

# **TENTH REPORT**

## **ESTIMATES COMMITTEE**

### **(1985-86)**

**(EIGHTH LOK SABHA)**

**MINISTRY OF EDUCATION & CULTURE**  
**ELEMENTARY EDUCATION**

**Action Taken by Government on the Recommendations contained in the Sixty-first Report of Estimates Committee (Seventh Lok Sabha) on the Ministry of Education & Culture—Elementary Education.**



*Presented to Lok Sabha on 16 August, 1985*

**LOK SABHA SECRETARIAT**  
**NEW DELHI**

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(1985-86)**

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**STUDY GROUP ON ACTION TAKEN REPORTS OF  
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6. Shri M. R. Janardhanan
7. Shri Hannan Mollah
8. Shri B. B. Ramaiah
9. Shri D. P. Yadav

## INTRODUCTION

I, the Chairman of the Estimates Committee having been authorised by the Committee to submit the Report on their behalf present this Tenth Report on action taken by Government on the recommendations contained in the Sixty-first Report of the Estimates Committee (Seventh Lok Sabha) on the Ministry of Education & Culture—Elementary Education.

2. The Sixty-first Report was presented to Lok Sabha on 7th February, 1984. Government furnished their replies indicating action taken on the recommendations contained in that Report on 8th August, 1984. The replies were examined by Study Group of Estimates Committee on Action Taken Report at their sitting held on 17th July, 1985. The draft Report was adopted by the Committee on 22nd July, 1985.

3. The Report has been divided into following Chapters:—

- (i) Report
- (ii) Recommendations|Observations which have been accepted by Government.
- (iii) Recommendations|Observations which the Committee do not desire to pursue in view of Government's replies.
- (iv) Recommendations|Observations in respect of which replies of Government have not been accepted by the Committee.
- (v) Recommendations|Observations in respect of which final replies of Government are still awaited.

4. An analysis of action taken by Government on the recommendations contained in Sixty-first Report of Estimates Committee (Seventh Lok Sabha) is given in Appendix. It would be observed that out of 17 recommendations made in the Report, 9 recommendations *i.e.* about 53 per cent have been accepted by Government. Replies have not been accepted in respect of 6 recommendations *i.e.* about 35 per cent. Final replies of Government in respect of 2 recommendations, *i.e.* about 12 per cent are still awaited.

NEW DELHI;  
July 29, 1985  
Shravana 7, 1907 (S)

CHINTAMANI PANIGRAHI,  
Chairman,  
Estimates Committee.

## **CHAPTER I**

### **REPORT**

1.1 This Report of the Estimates Committee deals with action taken by Government on the recommendations contained in their 61st Report (7th Lok Sabha) on the Ministry of Education and Culture—Elementary Education which was presented to Lok Sabha on 7th February, 1984.

1.2 Action Taken notes have been received in respect of all the 17 recommendations contained in the Report.

1.3 Action Taken notes on the recommendations of the Committee have been categorised as follows:—

- (i) Recommendations/Observations which have been accepted by the Government:

Sl. Nos. 1B, 2A, 2B, 7, 9, 10, 11, 12 & 13B.

(Chapter II—Total 9).

- (ii) Recommendations/observations which the Committee do not desire to pursue in view of Government replies:  
Nil.

(Chapter III—Nil)

- (iii) Recommendations/observations in respect of which Government's replies have not been accepted by the Committee:

Sl. Nos. 1A, 2C, 3, 4, 6 & 8.

(Chapter IV—Total 6).

- (iv) Recommendations/observations in respect of which final replies are still awaited:

Sl. Nos. 5, 13A.

(Chapter V—Total 2).

