



REPORT

1979-80

GOVERNMENT OF INDIA
MINISTRY OF
EDUCATION AND CULTURE

(Department of Education and
Department of Culture)

NEW DELHI

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Department of Education

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INTRODUCTORY

Policy and Approach : During the 18th months preceding the year 1979-80, Working Groups in respect of various sectors and priority areas of education were set up, and after having received their reports and after consultations and discussions, the National Policy on Education was drafted and placed on the Table of Parliament. At the same time following the time-bound action programmes drawn up for universalisation of elementary education, and for the promotion of adult education, comprehensive efforts were taken in conjunction with the State Governments to implement them.

In regard to Technical Education, in order to improve the quality and to provide for programmes for emerging areas and for coordinated development of post-graduate education, special committees were set up.

The Department of Culture held a meeting of all State Governments at the Ministerial level so as to evolve a strategy for the total development of Culture in our country. Following the decisions of this high level meeting, action is being taken to formulate programmes and schemes for the fulfilment of the objectives.

Universalisation of Elementary Education : To realise the goal of free and compulsory education for all children in 6—14 age group enshrined in Article 45 of the Constitution, according to a time-bound programme, the State Governments were requested to prepare plans for implementation in 1978—83 of elementary education as envisaged by the Working Group that was set up in September, 1977. These were discussed with the representatives of the State Governments and their implementation is reflected in the provision of funds in the Annual and Draft Five-Year Plans of the States. A monitoring programme for prompt collection of the attendance reports in respect of the students of the elementary stage in all States is being initiated with a view to intensifying this programme.

An educational survey was mounted in all the States with Central funding with a view to collecting the latest information

on the educational development in the States to enable the plan programmes to be realistic and accurate.

Apart from this, the Central Government had taken initiative to promote intensive efforts on the part of the nine States which are backward as far as elementary education is concerned. A special study of the administration of the elementary education in the nine backward States was initiated to assist the States to improve their capabilities for implementation of the elementary education programme. A centrally sponsored scheme to assist the nine educationally backward States for non-formal education of the children of 9—14 age group has been very heartening.

It is hoped with these efforts it will be possible to accelerate the programme of universalisation of elementary education with in the country.

Content of Education : The year saw continuation of the efforts to revise the contents of the education in the schools stage with a view to making it relevant to our needs and environment. The Science Education Programme started on pilot basis in 1970-71 was given a wider basis. The programme of renewal of primary education curriculum is being implemented in all the States on a project basis. The programme for developmental activities in community education and participation by the community with a view to tackling the problem of drop-out of school going children is now being experimented in all the States. The effort in all these cases is to decentralise preparation of curriculum and relative teaching material. A national population education project for the year 1980—83 has been prepared for support from the United Nations Family Planning Agency.

National Adult Education Programme : A notable development during this year has been the actual start of the National Adult Education Programme (NAEP). Although NAEP was formally launched on the 2nd October, 1978, the five years of the Programme began only in April, 1979. Considerable headway has been made during this year in creation of administrative structures, and institutional arrangements for technical support to the Programme, including production of teaching and learning materials, training and evaluation. With the exception of some States, such as Orissa, Assam and Himachal Pradesh, the centrally sponsored Rural Functional Literacy Projects have been put on the ground throughout the country. The State Governments have planned and started their own projects also. The mobilisation of voluntary agencies has been impressive and the evaluation

of the Programme in Gujarat, Rajasthan and Bihar has shown that the reports being received from the field are substantially correct and there is significant involvement in NAEP of women and of persons belonging to the Scheduled Castes and Scheduled Tribes.

Programme of Vocationalisation of Higher Secondary Education : The centrally sponsored scheme of assistance to the State Governments in this area has been discontinued from April 1979 and the States have been requested to provide funds for this purpose in their own programmes. Assistance has already been rendered for conduct of vocational surveys in about 130 districts in the various States. The National Council of Educational Research and Training has provided the necessary support to the State Governments in the training of the teachers for vocational courses.

Higher Education : The University Grants Commission reviewed the priorities for development of higher education and drew up a plan of development for the universities and colleges. The Commission also initiated action to assist colleges located in tribal areas catering largely to the needs of the tribal students. It has developed criteria for determining viabilities in respect of colleges. While regulating enrolment, the Commission has been sponsoring specific measures, like provision of remedial courses and reservation of seats to ensure education to all the weaker students of the society and to those who have no access to higher education. The State Governments have been advised by the Commission to set up Inter-university Co-ordination Boards to make use of all available resources for the coordinated development of the academic programmes of the various universities in the States. The Commission has agreed to implement the scheme of Adult Education through universities with a view to bringing universities closely to the community.

Physical Education, Games and Sports : The All India Council of Sports has drawn up a Draft National Sports Policy and is consulting Sports bodies and experts on the contents. The Society for the National Institute of Physical Education and Sports (SNIPES) convened a conference of the Presidents and Secretaries of the State Sports Councils to assess and exchange views

on the working of the national coaching scheme as well as implementation of the various central programmes like rural sports, women sports and sports talent search scholarships programmes. The programme of national physical efficiency drive was modified and revised in a national level seminar held in May, 1979. A model syllabus of Yoga Education for schools has been prepared by the Yoga Assessment Committee set up by the SNIPES. The Institute of Sports at Patiala is pursuing further action to set up two centres respectively at Calcutta and Bangalore. The 5th National Sports Festival for Women was held at Jabalpur, in January, 1980. About 2,000 women from 28 States and Union Territories participated in the festival. Vigorous action is being pursued to successfully stage Asian Games, 1982 in New Delhi.

Technical Education : The Indian Institutes of Technology expanded their infrastructure and made substantial progress in acquiring new sophisticated research equipment, starting new inter-disciplinary academic programmes and pursuing research and consultancy services. The Institutes also intensified their activities in the area of continuing education. The Technical Teacher Training Institutes have taken up various UNDP projects having direct relevance to and great significance for the improvement of polytechnic education. Under the direct Central assistance scheme a large number of Engineering Colleges and Polytechnics have been given assistance in identified areas crucial for improvement of quality and standards of Technical Education. To promote transfer of technology to rural areas, 35 polytechnics have been selected to have interaction with the environment in accordance with well-designed plans. Action has also been initiated to develop an institutional network beginning with I.I.Ts and the Regional Engineering Colleges to make the best use of the expertise that has grown in the country over the years.

Book Promotion : The National Book Trust has brought out an anthology of contemporary stories for children in 12 languages to commemorate the Year of the Child. The Trust also organised in Delhi the 4th World Book Fair in February—March, 1980. In this connection in addition to other seminars, symposia, workshops, etc. a seminar was organised under assistance from Unesco on 'Publishing for Rural Areas in Developing Countries'. Contracts for translation rights of university level foreign books in Indian languages were executed, bringing the total to 1,458.

Youth Services : The National Service Scheme enrolled 4.5 lakhs of students during the year under review. The scheme has

been now extended in some States to cover the students of plus two stage. The Nehru Yuvak Kendras have been pursuing the programmes of interest for the non-student youth in the rural areas. It is estimated that about 30,000 Youth per month are being trained in various skills under the vocational training programme of the Yuvak Kendras. Emphasis is now being given on the enrolment of women and youth belonging to the weaker sections of the society in the activities of the Kendras.

Languages : The schemes for propagation of Hindi in terms of constitutional obligations, development of Hindi and other Indian languages so as to serve as media of instruction; the development of tribal languages as also teaching of foreign languages were continued during the year. Special efforts were continued for development of Urdu and Sanskrit.

Unesco : India extended full support to the activities and programmes under Unesco during the year under review. The Indian National Commission hosted a number of seminars and conferences in India in collaboration with Unesco authorities.

Culture : The year under review continued with the task of re-orienting policies and programmes relating to the preservation, conservation and dissemination of the cultural heritage of India. As a consequence of the recommendations of the Working Groups set up in the preceding year, an important Conference of the Ministers of States and Union Territories dealing with art and culture was organised.

The meeting reviewed the institutional infrastructure in different States dealing with matters such as archaeology, anthropology, museums, archives, manuscripts, etc. as also problems relating to the inter-linking of the programmes of these institutions with the curricula of the school and university system.

The meeting also made proposals in regard to the cultural content of education, both formal and non-formal. It emphasized the need for strengthening the cultural components of curriculum at the elementary, secondary and tertiary levels.

The work of the Department has been reorganised so as to provide a better direction and preciser focus.

Many new programmes for the preservation of the cultural heritage have been launched. These include a new scheme to protect monuments less than 100 years old, and a comprehensive scheme for the preservation of manuscripts.

The Buddhist Institutions, particularly at Varanasi and Ladakh, have been reorganised. The foundation stone of a new building of the Indian Institute of Tibetan Studies at Varanasi has been laid and a building complex is expected to come up in the Indian Institute of Buddhist Philosophy in Leh.

Conservation and dissemination of the cultural heritage has also been given high priority. The National Conservation Laboratory in Lucknow has organised many orientation courses for training personnel in scientific techniques of conservation. The Laboratory has served many regional and national institutions. It has developed conservation techniques more appropriate for India and South-East Asia.

The dissemination of culture at all levels of society has also been given a fresh impetus. The scheme for the Propagation of Culture amongst schools and colleges was examined and, in accordance with the recommendations of a Review Committee, a Centre for Cultural Resources and Training has been set up to organise orientation and refresher courses for teachers and to evolve cultural resources including kits for schools and colleges. Besides, many new programmes have been launched for fostering national integration. Amongst these is a long playing record of children's song in different languages of India.

The Art Akademies have been active. Instead of focussing attention on urban centres and metropolitan towns, there has been a marked shift of emphasis to regional centres. Workshops and festivals in remote corners of India, have been organised. Significantly amongst these is a theatre workshop by the Sangcet Natak Akademi in Vrindaban, and documentation of Bhavai Festival in Morvi (Gujarat). A concerted programme of documenting rare manifestation of folk and tribal culture has been introduced.

It has been decided to set up the Museum of Man in Bhopal. The Museum will present a panoramic view of folk and tribal culture of India.

Cultural Exchange : UP to the end of 1979, cultural agreements had been concluded with 54 countries. During the current year a cultural agreement was initiated with Morocco.

Archaeology : Archaeological Survey of India continued its activities in the field of excavation, exploration and preservation

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of monuments. Explorations in Punjab have revealed eight pre-Harappan and Harappan culture. The survey took up the challenging task of dismantling the Sangameshawarswami temple in Andhra Pradesh which was to be submerged by the construction of the dam under Srisaïlam Project. The temple is being reassembled at a site 25 kilometers away. The work of registration of antiquities has been continued and 18,000 applications were entertained during the year.

Conclusion : The Government is firmly of the view that illiteracy should be abolished. In this context, a determined effort will be made to universalise elementary education and implement the programme of Adult Education effectively. The Government will not only ensure equalisation of educational opportunities but also actively promote the prospects of success for the under-privileged which is equally important. Measures will be taken to improve the quality of education at all levels. In the area of vocationalisation and vocational education, the emphasis in the programmes would be with reference to employability so that the students who pass out, would be better employable. Moral and Social values will be emphasised at all levels of education and culture will be an integral part of such education. It is proposed to monitor and review the programmes from time to time to ensure that the objectives of good education are being fulfilled.

DEPARTMENT OF EDUCATION
