational system and improvements thereto are, however, a continuous process and these naturally ought to come within the framework of the national policy. Suggestions in this regard have been invited from the State Governments.

At this very point I would also touch upon another subject which occasionally comes up namely the implication of the concurrent status of education. Considering the complexity and variety of problems in educational development and differences in approaches and attitude which sometimes arise in administering and implementing educational programmes situations may arise for legislation by the Centre to satisfy a national need or to resolve a situation of national concern. Concurrent status of education is thus a matter of national interest. The Central Government expects and would continue to expect State Governments to shoulder full responsibilities in the field of educational development within the framework of the national policy. Concurrent status of education can be a useful instrument in matters of national concern like standards or in special situations of substantive departures from national policy. I would welcome any suggestions on this subject.

Coming back to the other stages of education, I would like to make a special mention of the reforms in the secondary stage of education, more particularly at the +2 stage. We have made continuous efforts to link education with employment and the Sixth Plan lays a much greater stress on "establishing dynamic and beneficial linkages between education, employment and development with due regard for the economic and social aims of the community." Completing the switch over to the +2 stage and introducing in a meaningful way vocationalisation at the +2 stage are essential preconditions to a purposeful move in this direction. The Central Government had in the Fifth Plan period taken up a Centrally Sponsored Scheme for supporting the programme of vocationalisation but in deference to a decision of the National Development Council, the responsibility for these programmes was entirely restored to the States. The Central Government is willing to give all professional support through agencies like the NCERT, but the responsibility for developing field programmes have to be undertaken by the State Governments. I am particular that in this context a concrete shape is given to the development of this programme and a time bound action plan is worked out for adoption by all the States.

In the field of higher education one of the problems of immediate concern is the need for restructuring the undergraduate courses to conform to the reforms which have taken place at the school stage. Some State Governments have already taken up this matter. There is need for advance planning in this matter so that the undergraduate courses which do not fit well with the +2 stage curriculum are suitably modified in time. Another important problem to which I draw particular attention is the problem of colleges and universities which are non-viable and because of which the quality of education suffers. While need based provision of facilities is logical necessity, it is difficult to find justification for mushroom growth of institutions on some pretext or the other. In the long run such institutions do more damage to the cause of education that we are willing to admit. Recently we invited the Vice-Chancellors to a national level conference which was held on the 30th May. Problems of development and reforms in higher education were discussed at length. There is widespread concern about the standards of

higher education and recurring disturbances to the quiet and smooth functioning of university campuses. The effective tackling of these problems is a challenge for all of us. The consensus arrived at the Vice-Chancellors Conference have been circulated to all the members with a view to get the State Government's support.

The agenda includes a discussion on the role of education in national integration. Our Prime Minister has stressed on the important role of education in national integration and the need for the production of text books conducive to the promotion of national integration and screening of textbooks currently in use to eliminate material which are prejudicial to the purpose. A note on this subject has been placed before you for consideration.

The role of language as a unifying factor has perhaps not received due attention in the past. We do not have to go far to understand that the implementation of the Three Language formula set out in the National Policy of Education has been in some cases diluted, distorted or disregarded in varying degrees. I think the time has come for adopting a more liberal approach in providing facilities for the teaching of languages not necessarily limited to the framework of the policy, perhaps even going beyond it if circumstances demand. In a more limited way one can look at the problems of the population on the inter-state borders within the country where bilingualism is a matter of day-to-day life. Such population groups would obviously stand to gain from additional language teaching facilities available within the respective State systems.

We are taking the opportunity in this Conference to place before you important deliberations of the meeting of the All India Council of Technical Education and seek your guidance in regard to certain matters pertaining to the development of technical education. Without going into the details on these items I would confine my reference to the identified need for developing at the State level reliable man-power information systems so that planning for technical education which generally is a cost intensive programme, is done with care and the available funds are optimally utilised. I would also draw your particular attention to the need for taking effective measures for discouraging the mushroom growth of technical institutes and the unhealthy practice of charging capitation fees.

I would like to refer to some general but very important aspects of educational development which are pertinent to all levels of education. The first is the quality and standards of education. It goes without saying that all the massive investments in education cannot ensure proper returns in socio-economic terms or in terms of human resource development unless the quality of education is ensured. The teacher is the most decisive factor in this regard and training of the teacher to fulfil his functions has to be carefully and efficiently organised. I wish I could say that our education system lays adequate stress on this aspect. We have to pay considerably more attention here. We will, perhaps, be well advised to give thought to the recommendations of the National Council of Teacher Education for improving the competence and capabilities of teachers. There are interminable discussions about the content of education and its relevance. Reforms in this regard are also continually taking place. But this kind of change and modification is linked to the information content. Education systems are much more than information transfer systems or skill development systems. They develop a human personality with a sense of national pride, dignity of the individual and a respect for a value system which is conducive to cooperative endeavour. Our Prime Minister has repeatedly stressed the need for inputs for proper value orientation and moral education to strengthen our education system. This aspect of education reform requires urgent attention and action. While on the subject of relevance, it occurs to me that strengthening of science education at the school is a critical need if we are to have strong base for greater and greater self-reliance in the fast changing world of science and technology. Environmental education and population education are equally important inputs to be suitably integrated in the instructional curriculum so that proper perceptions and understanding are developed in the younger generation for the future and long term good.

The process of educational reform and development has to include a somewhat neglected sector so far, namely, management of educational systems and institutions. The Sixth Plan document lays considerable stress on inputs for improving our capabilities in this regard and Educational Planning and Administration is included in the agenda papers.

There is considerable scope for developing distant learning systems including media facilities. The importance of educational technology has to be recognised. Wider reaches through television and radio will become possible with the launching of the INSAT next year. Capitalising on these infrastructural facilities for wider reach of suitably designed educational programmes can substantially strengthen our education development programme in general and universal elementary education programme in particular.

Before I conclude, I must refer to education of the disabled child. This is the International Year of the Disabled Persons. The Ministry of Social Welfare has a big programme for expanding the integrated education of handicapped children. Whereas in the light of past performance this can be called an ambitious effort, with reference to the dimensions of the problem to be tackled this can only be said to represent a small beginning. It is appropriate that we should take such a concerted step during the IYDP. But, let this not remain a mere ritual. I do hope, all of us can join hands to successfully implement this programme and to speed up the process of mainstreaming of education of disabled children in normal schools.

There are other items in the agenda for the consideration of the Conference and we will be discussing them as we take up those items. I would like to repeat that in a Conference of this type it is not possible to cover the entire gamut of perspectives and problems of educational development and, therefore, in choosing the items for the agenda there has been a conscious selection, with a focus on implementation. We had invited suggestions from the State Governments also for inclusion in the agenda and those that have been received have been abstracted and presented.

In the end I wish to thank you all once again and look forward to fruitful deliberations and concrete outcomes from this Conference. I now request our respected Prime Minister to inaugurate and address the Conference.

ADDRESS BY SMT. INDIRA GANDHI, PRIME MINISTER OF INDIA

A couple of days ago, our latest satellite launching vehicle soared into the sky and our scientists scored another triumph. This is a tribute to our science and also to our educational system.

When we meet at conferences like this we spend so much time bemoaning our shortcomings and berating our failures that we lose sight of our own strong points. Stock-taking should be honest and should count the pluses as well as the minuses. Candid self-examination is understandable and essential but not self-denigration.

We have built a vast infrastructure of science and technology, and of training and research in other fields of knowledge. Few countries have a greater enrolment or a larger number of qualified scholars. In the last 30 years, particularly, education has percolated to the backward strata and regions, thus stimulating social mobility. Our political system based on adult franchise, our economic system based on socialistic planning, reaching up to the last and our educational system which stresses equality of access are bringing about greater involvement of the people—a true participatory democracy.

In the past, even though the role and importance of educational development were emphasised in Plan documents, in practice education was treated as a social amenity rather than as a basic and crucial input for human resource development which in turn is fundamental to social and economic development. The working Group on Education (1980) has laid considerable emphasis on the pivotal role of education in the development of the human being as a vital resource and a vital component of social and economic development. The Sixth Plan document also emphasises this point. Formulation and implementation of educational development programmes should reflect and manifest appreciation of this role of education.

The Education Minister has referred to education now being on the Concurrent List. It is urgent to undertake detailed work to formulate proposals to enable the gradual realisation of the expectations which have been raised by this.

There is much discussion in academic and political circles about reservations. These should be seen as our society's response to correct the consequences of centuries of discrimination. Some young people ask why their generation should be asked to pay for the sins of their forefathers. Everyone has to do this, whether he wishes or not. No matter who we are or where we live or whether we have an important position or not, by our actions and one thinking each of us shapes the future. History is inescapable—neither the past nor the future which we are building.

No class of students should feel that teachers are unsympathetic if not hostile to them. It is indeed sad when any group of students or for that matter others, should think that they can get justice only from teachers or superiors of their own caste. The entire fraternity of teachers should make a special effort to remove any such impression. There need be no conflict between reservation and quality. Talent is not a monopoly of any class or caste. It is the task of the educational system to serve as the talent scout of society and to enable each individual and each group to overcome handicaps of birth and circumstances and to develop the latent potential.

Some trends are especially disturbing the crass commercialisation of many educational institutions, the proliferation of engineering and medical colleges in some States, the use of schools and colleges to serve and promote communal and parochial interests, and the interference of some governments with educational institutions to compel them to subserve some ideologies and dogmas.

The Union Government is strongly against the system of capitation fee or devices that gives undue advantage to some and impose a tremendous burden on others. No less disquieting is the tendency on the part of small groups of people to tamper with the curricula and overtly or covertly introduce communal and ideological prejudice into textbooks. That is why it is essential to have a very careful scrutiny of all textbooks. It is also unfortunate that some State

Governments have set aside the normal statutes governing educational institutions and have appointed packed executive bodies. These tendencies and actions bring down the level of our nation.

You have mentioned literacy. Obviously the nation must be made literate. We must not allow our people to be exploited merely because they cannot read documents to which they have to put their thumb impression or be taken in, in other ways. Therefore I fully support the literacy programme.

But I should like to point out as I have done before, that literacy by itself is not enough. What is literacy? Is it just important enough for a person to be able to know his letters or is it equally important to see what he or she is going to read? When we look around the world and we see the sort of stuff that nations which have a hundred per cent literacy read, I must say I am a bit disheartened with the whole aspect of literacy. It does not mean that we should give up the programme. But it does mean that we should not follow in their foot steps but that, along with literacy we must build the character and provide the right type of reading material.

Education is not an easy way towards employment but a training to make better men and women. As Swami Vivekananda said, "it is not so much what one knows but what one becomes". To improve education we must tackle it at its very root, that is, teachers' training. Which must include simple items such as elementary hygiene, sanitation, care for the environment and for other living creatures, going on to the inculcation of higher values and ideas which developmental and moral calibre. Are our methods of teaching keeping pace with the changing world? This is not necessarily mean expensive equipments; some times equipment helps but what is more relevant is the attitude of the teacher. Does the teacher evoke the respect of the students? Without that teaching cannot be very deep.

In our country because of our great diversity, we do not want regimentation or uniformity. It is important that the teacher should be able to relate his or her teaching to the local context and to things which are familiar to the child. I remember the days when we learnt our mathematics in pounds, shillings and pence, without ever having seen that currency or knowing what it means; we learnt English, History and we had no idea of what had happened in our own country. Much of that has changed now but not satisfactorily enough. We still do not teach enough about our freedom struggle, about what India has been, what it had gone through, how it has met its many challenges. Only that background can give the courage and the determination to meet future challenges.

Most important are the consciousness of responsibilities to match rights, of duties corresponding to privileges and the concept of national unity and national integrity. I should like to see that in no way does this conflict with local loyalty. It is when one knows ones own area best that one can go on to wider field. In many countries of Europe, children are taught to recognise every plant and every animal that is found in the area. Our country may be too big but, atleast the children can know their district. If their knowledge of the district is thorough, it will not be so difficult to widen that knowledge.

Contemporary education has neglected moral and spiritual values which are common to all religions. I feel strongly that our education must aim at excellence. I am alarmed to see the shoddiness of some of our textbooks in their appearance as well as the substance. Foundations cannot be firm without stress on quality and the maximum use of whatever material and talents are at hand, combined with the maximum saving also of time, of energy, of words as well as of things.

We should like to spend more on education and whenever we have, whenever our financial position is better we shall do so; but first we must ensure that what is available is optimally and wisely utilised. Not everything is completely dependent on finance.

Neither the Government nor the academic community has done enough to generate a sense of pride in being Indian. This Conference is one of educational administrators and policy makers. The major policy objectives of education should be besides adding to knowledge itself and the ability of using it for constructive and creative purposes to promote faith in our country, and to build self-reliance and resourcefulness in the individual. He must acquire the ability to meet any situation and take advantage of any opportunity. In fact, he should be capable of creating opportunities. All nations which have gone ahead in the world have gone through very difficult periods. It is because generation after generation made new opportunities that the nation as a whole rose.

This we too are capable of, If we were not capable of it, we would not have an increasing number rising high in so many different fields of activity. This attitude of mind must be inculcated in every student so that he forgets things like superiority and inferiority, regards himself as an Indian with something to be proud of, something to work and struggle for. That is the only way to realise our country's great potential and pave the way for a brighter future for our young people.

I am glad to have this opportunity of being with you all for a short while. I give my good wishes to this Conference and I echo what the Minister has said that I hope you will come up with the positive points which can be implemented. I should like to stress again that all the steps that you want to take, must have the backing and the support of certain fundamental ideas and values. If we want our education to be more meaningful than it has been in many parts of the world.