1.4 The Committee will now deal with action taken by Government on some of the recommendations.

*Need for uniformity in the concept of Socially useful Productive Work.*

**Recommendation (Sl. No. 1A, Para 1.15)**

1.5 Education now being a concurrent subject, the Committee felt that a distinct and joint responsibility devolved on the State and Centre to translate the constitutional provisions for free and compulsory education for all children till they complete the age of fourteen years into a reality. Further, finding that the work orientation of primary education had not received the emphasis that was due to it and that it had not been uniformly implemented in all the institutions throughout the country alike in rural and urban areas, the Committee had emphasised the need for some uniformity in this regard.

1.6 The Ministry of Education and Culture have, in their reply, *inter-alia* stated that "in the absence of a statutory authority, the role of the Central Govt. and its agencies in the field of school education is limited to the development of models in curriculum and text books and rendering academic advice and technical guidance to the State/U.T. authorities. In the circumstances diversity in the work orientation of primary education is bound to exist."

1.7 The Committee feel that any difficulty that retards the evolution of uniformity in work orientation of primary education, which is a desirable objective, should be overcome at the earliest. If the need for a central legislation and setting up of a statutory authority is so pressing then the Ministry should bring forward the necessary legislation before Parliament without any further loss of time.

*Financial Assistance to States*

**Recommendation (Sl. No. 2C, Para 1.29)**

1.8 The Committee had been informed that though education was a concurrent subject now, 'elementary education' continued to be the responsibility primarily of the States and was mostly managed by them. The Committee recommended that while ensuring allocation of adequate funds in the Plans, Centre should provide for financial assistance to the States depending upon their need to fulfil the commitment in this regard by evolving suitable Central/Centrally sponsored schemes in addition to the Schemes already in operation.

1.9 The Ministry of Education and Culture in their reply have stated that 1984-85 being the last year of the Sixth Five Year Plan, it might not be possible to launch any substantial new schemes in the current year. However, the Seventh Five Year Plan was under formulation. The Working Groups appointed for various sectors of education



would make recommendations regarding provision of financial assistance to the States depending upon their needs to fulfil the committee goals. It was hoped that suitable schemes desired by the Estimates Committee would be evolved for implementation during the Seventh Five Year Plan.

**1.10 The Committee note the assurance by the Ministry that suitable schemes to provide for financial assistance to States depending upon their needs to fulfil their commitments to achieve the target of universalisation of elementary education by 1989-90, will be evolved for implementation during the Seventh Plan. The Committee would like the schemes to be finalised before the commencement of the Seventh Five Year Plan, under intimation to the Committee.**

### *Single-Teacher School*

#### **Recommendation (Sl. No. 3, Para 1.30)**

1.11 The Committee had been informed that the problem was not only of enrolment of children but also of providing necessary infrastructure and trained teachers and ensuring that there were no dropouts of children from schools, to make the programme a success. The Committee referred in particular to the problem of the rural areas where there were mostly single-teacher schools. These schools in reality went without any teacher for substantial periods during the absence of the only teacher. The Committee recommended that the pattern should provide for a minimum of two-teachers per school and urged the Centre to come to the assistance of the States in ensuring this.

1.12 In their reply the Ministry of Education and Culture stated that provision of funds for appointment of teachers including second teacher in single-teacher schools was made in the State budgets only. The Ministry had been advising the State Govts. to convert all the single teacher schools into two teacher schools. The State Govts. were taking necessary action subject to availability of funds. The requests of the State Govts. for additional funds for this purpose were supported by the Ministry of Education in Annual Plan discussions. Further the Ministry had submitted a memorandum to the Eighth Finance Commission for recommending devolution of substantial funds to the States *inter alia* for clearing the backlog in the appointment of teachers. This was also intended for conversion of single-teacher schools into two teacher schools.

