

the implementation of the new system in the States and if so, the facts thereof?

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (DR. PRATAP CHANDRA CHUNDER): (a) and (b). A statement is attached.

(c) No Sir, as the need for a cell was not felt.

Statement

Consequent upon the implementation of 10+2 curriculum in many States of the country, the National Council of Educational Research and Training has undertaken the responsibility of a massive orientation programme for secondary school teachers, by instituting correspondence-cum-contract programmes in all the four Regional Colleges of Education located in Ajmer, Bhopal, Mysore and Bhubaneswar, catering to different states.

The correspondence-cum-contact course for secondary school teachers of class IX and X has been formulated with a view to upgrading and enriching content, methodology and evaluation knowledge, specially with reference to the contents of the new curriculum for classes IX and X prepared by N.C.E.R.T. The subject areas covered by this course are:—

A. Science and Mathematics:

- (i) Physical Sciences;
- (ii) Biological Sciences;
- (iii) Mathematics.

B. Social Sciences:

- (i) History and Civics;
- (ii) Geography and Economics.

C. English

D. Hindi as second language.

E. Art and Culture.

The duration of the course is six months of instruction through corres-

pondence lessons. On the successful completion of correspondence programme, the candidates will be called in batches for a two week contact programme at the concerned Regional College of Education. The contact programme may be extended for a further period of two weeks to give training in work experience to those teachers who are willing to undergo this additional training.

At present 11573 teachers are undergoing the correspondence course in the four Regional Colleges. The correspondence phase has already started in January 1977 and will end by July 1977. The contact programme will start for the first batch of teachers about the same time and will continue till January, 1978. The majority of teachers have been sponsored by State Governments. Besides, some have been sponsored by Central Schools Organisation and private agencies.

A similar course is about to be started for elementary teachers educators. The course is designed to enrich the subject-cum-methodology knowledge of teacher educators with particular reference to the course of studies for class I-VIII and to acquaint them with specific problems and techniques of elementary education.

गेहूँ की वसूली

146. श्री मोठा लाल पटेल : क्या कृषि और सिंचाई मंत्री यह बताने की कृपा करेंगे कि :

(क) देश की आवश्यकता पूरी करने के लिए चालू वर्ष में अच्छी फसल होने के कारण कितनी मात्रा में गेहूँ वसूल किये जाने की संभावना है ;

(ख) क्या लापरवाही के कारण गोदामों में सैकड़ों मन अनाज सड़ जाता है और नमी के कारण खराब हो जाता है; और

(ग) यदि हां, तो गत वर्ष अनाज की भली-भांति देखभाल न किये जाने के क्या कारण हैं ?

कृषि और सिंचाई मंत्री (श्री प्रकाश सिंह बादल) : (क) 1977-78 रबी विपणन मौसम की नई नीति के अधीन वसूली मुख्यतः समर्थन मूल्य के रूप में की जाती हैं और एक राज्य से दूसरे राज्य में गेहूँ के लाने ले जाने पर पर कोई भी प्रतिबन्ध नहीं है । अतः वसूल की जाने वाली सम्भावित मात्रा का अनुमान लगाना कठिन है ।

(ख) जी नहीं । खाद्यान्नों को अच्छी हालत में रखने के लिए अधिक से अधिक सावधानी बरती जा रही है । तथापि, भारी वर्षा, बाढ़ों, तूफानों आदि जैसी दैवी विपदाओं, जो कि मनुष्य के वश से बाहर हैं, से भी विशेषकर "कैप" भण्डारण (कवर तथा प्लिथ स्टोरेज) में खाद्यान्नों को क्षति पहुँचती है ।

(ग) प्रश्न ही नहीं उठता ।

Education for weaker sections of society

147. SHRI G. Y. KRISHNAN: Will the Minister of EDUCATION, SOCIAL WELFARE AND CULTURE be pleased to state:

(a) whether Government have stressed the need for a vigorous programme to ensure that the benefits of education reach the weaker sections of the society; and

(b) if so, the salient features of the programmes?

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (DR. PRATAP CHANDRA CHUNDER): (a) and (b). The successive Plans have emphasised acceleration in the provision of educational facilities for the weaker sections of the

society and in educationally backward areas. An Educational Survey was conducted in the country as a whole to determine the facilities available for education at school level and to identify areas and habitations which require such facilities. These will include backward areas and deprived sections of the population. The programmes aiming at universalisation of elementary education are primarily designed to cater to the needs of girls, socially and economically under-privileged sections of population and backward areas. The provisions for elementary education in the State Plans are earmarked.

Incentives like mid-day meals, free uniforms, textbooks and stationery, attendance scholarships are advocated to attract and retain in schools students from the weaker sections of the population. These programmes are administered by State Government.

The Central Government administers a scheme of rural scholarships covering bright students from rural areas on means-cum-merit basis.

The Ministry of Home Affairs operates a number of schemes for the welfare of Scheduled Castes and Tribes such as assistance for girls' hostels, post-matric scholarships and pre and post-matric scholarships for children of those engaged in unclean occupations like scavenging, sweeping etc. Integrated tribal development projects have been initiated with a view to promote allround development including education in tribal areas.

The University Grants Commission has formulated schemes to assist development of colleges in backward areas which cater to the requirements of weaker sections of the population. Book banks of text-books are opened in colleges and schools to assist the weaker sections.

The Nehru Yuvak Kendras are organising programmes of non-formal education such as adult literacy,