5

VOTE OF THANKS BY THE UNION EDUCATION SECRETARY

I deem it a matter of great privilege to propose a very hearty vote of thanks. Your presence, Madam Prime Minister, here, this morning has added to the significance of this Conference. The other day you were with the Vice-Chancellors giving suggestions and advice; this morning you have provided the perspective and set the tone and tempo to the deliberations.

Your words of suggestion and advice will help us in our endeavour and will, no doubt, re-enforce and strengthen our resolve to work our strategies which are in the national interest.

I am also very thankful to the Hon'ble Home Minister who has so very kindly responded to our invitation. I would like to assure him that during the Education Secretaries Conference which preceded this conference and where many experts were also present, we discussed the problems of weaker sections of the Scheduled Castes and Scheduled Tribes. We also discussed the problems of women's education.

It will be presumptuous for me to mention the guidance and the directions that we have in the Ministry been receiving from our Education Minister and his colleague the Minister of State for Education and Culture.

We are profoundly thankful to the Ministers from the various States who have so kindly agreed to attend this Conference at a rather short notice. I would like to assure them and their colleagues that my colleagues from the States and the Directors of Public Instruction had very fruitful discussions and they made studies in operational strategies in respect of the programmes that we are supposed to undertake during the coming years.

I would also like to express my thanks to Dr. (Mrs.) Madhuri Shah, the Chairman of the University Grants Commission who has very kindly agreed to be with us today because the matters that we are going to discuss relate to education as a whole. Madam Prime Minister has mentioned that we have to see education as a continuous and integrated whole. Therefore, Dr. Shah's presence here is going to be of great help to us.

Dr. M. S. Swaminathan who was with us on the first day when the Vice-Chancellors met, is unavoidably absent today but I would like to mention that the Planning Commission is suitably represented and is working very closely with us in respect of implementation of programme in co-operation with the States. We do hope that as a result of this Conference, we would be able to work out some operational strategies which Madam Prime Minister has placed before us this morning.

May I, on behalf of everybody present here, thank you once again Madam Prime Minister for your august presence.

6

SYNOPSIS OF ADDRESSES BY THE CHIEF MINISTER/MINISTERS EDUCATION OF STATES AND UNION TERRITORIES

Andhra Pradesh

The Minister of Education, Andhra Pradesh made a brief mention about some of the critical problems in the field of education and the experience of Andhra Pradesh in this regard. Pointing out that higher priority is given to the programme of universalisation of elementary education, he mentioned that in the Sixth Plan, additional enrolment of 6.70 lakhs of children in the age-group 6—11, and 4.48 lakhs children in the age-group 11—14 is envisaged, leading to a total enrolment of 95% and 50% respectively. To tackle the problem of non-enrolled and dropouts, 29,000 non-formal education centres are to be opened in addition to the existing 1380 centres. The response from the community to this innovative programme is quite impressive. He recommended that the scheme should be financed on a hundred per cent basis by the Centre, to expand the programme in a highway.

The efforts of the Government in its programmes for adult education need to be supplemented by the involvement of voluntary organisations. There is, therefore, the need for a clear policy and guidelines in this regard.

The provision of physical facilities in school is a neglected area which has adversely affected the universalisation programme. In view of the huge costs involved, he suggested a three-pronged attack with the village community support, institutional finance and assistance from Government of India with loan/grants from International Agencies. The proposal for setting up of State School Building Construction Corporation has been mooted.

The State Government has established model elementary schools in rural areas called Abhuyudhaya Prathamika Schools as pace setters in promoting the quality of education and in attracting community support to the provision of facilities. This innovative programme, he commended to the other States.

In regard to curriculum improvement, the Education Minister recommended for consideration of the Conference, the ways and means of wider introduction of curriculum insights gained through implementation of UNICEF projects in the States.

The Education Minister highlighted, for implementation in the States, the recommendations of the All India Seminar on Examinations and other Education Reforms held in January 1981 at Hyderabad.

A landmark in Education in Andhra Pradesh is the Andhra Pradesh Education Bill duly passed by the State Legislature in May 1981. This enactment creates a legal framework for making the management of the education system effective and result-oriented.

Re-orientation of teachers, strengthening and modernising of educational supervision are certain felt needs for improving the quality of education, for which The National Institute of Educational Planning and Administration and The National Council of Educational Research and Training could provide leadership.

The State has introduced vocationalisation from 1979-80. Some of the problems voiced by the students are the needs for proper recognition of the training courses, choice of courses adequately linked with employment opportunity and facilities to pursue higher studies at later stages.

Arunachal Pradesh

Inviting attention to the Resolutions adopted by the All India Council of Technical Education, National Council of Teachers Education, Vice Chancellors' Conference and the Seminar on Education held in April 1981, the Chief Minister of Arunachal Pradesh appealed to the Central Government to implement these in letter and spirit so as to bring about uniformity and proper standard of education all over the country, right from the school stage up to the university level. The system should facilitate students to take to studies in any part of the country with easy mobility. The uniformity in contents of education could be ensured through adopting books prepared by the National Council of Educational Research and Training.

In regard to the training of teachers, the existing facilities through Study Units of Teacher Training Institutes or Basic Training Institutes are not sufficient. He made a suggestion for reserve teacher training team being maintained in the National Council of Educational Research and Training to take up 1—3 months programme in different States from time to time. This arrangement would help in improving and maintaining the standard of teaching in the several educational institutions all over the country.

Instead of the mushroom growth of institutions there is need to build up schools with standard physical facilities such as buildings, play grounds, furniture, equipment and teaching aids. School syllabus should also be of good standard and provide for more of science and technology and environmental studies from the very beginning.

Proliferation of higher educational institutions should be discouraged and new institutions established strictly according to the manpower requirements. In regard to adult education, he requested that a clear cut policy and guidelines should be given to the State Governments so that the entire programme could be geared up and put in full swing.

Assam

The Education Minister, Assam, indicated the several measures taken up by the State to achieve the objective of universalisation of elementary education. Intensive use of the existing facilities are resorted to, to impart quality education and to attract more children particularly from the far flung and hither to unreached areas. A massive programme of reconstruction of major and minor renovation of school building at total cost of Rs. 6.25 crores is being taken up in which 25% of the support is enlisted from the community. The 1979-80 enrolment figures 17.31 lakhs are to be enhanced by additional 7.24 lakhs during the plan period. Sixty per cent of the 47,000 teachers being untrained, emphasis has been accorded for in service training of lower primary school teachers to improve their teaching competence and to acquaint them with the use of modern education techniques for instruction.

Non-formal education for children has since been introduced in the State and 1360 centres have been set up. The enrolment target in these centres have been fixed at 2.51 lakhs during 1982-83. In the field of vocationalisation of secondary education, no progress has, however, been made as the report based on an earlier survey conducted in 1977 has not yet been finalised.

The programmes in the educational field for the Scheduled Castes and Scheduled Tribes are mostly covered under the incentive schemes like providing scholarships, free text books and free uniforms.

Several steps have been taken for introducing science education at the elementary stages and for imparting it giving proper stress at the secondary and degree level. With UNICEF assistance about 4,000 primary schools have been covered and the teachers of the schools given necessary training.

The development of education for hilly areas particularly at the elementary and secondary stage has been entrusted to two autonomous Councils. A post of Joint Director (Hills) has been created.

Under the programme of School and Higher Education, the Government has been taking over, in a phased manner, some of the primary schools and colleges. The salary scales of the teachers in the secondary schools have been enhanced. The University Grants Commission scales have been extended to the qualified teachers in the newly taken over institutions.

In this context, the Education Minister mentioned about the financial constraints of the State in assisting the two Universities in Assam which depend entirely on the support of the State. He, therefore, strongly pleaded for additional allocation of funds under the Plan, especially for the grants-in-aid for the two universities.

Bihar

The Minister of Education, Bihar stated that his State was faced with the formidable problem relating to universalisation of elementary education. So far, a target of 59% has been achieved in the age-group of 6—14 years. Top priority is, therefore, being given to new programmes like, universalisation of elementary education, non-formal education, grant of attendance

prizes, attendance incentive allowance and socially useful productive work. Textbooks were being supplied free to all children attending classes I to II so far. This facility is being extended to class III also and in the case of Schedule Caste and Scheduled Tribe students to class IV and V as well.

There are about 61,600 primary and middle schools in the State. About 40% of these primary schools have no buildings of their own and the remaining have insufficient accommodation. Six thousand primary schools are under construction. The construction cell of the Department has been strengthened and placed under a Superintending Engineer. There is a proposal to establish an Educational Construction and Development Agency on the pattern of S.F.D.A. to facilitate the creation of a new fund and also to involve public participation in the scheme.

The Government promulgated an ordinance for the take over of all non-government secondary schools in the State excluding minority schools, Central and proprietary schools. A provision has also been made in the ordinance for converting goods schools into autonomous institutions.

As the first batch under 10+2 pattern will come out in 1981, the +2 system is being introduced in as many as 500 schools during the Sixth Plan. Steps have been taken to develop Sanskrit and Madrasa education and as a consequence a decision has been taken to meet the full cost of pay and central dearness allowance to all teachers and employees of all recognised non-government Sanskrit schools and Madrasas irrespective of the date of recognition.

The Government is determined to accelerate the progress of enrolment of Scheduled Caste and Scheduled Tribe children in the age-group of 6—14 so that their level of achievement comes at par with the children of other community by the end of the Sixth Plan. For this, opening of one residential school in each block and one high school in each district during the said Plan period has been planned; further, 2.25 lakhs sets of books at a cost of Rs. 90 lakhs were provided for children of these category in classes VI, VII and VIII under the Book Bank Scheme. This Scheme also covers the Secondary schools. Under the nutrition programme, 197 economically backward blocks comprising about 17 lakh children have been covered.

The non-formal education is to be taken up in a big way in the coming years. Additional 62 Adult Education projects covering 9300 centres have been started. This is expected to benefit 5,68,000 persons.

He pointed out that the main shortcoming in implementing the above mentioned programmes is, of course, the inadequacy of the outlay proposed. The State Government is facing a formidable problem relating to universalisation of elementary education, to step up the enrolment of girls etc. Moreover schemes like the opening of residential schools, provision of staff quarters for lady teachers etc. have to be given priority. Similarly, for the introduction of vocational courses also financial support is required. It is, therefore, a matter of utmost importance to step up the outlay.

He recommended the opening of a large number of rural libraries for the spread of non-formal education.

Chandigarh

The Chief Commissioner, Chandigarh, mentioned about the large scale opening of school by private agencies without any control from any side. He suggested some measures of control, being introduced through legislation and executive orders. Referring to the widely prevalent practice of using help books instead of textbooks, he expressed the need for some discipline being imposed on the authors and publishers of such help books.

He also pointed out certain peculiar problems of the education system in Chandigarh following the Punjab pattern for Classes I—VIII and Central Board of Secondary Education pattern in regard to class IX—X. He suggested that a small committee may go into the entire education system of Chandigarh, including Higher education.

Delhi

The Lt. Governor, Delhi, stated that notwithstanding the steep population growth in the Union Territory, the coverage of children in Classes I—V is 95% and 54% in Classes VI—VIII. A very modest beginning has been made in regard to the non-formal education. One hundred centres have been planned.

The figure of dropouts is only 26% though in respect of weaker sections of the community, it is higher. Facilities by way of free uniforms, text books are good incentives but, the rate of 25 paise per child for the mid-day meals fixed long time back needs to be urgently revised.

Despite efforts in the last three years, the Union Territory has reached the figure of only about 550 to 600 boys and girls taking up vocational courses. It has been felt that sufficient spade work has not been done for introducing these courses, nor much thought given for the follow up. For the success of the programme it is considered necessary to have employment-oriented vocational courses. According to the Directorate of Training and Technical Education, there is a greater need for engineering colleges and polytechnics which are linked with employment opportunities.

In regard to the adult education, considerable progress has been achieved, with the percentage going up to 61%. There are 1040 literacy centres functioning in the Union Territory.

The Lt. Governor expressed the need for strengthening the planning, monitoring and evaluation machinery particularly at the district levels.

Goa, Daman and Diu

The Chief Minister, Goa, highlighted the good progress made in the Union Territory in regard to the universalisation of elementary education. The enrolment figures are 99% for the age-group 6—11 and 72% for age-group 11—14. The Union Territory is taking appropriate steps to step up the enrolment in the hilly areas of Western Ghats where the enrolment figures are lagging behind the other areas. Most of the schools have been provided with pucca building with 75% covered area. 80% of the teachers are trained and there are only 150 single-teacher schools where enrolment is less than 25 children.

The Chief Minister expressed the view that the teaching of moral education in the classes by itself would not be sufficient. It is necessary to encourage movements, such as Scouting and Guiding, to inculcate discipline and involvement of students.

Goa has adopted the 10+2+3 pattern and proposed to introduce vocationalisation on a limited scale from 1981-82. To attract well-qualified staff in the Polytechnics, it would be necessary to give University Grants Commission scale to these teachers, as suggested by the Education Minister of Maharashtra. The enrolment of Scheduled Caste and Scheduled Tribe students is satisfactory. In addition to the existing incentives, it is proposed to provide mid day meals. The Chief Minister requested that the Union Territory be allowed to follow the pattern of assistance for boarding and lodging as in Gujarat, in respect of the 2 Ashram Schools in Daman, where the tribal population is concentrated.

In order to make education an effective organ for national integration, he recommended adoption of common textbooks, introduction of Scouting and Guiding, National Service Scheme, National Cadet Corp, participation in Sports and Youth activities, to a greater extent.

Taking note of the historic background of the territory and the geographic situation, the Chief Minister expressed the need for the establishment of a separate University where stress will be on subjects like Latin studies, Marine Biology and other allied subjects.

Haryana

The Education Minister of Haryana expressed satisfaction in regard to the programme of universalisation of elementary education in the State. Primary schooling facilities have been provided to all school-going children in the age-group 6—11 within 1.4 km. By the end of the Plan, the State Government hope to achieve 100% enrolment in 6—11 age-group and about 50% in 11—14 age-group. Five hundred primary schools were upgraded and 900 single teacher schools are being converted to 2 teacher schools. Attendance scholarships have been introduced for Harijan girls. The State Government propose to take up the construction of school buildings/maintenance programme in a phased manner.

He also pointed out the need for incentives for children under the non-formal system as many of the incentives for the formal schools children are not available to them.

The State Government had already taken concrete steps for introducing moral education as an integrated part of the school curriculum.

The State Government has taken preparatory steps for introducing the 10+2+3 pattern with effect from the academic session 1981. As regards higher education the State Government have taken a number of steps to improve the standard of education. Fourteen non-Government colleges were taken over and a bill enacted to provide for the security of service to the employees of non-Government affiliated colleges. A code of conduct for the college teachers is proposed to be formulated.

Himachal Pradesh

The Education Minister, Himachal Pradesh mentioned that the State has reached 105% of enrolment in the 6—11 age-group and 62% in the 11—14 age-group. The State is also well nearing the target of 9000 primary schools. By the end of Sixth Plan an enrolment target of 82% is envisaged in the age-group 11—14. Provision of school building is a matter of concern, particularly in this hilly terrain having severe weather conditions. Another problem is the non-enrolment of 1 lakh children in the age-group 6—11, 95% of them being girls. Special incentive schemes, such as attendance scholarships, stipend for Scheduled Caste girls, special allowance for uniform and books introduced recently, have shown encouraging results. Adequate schooling facilities have been provided in the tribal areas and incentives given to these children. The residential schools are run for Scheduled Tribes at Lahaul and Spiti for children in the age-group 6—14. 200 centres of non-formal education have been started. The progress in regard to non-formal education is not yet satisfactory. Despite the improvement in the percentage of literacy from 21% in 1961 to 41.94% in 1981, the magnitude of the problem has not reduced. The State Government hopes to tackle both these problems.

The new 10-year school curricula has been introduced from 1980-81. This has posed a variety of problems of orientation of teachers, provision of equipment etc., besides adequate accommodation for schools. It has not been possible for the State to switch over to +2 stage due to heavy financial implication. The Education Minister recommended to the conference to consider the exchange of teachers and students on an inter-state basis for the promotion of national integration.

The State Government has introduced moral education in a big way. 1981 has been declared as the Year for Moral Education. The Education Minister was of the view that moral education in schools will have no value, till the parents are involved in the school activities.

In the Sixth Plan, the State Government provided only 18% of funds for qualitative improvement of schools, which is too meagre for the needs. The Education Minister sought for provision of more funds for the purpose.

A suggestion was made to consider the feasibility of setting up a School Grants Commission on the basis of the University Grants Commission.

Jammu and Kashmir

The Education Minister, Jammu and Kashmir mentioned that in the State during the past five years, 12 habitations have been provided with schools and there is a programme to provide schools in 600 more habitations. In the next five year, every village with a population of 10 will have a school.

The State has adopted the National Council of Educational Research and Training books for Science and Mathematics for Classes III to VIII and teachers have been trained to teach according to the new syllabus.

A phased programme has been prepared to achieve the target of 95% enrolment in the age group 6 to 11 and 50% in VI to VIII Classes. The State is facing difficulty in housing the schools. 85% primary schools are housed in tented buildings. The Planning Commission has been approached to meet the requirement up to 40%. For good education two teachers instead of one teacher are suggested for primary schools.

Keeping in view national unity, books prescribed by the NCERT have been adopted for Science, Mathematics and Social Studies, but the books are not available in time. The syllabus should be changed only after every ten years and not after every five years.

The State is trying to make available textbooks and uniforms to students belonging to Scheduled Caste and backward classes. In tribal areas, scholarships are given up to university classes hostel facilities have been provided in all district headquarters.

Block level and district level committees have been formed for the non-formal and adult education. In the last three years, literacy has arisen from 19% to 26%. The 10+2 system has brought good results. The report of the Jha Committee on work study and vocationalisation is awaited.

The Education Minister suggested that a committee may be set up for compiling national historical events in a proper way and the States may be made responsible to follow it.

Karnataka

The Education Minister of Karnataka outlined the State's progress towards universalisation of elementary education. The enrolment in the age-group 6—11 and 11—13 are 99.8% and 42.9% respectively. The Government proposes to provide schooling facilities to each habitation with a population of 300. A comprehensive evaluation of the Non-formal Centres in operation for the last 3 years is proposed.

Universal retention, however, is a bigger problem, as in other States. Stepping up of incentives, upgradation of schools, abolition of public examination at the end of primary level and expected to improve the situation. In view of the cut in CARE assistance, the State has launched a scheme to provide energy food manufactured by AGRO Corporation Ltd. The problem of single-teacher school is also being attended to. The Government is also planning to locate pre-primary centres in these schools. A new scheme of 'Jnana Mandir' has been introduced to provide additional coaching facilities to Schedule Castes, Scheduled Tribes and other weaker sections.

The Education Minister mentioned in detail the decentralised pattern of educational administration.

The Department of Vocational Education has organised surveys in 19 districts. Vocational education in 142 need-based courses in the area of Industry, Agriculture, Health and Commerce were introduced in 74 junior colleges. Proposals for changes under the Apprenticeship Act are being considered to make vocational education more realistic and purposeful.

Five universities of the State are participating in the Adult Education programme.

The State Government has approved the setting up of Computerised Data Bank which will go a long way in effectively monitoring the implementation of the plan schemes.

Referring to the scheme of construction of stadia in all district headquarters, he requested the Government of India to suitably enhance the quantum of assistance, considering the high rise in the cost of construction.

She also impressed upon the Government of India the need to initiate measures for mobilising institutional finance for providing physical facilities like school buildings.

Madhya Pradesh

The Education Minister, Madhya Pradesh, mentioned that in his State, at present 57,000 primary schools are functioning. A decision has been taken to set up during 1981 at least one primary school in each village having a population of 300 or more with the active participation of the local people.

Decentralisation of administration up to block level in the State has been visualised for effective supervision of primary and middle schools. Further, 30,000 trained teachers are required for running these schools alongwith 3500 non-formal education centres. This is possible only if special grants are given by the Central Government, by setting up a 'Schools Grants Commission' on the pattern of the University Grants Commission meant for higher education. Similar financial difficulties are also faced in the development of vocational and technical education.

There is another serious problem. Those teachers who are posted in the rural areas do not want to serve there. They manipulate their transfers back to the cities. For this reason, the rural schools remain without teachers for long periods. The State Government is contemplating recruitment of teachers from the rural areas to tackle this problem.

At present, in tribal areas, there are two types of schools—one administered by the State Education Department and the other supervised by the Tribal Welfare Board of the Union Ministry of Home Affairs. The latter type of schools are not being run properly and is causing a great setback in furthering the spread of education in these areas. It is suggested that the supervision of these schools should also come within the purview of the Education Department of the State.

Maharashtra

The Education Minister, Maharashtra mentioned that for universalisation of elementary education, 4600 new schools have to be added to the existing 49,877 elementary schools during the Sixth Plan whereas in the year 1981-82 only 325 new schools could be provided. Out of the present 16,409 single-teacher schools, only 2500 schools will be converted into two-teacher schools in the year 1981-82. In the Sixth Plan, a provision for 2100 school buildings has been made out of the existing 46,000 schools running without any building. During this period main stress will be laid on the qualitative improvement of education by creating jobs of block level officers in 296 blocks of the State. First priority for expansion of elementary education is being given to the backward areas. For school improvement, several steps such as proper gradation, strengthening of administration, self-development of teachers, formation of subject teachers' association etc. have been adopted.

In the field of non-formal education the co-operation of existing 2.5 laks school teachers of the State and some of the enthusiastic local educated youths could be utilised for covering 5.78 lakh persons every year.

For popularising voactional education, it is desired that 50% of students after high school should go in for this stream and 155 institutions have been selected for imparting the training.

For improvement of the standard of education in the polytechnics, he suggested that the pay scales of the teachers in these institutions should be at par with those of engineering colleges and the same financial norms, i.e. 80% grant given by University Grants Commission and 20% by the State Government may be applied.

Meghalaya

The Education Minister, Meghalaya, referred mainly to the item regarding educational development of Scheduled Tribes. He pointed out that for the development of Scheduled Tribes who constitute 80% of the population of the State, several programmes need to be undertaken on a priority basis. To develop these programmes he strongly recommended that adequate financial assistance should be given by the Central Government.

Mizoram

According to Education Minister of Mizoram, the State though backward in other respects, has made good progress in regard to universalisation of elementary education and adult education. Mizoram is reaching the goal of universalisation and the rate of literacy is nearly 60% of the population. Their present need is, however, to improve the quality of elementary education and accelerate the pace of higher education. The State is yet to develop the required potentialities for the introduction of the 10+2+3 system of education and vocationalisation. The Education Minister suggested that an Expert Team be deputed to assist the State Government in the task of preparing the ground work in this regard.

In respect of higher education, the Education Minister put forward the following suggestions :—

- (1) Establishment of an Institute of Science and Technology for the North-Eastern hill region to meet their manpower needs.
- (2) Opening of regional branches of the University Grants Commission in the various parts of the country, particularly in the North-Eastern region to monitor the progress.
- (3) The need for the institution of a code of conduct for teachers and students as resolved in the Vice-Chancellor's Conference.

In conclusion, he urged for immediate action in regard to the educational problems confronting his State that he had placed before the Conference.

Nagaland

The Education Minister, Nagaland made a general observation that the educational schemes are dependent on funds. For example, the programme of universalisation of elementary education and retention would not only mean a series of incentive programme like supply of textbooks, mid-day meals etc. but also provision of good buildings and other prescribed facilities. The State Government has already drawn up a scheme of construction of building. The progress of its implementation is slow due to limited resources. He, therefore, urged the Union Minister of Education to take up with Planning Commission the question of enhancement of funds.

He observed that while the reasons for dropouts vary from State to State, in Nagaland retention could be improved by upgrading the existing lower primary schools up to class IV stage. The need for additional teachers in the upgraded schools can be met only by provision of more funds to the State.

In regard to the scheme of non-formal education, he expressed the view that all States should be treated on equal footing.

Orissa

The Education Minister of Orissa made a reference to certain problems of the State, which hamper the progress of educational development. The State has a low literacy rate of 26.2% only. Adivasis and Harijans constitute 37% of the population and the five districts dominated by them are extremely backward. The pay Scales of the teachers in the State are also not high.

He, therefore, stated that universalisation of elementary education in the State requires a massive investment whereas the resources of the State are extremely limited. The qualitative education is another problem requiring large funds to undertake massive programme of teacher training.

Provision of residential schools in Adivasi areas and other facilities to the school children in these areas is an immediate necessity. The construction of primary school building has also to be taken up as a priority programme, particularly as there was heavy damage due to unprecedented natural calamities last year. For this ways and means have to be found.

In regard to introduction of +2 stage and vocationalisation, the State has to build up the necessary infrastructure. Though certain vocational courses in the field of agriculture and pisciculture are particularly suitable, introduction of these courses however, require basic facilities and good equipment including financial support.

Though higher education has not been accorded priority in the Sixth Plan, it would be necessary for the State to provide for adequate openings to the 1.2 lakh students passing SSC Board of Examination. However, limitation of resources is a serious constraint to the expansion of higher education in the State.

From the next year the State is introducing Yoga lessons in the schools outside the curriculum. The Education Minister expressed the need for introduction of moral education as an integral part of the syllabus preferably on a uniform basis in all the States. He felt that the National Council of Educational Research and Training could evolve the content of these courses. He also recommended strengthening of the National Service Scheme programme which impart the students a feeling of involvement and a sense of discipline.

Pondicherry

The Education Minister of Pondicherry stated that Pondicherry has achieved 100% enrolment at primary stage and 81% at the middle stage by the end of Fifth Plan. It hopes to reach 100% at the middle level also in the Sixth Plan. In the matter of retention also, they have achieved considerable success, thanks to the several incentive programmes particularly for Scheduled Castes and Scheduled Tribes. Some progress has been made in regard to non-formal education and vocationalisation.

Having provided schools in the various habitations within the reach of children, the Union Territory is now proposing provision of more physical facilities and improvement of standards. The area being prone to cyclone, pucca school buildings are essential.

The curriculum-renewal projects have been taken up for improvement of curriculum. A programme of refresher course for teachers has also been proposed. A draft Education Bill for control of Private Schools has been prepared.

She, however, pointed out that no development will be possible without the full involvement of teachers.

A committee has been set up for a comprehensive review of the text books from the point of view of national heritage, cultural tradition, moral and ethical values and also improvement in their quality.

Rajasthan

The Education Minister, Rajasthan, observed that a multi-pronged attack, through several schemes of universalisation of elementary education, non-formal education etc. is necessary for the removal of illiteracy of the masses. It would, therefore, be essential that this crucial sector is not starved of funds. In this field, the assistance of a large number of dedicated voluntary organisations would be useful to supplement the Governmental effort.

The Education Minister said that the 10+2 pattern needs a fresh look in the light of experience of those States where it has been implemented, especially, as it involves heavy investment in training thousands of teachers and equipping hundreds of schools.

According to him, the crying need of the education system today is the introduction of moral education, the objective of which is to develop a balanced personality with commitment to certain basic principles. He recommended the recent experiments conducted in Rajasthan of a system of physical and psychic exercises known as the 'science of life' as practical supplementary to moral education.

From the National Integration point of view, he assured that the State would undertake a review of the textbooks.

He invited attention to the sphere of games and sports where there is a strong need for a more organised approach being adopted on the basis of a National Sports Policy.

Sikkim

The Education Minister, Sikkim, outlined the growth and development of education in the State, planned with substantial assistance from the Government of India. As a result, there were 550 educational institutions with the enrolment of 59,000 children last year in the State. The Government is also giving 50% subsidy on textbooks besides special incentive for girls students, tribals and Scheduled Caste children. He, however, pointed out that the major problem is the lack of adequate and proper accommodation and furniture in the primary schools. The State proposes to accord a priority for this item in the Sixth Plan.

The State finds it difficult to recruit adequately trained teachers. As 70% of the primary and language teachers are un-qualified and un-trained, special measures would be necessary in orienting them to the needs of the education system.

Following the example of Maharashtra, Sikkim has introduced "Each one teach one" programme to solve the problems relating to the non-formal and adult education.

He also referred to the problems faced by their students appearing in the examinations conducted by the Central Board of Secondary Education. Owing to the commencement of the academic session earlier in the State, many of the books are not available for the best part of the year and most of them have to do without textbooks. This is a matter which requires a satisfactory solution by the Central Board of Secondary Education to whose notice the matter has already been brought.

The administrative structure of the State Department of Education has not been able to keep pace with the expansion of educational facilities. The State Government has sought assistance from the Ministry of Education and National Institute of Educational Planning and Administration to advise on the reorganisation of their Department.

The Education Minister also sought increased assistance from specialised agencies like National Council of Educational Research and Training and National Institute of Educational Planning and Administration in their efforts to improve the quality and contents of education particularly in the primary schools. He also pleaded that Sikkim may be included among educationally backward States.

Tamil Nadu

The Minister of Education, Tamil Nadu indicated that his Government has enrolled more than 95% students in the age-group of 6—11 and 61% in the age-group of 11—14. To realise the ultimate objective of 100% enrolment, various incentives such as mid-day meals, distribution of books, slates and uniform, free residential accommodation wherever possible and no detention in the first three classes, have been offered. With regard to qualitative improvement, side by side with the universalisation of enrolment, the State Government has launched several on-the-job training programme with great impact. It has been decided that 1,00,000 primary school teachers will henceforward be full-fledged Government servants so that education is handled by the specialists in this field i.e., the educationists and not by the Block Development Officers.

The Government of Tamil Nadu is considering making an integrated 7-years Elementary Education with the Standard VIII forming part of the High School. This will then enable the graduate trained teachers to handle this Standard.

The Education Minister welcomed the measures of non-formal education, adult education etc. He stated that there was a backlog of over 2 crores of the States' population and since October, 1978 hardly 5 lakh people have been covered. Therefore a special integrated programme structure for the rural poor, has been introduced under the different heads such as provision of drinking water, adult education for schools etc. In the first phase of implementation, 69 blocks were taken up and in the second phase it would be in 150 blocks and the third phase would cover the balance of 157 blocks.

Tamil Nadu has covered 95% of Scheduled Caste/Scheduled Tribe school going children and has afforded them an opportunity this year to undergo coaching in English, Mathematics and Science for about 1—1/2 hours every day at specially selected 500 High Schools.

The +2 system was adopted in 1978 and 22% of students are in the vocational stream in over 50 trades. It has also been found that 47% of the vocational students have gone up for higher studies and 49% of them have been gainfully employed. It is felt that to give the much needed fill up to vocationalisation, it is necessary that this is brought under Centrally Sponsored Scheme with cent per cent Central assistance as it was originally conceived.

There are certain other problems of urgent and pressing nature which cut at the vitals of the progress in higher education. A responsive and responsible body should take suitable measures to check these. An all-party meeting convened last month at Madras to discuss these maladies indicated its unanimity that ragging should be banned mass copying should be put down etc.

It is time that there should be a proper emphasis laid on moral education. In fact moral education and social education should be taught like the two sides of the same coin because one cannot exist without the other. The National Service Scheme should be expanded and introduced at +2 stage also.

West Bengal

The Education Minister (Higher Education), West Bengal sought for a review of the Constitutional amendment transferring Education as a Concurrent subject. He mentioned that in the field of Higher Education, there is consensus of opinion in the State, for a long-range planning for at least 10 years to bring about structural expansion and academic specialisation. They propose the setting up of a Commission under the leadership of Dr. Bhabatosh Dutta, Professor Emeritus of the University of Calcutta.

In regard to manpower assessment at the State level, the Directorate of Technical Education have undertaken manpower assessment in a limited way in the areas of technical education.

Much stress has been laid on the expansion of adult education. There are now 7,846 centres actually functioning. University administration has been totally overhauled. Calcutta University Act has been adopted where the teachers, the students and non-teaching staff are also represented. There is no political interference in the matter of admission or appointment of teachers. The Government took over the administration of five colleges on the popular demand of teachers' organisations and students but the assent of the President of India is still awaited.

For the promotion of national integration, he suggested measures like the production of textbooks written by scholars of different States in English/regional languages, and organisation of sports, games and cultural programmes for colleges/university students at national level.

The Minister of Education (Schools), West Bengal mentioned that the curriculum of the primary education has been revised in conformity with the terms of reference of the Education Commission and the National Council of Educational Research and Training syllabus frame- There is no question of any political interference or inculcating any political ideas into the curriculum of West Bengal.

Since 1977, 4600 new primary schools with a strength of 13,800 primary teachers and additional enrolment of six lakhs children of the age group 6--11 have come into force, thereby raising the percentage of enrolment to 89%. Food, slates and exercise books are being supplied free to 31 lakhs of children. Similarly, 900 new secondary schools with a strength of 10,000 new teachers have been established. Textbooks are supplied free at this stage.

With regard to non-formal education, 5,000 non-formal centres for the age group 15--25 have been set up within a period of 4 years. Already Rs. 10 crores have been spent for construction of school buildings. Out of these 4,000 primary school buildings were constructed with the participation of community namely gram panchayat and local people by contributing in the form of manual labour and use of indigenous material.

In fact, in the field of education, the Department of Education have infused in the mind of children the spirit of national integration, secularism and above all, nationalism.

7

CONCLUDING SPEECH BY UNION EDUCATION MINISTER

I am extremely grateful to all of you for the very valuable suggestions that you have been giving throughout the day. I am also in full agreement with some of the suggestions that have been put forth, viz. about having some kind of regional meetings. In a conference of this nature it is always possible that you would like to put forth the point of view of a particular State Government. It gets lost in a conference of this magnitude. So, if possible we would like to follow this. In fact, the proper course would have been to have the regional conference first, and then come to a national level conference so that the points which in fact, you would like to emphasise are brought forth, and your attention is concentrated only on those points. The rest of the things will be discussed in your regional meetings. We would like to keep this in view.

Two suggestions have been made. One is that the financial allocation for education has not been adequate and we will have to increase it. First of all, I must give my initial reaction to this. I do not know whether the State representatives wanted the financial allocation at the Centre to be increased or they have been pleading for their own allocation to be increased. I can understand this and can consider this as a kind of support of the State Governments for me to go to the Planning Commission and tell them that this was the consensus, though not in the shape of a resolution they have put forth. But this has been a kind of feeling which has been expressed almost unanimously by all the State Governments. The Prime Minister had been pleased to state in the morning that in the beginning this was the kind of allocation which was possible. As a plan progresses and if we can succeed in mobilising more resources, it should be possible to give something more provided the expectations come through. If the resource mobilisation which was expected both at the State level as well as Centre is to come through and the wastage is reduced to the barest minimum, then, of course, we have a strong case asking for additional funds. I would not hesitate to go to the Planning Commission or the Ministry of Finance. I am sure with this kind of performance my hands should be strengthened and I will be able to plead my case with them; and definitely more meaningful response can be expected from the Government of India, the Planning Commission as well as the Finance Department. But so far as the allocation at the State level is concerned, I think it will be better if the State Education Ministers were to plead their case both with the Planning Department as well as the Finance Department in their respective State. I do not think that this forum can be used for asking the State Governments to make more allocation for education. They are the best judges of the situation. The entire resources are available with them. How priorities have to be fixed is a matter entirely for the State Government to decide, and it will not be proper on my part to interfere in these matters? They know full well and they cannot neglect it knowing the things. It is also possible that they have not been able to appreciate your point of view of your programmes and they have been disillusioned by the performance for the past 5 or 10 years. You have to show better performance and impress upon the Chief Ministers the Finance Ministers and the Planning Ministers and see that they are able to give you more funds for the educational scheme.

There was a suggestion to have some kind of a school commission both at the primary level as well as at the secondary level.

The implication is, we have been treating so far and I do not propose to interfere in this education as a predominantly State subject. I have made it absolutely clear in the Vice-Chancellor's conference also it was made clear—that education will primarily be the responsibility of the State Governments. But the point is where concurrency will be invoked will be in certain matters that I have enunciated in a very broad way. What we feel is, the broad perspective of the national policy, if there is a radical departure in certain cases, in those matters only we would go in for invoking the provision of concurrency. If a commission of this nature is appointed at the national level, the natural corollary will be the State Governments, whether they have resources or not, will be almost forced to accept certain recommendations. Having given the recommendations, it becomes a public property and every one of them is bound to say that these are the recommendations given by the School Commission and you have no option but to implement it. If you are so much interested in appointing commission, I have no objection if the State Governments themselves were to take up the responsibility of appointing such commissions, getting their recommendations in a very broad way and find out what can be done. If you all feel that National Commission of this nature is essential, I would merely say that you please give your well-considered thought to this idea. We do not propose to advise you in this matter either

way. You may please apply your mind very seriously and try to find out what are the implications which are bound to follow and knowing well the implications, whether you would still plead with the Central Government at this stage for the appointment of this commission. We will have to apply our mind whether any commission of this nature is, in fact, necessary or not.

There are two other aspects which I would request the Ministers who are present here to consider. One is universalisation of elementary education. In spite of whatever we might say including my friend from Nagaland, who said that we have this difficulty or that difficulty—difficulties are bound to be there. But we have a commitment. As a nation, we have certain obligations. The persons who are neglected, unfortunately happen to be those very person whom we should like to help. We have committed ourselves in socio-economic transformations. It is the weakest section which in fact, is suffering the most. If you analyse, the situation from 1951 to 1981 though we have made good progress in education, the students from Scheduled Castes, Scheduled Tribes, weaker sections and girls, every one of us will have to admit that all other sections have gone ahead, but these weaker sections whom we wanted to help—we have been repeatedly saying so—they have not received that much education which in fact is very badly needed. So, I request all of you to apply your mind. Do not merely give stock replies that the Scheduled Caste/Scheduled Tribe boy is engaged in helping his family. It is good that you are trying to give some kind of allowance for the absence but I think that is only a kind of palliative. I do not think that is going to find a solution to the problem. Textbooks have been given; uniforms have been given; scholarships have been given. All other incentives have been given. In some cases cash allowance is also given.

How is it that still we say that these are the sections which are suffering. That clearly shows that there is something basically wrong somewhere and we have to locate and find out as to why is it that it is only this section which is suffering and not the other? As other Sections are coming forward there is no reason why this neglected portion of the society should remain neglected. When you go back, kindly call a Conference of all your officers and colleagues, discuss with them and go in depth, why is it that the teachers remain absent. One of the hon. Ministers was even pleased to state here that teachers are now utilising proxy system. It is highly deplorable state of affairs if teachers can get away with their salary by sending someone as a substitute in the school. It is high time that we take drastic action against teachers who are indulging in this kind of thing. We cannot afford such a situation in urban areas. If they do so, they will be dismissed immediately. If a Scheduled Caste or Scheduled Tribe area indulges in this kind of thing, I think no amount of money which we are trying to give is going to set things right.

My request to all of you will be to give them by all means, physical facilities which are in fact required. But at the same time the teachers who are appointed there, are persuaded. Social obligations are brought to their notice. You must see that they are present. They have some kind of commitment to the society also. They must teach the students with the spirit of conviction and commitment. If that spirit is there, I am sure, you will attract a large number of boys. I am not going to accept this kind of argument that boys do not want to come to school. This is a kind of alibi which has been given to us, which I am not prepared to accept. There is something basically wrong with our teachers, our inspectors and others, who, in fact will have to be converted to our point of view so that they are able to create a proper atmosphere. If a committed teacher is there who is interested in teaching, there is no reason why the boys should not come.

These are most probably the first stage learners from the family, and if they are neglected, I do not think, we are going to succeed in a manner as we are having this programme.

Another point which has been emphasised by some of the friends was about the +2 stage and vocational thing which we have introduced. My request to four or five States which have been left out is, please do not have any kind of misgivings in your mind, accept this national policy, go in a big way and introduce this +2 and at the college stage or university stage you have to give complete reorientation for the three year courses that we have prescribed.

Rajasthan said those who have introduced this vocational system their experience is not happy. Is it a fact that in all the States which had accepted this 10+2+3, have introduced sincerely the vocational education? At least I can say that it was a half hearted approach. People are still considering about the impression created by the previous Government. While the Prime Minister herself stated that this entire thing will have to be reviewed, the very day it was said, the whole thing was in a great flux.

A great uncertainty was introduced. Everybody was waiting for the final policy to be decided. It was not a sincere follow-up of the 10+2+3 pattern. With a huge amount of unemployment that we find in the country, is there any way out? I do not think we can afford to go in for any other kind of system than 10+2+3.

Those who have not accepted this system, let them first accept this. Let them have a time-bound programme. Yesterday, when I was discussing with the Secretary, I told him that we have to give them a time-bound programme. Those who have not introduced it, they have immediately to take a decision of having the survey done of all the districts. You lay down a programme and, according to me, the deadline should be 1983. In three years time, it should be possible. You have a time-schedule of one-third districts of your State this year, one-third next year and one-third in the third year. I am prepared to ask the NCERT to give all the professional assistance that you require for the training of teachers. The teachers can be trained. In one-third of the districts, it should be possible to have fully trained teachers in a year's time. Thereafter, in the second year, you can create facilities. It is not that much expensive. Somebody was giving an example of electronic machines, this and that. In fact, what is contemplated in the vocational education in this. I would commend you to go to Tamil Nadu and find that out yourself. There are different courses, six months' course, 8 months' course, one year course and all that. It is not very expensive. There are short courses to serve the local areas. The very concept of having a district survey was not to go in a conventional manner. It should be a non-conventional thing. There are demands which are of a non-conventional nature. Even the teachers' training is going to create some kind of a problem because that was the concept which has not been touched so far.

New curriculum is to be evolved. The teachers' trainers also will have to be trained properly. A large number of things can be taught of which can be introduced without much of expenses. It is not the finance which is a hurdle in this. It is the mental reservation in the case of some of the State Government. I find, somehow there is a resistance and I would not be surprised if some of the experts also would have some kind of reservation in this. Those who are interested in this kind of a job, this will be a complete innovation, a new thing, for which they will have to again read the books. They cannot depend on what they read about 20—25 years back. This is the kind of difficulty which is bound to be there.

Therefore, I request all of you to take up this matter seriously and see that the entire programme is given a great fillip. We find a large number of unemployed youth. The number of persons who would like to go in for university education should be reduced. The Hon. Education Minister from Andhra Pradesh was asking me about vertical mobility. I do not know who gave the figure of 51 per cent or 54 per cent of those who had undergone vocational training have gone to colleges. This goes against the very spirit of vocationalisation. We do not want to shut the doors of higher education for those who go in for vocational education. But it should be the barest minimum. The terminal course is, in fact, for either going in for some kind of self-employment or to start some courses and a small number is enabled to go in for higher education. How it has to be brought about is a matter which will have to be considered. Some sandwich course will have to be introduced; some kind of additional training will have to be provided in order to facilitate their being absorbed in the technical institutions. Otherwise, those who on the basis of merit could not get an admission utilise this channel of going to the technical institutions. It will defeat the very purpose for which this vocational education is being thought of.

Lastly, I would like to emphasise one more aspect and that is about the moral education. We had a very useful Seminar at Simla and the recommendations have been circulated to all the Ministers. I request you kindly to apply your mind to those recommendations.

The preparation of text books right up to class VIII is going to be the responsibility of the NCERT. They are working at it. All the material have been given to them and if you have any suggestions in this respect, certainly; they are welcome.

At the State-level also, if you like to have any Seminars of this nature. I want that it should receive the public support. Otherwise, there is a misconception that in the name of moral education, we are trying to introduce some kind of religious education. In fact, it is not so. What we want to impart is a kind of education in human values and the rich heritage that we have inherited should be implanted in the minds of the students so that those principles will create the right kind of attitude which is expected of young boys and girls.

After the textbooks are ready with NCERT, they can be sent to you or even you can work out your own. There is no item that can not be sent to NCERT. We can get their recommendations on each and every subject. We can produce the best books for moral education.

In regard to national integration, my impression is that even up to the highest level, whatever textbooks are prescribed they will have to be properly screened and scrutinised. We have sent detailed instructions to all the State Governments. I have personally written to all the Chief Ministers. I do not know whether the Chief Ministers have been able to pass on them to the Education Ministers. If that is done, I need not again send to them. The Chief Ministers can constitute Committees at the State level and at the district level to screen the books. All the cheap books and the cheap literature should be thrown away. You have to have some kind of a Standing Committee to go through the books immediately after they are published and to find out, if there is anything objectionable. I will be the happiest person to ban all such cheap books.

All the points made by all the Ministers will be duly taken care of and examined and we will be only too glad to act on those suggestions.

In the end, I must express my gratitude and heart-felt thanks for your very meaningful participation in to-days' conference and I hope we will be able to have some similar conferences more and more so that all the points need not be accumulated. We should be able to give vent to these feelings at different levels so that you have the feeling of participation and at the same time some of your problems can also be solved.

RESOLUTIONS ADOPTED IN THE CONFERENCE

Item No. I : Universalisation of Elementary Education

and

Item No. II : Non-Formal Education

Endorsing the objective of ensuring within a period of ten years, minimum education for all children until they complete 14 years of age within the policy-frame of the Sixth Five Year Plan, the Conference recommends that :

- All non-enrolled children shall be brought into the fold of education, formal or non-formal, with emphasis on the primary stage during 1980—85 and on the middle stage during 1985—1990;
- Simultaneously with increasing enrolment, incidence of drop-outs shall be reduced. Towards this end the State/Union Territories may adopt and implement measures which have already been identified and circulated to them;
- Although the targets set in the Sixth Five Year Plan (1980—85) are ambitious with reference to achievements in the past, they are yet modest in relation to the goals to be reached. All efforts shall, therefore, be made to realise them so as to adhere to the time-frame envisaged in the Sixth Plan;
- Much of the backlog of enrolment is in the backward regions of the (educationally) backward States. Also, the non-enrolled are mostly from weaker sections; more particularly, girls. It will, therefore, be necessary to resort to alternative approaches to benefit them;
- Accordingly, the non-formal approach recommended by the Ministry of Education shall be given serious attention;
- The Fourth Educational Survey has revealed that more than 30% of the schools do not have satisfactory buildings or other facilities like blackboard, mats and furniture. Within the overall resource limitations, therefore, greater attention shall be given to the provision of these basic physical facilities. Alternate sources of finance including institutional finance must be explored to supplement departmental funds and suitable institutional arrangements may be set up, if necessary;
- Single-teacher Schools are very large in number. Continuity of teaching in such schools shall be ensured either by converting them wherever possible into two-teacher schools or by forming school-clusters with the provisions for leave reserve teachers;
- The Fourth Educational Survey has revealed an unsatisfactory position regarding teacher training. Concentrated efforts shall be made to improve the qualification and competence of teachers through appropriate pre-service and in-service training programmes. Teachers shall be trained in particular to impart value-oriented education and to be sensitive to the needs of children from weaker sections of society;
- The attracting and retaining power of elementary education has to be increased by making the curriculum more relevant to the life-situations of children in different parts of the country. Towards this end, efforts shall be made to renew and decentralise the curriculum within a broad national framework;
- To enhance the quality of elementary education, the curriculum shall also emphasise environment-based value orientation;
- The village communities should be more closely involved in the execution of the programmes for construction and maintenance of school buildings, provision of furniture and equipment.

Item III: 10+2 Pattern of School Education and its Vocationalisation

Reviewing the progress of the adoption of the 10+2 pattern of school education in the country the Conference recommends :

- The States/Union Territories which have not yet switched over to this pattern should do so without any further loss of time;
- Adoption of the 10+2 structure alone is not in consonance with the spirit of the new pattern of education. The States/Union Territories shall also make the necessary consequential changes in the content of curriculum;
- Universities shall also restructure their courses at the graduate level keeping in view the changes made at the +2 level. The University Grants Commission shall provide all possible academic and financial assistance to the universities for this purpose.
- Apart from the academic and the administrative considerations, uniformity of system of education has significance also from the national integration angle;
- Only a few of the States and Union Territories have introduced vocational courses at the +2 stage. Adoption of the new pattern in the absence of vocationalisation of education at the +2 stage, will not be effective in bringing about the desired reform in education. All the States/Union Territories shall, therefore, speedily introduce vocational courses at the +2 stage. A time bound programme shall be evolved for the conduct of surveys, preparation of curricula, institution of courses, opening of institutions, etc., so as to maximise results in the minimum possible time.

Item No. IV : Linking of Professional and Technical Education with the Manpower needs with Particular Reference to the Prevention of Proliferation of Colleges and Related Issues pertaining to Technical Education

The Conference took note of the conclusions of the last meeting of the AICTE and recommends :

- The States should establish a technical manpower assessment wing in their Directorates of Technical Education which should coordinate with the proposed Central Technical Manpower Information System;
- All proposals for expansion of facilities for technical education in the States should be based on scientific survey of manpower needs and should follow the guidelines given by the All India Council for Technical Education ;
- The Conference welcomes the proposal for giving statutory status to the AICTE so that it can play its role in the coordination and determination of standard, in preventing undesirable proliferation of technical institutions more effectively;
- The Conference took note of the recommendations of the AICTE regarding an early implementation of the U.G.C. scales of pay to the engineering colleges teachers and the Nag Chaudhury Committee recommendation in scales to polytechnic teachers;
- The Conference agrees that optimum utilisation should be made of the various Q.I.P.S. launched by the Ministry of Education so that the benefits of the schemes percolate to all State institutions;
- The Conference recommends that a monitoring and evaluation cell be established in the Directorates of Technical Education at the State level;
- The Conference notes with satisfaction the schemes of community polytechnics and the involvement of other engineering and technical institutions in the solution of rural/community problems and recommends that the State Governments should encourage more engineering and technical institutions under its control to get involved in problems of rural and community development.

Item No. V : Educational Development of Scheduled Castes and Scheduled Tribes in the Sixth Plan

Reviewing the progress of educational development of Scheduled Castes and Scheduled Tribes and taking note of the recommendations of the Working Group on Scheduled Castes and

Scheduled Tribes (1980) in this regard, the Conference recommends the following action programme for implementation :

- The State Governments should estimate the Out-of-school Children population in the age-group 6—14 of Scheduled Castes and Scheduled Tribes and formulate realistic enrolment targets;
- Steps should be taken to improve the enrolment ratio and retention of children through appropriate incentive programmes to achieve these targets;
- The State Governments may provide special coaching and other facilities to enable them to prepare for entrance examinations and other competitive examinations :
- The Education Departments should take up the overall responsibility of the educational development of Scheduled Castes and Scheduled Tribes and serve as a nodal Department, maintaining constant liaison with other Departments concerned.

Item No. VI (a) Role of Education in National Integration

Appreciating the role of education in promoting national integration, the Conference recommends implementation of the measures recommended by the National Integration Council.

Item No. VI (b) : Text books in the Context of National Integration

Appreciating the role of textbooks in promoting national integration and taking serious notice of the complaints about many textbooks containing materials which are prejudicial to national unity, the Conference resolves that :

- There shall be a review of all textbooks to ensure that they promote national integration and do not militate against national unity;
- To begin with, all text books in History and Languages may be taken up for immediate review;
- In view of the large number involved, this work must be taken up on a decentralised basis for speeding up results;
- The review shall be made under the overall guidance of the Government of India and in accordance with the guidelines prepared by the NCERT so that there will be uniformity in this exercise;
- The review shall be made on a time bound basis so that necessary corrections in the text books can be carried out before the commencement of the 1982-83 academic year;
- Appropriate safeguards shall be provided so that such scrutiny in future is made at the time of prescription of text books;

Item No. VII : Adult Education

The Conference recommends :

- That adult education programme should be directly related to life situations and closely linked to needs, interests and aspirations of the adult learners and to national goals of socio-economic development;
- That the adult education programme should not end up with the mere acquisition of basic literacy skills but should be reinforced by effective post-literacy and follow-up programmes in order not only to prevent adult learners from relapsing into illiteracy but also to bring them into the ambit of life long learning ;
- That adequate infrastructures for administration, resource support, monitoring, evaluation and research are essential for the effective implementation and expansion of the programme ;

That the implementation of the programme of this size cannot be envisaged without the involvement of other development departments of the Central and State Governments, media agencies, local bodies, etc. ;

- That such a massive programme cannot be successfully implemented exclusively through Government efforts and must involve educational institutions, employers and voluntary organisations which play a vital role in the field subject. However utmost care is being taken to ensure that the programmes do not serve the communal or parochial aims of any individual organisation;
- That the adult education programme must give special priority to women and weaker sections of society; and
- That special efforts be made to cover the educationally backward regions.

Item No. VIII: Educational Planning, Monitoring and Evaluation Machinery—Strengthening at the State Level

The Conference recommends :

- the setting up of Monitoring Units at the Block and District levels to monitor selected programmes of Sixth Plan, e.g., Universalisation of Elementary Education, Adult Education Programme and Vocationalisation of Secondary Education and Educational Development of Scheduled Castes and Scheduled Tribes.

Item No. IX: A Note from the University Grants Commission

Taking note of the procedural delay in providing funds under the scheme to the universities and colleges, the Conference recommends :

- The State Governments may provide adequate assistance in the State Plans for meeting the needs of the universities and colleges on the pattern recommended;
- The Conference received the recommendations of the Conference of Vice-Chancellors held on 30-5-1981 and generally endorsed the recommendations.

Item No. X: A Note from the National Council of Educational Research and Training

- The Conference received the note from the National Council of Educational Research and Training and endorsed the suggestions made therein.

Item No. XI : A Note from the National Institute of Educational Planning and Administration

- The Conference received the note from the National Institute of Educational Planning and Administration and generally endorsed the suggestions contained therein.

Item No. XII : The National Service Scheme

Noting the progress made and the public acclaim earned by the National Service Scheme, the Conference recommends that regular activities of the Scheme should be taken up with more vigour during the term time. The Conference enthusiastically supports the involvement of the N.S.S. in economic-development.

Item No. XIII : Measures for Improving the Standard of Teaching of All Regional Languages Including Hindi

- The Conference took note of the various suggestions made in the note circulated.

Item No. XIV : Population Education Programme

- Realising the potential of education in tackling problems related to growth of population, and in the context of a Population Education Programme being launched in the country, the Conference resolves :
- Population Education Programmes, both in the formal and the non-formal system of education, shall be taken up in all States/ Union Territories on a priority basis; and
- Population Education Cell shall be set up immediately in the States in which the programme has already been launched with central assistance.

APPENDICES

APPENDIX I

Item Suggested By the State Governments (Received With Notes)

Item No. XV

Item in brief

Ministry's Comments if any

1. Andhra Pradesh

(i) Vocationalisation at the +2 stage—A Note

After a modest beginning in the year 1979-80 when the Andhra Pradesh Government had introduced selected vocational courses in 12 colleges at the +2 stage, there are now 77 colleges in the State running the vocational courses. The Government have so far spent Rs. 78 lakhs and have made a provision of Rs. 66 crores for 1981-82 for continuing the courses and for their introduction in some more sections. While the State Government have accepted in principle, that the students doing vocational courses shall be eligible for admission in undergraduate courses in Engineering, Technology, Architecture, Medicine and Agriculture as well as in liberal art and sciences, the difficulty, however, is that in respect of engineering and other technical courses, the gap in instruction in vocational intermediate course is significant. Efforts are being made to give bridge courses once students get selected for the undergraduate engineering and other courses. The Government of India have also to come in a big way to assist the States which have introduced, vocational education at the +2 stage. After the extension of assistance in the initial stages Government of India have withdrawn the pattern of assistance, and because of this programme, the State is suffering.

(ii) Restructuring of Courses at the undergraduate level—Note on Progress and issue

In pursuance of the decisions taken at the Vice-Chancellors' Conference held on 1-7-78, a Committee was constituted by the Government of Andhra Pradesh to examine the present faculties and combination of courses, etc., to suggest new combinations and also to review the present system of examinations at the university level. The recommendations of the Committee were considered in the Vice-Chancellors' Conference in May 1979 and a number of decisions were taken to entrust to different universities in the State the task of evolving common curriculum keeping in view these developments, as also the need to make courses more relevant to the social needs of the community. The restructured courses have so far been introduced in 13 colleges in Andhra Pradesh. The State Government are contemplating to introduce such courses in 40 colleges in the current plan period. Each such college will be eligible for a financial assistance of Rs. 1 lakh per year from the University Grants Commission subject to the college satisfying certain conditions as the minimum student enrolment in Degree classes, staff strength, etc.

The State Government have urged the Government of India to advise the University Grants Commission not to insist on any conditions while extending assistance to the colleges introducing the scheme of restructured courses.

(iii) N.S.S. and N.C.C.—Need for extension to all students

The NSS in Andhra Pradesh has created a good impact in the rural and urban set up through the student youths. There are proposals to cover one hundred junior colleges also under the scheme during the current period. The State Government, however, feel that it is desirable to increase per capital release of grant from Rs.60 to Rs.100 per volunteer per annum by Government of India, as the present rate was fixed before and is inadequate. Further, the State Government though keen to extend the scheme, does not have the financial resources to give affect to this. The State Government have urged that keeping in view the importance of the scheme and need for increased enrolment, the scheme may be treated as a Centrally Sponsored Scheme fully financed by the Government of India.

(iv) A note on the Examination Reform in School and +2 stage in Andhra Pradesh

Keeping in view the measures suggested under the examination reforms in the draft National policy on Education, 1979, the state Government have taken up the question of examination reforms. The measures contemplated include internal assessment and open book examination system, weightage up to 25% of the internal assessment in each subject for declaring the results of S.S.C. Public Examination, reintroduction of the S.S.C. cumulative Record Register from VIII class during 1980-81, introduction of internal assessment system in Senior Colleges from the year 1981-82 which will be given a weightage of 20 per cent in the performance in the public Examination, acceptance in principle, to introduce grading system in Intermediate instead of the present marking system.

(v) School Building Construction Corporation—A Proposal

More than 50% primary schools and a large number of secondary schools in the state are without pucca building. Construction of adequate accommodation for such schools will demand massive financial investment (nearly Rs. 400 crores) for which the state Government do not have adequate funds. The State Government have, therefore, suggested setting up of a Corporation in the State to construct school buildings, such a Corporation can be in the public sector with initial capital being put on by the State Government which can be supplemented by loans from Banks and L.I.C. etc. and by the Government funds allocated under the plan year by year.

(vi) A note on the University Grants Commission Cell in the Directorate of Higher Education, Andhra Pradesh

The Government of Andhra Pradesh have set up a U.G.C. Cell in the Directorate of Higher Education with effect from 1979-80 with a view to ensure an effective implementation of the U.G.C. Scheme; and utilisation of U. G. C. grants made available to Government colleges. The Directorate (U.G.C. Cell) may now prepare the development proposal on behalf of all eligible Government Degree colleges in the State and submit the proposal of the UGC through the Universities concerned. The U.G.C. after approving the proposals, will release the grants to the Directorate which, in turn, will release the amounts to the colleges with necessary instructions for implementation of the scheme. The U.G.C. may, therefore, accord due recognition to the U.G.C. cell in the Directorate on par with the U.G.C. Units in universities and accept the development proposals sent by the Directorate on behalf of the Government Colleges in the State.

(vii) A Note on the financial assistance due to the Government Colleges in the Andhra Pradesh under Fifth Plan U.G.C. Schemes

During the Fifth Plan period, the UGC offered financial assistance ranging from Rs. 3.00 lakhs to Rs.10.00 lakhs for each affiliated college for the development of educational facilities at the undergraduate level subject to certain conditions and on a sharing basis. 30 Government Degree colleges in the State were approved for U.G.C assistance. While the State Government have already provided the matching share to the Colleges, the U.G.C. has released full assistance only to five colleges. As the terms and conditions stipulated for such assistance have been fulfilled, U.G.C. is to release balance of assistance to the colleges concerned.

(viii) A Note on the scheme of field work (To be made as an integral part of the course of study of college students with the condition precedent to Award Degree)

The State Government have prepared a scheme of compulsory field work for college students before awarding a degree. The scheme envisages a 32-week programme of participation of college students in construction work, science and environmental programme activities. This will not disturb the NSS/NCC programme.

2. Bihar*(i) Inadequate allocation of resources for the Education Sector in the Sixth Plan period*

The allocation of resources to the education sector in the Sixth Plan period for the country as a whole, is about 3%. This reflects a low priority to this area. Since progress in the fields of agriculture, industries, health, etc. is linked with the improvement in the level of education in

the country, it is necessary that the education sector be allotted more funds so that substantial progress could be achieved in the universalisation of primary education and other fields in the education sector.

(ii) *Problems relating to universalisation of primary education*

The targets set by the Government of India for enrolment of children in the schools, for achievement by 1985, are impossible to achieve in an educationally backward State like Bihar. The enrolment of girls and children belonging to the weaker sections of the community is posing serious problems which are further accentuated by the exceptionally high percentage of drop-outs. It is, therefore, necessary to devise ways and means to improve enrolment of girls and children belonging to the weaker sections and to ensure that there is no wastage on account of drop-outs. *We have an item on this in the Agenda*

(iii) *Problems relating to non-formal education*

Because of increased liability on account of pay and allowances of teachers, the creation of a large number of posts of teachers to cover additional enrolment of children in the age-group 6—14 may not be proper. One of the suggestions, therefore, is to freeze the formal educational system at the present level and to cover the additional children through the non-formal education system. *We have an item on this in the Agenda*

In the non-formal education system trainees have to be orientated properly before the training of instructors starts. Further preparation of course materials, proper system of inspection and supervision and Control over the non-formal education centres are equally important. This could be effectively achieved if the Government of India consider the possibility of stepping up their contribution to the non-formal education centres and also assist the State Government in setting up strong resource Centres at the State level and also in each district. The assistance of NCERT and other professional bodies may be made available to the State Government to this end.

(v) *Qualitative improvement in elementary and secondary education*

Adequate attention should be given to the qualitative improvement of education at the elementary and secondary levels. This will necessitate proper training of teachers, periodic review and modernisation of syllabus and instruction materials for teachers training, review of the scheme relating to the continuing education centres with a view to provide academic enrichment, reorganisation of the present system of inspection and supervision of the work of the teachers at the elementary and secondary levels. In this connection, the system of adoption of schools by various inspecting officers for qualitative improvement of education should be considered.

(v) *Problems relating to Adult Education*

It appears that the National Adult Education Programme has been given a low priority from the point of view of allocation of funds. The present level of expenditure will not help solving the problem of illiteracy in the age-group 15—35 years. The lessening interest of the voluntary agencies in the programme will mean that Government will have to step up its activities and open more adult education centres. The Gram Panchayats may also be involved in the Programme. To tackle the problems, a prospective plan envisaging full coverage of the new illiterate entrants in the age-group of 15—35 years and also the coverage of a portion of the backlog, may be prepared. The State resources centre and the district resources may be strengthened. The follow up action programme should be started immediately after the 10 months course. Otherwise the dangers of neoliterates slipping into illiteracy are real. The Government of India should consider stepping up their assistance to NAEP. *We have an item on this in the Agenda*

(vi) *Mushroom growth of colleges and institutions relating to Higher Education*

The unplanned growth of colleges and institutions of higher learning are adding to the liabilities of the State Government as it brings in its wake problems of administration, lack of educational standard, provisions of basic facilities like land, building etc. The problem has to be discussed at national level and a consensus should be evolved so that Government may be in a better position to resist pressure from various groups for according recognition to such colleges and institutions of higher learning.

3. Punjab

(i) *Need for uniformity in syllabus*

A great deal of difficulty is being experienced by students in terms of mobility because of (i) structural differences in the systems of education and (ii) differences in content of the syllabus followed in different States. Institution of a standing machinery is suggested to review and suggest changes so that some measure of uniformity is brought about in the course contents at various academic levels.

(ii) *Establishment of pre-primary nurseries particularly for promotion of primary school education among Scheduled Castes and Scheduled Tribes*

The Government has suggested that such a programme be taken up with Central assistance, in areas with concentration of Scheduled Castes with a view to checking the higher drop-out rate amongst members of these castes.

Educational drop out of SC/ST in the Sixth Plan is a topic included in the Agenda

(iii) *Promotion of Technology in Education*

It is suggested that a centrally financed or substantially assisted scheme be evolved for introducing modern techniques of education, in such forms as over-head project or audio-visual aids, etc., particularly in rural areas in selected schools.

4. Rajasthan

Introduction of Moral Education as a Compulsory Subject in Elementary and Secondary Schools

Whereas the present provision of few lessons in some school subjects relating to some aspects of moral education, major teachings of various religious and salient features of Indian Cultural heritage have not proved adequate for the development of moral fibre of the students, the Rajasthan Government have, taken a policy decision that moral education will be introduced as a compulsory subject in the elementary and secondary schools of the State from the ensuing academic session. Action has already been initiated to develop the course contents in this regard.

The State Government feel that similar efforts would be welcome in other States because the need for developing moral fibre amongst the students in elementary and secondary stage is universal. It is suggested that an Expert Committee at the Central level be asked to prepare a detailed syllabus on moral education which could be introduced by the States as a compulsory subject in the elementary and secondary schools.

5. West Bengal

Review of legislative relation with regard to Education under the Constitution of India—Seventh Schedule

The present constitutional provision regarding education needs a review. The earlier position of education in the State List enabled the States to evolve their own educational systems best suited to their own circumstances, requirements, traditions and aspirations, and also helped them in preserving their cultural heritage. While there is a need to have national goals, national strategies, national support, supervision and guidance, it has at the same time got to be organised at all levels by mobilising all possible material and human resources. This will require efforts without any kind of inhibitions and will, therefore, require decentralisation of powers. Such a thinking in the matter conforms to the views expressed by the Education Commission 1964—66. However, there has never been a review at the National level before the transfer of 'education' from the State List to the Concurrent List in 1976. Neither was there a serious attempt to exploit the constitutional provisions to develop a better cooperation and coordination between the Central Government and the States in carrying forward a comprehensive National Educational strategy. The changed provisions have; brought no positive effect. The responsibility of education is still being borne by the States financially, legally and administratively, though they are sure to be less confident and more hesitant to their endeavours. The need, therefore, is to entrust the States with the legislative and administrative power of education and the Central Government will growingly play a role of a leader, coordinator and guide

(ii) University Grants Commission—its composition and planning procedure

The fundamental basis for an organisation like the University Grants Commission is to examine, identify and recommend the basic education structure uniformly all over the country India being a country of diverse cultures and multiple educational norms, it becomes necessary that in the composition of the U.G.C some kind of structural facilities should be provided so that major cultural ethos of the nation could find its own identity. For this, the U.G.C should be a two-tier organisation one with representatives from all the States and Union Territories, and the other with functional representatives in combination of representatives from the other tier. If the two-tier set-up cannot be introduced, then at least, statutory functional committees shall be formed with representation from all the States on major policy area divisions.

As regards financial planning by the U.G.C, the State Government are called upon to bear on an average almost 50% of the UGC development funding besides the revenue grant extended to the universities. When the State Governments are about an equal partner in development aids and bear lone responsibility for revenue grants to the universities, it is only fair that the funding policies and specific planning for the universities and the colleges should be made in consultation with the State Governments to enable them to visualise their own education budgets. In short, therefore the suggestion for composition and planning of the U.G.C., is to bring about a system of further exchange of opinions between the States, Union Territories and the Central Government so that some kind of a functional consensus can be arrived at which will not appear to be arbitrary or imposed upon.

(iii) Long-range planning in higher education

It has been felt by the State Government that a long range planning both for structural expansion and academic specialisation should be made for at least next 10 years so that the inherent resources of the State and the long range requirements of the society can be brought into an optimum plan frame. The State is now proposing to appoint a Commission under the leadership of Dr. Bahabatosh Dutta. The terms of reference for this Commission have been finalised. The Government of India may now consider if a national level planning of this nature should be initiated. If so, the body of such planning should be representative.

(iv) Retirement benefits of university teachers

In West Bengal, University teachers are entitled to retirement benefits provided that teacher has 15 years service in the University concerned immediately before superannuation. The State Government has now decided that the computation of the period of 15 years before superannuation need not be on the basis of the last University served. Continuous service in any State institution of higher education for 15 years should suffice in order to allow easy flow of teaching merits amongst the various institutions of higher education. But it is felt that there should be such mobility with Central Government institution like IIT, IIM etc. and also with the other State universities. The State Government therefore suggests extension of the same facilities amongst all institutions of higher education all over India, provided it is done on a basis of reciprocity.

(v) Revision of pay scales of college teachers

The last revision of pay scales of college teachers was effected in January, 1973. The teaching community was given to understand that such revision should be made every five years to keep up with the rising price level. It is felt that an exercise to this direction should start with U.G.C. participation in line with the last revision.

Items Suggested By State Governments (Received Without Notes)

1. Andhra Pradesh

- (i) **Bal Bhavan Programme**—Problems connected therewith—proposal to include the Programme in the Sixth Five Year Plan and to make adequate provision in order to establish at least one Bal Bhavan and two Bal Kendras in each District by the end of Sixth Five Year Plan period.
- (ii) **Note regarding Andhra Pradesh Government Oriental Manuscripts Library and Research Institute** set up to salvage the ancient heritage and culture.
- (iii) **Issues pertaining to the National Adult Education Programme:**
 - (a) To raise the period of adult education course from 10 months to 12 months in Tribal areas.
 - (b) To raise the number of posts of Supervisors from 10 to 15 in the Tribal Areas.
 - (c) Sanction of Adult Education Project for Vizianagram District.
 - (d) To raise the honorarium from Rs. 50 to Rs. 150 per month in tribal areas.
 - (e) Post Literacy Programmes.
 - (f) Setting up of Adult Education Centres by voluntary agencies with financial assistance by the Central Government.

2. Orissa

N.S.S. Scheme.

3. Tamil Nadu

- (i) **Bringing schools run by CBSE under the inspection control of State Education Department.**
- (ii) **Applicability of provisions of apprenticeship act of Higher Secondary and Vocational students.**
- (iii) **Grants from Centre for State Government for vocational course in higher secondary schools.**
- (iv) **Powers of Chancellor versus pro-Chancellor in their matters.**

4. Uttar Pradesh

- (i) **Universalisation of elementary Education in Uttar Pradesh.**
- (ii) **Non-formal Education.**
- (iii) **Vocationalization of Secondary Education in Uttar Pradesh.**
- (iv) **Note on production of Text Books from the view point of National Integration.**
- (v) **A brief Note on Adult Education Programme in U. P.**
- (vi) **Linking of Professional and Technical Education with man-power needs with particular reference to the prevention and proliferation of colleges.**
- (vii) **Education development of Scheduled Castes and Scheduled Tribes.**
- (viii) **Monitoring and evaluation development in the State.**

5. Chandigarh Administration

Teachers' Education.

Summary of the conclusions reached and recommendations made by the All India Council for Technical Education at its last meeting held on 21st April, 1981

1. Expansion of the Scope of the Council

The Council recommended that an All India Board of Vocational Education and Training be set up which should function under its aegis to look after the problems of Vocational Education and Training.

2. Scheme of Community Polytechnics

The Council approved the guideline document for the Community Polytechnics identified to interact with the environments to promote transfer of technology to the rural areas and recommended that the same duly edited by the Secretariate be circulated to all concerned as early as possible. The Council further emphasised that the recommendations made in the document should be implemented immediately by the concerned institutions and Governments.

3. Statutory Status

The Council unanimously agreed and recommended very strongly that a stage has been reached when it should be vested with statutory powers to regulate and maintain the standard of technical education in the country. The Council has further recommended that the legislation for the purpose should be processed expeditiously. In making these recommendations, the Council was aware of the fact that the maintenance and determination of standards has been the constitutional responsibility of the Central Government even before the inclusion of education in the Concurrent list.

4. Accreditation of Engineering Institutions

The Council accepted the suggestions of the Indian Society for Technical Education on accreditation of engineering institutions and noted that when giving statutory status, it may be able to discharge the functions of accreditation effectively.

5. Expansion of facilities in Technical Education

Having regard to the pressures from the different States, based in their felt needs, the Council recommended that the ban of further expansion of technical education should be relaxed, wherever necessary, to make urgent requirements for technical manpower. The Council further recommended that the proposals for the establishment of new institutions at degree and diploma levels and the expansion of existing facilities may be entertained after getting the same examined through the respective regional committees only in the following circumstances:

- (i) The State Government is convinced through manpower estimation that there is acute manpower shortage either at local or regional or national basis in the area of studies where new facilities are being proposed to be created or expanded.
- (ii) The courses offered by the new institutions are not in the traditional areas as far as possible but are in areas of emerging technologies for which demand is foreseen.
- (iii) The new institutions to be started or existing institutions to be expanded are located in either areas of high employment potential or in economically backward region, and/or are for the advancement of weaker sections of the community.

6. Institutional Network Scheme

The Council commended the Scheme of Institutional Network between the Indian Institutes of Technology and the Regional Engineering Colleges formulated to bring about development of less developed institutions with the help of expertise grown in our own country. Agreeing with the views expressed by a number of members, the Council recommended that the scope of the

scheme should be gradually extended to other engineering colleges also as well as to the polytechnics.

7. Advanced Technician Programme

The Council commended the formulation of the scheme to provide facilities for training of technicians at advanced level and expressed the hope that the introduction of these courses would go a long way to improve the situation as trained technicians at this level are not available at present.

8. Quality Improvement Programme for Polytechnic Teachers

The Council commended the new scheme of Quality Improvement of three-year bachelor degree courses and the Post-Graduate Industry-Oriented Courses formulated for the Polytechnic teachers and expressed the hope that the same would go along way in ensuring the faculty developments in the polytechnics. The Council noted that the scheme is at present under reference to the Planning Commission and recommended that urgent steps may be taken to expedite the implementation of the same.

9. Monitoring and Evaluation

The Council commended the Scheme of Monitoring and Evaluation formulated by the Ministry and felt that the implementation of the same is most essential for the optimum utilisation of the available infrastructure. The Council recommended that a very high priority may be given to the implementation of the same and consequently through the creation of required cells in the Ministry and its Regional Offices for Monitoring and Evaluation of all the Plan projects funded by the Central Government, in the absence of which it may not be possible to realise the objectives set forth under the Sixth Plan.

10. Report of the Review Committee on Post-Graduate Education and Research

The Council noted that the Report had already been examined by the Empowered Committee consisting of the secretaries of the concerned Ministries/Departments which has recommended to the Government the acceptance of the recommendations with minor modifications and the final recommendations of the Empowered Committee were being processed for implementation.

11. National Seminar on Quality Improvement Programme

The Council noted that the National Seminar had made a number of recommendations to tone up the various programmes of quality improvement including M. Tech. and Ph. D. short-term courses, summer schools and industrial training as also the revival of the old teacher training programme for fresh graduate. The Council felt that the implementation of all these recommendations/measures will have a very great impact on the improvement of quality and standards of technical education.

12. Pay scales of Polytechnic Teachers

The Council recommended that the State Governments should be requested to consider the question of revising salary scales for the polytechnic teachers on the lines of U.G.C. scales as recommended by the Nag Chaudhuri Committee.

13. Equal Status and pay scales for teachers of the Non-engineering Subjects

The Council recommended that the status and pay scales for Professors and Assistant Professors of non-engineering subjects in engineering colleges should be the same as that of teachers of engineering subjects.

14. New Scheme of Technical Education

The Council emphasized that all the new schemes included in the Sixth Five-Year Plans were important for the development of technical education and all possible steps should be taken to expedite the implementation of these schemes.

15. Curriculum Development at Degree Level

The Council emphasized that coordination, monitoring and evaluation of the work of the Curriculum Development Centres was highly important and the recommendations made by the Workshop held at the Indian Institute of Technology, Bombay, in particular on the appointment of the Appex Body, would go a long way to improve the situation at a continuing basis.

16. Revival of old Funding Pattern

The Council noted that at its last meeting held in February, 1978, it had already recommended that the system of making the Central Government's share for approved schemes directly to the institutions should be restored and the feasibility of the same was already being examined in consultation with the Planning Commission. The Council, however, recommended that pending any decision in this regard greater stress should be laid on the proper allocation of funds for State Annual Plans for Technical Education and utilisation of the funds thus allocated for the purpose for which the same are approved.

17. Implementation by States

While noting the progress of action taken on the recommendations made at its last meeting, the Council recommended that more vigorous steps should be undertaken to ensure timely and effective implementation of the various recommendations made by it. To accelerate the implementation, periodic meetings may also be held with the State Directors of Technical Education and State Secretaries dealing with the Departments of Technical Education.

Summary of the Recommendations of the Sixth Annual General Body Meeting of the National Council for Teachers Education held at New Delhi on 5th May, 1981

1. Constitution of NCTE as a Statutory Body

The National Council for Teacher Education has been making a number of recommendations since its inception for the improvement of quality of Teacher Education. But it lacks authority to implement its resolutions. Hence, NCTE should be reconstituted as an autonomous statutory body for accreditation of Teacher Education Institutions at all levels in the country and to function effectively in this regard with the universities and the State Governments.

2. Strengthening of State Boards of Teacher Education

The State Boards of Teacher Education should be strengthened for the same reasons. With out the State Boards of Teacher Education the NCTE would be rootless. It is necessary to strengthen the SBTEs by appointing independent functionaries (Directors, Secretaries, etc) and providing to them a separate secretariat and budget. It is also necessary for them to function in collaboration with the National Council for Teacher Education with authority to accredit Teacher Education Institutions at all levels in the country.

3. Ban on the proliferation of Correspondence Courses leading to B. Ed. Degree

The NCTE has received representations about the unsatisfactory situation, arising out of the starting of correspondence courses leading to the award of B. Ed. degree. The Committee appointed by the NCTE in this regard has recommended that the first degree in professional preparation for secondary school teachers should be obtained only through formal regular and institutionalised courses of studies and practical work. The committee also recommended that this alternate strategy of training should be abandoned as soon as the backlog of untrained teachers was cleared. The State Governments should stop the appointment of untrained teachers and draw into their teacher force from the unemployed trained graduates available in thousands in the States. Correspondence technique should be profitably utilised for upgradation of quality teachers who have already obtained the first degree earlier.

4. Institution of Teacher Education Programme for the +2 Stage

Adequate attention needs to be given by the State and University authorities for instituting, teacher education programme for the teachers at the +2 stage particularly for vocational courses in accordance with the recommendations made in the NCTE's Teacher Education Curriculum—A Frame-work.

5. Preparation of Instructional Materials in Braille for the Blind Student Teachers

The States may also pay adequate attention for the preparation of materials in braille for use by student teachers and teachers who are blind.

6. Strengthening of Teaching of Science Methodology in Teacher Training Institutions

The teaching of science methodology in the College of Education should be strengthened by appointing specialists with Master's Degree in Biological/Physical sciences and with Master's Degree in Education to teach these subjects at the B.Ed. level. Adequate laboratory facilities should be provided for effective practical work. Similar steps should be taken to appoint suitably qualified teachers and to provide laboratory facilities for strengthening the teaching of methodology of subjects like Commerce, Economics, Social Studies and Humanities/Languages.

7. Institution of National Award to Teacher-Educators

The NCTE made a recommendation to the Ministry of Education, Government of India, for the institution of national awards to teacher-educators on the same as obtaining presently in the case of teachers,

8. Institution of Teacher Talent Search Scheme

The NCTE recommended to the NCERT for the institution of the Teacher Talent Search Scheme on the lines of National Talent Search Scheme now in operation.

9. Institution of Teacher Educator Development Programme

The NCTE also recommended to the NCERT for the institution of Teacher-Educator Development Programme to attract talent to teacher education and also to equip the teacher-educators with higher professional knowledge and skills by awarding them fellowship for pursuing higher studies like M. Phil., Ph.D. in the field of teacher education.

Summary of Conclusions of the Conference of Vice-Chancellors of Universities held at New Delhi on 30th May, 1981

1. Restructuring of Courses at the Under-graduate Level

During the Sixth Plan, all the universities should undertake restructuring of courses at the undergraduate level to make the same more relevant and purposeful. In that context it was noted that some of the State Governments like Haryana, Punjab etc. have not yet adopted the uniform pattern of education at higher secondary stage i.e. 10+2. It was resolved that the Central Government should further take up the matter with the concerned State Government and have their implementation expedited so that adoption and restructuring of courses at undergraduate level which may be of three years duration is expedited. The universities should also consider adoption of Foundation Courses at the undergraduate level as recommended by the University Grants Commission.

2. Continuing Education and Extension Programmes

It was resolved that the universities will take steps for development of continuing education and extension programmes which is now to be an integral part of higher education.

3. Maximisation of Utilisation of existing Facilities

It was resolved that the universities as well as colleges should make the maximum use of various existing facilities i.e. classroom, laboratories etc. preferably to the extent of 75% and in terms of hours to the extent of not less than 8 to 10 hours every day.

4. Coordination of Development of Higher Education

It was resolved that there should be a Coordination Board for every State, either Statutory or otherwise, consisting of Vice-Chancellors of the Universities, some academics and with representation of U.G.C. to coordinate the development of standards of Higher Education. The need for Central Legislation to ensure determination and maintenance of standards and provision of innovative programme all over India in the context of education being in the Concurrent list was recognised and it was resolved that the Central Government/U.G.C. may examine this matter further.

5. Working days of the Universities

It was resolved that the working days of the universities and colleges should be suitably enhanced. The U.G.C. should set up a Committee if necessary to go into the problems and make suitable recommendations.

6. Role and Responsibility of teachers and others

It was resolved that there should be a uniform Code of ethics for teacher for all universities and colleges in India. Similarly there should be a Code of conduct for non-teaching staff as also for the students.

7. Facilities for Scheduled Caste/Tribe Students

It was resolved that all the universities should provide reservation for Scheduled Caste/Scheduled Tribe candidates in recruitment to teaching posts (at the level of lecturer) and non-teaching posts to the extent prescribed for services under the Central Government/State Government as the case may be. Further, that efforts should be made to provide special coaching for Scheduled Caste/Scheduled Tribe students and scholarships for them to pursue higher education, to enable them to come up to the desired level.

Summary of the Recommendations of the high level Seminar on Moral Education held at Simla on 27th and 28th May, 1981

During the two day discussion on the basic concepts, issues and principles of moral education and the needed action in this field the following points emerged as consensus- :—

1. Moral education should be regarded essentially as an education for becoming and transcendence. It should be viewed in the context of the present situation of man and the evolutionary process going on within him and his society.
2. Value-orientation should be the main focus of education.
3. This value-orientation should not only be for the children who are in the schools but also for those who are outside. Even parents should be involved in it. In fact, the whole society has to be involved in the programme of moral education.
4. The learning process itself has a great bearing on the value orientation children. All the activities in the school—curriculum making, instructional techniques and evaluation etc. should be so designed that they lead to the spontaneous internalisation of desirable values.
5. There is a need for producing literature especially designed for the value orientation of education.
6. All teachers in the schools should be regarded as teachers of value education and all subjects including physical education, can be used for inculcation of right values.
7. There should be an integrated approach in the moral education programme. Instead of tackling piecemeal such areas as awareness of ecology, environmental protection, community development, productivity, population stabilisation, aesthetic education, national integration and international understanding, etc. they should be handled in a comprehensive manner under the broad spectrum of social responsibility and inner development of human personality. The concerned Ministries of the Government should cooperate with one another in this nation-building task.
8. There should be foundation courses both at the secondary schools and universities aiming at giving the children basic knowledge about India, its people and cultural tradition. The course should also aim at making students feel proud of their country and responsible for its upliftment.
9. Some pilot projects for school improvement should be taken up and the Government of India should constitute steering committee for this purpose.
10. There is a need for establishing a resource centre for literature on value-oriented education. Besides printed matter, this centre should also produce 35 m.m. films emphasising desirable values. An effective distribution system for making these materials available in all corners of the country should be developed.
11. Special schools, designed for value-oriented education, should be established. Every State should have at least one institution which may impart value-oriented education from nursery to the post-graduate level.
12. Special teacher-orientation programme should be taken up at the State level to training teachers in the effective methods of moral development of the students.
13. Some case studies of schools, where value education is being imparted successfully should be taken up.
14. There should be a national council for discipline consisting of people who would have moral authority in their own right and who could guide development of value education programmes. Members of this Council could be invited by State educational authorities and other agencies concerned with education for guidance and advice.
15. There should be an education for the enforcement of law. A code of conduct for every class of persons should be developed and value education programme for the whole society should be so designed that everybody learns to respect the social order.

List of Participants in the Conference

Union Ministry of Education and Culture

- | | |
|---------------------------------|-------------------------------------------------|
| 1. Shri S.B. Chavan | <i>Minister of Education and Social Welfare</i> |
| 2. Smt. Shiela Kaul | <i>Minister of State</i> |
| 3. Shri T.N. Chaturvedi | <i>Education Secretary</i> |
| 4. Shri Mir Nasrullah | <i>Additional Secretary</i> |
| 5. Shri C.S. Jha | <i>Educational Adviser</i> |
| 6. Shri Kireet Joshi | <i>Educational Adviser</i> |
| 7. Shri M.R. Kolhatkar | <i>Joint Secretary</i> |
| 8. Shri J.A. Kalyanakrishnan | <i>Joint Secretary</i> |
| 9. Shri S. Ramamoorthi | <i>Joint Secretary</i> |
| 10. Shri S. Sathyam | <i>Joint Secretary</i> |
| 11. Dr. (Smt.) Kapila Vatsyayan | <i>Joint Educational Adviser</i> |
| 12. Dr. D.N. Mishra | <i>Joint Educational Adviser</i> |

Representatives of Central Government (Other than Ministry of Education and Culture)

- | | |
|------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Shri Zail Singh | <i>Union Home Minister</i> |
| 2. Dr. S.N. Saraf | <i>Educational Adviser
Planning Commission</i> |
| 3. Shri J.C. Jetu | <i>Joint Secretary
Ministry of Social Welfare</i> |
| 4. Shri P.S. Krishnan | <i>Joint Secretary,
Ministry of Home Affairs</i> |
| 5. Dr. Bhupinder Singh | <i>Joint Secretary,
Ministry of Home Affairs</i> |
| 6. Shri Kailash Chandra | <i>Director,
Apprenticeship Training,
Directorate General of Employment and
Training</i> |
| 7. Dr. (Mrs.) A.R. Rajeswari | <i>Principal Scientific Officer
Department of Science and Technology</i> |

Representatives of Statutory and Autonomous bodies etc.

- | | |
|----------------------|--------------------------------------------------------------------------------|
| 1. Dr. Madhuri Shah | <i>Chairman,
University Grants Commission</i> |
| 2. Shri R.K. Chhabra | <i>Secretary,
University Grants Commission</i> |
| 3. Dr. Shib K. Mitra | <i>Director,
National Council of Educational Research
and Training</i> |

- | | |
|---------------------------|--------------------------------------------------------------------------------------------------|
| 4. Dr. T.N. Dhar | <i>Joint Director,
National Council of Educational Research
and Training</i> |
| 5. Prof. Moonis Raza | <i>Director,
National Institute of Educational Planning
and Administration</i> |
| 6. Shri J. Veeraraghavan | <i>Executive Director,
National Institute of Educational Planning
and Administration</i> |
| 7. Father T.V. Kunnunkall | <i>Chairman,
Central Board of Secondary Education</i> |
| 8. Shri Amrik Singh | <i>Secretary
Association of Indian Universities</i> |

Representatives from States and Union Territories

Andhra Pradesh

- | | |
|-------------------------------|----------------------------------------|
| 1. Shri B. Venkatarama Reddy | <i>Minister of Education</i> |
| 2. Shri M. Gopalkrishnan | <i>Education Secretary</i> |
| 3. Shri Amitabha Bhattacharya | <i>Director of Technical Education</i> |
| 4. Shri P. Adinarayana | <i>Director of School Education</i> |
| 5. Shri V. Ramachandran | <i>Director of Higher Education</i> |

Assam

- | | |
|----------------------------|----------------------------------------|
| 1. Shri A.M. Choudhury | <i>Minister of State for Education</i> |
| 2. Shri Uma Charan Sarania | <i>Education Secretary</i> |

Bihar

- | | |
|-------------------------------|------------------------------------|
| 1. Shri N.H. Khan | <i>Minister of Education</i> |
| 2. Shri K.N. Ardhanareeswaran | <i>Education Commissioner</i> |
| 3. Shri N.P. Singh | <i>Special Secretary Education</i> |

Gujarat

- | | |
|----------------------------|--------------------------------------|
| 1. Prof. Balwant B. Manwar | <i>Deputy Minister for Education</i> |
| 2. Shri H.A. Mistry | <i>Education Secretary</i> |

Haryana

- | | |
|----------------------|---------------------------------------------------|
| 1. Shri Des Raj | <i>Minister of Education</i> |
| 2. Shri J.D. Gupta | <i>Education Secretary</i> |
| 3. Shri S.P. Mittal | <i>Director of School Education</i> |
| 4. Shri M.K. Agarwal | <i>Additional Director of Technical Education</i> |

Himachal Pradesh

- | | |
|--------------------|------------------------------|
| 1. Shri Shiv Kumar | <i>Minister of Education</i> |
| 2. Shri Anang Pal | <i>Education Secretary</i> |
| 3. Shri B.L. Handa | <i>Director of Education</i> |

Jammu and Kashmir

1. Shri Mohd. Shafi
2. Shri Agha Ashraf Ali
3. Shri N.D. Qureshi

Minister of State for Education
Education Commissioner
Education Secretary

Karnataka

1. Shri G.B. Shankar Rao
2. Mrs. C. Nagamma Keshavamurthy
3. Shri T.S. Narayana Rao
4. Shri A. Ravindra

Minister of Education
Minister of State for Education
Education Secretary
Special Secretary Education

Kerala

1. Shri P.K. Umashankar
2. Shri M. Mohankumar
3. Shri K.V.K. Menon
4. Dr. S. Vasudev

Commissioner and Special Secretary
General Education
Special Secretary Higher Education
Director of Collegiate Education
Director of Technical Education

Madhya Pradesh

1. Shri Nathuram Ahirwar
2. Shri S.K.S. Chib

Minister of State for Education
Education Secretary

Maharashtra

1. Dr. Baliram Vaman Hiray
2. Shri V. Sundram
3. Shri V.V. Chiplunkar
4. Prof. G.S. Kadu
5. Shri S.S. Salgaonkar

Minister of Education
Education Secretary
Director of Education
Director of Technical Education
Deputy Secretary,
Education and Employment Department.

Manipur

1. Shri Y. Radheshyam Singh
2. Shri E. Yaima Singh

Education Secretary
Director of Education

Meghalaya

1. Dr. B. Pakem
2. Shri V.S. Jafa
3. Shri W.M.S. Pasial

Education Minister
Education Secretary
Deputy Secretary

Nagaland

1. Shri Shurhozelie
2. Shri Chenlon
3. Shri L. Colney

Education Minister
Minister of State for Education
Education Secretary

Orissa

1. Shri Gangadhar Mahapatra
2. Shri S.K. Mahapatra
3. Shri H.K. Mishra
4. Dr. S. Sahu
5. Dr. A.S. Mitra
6. Shri D.D. Jena

Education Minister
Education Secretary
D.P.I. Schools
D.P.I. Higher Education
Additional D.P.I. Adult Education
Deputy D.P.I. Planning

Punjab

1. Shri J.P. Gupta

Education Secretary

Rajasthan

1. Shri Chandan Mal Baid
2. Shri K.K. Bhatnagar
3. Shri P. Thakur
4. Shri A.K. Pande

Education Minister
Education Secretary
Special Secretary Education
Director
(Primary and Secondary Education)

Uttar Pradesh

1. Shri Sanchaman Limboo
2. Shri Madhusudan Singh

Education Minister
Director of Education

Tamil Nadu

1. Thiru C. Aranganayakam
2. Thiru. C. Ramdas
3. Dr. K. Venkatasubramaniam
4. Dr. (Mrs.) Stella Sundraraj

Education Minister
Commissioner and Secretary
Director of School Education
Director
Non-formal and Adult Education

Tripura

1. Shri H. Mukherjee

Education Secretary

Uttar Pradesh

1. Shri G.K. Arora
2. Shri P.R. Chauhan
3. Shri B.K. Mittal

Education Secretary
Director Education
Director (Technical Education)

West Bengal

1. Shri Sambhu Ghosh
2. Shri Partha Dey
3. Shri Md. Abdul Bari
4. Shri G.S. Banerjee
5. Shri S. Raichoudhury

Education Minister (Higher Education)
Education Minister (Primary and Secondary)

Minister of State for Education
Education Secretary
Director
(Primary and Secondary Education)

Andaman and Nicobar Administration

No one present

Arunachal Pradesh

1. Shri Gegong Apang
2. Shri Tesering Tashi
3. Shri C.K. Manpoong
4. Shri T.S. Doeri
5. Shri S.K. Gupta

Chief Minister
PWD Minister
MLA
Secretary to Chief Minister
Director of Public Instruction

Chandigarh

1. Shri B.S. Sarao
2. Shri Sewa Singh
3. Shri J.M. Dhand

Chief Commissioner
Education Secretary
Director (Education)

Dadra and Nagar Haveli

None Present

Delhi

1. Shri S.L. Khurana
2. Shri S.D. Srivastava
3. Shri Baleshwar Rai

Lt. Governor
Chief Secretary
Education Secretary

Goa, Daman and Diu

1. Shri Pratap Singh R. Rane
2. Shri H.D. Sharma
3. Shri S.V. Kurade
4. Shri Narendra Prasad

Chief Minister
Development Commissioner-Cum-Secretary,
Education
Deputy Director of Education
Secretary to Chief Minister

Lakshadweep

None present

Mizoram

1. Shri F. Malsawma
2. Shri S.L. Sailova
3. Shri Siamkima

Education Minister
Education Secretary
Deputy Director Education

Pondicherry

1. Smt. Renuka Appadurai
2. Shri Mohan Singh
3. Shri P.R. Ramanathan

Education Minister
Education Secretary
Director of Education

Secretariat

1. Km. P.S. Sakuntala
2. Shri D. Sengupta
3. Shri N.P. Sinha

Deputy Secretary
Ministry of Education and Culture
Under Secretary
Ministry of Education and Culture
Section Officer
Ministry of Education and Culture