**1.13 The Ministry of Education and Culture have, in their reply dated 8 August, 1984 stated that they had sent a memorandum to the**

**Eighth Finance Commission for recommending devolution of substantial funds on the States, inter alia for clearing the backlog in the appointment of teachers. It is indeed surprising that the fact that Eighth Finance Commission had already submitted their report to Government which had been laid on the Table of Lok Sabha on 24 July, 1984, escaped notice of the Ministry while formulating the action taken by the Ministry on the recommendation. This indicates a casual approach by the Ministry in dealing with the recommendations of the Committee. The Committee desire to be informed of the outcome of the efforts made by the Ministry of Education and Culture to have 'substantial funds' being devolved on the States for clearing the backlog in the appointment of teachers and of the progress made in the conversion of single-teacher schools into two-teacher schools.**

### *Non-formal Education*

#### **Recommendation (Sl. No. 4, Para 2.13)**

1.14 The representative of the Ministry of Education and Culture, during evidence before the Committee, stated that the Ministry plan to have 3 lakh non-formal Education Centres by the end of the Sixth Five Year Plan period in which one crore students were supposed to be taught, (of Para 2.4 of Original Report). While regretting that such a desirable scheme was languishing for want of enough support, the Committee had desired that the implementation of the scheme be speeded up and the modest target of opening 3 lakh Centres covering one crore children for the Sixth Five Year period realised.

1.15 In reply the Ministry of Education and Culture have indicated that the grants given to the nine educationally backward States during the first four years of the Sixth Five Year Plan amounted to Rs. 16.14 crores. The Ministry have further stated that—

“.....the scheme is not languishing for want of enough support from the Central Government. The progress of expenditure will indicate that the scheme has been speeded up over the past four years. On the question of targets the Sixth Five Year Plan Document reads as follows:—

‘Non-formal Education programmes have been initiated in the States recently and these need be developed and expanded, in the light of experience gained, to cover all those children who would require and benefit only by

such modes of learning. It would be unrealistic to lay down any specific target for this purpose but it is expected that about 80 lakh children would be covered during the Sixth Plan'.

Due to late-starting of the programme in some States and other administrative|academic|financial problems, it is expected that the coverage by the end of the Sixth Five Year Plan would be about 35-40 lakhs in about 1.5 lakh centres".

**1.16 It is unfortunate that the Ministry of Education and Culture would, under the scheme of Non-formal Education Centres, not be able to achieve even the reduced target of covering 80 lakh children envisaged in the Sixth Five Year Plan document and that by the end of the Plan period the shortfall is likely to be no less than fifty per cent. This reflects a measure of complacency on the part of the Ministry and an inadequate monitoring system, despite the earlier recommendation of the Committee. The Committee trust that all 'administrative inadequacies' coming in the way of speedy implementation of the programme would be removed before the commencement of the Seventh Five Year Plan and a proper monitoring system would be evolved at the Central level to ensure accelerated implementation of the programme, at least during the Seventh Plan period.**

#### *Grants to Voluntary Organisations*

##### **Recommendation (Sl. No. 6, Para 2.15)**

**1.17 In paragraph 2.15 of the Original Report the Committee had recommended that the Ministry of Education and Culture should have their own arrangements to conduct periodical inspections of the activities of the Voluntary Organisations to whom funds were provided by the Centre and ensure that public funds were put to proper use.**

**1.18 In their reply the Ministry have, while indicating the existing procedure for the release of instalments of grants to the Voluntary Organisations, merely stated that "possibility of Field Advisers and Regional Colleges of Education under the National Council of Educational Research and Training assisting this Ministry by evolving a suitable mechanism for inspecting the activities of the Voluntary Organisations is also being explored."**

**1.19 The Committee were already aware of the existing procedure for release of grants to the Voluntary Organisations which the Ministry**

have repeated in their reply to the recommendation. What the Committee had desired was that the Ministry should, instead of relying entirely upon the Progress Reports, Audited Statements of Accounts and Utilisation Certificates furnished by the Voluntary Organisations themselves, have their own arrangements to conduct periodical inspections of the activities of the Voluntary Organisations to whom grants were made by the Centre to find out whether the activities reported by the Organisations were genuine and the expenditure made was really for purposes for which the grants were given. The Committee are unhappy to find that the Ministry of Education and Culture have, after considering the recommendation for six months, come out with a reply that possibilities in that direction were 'being explored'. The Committee would like the Ministry to finalise the arrangements without any further delay and inform the Committee of the details thereof.

*Training-cum Programme Workshops and Central Assistance in Formulation of State Plans*

#### **Recommendation (Sl. No. 8, Para 2.28)**

1.20 In the recommendation made by the Committee in Para 2.28 of their earlier Report, the Committee had laid stress on uniformity in educational planning and evolving of imaginative training programmes to achieve that objective. The identification of the special needs of backward regions and evolving of a strategy for levelling them up with the rest of the country was also recommended.

1.21 In their reply to the first part of the recommendation the Ministry of Education & Culture have stated that "in recognition of the training needs of the State Educational Officers *vis-a-vis* the preparation of the Plan for education in the Seventh Five Year Plan, National Institute of Educational Planning & Administration (NIEPA) launched a series of training workshops, last year." This is followed by a description of the various workshops organised by the Institute. Replying to the second part of the recommendation the Ministry have stated that "it is hoped that during the Seventh Five Year Plan strategies for meeting the special needs of backward regions in the entire country will be formulated and implemented."

1.22 The Committee hope that the Training Workshops being organised by the National Institute of Educational Planning & Administration are intended to lead to uniformity in educational planning and evolving of imaginative training programmes for the purpose, as recommended by the Committee.

**1.23** Replying to the second part of the recommendation for identification of the special needs of backward regions and evolving of a strategy for levelling them up with the rest of the country, the Ministry have merely expressed a hope that during the Seventh Five Year Plan strategies for meeting the special needs of backward regions in the entire country will be formulated and implemented. The Committee wish that the reply of the Ministry of Education & Culture had been positive and not general and evasive, as it is. They would like the Ministry to initiate action in this behalf immediately so that well thought out schemes are ready for implementation at the commencement of the Seventh Five Year Plan.

#### *Implementation of Recommendations*

**1.24** The Committee would like to emphasise that they attach the greatest importance to the implementation of the recommendations accepted by Government. They would, therefore, urge that Government should make expeditious implementation of the recommendations accepted by Government. In case where it is not possible to implement the recommendations in letter and spirit for any reason, the matter should be reported to the Committee in time with reasons for non-implementation.

**1.25** The Committee also desire that final replies in respect of the recommendations contained in Chapter V of this Report may be furnished to the Committee expeditiously.

## CHAPTER II

### RECOMMENDATIONS/OBSERVATIONS WHICH HAVE BEEN ACCEPTED BY THE GOVERNMENT

#### **Recommendation (Sl. No. 1B, Para 1.16)**

The Committee realise that it is not an easy task to evolve techniques and to mobilise resources-material, manpower to achieve the socially useful and productive orientation of education. Investment in education should be viewed as a productive investment both from the social and economic points of view as without the right type of education real socio-economic development of the country is not possible. Having regard to the Directive Principles of the State Policy, adequate funds for the primary education ought to be found to achieve the end in view at the quickest possible time. The Committee, therefore, desire that in concert with the Planning Commission a perspective plan should be evolved and implemented to universalise the primary education and to make it truly work oriented uniformly throughout the country well before the turn of the century.

#### **Reply of the Government**

The observations of the Committee have been noted. The Seventh Five Year Plan is under formulation. The Working Groups on Elementary Education and Secondary Education appointed by the Planning Commission have examined in detail the requirements of funds for universalisation of elementary education by 1989-90 as well as for wider infusion of the concept of socially-useful productive work in the curriculum. It is hoped that adequate funds will be allocated in the Seventh Five Year Plan for these programmes.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984.]

#### **... Recommendation (Sl. No. 2A, Para 1.27)**

It is indeed regrettable that the goal of universalisation of elementary education envisaged to be achieved within a decade of the commencement of the Constitution still eludes us even after more than three decades. Increase in population is a factor contributing to this failure to achieve the goal. Notwithstanding this, there has been failure

to allocate adequate resources and make determined efforts. However, after the amendment of the Constitution in 1977 'education' has become equally the responsibility of the Centre. The Committee have been informed that the goal has now been set to be reached by 1989-90. The Committee desired that there should be no further setback.

### **Reply of the Government**

The observation of the Committee has been noted. All efforts are being made both at the Central and the State levels to maximise allocation for education to reach the goal of universalisation of elementary education by 1989-90.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984.]

### **Recommendation (Sl. No. 2B, Para 1.28)**

The Committee are told that the backlog at the end of the Sixth Plan would be 3 crore children and that targets set for the Plan period would have to be increased to achieve the goal of universalisation of elementary education by 1989-90. This would require more funds. The Committee recommend that the allocation of funds should be realistically reviewed and augmented for the current Plan and adequate funds provided in the next Plan.

### **Reply of the Government**

The observations of the Committee have been noted. 1984-85 is the last year of the Sixth Five Year Plan. Augmentation of the allocation of funds at this stage can be considered only for the Seventh Five Year Plan commencing from 1985-86. However, for increasing the enrolment of girls in the elementary classes, two new schemes have been started by the Ministry of Education from 1983-84 involving outlays over and above those originally envisaged in the Sixth Five Year Plan. The first scheme relates to financial assistance to the 9 educationally backward States for appointment of women teachers in primary schools on 80:20 Centre-State sharing basis. Under this scheme, financial assistance is being given for appointment of 8,000 primary teachers during the years 1983-84 and 1984-85. The provisions made for this scheme during these two years amount to Rs. 5.14 crores. The second scheme relates to incentives/awards to States/UTs for excellence in performance for enrolment of girls at the elementary level. The provisions made for this scheme during the years 1983-84 and 1984-85 amount to Rs. 14 crores. The Seventh Five Year Plan is still under formulation. The Working Group on Elementary Education appointed by

the Planning Commission has examined in detail the requirement of funds for elementary education during the Seventh Five Year Plan. It is hoped that the allocation of funds in the Seventh Five Year Plan will be substantially higher than the allocation in the Sixth Five Year Plan.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools—II dated 8th August, 1984].

### **Recommendation (Sl. No. 7, Para 2.23)**

The Educational Technological Programme launched in 1972-73 as a Centrally sponsored scheme aims at bringing about a qualitative improvement and a wider access to education through radio and television. The Scheme is implemented through Educational Technology Cells in the States which are established and equipped with. Central assistance for a period of 5 years and thereafter maintained by the State Governments. The Committee were informed that this programme was started with the assistance from UNDP. At the initial stages the coverage of the scheme was poor. However, by now all States except Tripura have set up these centres. It has been brought to the notice of the Committee that the progress of the programme was hindered by inadequacy of staff, inadequate facilities and absence of co-ordinating mechanism at the States level. As this is a cent-per-cent centrally assisted scheme, it should be the responsibility of the Centre to ensure that the constraints are removed and the programme is implemented effectively. There should be an integrated approach in the sense that the beneficiary institutions/bodies must also be assured of availability of Radio and TV sets. It should also be ensured that the educational software produced by them for transmission over the Radio and TV is of uniformly high standard and quality and of real use. Consistent with the policy of the Government, greater emphasis should be given in this scheme to cater to the spread of nonformal elementary education. The Committee feel that the scheme requires re-orientation in the light of these.

### **Reply of the Government**

The Educational Technology Programme started in 1972 was modified in 1982 to provide for larger number of staff and equipment necessary for implementing various educational technology programmes. This revised E.T. Scheme was circulated to the States/U.Ts. in November, 1982 requesting for proposals for financial assistance. The scheme provides for 100 per cent central assistance for a period of five years. The priority areas identified for programmes under this



scheme are universalisation of elementary education, non-formal education, including adult education and quality improvement at different levels of education. So far only six States|UTs, viz., Manipur, Meghalaya, Nagaland, Sikkim, Tamil Nadu and Mizoram, have been given assistance under this scheme. In view of the larger number of posts about 40 provided under this scheme there will be better implementation of the programmes and also coordination between different agencies concerned. Under this scheme, equipment is being provided for setting up a small sound|TV studio to enable the States to experiment in programme production as well as use the facilities for training of different categories of personnel. The technical staff necessary for using these facilities is also being provided. It will take some time for the State Governments to procure the equipment and recruit the staff for which funds have been sanctioned by the Central Government.

The Educational Technology Programme has picked up further momentum with the launching of the Indian National Satellite (INSAT). In the context of the availability of the television facilities of INSAT, the Ministry of Education has decided that the responsibility for the production of educational television programmes would be gradually taken over by the educational authorities from Door-darshan. Accordingly State Institutes of Educational Technology (SIET) are being established in each of the Six INSAT States, viz., Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh for production of ETV programmes on decentralised basis. The SIETs will be responsible for the production of programmes of acceptable professional quality and educational utility. A Central Institute of Educational Technology (CIET) has also been set up under the NCERT with the responsibility of production of prototype programmes, programmes of national importance, training of personnel, research and evaluation, etc. The SIETs will also work in these areas and produce material relevant to the needs of the State. To begin with, the programmes are being limited to elementary education, non-formal education and teacher training. Once the production facilities become fully operational they will produce programmes for other areas as well as, for example, adult education higher education, women's education etc. The SIETs are likely to become operational towards the end of 1986. Meanwhile temporary studios are being set up in the INSAT States which will be provided with electronic field production equipment to enable the States to produce fieldbased programme. The temporary studios are expected to become operational by the end of August, 1984. At present the CIET is producing programmes for telecast via INSAT. The programmes are produced in Hindi and dubbed in the regional language required. Two programmes of 20 minutes each are

telecast daily for five days a week for the elementary age group and once a week on every Saturday there is a telecast for teachers.

One of the major priorities identified for educational programmes, particularly in relation to the use of radio and television facilities for educational purposes, is the universalisation of elementary education, both formal and non-formal. This has also been reiterated in the national guidelines for educational broadcasting. Within this priority emphasis would be laid on girls education, rural and urban poor and various disadvantaged groups.

In so far as the provision of radio and T.V. sets to the schools is concerned, this is primarily the responsibility of the State Governments. For implementation of specific pilot projects Central assistance is provided for purchase of radio sets for the schools covered by the Pilot Projects. During the last five years assistance amounting to about Rs. 9.40 lakhs has been given to Assam, Meghalaya and Nagaland for purchase of about 2,450 radio sets. As and when the pilot project is expanded to cover all the schools within the State, it is for the State Government to provide the necessary listening facilities. Under the limited scheme approved for the utilisation of the television facilities of INSAT (1982—87) the Ministry of Information and Broadcasting is providing 8,000 Direct Reception Sets and 6,600 VHF sets for Community viewing. These sets are generally located in the schools so that the school children can benefit from the educational TV programmes telecast during the morning hours. In the evening the same set is used for general viewing. A few State Governments are providing loans/grants to schools for purchase of radio and TV sets. The availability of sets in school is however, constrained by the resources available with the State Governments to it. It is hoped that with the systematic utilisation of T.V. and radio for elementary education there would be considerable improvement in the quality of education and reduction in the number of drop-outs.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools-I] dated 8th August, 1984.]

### **Recommendation (Sl. No. 9, Para 2.33)**

The Committee note that the Ministry of Rural Development is responsible for implementation of the Minimum Needs Programme

which includes 'elementary education' and coordination with the Ministries and State Departments concerned. While the Committee appreciate the integrated approach to rural development and the programmes as well as institutional arrangement evolved therefore, they would like to caution that there should be no overlap of functions or duplication of efforts between the Ministry of Rural Development and other Administrative Ministries entailing delays in regard to planning, funding, implementation, monitoring and follow-up. They would desire a review of the arrangement in this light for such re-arrangement as may be needed.

### **Reply of the Government**

Ministry of Rural Development is the nodal Ministry for the Minimum Needs Programme which includes elementary education. However, implementation of the programmes under 'elementary education' rests entirely with the Ministry of Education at the central level, and the Education Departments at the State|UT level. The activities of the Ministry of Rural Development, as a nodal agency, mainly consist in coordination of information from the concerned Ministries|Departments. The question of overlap of functions or duplication of efforts between the Ministry of Rural Development and the Ministry of Education|Education Departments, in the field of elementary education does not, therefore, arise.

2. At the State-level, there is coordination between the Education Departments and the Departments implementing the programmes of the Ministry of Rural Development such as National Rural Employment Programmes (NREP), and the National Rural Landless Employment Generating Programme (NRLEGP). Funds available under these programmes are being utilised for construction of elementary school buildings in rural areas in the various States|UTs.

[Ministry of Education & Culture (Department of Education) letter No. F. 1-6|84-Schools—II dated 8th August, 1984].

### **Recommendation (Sl. No. 10, Para 3.14)**

Our country symbolises the unity in diversity. Our composite culture is marked by its adaptability, tolerance and healthy respect for its constituents. These are the legacies that the present generation also would pass on to the future generation. Education is the best means of passing on this legacy. In a multilingual society such as ours, the national integration and unity could be fostered if the educated could freely communicate with each other without any impediment. For this

purpose it is inevitable that our children learn more than one Indian language and a link language. For historic reasons and taking into account the imperatives of the modern age English has become not only a link language within the country but is also necessary for communication with the rest of the world. Hindi besides being the official language of the Union, has acquired the importance for effective communication within the country. Further after the linguistic reorganisation of the country, the regional languages having become the official languages of the various States, one has to learn the language whether or not it is the mother tongue. If Hindi happens to be the regional language as well as the mother tongue it is but just to expect acquaintance with another Indian language. Thus the three language formula came to be adumberted in the National Policy Resolution on Education in 1968.

However, even allowing for necessary variations in the implementation of the formula, the ideal underlying it is yet to be achieved throughout the country. Though it was envisaged that Hindi, English and regional language in addition to the mother tongue, if it is not one of these three languages, were to be compulsorily learnt, in some States third language is optional, while in some others there is no third language to be learnt at all. Having regard to the spirit behind the three languages formula, the Committee would in all earnestness exhort all concerned to ensure acceptance of it by providing such incentives as may be necessary in order to serve a paramount national purpose.

### **Reply of the Government**

The Ministry of Education agrees with the spirit of the Recommendations of the Estimates Committee. The Central Advisory Board of Education also in its Resolution in June 1983 resolved that:

“The Board resolves that in the interest of the unity and national integration of India, it is necessary that the State Governments take effective steps to implement the Three-Language-Formula as laid down in the National Policy on Education, 1968. In this connection, the State Governments should keep in view the spirit of this formula while formulating the language patterns in their States. The State Governments may also take advantage of the Schemes being operated by the Ministry of Education and Culture for this purpose.”

2. In the recent Conference of State Education Ministers and Education Secretaries held on 23rd and 24th May, 1984, also the importance of implementation of the Three-Language Formula was highlighted and it was resolved that the State Government take effective

steps to implement the Three-Language Formula and keep the spirit of the formula in mind while formulating the language patterns in their States. It was also urged that facilities and schemes operated by the Ministry of Education and Culture for this purpose be intensively utilised by the States.

3. The Ministry of Education has been making constant efforts for acceptance of the three language formula in all States and towards this end have been providing financial and institutional support for propagation of Hindi in non-Hindi speaking States. The Ministry has also been operating schemes for voluntary organisations, individuals and has also provided for institutional support through CIIL, Mysore and its regional centres for research, material production and training of teachers for the development and propagation of Modern Indian Languages. The desirability of faithfully implementing the three-language formula has been emphasized on the State Governments|UT Administrations in a letter issued by the Ministry of Education & Culture on the 4th July, 1984.

4. In this connection, it is also mentioned that in the context of achieving the goal of universalisation of elementary education and building up of infrastructure at the secondary level on a large scale to meet the inflow of children from the expanded elementary education system, funds in the successive Five Year Plans had, of necessity, been earmarked for expansion of elementary and secondary education. In the process not only backlogs in certain facilities but also shortage of language teachers required for implementing the 3-language formula are persisting.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6|84-Schools—II dated 8th August, 1984].

#### **Recommendation (Sl. No. 11, Para 3.15)**

The Committee entirely agree that at the primary stage of education the mother tongue ought to be the medium of instruction. Every citizen could claim a legitimate right to be taught in mother tongue and, therefore, facilities for this purpose must be made available in all the States as part of our planned development of primary education.

#### **Reply of the Government**

The observations of the Committee have been brought to the notice of the State Governments|UT Administrations, for necessary action.

2. Instruction through mother-tongue at the primary stage of education is accepted in principle by most of the States and Union Territories. They are providing for these facilities wherever possible. In this connection, it is also mentioned that teaching through mother-tongue involves appointment of the requisite number of language teachers. The Ministry of Education supports the demands of the State Governments for funds, *inter alia*, for appointment of language teachers in the course of annual plan discussions. In some areas it has not yet become possible to appoint such teachers with language qualifications primarily due to lack of resources.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### **Recommendation (Sl. No. 12, Para 3.16)**

The other language should be gradually introduced as the children move up from the primary to the middle level. The Committee are of the view that encouragement to learning of a regional language other than Hindi in the Hindi speaking region would strengthen national integration. Considerable resources have been committed and a lot of effort is being made for popularising the study of Hindi in non-Hindi speaking States. The Committee feel that there should also be sustained effort and commitment of resources for popularising the study of regional languages other than Hindi in the Hindi speaking States. The Committee accordingly recommend that the Ministry of Education and Culture may evolve suitable scheme in addition to the training of teachers to popularise the study of languages other than Hindi. The Ministry should also make efforts in this direction by aiding and encouraging non-official educational organisations devoted to teaching of languages other than Hindi in the Hindi speaking belt.

### **Reply of the Government**

Except for Tamil Nadu and Pondicherry and Karaikal areas all other States have accepted in principle the Three-Language-Formula and are implementing the same according to educational needs of that area. Provision for learning a third language other than Hindi has been made in most of the Hindi speaking States. However, in order to implement the 3-language formula in its spirit it is certainly necessary to provide further incentives for promotion of regional languages in the Hindi speaking belt. The Ministry accepts the recommendations of the Estimates Committee and agrees that incentives are necessary to achieve this end. Efforts are in hand and it is hoped that these

will materialise in the Seventh Five Year Plan. It may also be mentioned that higher provisions under existing schemes for incentives to voluntary organisations working in Modern Indian Languages have already been recommended for outlays in the Seventh Five Year Plan.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools—II dated 8th August, 1984].

### **Recommendation (Sl. No. 13B, Para 3.23)**

The Committee are of the view that there should be a balanced stress on the importance of all religions, languages and regions in the textbooks. In fact, consistent with our secular ideal reference to religions should be as less as possible, taking care to see that a healthy respect for all the religions is inculcated in the tender minds of the students. No Historical war should be projected as wars between people belonging to different religions. The Committee hope that these suggestions would also be kept in mind while reviewing and reformulating the textbooks.

### **Reply of the Government**

NCERT always takes care of the fact that there is balanced stress on the importance of all religions, languages and regions in the textbooks. Guidelines to evaluate textbooks from the stand point of national integration developed by the NCERT also highlights this point. whenever any material prejudicial to national integration or the concept of secularism is noticed, the matter is taken up with the State Governments and necessary corrections got done.

[Ministry of Education & