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REPORT

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GOVERNMENT OF INDIA
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MINISTRY OF EDUCATION, SOCIAL WELFARE
AND CULTURE
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INTRODUCTORY

The years 1973-74 and 1974-75 witnessed a widespread dislocation of academic activities, and disruption of the processes of teaching and learning. The situation, in general, left much to be desired. With the proclamation of the Emergency, however, the general atmosphere took a dramatic turn for the better and the country's educational system has greatly benefitted as a result. Educational life has now been restored to normalcy and academic programmes are running on an even keel. The announcement, in particular, of the 20-point economic programme by the Prime Minister brought substantial relief to the students, whether in the form of reduced costs of books and stationery or mess charges in hostels and approved lodgings. Opportunities have increased for students to put their educational experience to worthwhile use as a result of apprenticeship schemes in whose systematic and organised working, the Technical Education Wing of the Union Ministry of Education closely cooperates with the Union Ministry of Labour. The already existing Apprenticeship Training Scheme operated by the Technical Education Division has gained an added impetus and importance in the context of the 20-point economic programme. A separate chapter on the implementation and consolidation of this programme in so far it applies to the field of education has been included in this Report following this introductory note.

The general improved situation, following the declaration of the Emergency provided a propitious setting in which a review and reappraisal of the educational needs and requirements of the country could profitably be undertaken. Accordingly, the Central Advisory Board of Education met at its 38th session on 27th and 28th November, 1975 in New Delhi to consider problems clamouring for immediate attention.

The Central Advisory Board of Education

The CABE Meeting was inaugurated by the Prime Minister. The Board resolved that Central and State Governments should make larger allocations to education during the rest of the Five-Year Plan period, and that every effort should be made to mobilise additional resources. Steps should be taken to rationalise all

non-plan expenditure and to identify priority areas in education and accordingly make adjustments in the Plan proposals. Programmes of non-formal education should be intensified on a large scale to achieve the target of universal education in the age-group 6-14 by 1986. Sports, games and physical education should be broad-based to help the development of the total personality of the pupil and students' amenities should be given high priority. Education should be vocationalised at the end of the secondary stage. Particular attention should be paid to the elementary education of scheduled castes and tribes by adequate provision of incentives. This also applied to the development of education in backward, hilly and tribal areas and among children belonging to the weaker sections of the community, through scholarships and reservation of seats in good quality institutions.

Consultations on a wide scale

Apart from the meeting of the C.A.B.E., a noteworthy feature of educational activity in the country during the period under report, was the dialogue conducted on educational questions of moment on a wide scale, embracing a variety of those working at different levels of the educational ladder. This dialogue facilitated a salutary cross-fertilisation of ideas and helped those concerned with educational progress to hammer out their thoughts on the anvil of discussion. From teachers at the primary level to Vice-Chancellors, from Principals of colleges to Coordinators of youth programmes, all had ample opportunity to share and pool knowledge and information and work out concrete programmes of action. Thus the year witnessed, the Primary Teachers' Conference, the Vice-Chancellor's Conference, the Principals' Conference, the Conference of District Education Officers, of the Directors of the States Institutes of Education, the Meeting of the Directors of IIT's, the Conference of State Board Chiefs of Text-books, UGC's Regional Conference, Academics Workshops Consensus on curriculum meeting, the Students' Convention, the Conference of Youth Coordinators of Nehru Yuvak Kendras and the National Service Scheme and the meeting of the National Council for Women's Education. The deliberations at these gatherings helped to evolve a national consensus on a countrywide programme of action to implement the national policy, on education.

Universal, free and compulsory Primary Education

Substantial progress has been achieved in enrolments at the school level. However, due primarily to financial constraints, the goal set out in the Constitution still remains distant. The

table given below gives an indication of the progress made so far and projects the possibilities for the future.

Age group 6—11	1950-51	1974-75	1978-79
			(Target)
Enrolment Classes I-V	191.55	638.43	782.07
Percentage to population	42.6%	82.7%	97%
<i>(Age group 11-14)</i>			
Enrolment Classes VI-VIII	31.20	152.24	215.80
Percentage to population	12.7%	36%	47%

In addition it is proposed to enrol 78.31 lakh children under non-formal education by 1978-79 which would raise the coverage from 47.0 to 64.0 per cent.

Education in classes I-V is already free in Government schools and in schools run by local bodies in all parts of the country. It is also free in classes VI-VIII in all States except for boys in Orissa, Uttar Pradesh and West Bengal. These States also propose to extend free education for boys up to the VIII class by the end of the Fifth Plan provided the necessary funds become available to them. Compulsory Primary Education Acts are available in all the States except Manipur, Nagaland and Tripura, and among the Union Territories, in Delhi, Andaman and Nicobar Islands, and Chandigarh.

Women's education

While there has certainly been a spurt in women's education since independence, and no avenue either in education or in employment is closed for the country's women folk, the education of girls and women still continues to lag very far behind that of men. The National Council for Women's Education in its meeting held in March 1975 took this into account and recommended that concerted efforts should be made to ensure that appreciable progress is made in this direction. At this meeting the various programmes undertaken by the NCERT in the field of Non-formal education for women were explained as well as the curriculum prepared by it to suit girls studying on the 10+2 pattern of education.

Satellite Instructional Television Experiment (SITE)

The year witnessed a significant breakthrough in school education in that the Satellite Instructional Television Experiment was launched in the country in August 1975 for a period of one year. The broadcast programmes which followed reached 2400

villages in six selected States. Among the several aims of this project, the most important is to underline and confirm the efficacy of television as a medium of communication, on a mass scale for instructional purposes as well as for the improvement of teacher training and education. The thrust of the programme is in the rural areas which are relatively unexposed to mass media and other communications. The Ministry has offered its full cooperation to the Ministry of Information and Broadcasting and the Department of Space in this programme.

Structure of education

As laid down in the National Policy on Education, the Central Advisory Board of Education has adopted a unanimous resolution recommending that the new pattern of 10+2+3 should be introduced all over India during the V Plan period. The Vice-Chancellors' Conference held on September 30, 1975 decided that in view of the agreement that 10+2 should be the pre-university level the new enriched 3-year first degree course should be launched with effect from or about the academic year 1979-80. All the State Governments are to be advised to plan their Secondary education accordingly. The 12 year pattern is already in force in Andhra Pradesh, Kerala, Karnataka and Uttar Pradesh. Assam, Jammu & Kashmir, West Bengal and Maharashtra have introduced the revised pattern of Secondary Education and are taking steps to introduce the two year course at the higher secondary stage. Bihar, Gujarat, Madhya Pradesh, Nagaland, Tamil Nadu, Himachal Pradesh, Manipur, Tripura and Rajasthan have accepted the new pattern and are working out the details. Other State Governments are considering the matter. The Delhi Administration as well as the Central Board of Secondary Education introduced the new pattern in class IX from May, 1975. Schools in the other Union Territories, will adopt the changes made by the respective Boards of Education to which they are affiliated.

Curriculum for the Ten-year school

An expert Committee of the NCERT has prepared an Approach Paper on the curriculum for the 10 year school. Work experience is included throughout the 10 years of school. Programmes of Work Experience have been introduced in Central Schools affiliated to the Central Board of Secondary Education and in many of the Schools Controlled by the State Governments. The objective of work experience will be to develop proper attitudes towards work, to inculcate dignity of labour, to remove status and class distinctions and to stress the principle of productivity. It is proposed to develop in selected Central Schools, special programmes of work experience directly linked to Science and

Technology. To promote a rational outlook and a scientific temper among the pupils in a changing society, science instruction will be provided throughout the 10 years and it will be related to health, hygiene, community needs, population education and environmental studies. A programme of general education will be common to all pupils for ten years. After wide discussion among educationists and representatives of the States, guidelines have been given on the preparation of instructional materials in various subject areas for the first ten years of school.

Examination reform

Many States have introduced significant changes in the examination system at the secondary level. The NCERT is in close touch with the States and is giving them guidance in the implementation of examination reform at the school stage.

At the university level, the UGC organised four regional workshops in 1975 on the grading system in examinations. The progress of examination reform in universities is under constant review by the UGC's Implementation Committee on Examination Reform.

Vocationalisation

Emphasis is to be laid on the introduction of vocational courses in 900 selected schools throughout the country during the 5th Five Year Plan. The intake of the courses will be regulated in accordance with employment potential. An approach paper on vocational education is currently under preparation by the NCERT which is also organising the syllabi in the subjects of Agriculture, Commerce and para-medical services. Such facilities as are available in Polytechnics, Multi-purpose and Technical schools are proposed to be utilised in the 2 year vocational courses under the 10+2 pattern.

Non-formal and Adult Education

Programmes of non-formal education have caught the imagination of the public and some experimental projects have been initiated in almost all States. Non-formal education programmes both for the age-group 6-14 and for 15 and above have taken off the ground and are in various stages of implementation in different States.

The Functional Literacy programme in the field of Adult Education was continued during the period under report in an intensified manner. The programme was extended to 16 new districts bringing the total number of districts with such projects

to 123. The additional number of beneficiaries during the first two years of the 5th Plan is expected to be 3 lakhs. The project has now started to cover not only new districts but also new functional areas. Production and supply of literacy and reading materials registered further strides during the period under report.

Higher education

A notable feature in this field is the atmosphere of discipline which prevails in the universities which since the declaration of the emergency, have been free from campus unrest. Another significant development is the decline of unplanned proliferation in the institutions of Higher Education. Examination Reform, Faculty improvement, restructuring of courses, and curriculum, in science and humanities and improvement of college programmes form some of the other features. Measures of social justice constitute another advance, whereby 20% seats are reserved in institutions assisted by the UGC for scheduled castes/tribes candidates. As part of the 20 point economic programme, book banks, supply of books and stationery and essential commodities at cheap prices have become available in all universities to needy students.

Student activities

Another feature worthy of mention is the spurt in student activity. Students in various universities have begun to evince considerable interest in the National Service Scheme and have participated in several camping programmes and engaged themselves in socially useful activities like the campaign for "Youth Against Dirt and Disease" and "Youth For Afforestation and Tree Plantation".

Technical education

The links between educational research institutions and industry were strengthened during the period under report. Measures to improve the quality and standard of technical education in tune with the demands of industry were the key note of the activities in this field. Measures of qualitative improvement through reorganisation of the degree and diploma courses, faculty and curriculum development and joint research programmes have been put through. The rise in the intake of students in technical institutions, the introduction of new courses in the Institutes of Technology which have now become centres of advanced research and what is of special significance, viz, the involvement of these institutes in rural service are also worthy of mention. Besides, the programme of Apprenticeship Training made further headway during the year.

Sports and Physical education

A notable event in this field was the National Women's Sports Festival held as part of the celebrations of the International Women's Year in New Delhi in November 1975. 1774 women representing 25 States/Union Territories and 2 teams sponsored by the Inter-university Sports Board participated in different games.

To implement the programme of broad basing sports and games and to involve in particular a large number of youth in rural and tribal sectors in these activities on a sustained basis, a set of guidelines was formulated and circulated to the State Governments. Progress is being continuously watched through periodical reports and personal discussions. A number of specific activities were arranged during the year in the field of rural sports and games.

Languages

The various schemes for the promotion and development of Hindi, modern Indian languages and Sanskrit, as well as English and other foreign languages made further headway during the year. Language teaching, production of university level books in Hindi and regional languages, of books in Urdu and Sindhi and other programmes continued to be operated and the institutions and organisations involved bent their energies to registering progress in various directions.

The Second World Book Fair was held in New Delhi from 16 to 25 Jan. 1976. The National Book Trust Collaborated with the Indian Book Industry in the organisation of this Fair in which 37 publishers from 19 foreign countries and 266 Indian publishers and distributors participated.

The Indian National Commission for Unesco

The Sixth Regional Conference of the UNESCO National Commissions of Asia and Oceania was held in New Delhi in November 1975. The Conference adopted ten important recommendations on regional cooperation among the National Commission of Asia and Oceania in the fields of education, natural sciences and their application to developmental efforts.

Culture, Akademies and Agreements

The Akademies and other Cultural Organisations continued their activities under various schemes during the period under report. Taking into consideration the recommendations of the Khosla Committee and the views of the Department of Culture, the

constitution of the Lalit Kala Akademi has been amended by the Akademi. In accordance with the amended constitution, the General Council and the Executive Board of the Akademi have been reconstituted during 1975-76.

Cultural Agreements were concluded with Tanzania, Zambia, Rwanda, Mexico and Syria. Seven Cultural exchange programmes were drawn during the year. The Second Meeting of the Indo-US Joint Commission was held in Washington in October 1975. Among the various programmes approved, the award to ten Fellowships/Visitorships per year to each other's national for two years 1976-77 is worthy of mention.

Archaeology

Surveys, explorations, excavations, information services and publications in the field of archaeology made further progress during the period under report. A countrywide drive was launched from 1st November, 1975, for a period of six months to build an awareness in the public mind of the need to preserve the country's ancient monuments. At the instance of the Prime Minister, a Working Group was set up to consider ways and means of making concerted efforts in this direction. As a result of the steps taken, schools and colleges have adopted monuments in their vicinity, with the aim of clearing and conserving them. Besides, guided tours are arranged to places of archaeological interest. The over-all objective of the effort is to inculcate in the public a pride in the country's heritage and a zeal to preserve and cherish it.

Museums and Libraries

The various museums maintained their tempo of work during the year and also reached out to new horizons holding the promise of a museum movement in the country. The most important event was the inauguration in April, 1975 of 'Son-et-Lumiere' in Teen Murti House. This has been installed by Nehru Memorial Fund and is operated by the Nehru Memorial Museum and Library. The Raja Rammohun Roy Library Foundation, Calcutta has continued to provide library services and provide a lead in the matter of promoting reading habits among the public. The Raza Library, Rampur was declared as an institution of national importance from January 1975. The National Library Calcutta, held various exhibitions and organised lectures during the period under report. Mention should be made of the exhibition organised in connection with Sardar Vallabhbhai Patel's Birth Centenary on 31st October, 1975. The Tulsi Sadan Library has been further developed with the accessioning of more books.

Annual plan

For the year 1975-76, the total plan outlay for educational programmes was Rs. 189 crores of which Rs. 62 crores was for the Central and Centrally sponsored schemes and Rs. 127 crores was provided in the States and Union Territories Plan. While the anticipated expenditure in the Central Sector is Rs. 63 crores for the year 1975-76, it comes to Rs. 143 crores in the case of State Plans. Nearly 46 per cent of the State's Plan outlay i.e. Rs. 59 crores was earmarked for elementary education for which the anticipated expenditure is about Rs. 63 crores. The major programmes included by the State Governments in their plans for 1975-76 were expansion of elementary education, the 10+2+3 pattern, vocationalisation, work experience, quality improvement programmes for secondary and higher education, programmes of youth services and social education etc.

The proposed size of the annual plan of education for 1976-77 is of the order of Rs. 252 crores of which Rs. 173 crores will be in the States sector. In view of the constraint on financial resources, provision has been made for continuing schemes and a few new programmes which were considered to be of a very high priority.

Budget Estimates Department of Education

The total budget provision for 1975-76 and 1976-77 for the Department of Education in the Demands for Grants concerning the Department is as under :

Particulars	(Rs. in lakhs)		
	Budget 1975-76	Revised 1975-76	Budget estimates 1976-77
<i>Demand No. 26—</i>			
<i>Department of Education</i>			
Secretariat of the Department, hospitality and entertainment and discretionary grant of Education Minister	140.51	147.86	143.41
<i>Demand No. 27—Education</i>			
Provision for General Education, other Revenue Expenditure of the Department, including provisions for Grants-in-Aid to States/Union Territories on Central and Centrally sponsored Plan Schemes and also provision for loans for construction of hostels, etc. and other Educational Loans for Central and Centrally Sponsored Schemes	13508.28	14533.29	16812.48
TOTAL	13648.79	14681.15	16955.89

Department of Culture

The budget provision for 1975-76 and 1976-77 for the Department of Culture is as under :

(Rs. in lakhs)

Particulars	Budget 1975-76	Revised 1975-76	Budget estimate 1976-77
Department of Culture	678.41	649.35	752.61
Archaeology	590.32	506.87	605.09
TOTAL	1268.73	1156.22	1357.70

EDUCATION AND THE TWENTY POINT ECONOMIC PROGRAMME

There are two main aspects of the twenty-point economic programme, which relate to the student community in the country. They are (a) supply of essential commodities at controlled prices to the students in hostels and approved lodgings and (b) supply of textbooks and stationery to them at reasonable prices and setting up of book banks. Resolute measures have been taken to ensure their speedy implementation.

(a) *Supply of Essential Commodities*

Consumer articles such as foodgrains (non-controlled), pulses, spices, vanaspati and other edible oils, tea and coffee, sugar and the like are to be supplied through consumer cooperative institutions to students' hostels and approved lodgings at preferential, concessional rates. The controlled items of foodgrains such as wheat, rice and sugar are supplied to the students hostels through the public distribution system. Thus, in addition to foodgrain and food articles, students hostels are assured of regular supplies of essential consumer goods at concessional rates. This programme is under implementation in all the States and Union Territories.

Reports from the States and Union Territories indicate that the scheme is already in operation. 2933 hostels serving 2,40,524 hostellers are being supplied with essential commodities. Roughly, there are about 5 lakh students in university/college hostels and approved lodgings. Thus about 50% of the students in hostels or approved lodgings have been covered so far. Assam, Haryana, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Nagaland, Orissa, Tripura and Union Territories of Andaman and

Nicobar Islands, Arunachal Pradesh, Chandigarh, Lakshadweep, Mizoram and Pondicherry have reported full coverage of students in university/college hostels and approved lodgings.

The supply of foodgrains, food articles and other consumer articles at controlled/concessional rates to the hostels and approved lodgings has resulted in reduction in the monthly mess bills. While there has been substantial reduction in the monthly mess bills in some hostels, the average reduction has been about Rs. 10/- per head per month.

The State Governments and Union Territories have been advised to set up a suitable machinery to review the progress of implementation of this programme periodically. This is to ensure the speedy achievement of the aims of the scheme in view.

(b) *Supply of Books and Stationery at Controlled prices and Setting up of Book Banks*

Following the supply of white printing paper at the concessional rate of Rs. 2750 per tonne ex-mill, the prices of text-books and exercise books have noticeably come down, and in some States, they have been stabilised at the 1973 level. Since June 1974, concessional paper is regularly being supplied to the States and Union Territories for the production of school text-books, reference books, and college/university books, and for the manufacture of exercise-books for school and university examinations and correspondence courses. Recently, the scope of the scheme has been enlarged by including allocations for class examinations and the printing of school and college journals. So far 2.40 lakh tonnes of paper has been allocated to the States and Union Territories for such educational purposes.

As revealed from the statements of prices of text-books received from various States, the supply of concessional paper has had a tangible impact on the prices of text-books, particularly those reprinted or fresh titles even though the cost of production during the last two years has increased. Assam, Orissa and West Bengal have reported reduction in the prices of text-books in 1975 as compared to what obtained during the last two years.

Andhra Pradesh, Haryana, Karnataka, Punjab (university books), Nagaland, Tamil Nadu, Uttar Pradesh (954 titles), Mizoram and Arunachal Pradesh have reported stabilization of prices at the 1973 level despite rise in printing costs.

Since July 1975, Bihar, Himachal Pradesh, Manipur and Rajasthan have reduced prices of text-books by 20%, 10%, 75 paise per book (average reduction) and 18% respectively. Delhi has requested private publishers of text and reference books to

reduce their prices by at least 10% on the printed prices of these books. A few leading publishing houses have already responded very favourably to this request and have reduced their prices between 10 to 20%.

Exercise-books have been made freely available to students at fixed prices from the date of opening of schools in July, 1975. The prices have been further reduced by 4 to 7% at the initiative of the Union Ministry of Education. Standardization of exercise-books and quality control have also been attempted.

It has been suggested to the State Governments that books, stationery and articles of daily use may be made available to students through a book/stationery shop in every institution. Such shops can be run by a students cooperative or departmentally by the authorities of the institution.

Book Banks

Colleges : The University Grants Commission is assisting colleges in setting up book banks to make available to poor and needy students books on loan during the period of their studies. Since the announcement of the 20-point programme, the University Grants Commission has relaxed the minimum condition of enrolment for setting up book banks so that colleges with an enrolment of at least 100 students in degree classes are assisted by the Commission in setting up book banks. This will enable colleges situated in backward areas also to participate in the scheme. Since July 1975, 899 book banks have been opened with financial assistance of Rs. 61.68 lakhs made available by the U.G.C.

Schools : After the announcement of the 20-point programme the suggestion for the establishment of book banks in schools was made to the State Governments and Union Territory Administrations.

According to the reports available in the Ministry, 74,586 book banks have already been opened in schools. The State Governments of Andhra Pradesh, Bihar, Gujarat, Jammu & Kashmir, Maharashtra, Manipur, Nagaland, Punjab, Tamil Nadu, Uttar Pradesh and Chandigarh have reported that the scheme of establishment of book banks in schools is under consideration.

Student Apprentices : Two other features of considerable significance require to be mentioned in this context. The first relates to the employment of students after their graduation. The Technical Education Division of the Union Ministry of Education acts in unison with the Ministry of Labour and Employment in providing

apprenticeships to students after their studies are completed. The programme of Apprenticeship Training, which was already in operation under the supervision of the Technical Education Division of the Union Ministry of Education, has now assumed special significance in the context of the twenty-point economic programme. During the current financial year, approximately 10,000 fresh trainees are expected to be engaged in the scheme of apprenticeship training. So far, 15,337 graduates and diploma holders have been under training in the Apprenticeship programme, (8383 Engineering graduates and 6954 Diploma holders). Of these 172 belong to the Scheduled Castes, 36 to the Scheduled Tribes, 556 to the minority communities and 5 are handicapped persons. Further details about this scheme are given in Chapter III of this Report.

Students in the Service of National Development

Finally, the National Service Scheme, which has increasingly begun to gather momentum in the universities and colleges, is expected to become the pivot of student service in the cause of rural uplift. Students and volunteers who have in the recent past been engaging themselves in service in selected camps on specific programmes, are now poised to expand their activities and reach out to remote, rural areas and offer their assistance in the spread of literacy and promotion of civic virtues.

These programmes have effectively taken off the ground and bid fair, in the present congenial climate, to expand and prove socially and educationally effective in the years ahead.