

India.
Education and Culture (Ministry of).

Conference of education secretaries of all states and
Union territories, New Delhi, 1983.

Recommendations.

Dy.No. 1547/83/PN-2.
Government of India
Ministry of Education & Culture
(Deptt. of Education)

New Delhi,
the 30th June, 1983.

To

The Librarian,
Servants of India Society's
Library, PUNE.

RECOMMENDATIONS OF THE CONFERENCE OF EDUCATION SECRETARIES
OF ALL STATES AND UNION TERRITORIES HELD ON 5-6TH JANUARY, 1983
New Delhi.

I. Implementation of Point 16 of the New 20-Point Programme.

Universalisation of Elementary Education

- i) The Conference noted with satisfaction the pace of progress achieved in the implementation of Point-16 of the new 20-Point Programme during 1982-83. This was seen to be a positive response to the special campaigns launched during the year for increasing enrolments. It was heartening to note that in some of the educationally backward States these special efforts have led to distinctive results in terms of additional enrolment of coverage of illiterate adults.
- ii) It has, however, to be recognized that much more remains to be done. Since the 1990 date line has to be adhered to, the pace of progress has to be more than doubled in the remaining years. It has also to be recognized in this context that the coverage henceforth will be of difficult target groups who have for various reasons not been able to avail of the facilities in the formal system. There is, therefore, no room for complacency.
- iii) The Conference recognised the need to envisage universalisation as consisting not only of enrolments, but also of retention and successful completion. Viewed in this context, the targets to be achieved will be even more staggering.
- ix) Stupendous efforts will, therefore, be required to achieve these challenging targets. The administrative, organizational, academic and, financial implications of the exercise will have to be clearly spelt-out and appropriate action taken if the progress has to be smooth and sustained.

Contd..2.. .

- v) In realization of the fact that about 70 per cent of the unenrolled children are girls and a majority of these belong to the weaker sections, special efforts have to be made for a rapid increase in education of girls/women. Special incentives will have to be provided to girls to enrol in schools/Non-Formal education centres and suitable changes in staffing policies and procedures may have to be introduced to promote appointment of lady teachers. In this connection it will be useful to pursue proposals like establishment of working women's hostels in big villages, NFE centres exclusively for girls with special central assistance, special efforts to recruit lady teachers, and so on.
- vi) Consistently with the target group-oriented approach adopted, the Conference recommended a special approach in case of tribal areas through provision of 'Early Childhood Education' support and establishment of residential primary schools.
- vii) Construction of proper buildings and provision of suitable physical facilities were accepted as necessary pre-conditions for increasing the attractiveness and efficiency of elementary schools. Realising the overall resources limitation, the Conference recommended recourse to an integrated approach to resources of funding by evolving linkage with national rural employment programme (N.R.E.P.), institutional (Banks/LIC) funding, donations, levy of education cess, public support system etc. The tremendous accumulation of back-log on this account was taken special note of. It was felt that it would never be possible to clear the back-log through 'plan' provisions which were not adequate enough to meet fully even normal growth requirements. It was, therefore decided to place this problem before the Finance Commission for considering a special

provision to meet this problem in their award for devolution of resources.

- viii) It was noted that over the years a number of innovative projects had been implemented for testing out various concepts and techniques. Some of these projects have stood the test of such scrutiny and are now available for wider adoption under existing system. Such a development, it was felt, would make education more meaningful and relevant and thereby promote enrolment.
- ix) The non-formal education system was seen to be one such innovation in practice. This model has demonstrated its utility in the last 3 years. While it cannot be denied that appropriate safeguards would have to be introduced for maintaining acceptable standards in the system, judging by the popular response to the project, it had to be conceded that this model has a lot of potentiality to cater to the needs of the disadvantaged children particularly girls, who were not able to avail of the facilities of the formal system. The Conference, however, cautioned that considerable research and developmental efforts are required to devise other viable models of non-formal education.
- x) With reference to the special attention for education of girls/women, the Conference recognised that various programmes were in operation in different sectors for the benefit of the same target groups and recommended appropriate inter sectoral linkages between such programmes (ICDS, Applied Nutrition, health care facilities for children) so as to make optimal use of available services. The Conference recommended in particular that health care of children in schools get increasing attention and that more schools should be covered under schools health programmes. It was recognised in this context that additional inputs of services like health care and safe drinking water will be of particular relevance to those schools in which mid-day meals programmes are in operation.

Contd..4..

- xi) The Conference took note of the observations made by some of the States about the inadequacy of budgetary provisions for implementation of point 16 of the 20-Point Programme. It was pointed out that the dimensions of the problem warranted a substantial step up of allocations. Accordingly, the Conference recommended that, notwithstanding the overall resources limitations, implementation of this programme shall be adequately provided for. The States/UTs were urged to draw up blue-prints of action listing targets, year-wise, in the perspective of 1990. In this context, financial provisions required had to be precisely spelt out so that aggregate requirements could be reflected in the central plan also. Such a support is necessary in order to strengthen the educational base which the Prime Minister had particularly emphasized.
- xii) For strengthening the base, States/UTs will have to take various quantitative and qualitative steps. These will include in particular the following:
- a) universal provision of schooling facilities giving preferential coverage to about 47500 habitations which do not have a primary within 1 Km. distance.
 - b) conversion of all single teacher schools into two-teacher schools.
 - c) appointment of additional teachers cope with additional enrolments.
 - d) provision of adequate administrative staff support.
- xiii) In recognition of the fact that the special campaigns launched during 1982-83 had resulted in positive responses, the Conference recommended to repeat such campaigns in future years. In order to sustain the interest in such campaigns and to motivate all concerned to respond equally enthusiastically, it was considered necessary to introduced awards incentives for good performance.

Adult Education

- i) Taking note of the progress made in the implementation of the Adult Education Programme, the Conference felt that further massive efforts would be required if the targets were to be achieved within the ten-year time-frame prescribed. The need for greater attention to post-literacy and follow-up activities was also recognised. The need for providing adequate academic support to such activities through production of appropriate literature was stressed. For doing all this, apart from stepping up of the activities of the Government side, involvement of students, youth and, voluntary organisations including Panchayati Raj institutions in the implementation of the programme has also to be accentuated. The improvement of intersectoral linkages was stressed in the context of this programme also.
- ii) The positive participation of other development departments, especially the Ministry of Social Welfare, in the implementation of the Adult Education Programme was seen to be a necessity for its success.
- iii) The Conference identified payment of low remuneration to the Instructors and inadequacy of the supervisory machinery under the State Adult Education Programme (SAEP) in some States as weaknesses in the system and called for necessary remedial measures

Monitoring and Evaluation

- (i) The Conference observed that the arrangement for monitoring and evaluation of the two programmes - Universalisation of Elementary Education and Adult Education - was both inadequate and unsatisfactory. Accordingly, it stressed the need for establishment of a suitable mechanism for the purpose at the block, district and State levels. These mechanisms should provide for a regular and timely flow of information and suitable remedial/corrective measures to be initiated on a continuing basis.
- (ii) In this connection the Conference recommended that there should be Sub-Committee in each State/UT under the Chairmanship of the Chief Minister to oversee the implementation of Point 16 of the new 20 Point Programme and infuse it with the necessary sense of national purpose and urgency. Such an arrangement, it was felt, will promote coordinated action between all the concerned departments, especially the departments dealing with health, Welfare and education. These three were singled out for special mention as the departments providing the greatest scope for coordination through programmes which in many ways can be mutually reinforcing.

2. Interlinking of Elementary (Both Formal and Non-formal) and Adult Education with Rural Development, Social Forestry, and Handlooms.

The Conference took note of the fact that educational development could not be achieved in isolation without taking into cognizance of the factors determining the life of the child, comprising his first primary physical needs of nutrition, immunisation and mother's care as also the sustenance he draws from the natural environment comprising flora, fauna, agricultural crops, animal life and the socio-cultural life-style of the community including varied traditional skills, festivals etc. Educational strategy should be evolved in conjunction with other development sectors which are focussing attention on child and family welfare, environment, social-forestry, agriculture, handicrafts, small-scale industry. It was, therefore, essential for the Departments of Education in the States to keep in touch with the structurally inter-link their programmes with other agencies and programmes such as the ICDS, the RIDP etc. This would ensure an integration so necessary for ensuring organic growth of the student.

An important concern of the Conference related to mutual disassociation of the school system and the creative and productive activities of the community specially at the rural level. The Conference strongly supported the idea of drawing upon the rich manpower resources, rich and varied skills available in the community for supporting the educational system. With this in view it was recommended that educational institutions should draw upon and associate local craftsmen, artists, weavers, potters, blacksmiths and others for training children. There should be no instance on such skilled workers to be literate. The teachers particularly of one-teacher school should evolve curricula which would be built on local or regional arts or crafts and technologies.

Contd..8..

The Conference was of the view that such an integrated view would help in promoting cohesiveness in society rather than alienating the educated from the community. Also an added advantage would be availability of additional resources for elementary and adult education from the developmental sector such as National Rural Employment Programme, Social Forestry Programme and others.

3: Promotion of Population Education.

The Conference accepted the strategy of integrating concepts of population education in the existing courses of study.

Reviewing the progress of implementation of the population education project in different States and Union Territories, the Conference urged that energetic steps will have to be taken to accelerate the pace of progress in schools and to introduce population education in colleges and universities. Concern was also expressed over the need of urgently introducing population education for out-of-school children and in the Adult Education Programme.

This expression of concern by the Conference, it was felt, should result in speedy production of teaching/learning materials for 'classroom' use and immediate re-orientation of teachers/instructors for the purpose.

4. Introduction of Ideas of 'Values' of Students.

In the context of the erosion of values that was taking place and the fissiparous tendencies that have become quite marked in recent years, the Conference urged the need for value orientation in education at all levels.

Reiterating its earlier recommendation about integration of education and work and education and culture, the Conference observed that this issue should also be seen in the larger perspective of value orientation in education.

It stressed that equal attention should be given to value orientation in education of out-of-school children also.

As in the case of population education, here again, it was urged, this expression of concern by the Conference should result in speedy production of teaching/learning materials for 'classroom' use and immediate reorientation of teachers/instructors for the purpose.

...

5: Review of text-books from the point of view of National Integration.

The Conference noted with concern that, despite the clear directive of the National Integration Council to complete this exercise by 1983-84, the progress of review of textbooks was not uniformly satisfactory to all States/Union Territories. The States/UTs concerned were urged to so order the arrangements for review as to be able to revise their textbooks before the commencement of the 1983-84 academic session.

...

6: 10+2 Pattern of School Education with special emphasis on vocationalisation.

- a) Progress of implementation;
- b) Vocationalisation of education;
- c) Admission problems of CBSE students.

a) Taking note of the fact that some States have still not switched over to the +2 system, the Conference urged them to introduced the change before the 1984-85 academic session. It was recognised in this context that introduction of mere structural changes would not be enough. The switch-over had to be accompanied by appropriate changes in the curriculum also.

b) The Conference considered it necessary to reiterate the point that vocationalisation of the +2 stage was an integral part of the 10+2 system of education. It was noted that only a few States were implementing this programme seriously. All the other States/UTs were urged to take immediate steps to make secondary school education more employment-oriented.

It was also agreed that the case of certification of these courses from NCUT and the application of the apprenticeship scheme to those passing out of the vocational stream may be taken up urgently with the Ministry of Labour.

* "The Conference agreed with the desirability of making available to the States the experiences of the Government of Tamil Nadu in implementing the programme of vocationalization of higher secondary stage by different states on State-wise basis. It was, therefore, decided that the NCERT will, in collaboration with the Government of Tamil Nadu, initiate an evaluative study with the purpose of determining the experiences of the State Government in implementing the programme which would help other State Governments to plan and implement their programme of vocationalization."

(c) Arising from the experience of the students passing out of the CBSE system, the Conference recognised the seriousness of the problems arising from the lack of uniformity between standards in different examinations in different States. Taking an overall national view, it was considered necessary to introduced a mechanism for equalisation of different standards. In this connection the Conference noted a recommendation that it would be desirable to set-up a national testing service commonly for all States/Union Territories.

...

7. Exercise of control over setting up of new Universities and other problems of University Education.

(i) The Conference stressed that new universities should be established only after detailed surveys of educational needs of communities and in prior consultation with the University Grants Commission. New colleges, it was agreed, should be opened only strictly in accordance with the guidelines issued by the University Grants Commission. It also stressed the need for development of non-institutional mechanisms like correspondence courses, evening classes, etc. in order to meet the growing educational expectations of students without necessarily having to open new formal institutions.

(ii) The Conference reiterated the need for restructuring of courses, particularly in the light of the curricular reforms that had already taken place at the school stage and, the need to make them employment-oriented. Adherence to guidelines issued by the University Grants Commission for restructuring of curriculum development cells and planning units in Universities, it felt, would facilitate proper attention to curriculum renewal.

(iii) Reforms in the prevailing examination system were also considered necessary to make evaluation of pupil attainments more objective and meaningful.

(iv) The Conference accepted the need to step-up the maintenance grants to colleges and universities with a view to ensuring maintenance of standards and promoting the utilization of development grants for improvement of the quality of education

...

- 8: NCERT. Suggestions for utilising their facilities and services by the State Governments for their educational development.
9. Streamlining of Educational Administration: Suggestions from NIEPA.

(i) The Conference noted that the work being done in NCERT and NIEPA, particularly in developing approaches for improving the quality of education. It also noted the facilities available in these organisations for training of personnel which needed to be utilised by the State/Union Territories in an increasing measure.

(ii) The Conference in particular urged upon NCERT and NIEPA to provide research, development and extension support to the State/Union Territories in programmes formulation and implementation. In this context, it was considered necessary that these organisations develop close linkages with State Education Departments and State level institutions.

(iii) In this context it would need to be appreciated that national level organisations could serve only as catalysts and play a leadership role. The replication of services and fulfilled adoption of innovative-strategies and approaches would have to be undertaken at the state level for which the States/Union Territories should setup/strengthen counterpart institutions (eg. SIE/SCERT).

10: Review of the State Annual Plan Programmes for 1982-83 and Provisions for 1983-84.

The Conference recognised the need for adequate allocation of outlays for the programme of universalisation of Elementary education and Adult Education, within the constraint and for the full utilisation of the outlays recommended in the Sixth Plan. It was agreed that in final allocation of resources for the education sector, the intersectoral priorities would be maintained as in the working Group on Education's recommendations.

...

11: Other Items suggested by the State Governments etc.

The Conference noted with deep concern the problems before the State Governments due to the non-supply of concessional paper. Taking note that the Mills were not supplying white printing paper but only the other varieties to which the excise duty notification of 24th November, 1932, did not apply, it was urged that the matter be again examined for levy of concessional excise duty on all varieties of paper used for educational purposes.

Referring to the financial burden cast on the State agencies in maintaining the old priceline for exercise books for which paper at enhanced rate are used, it was stressed that the State Governments be allowed to revise the price of exercise books.

...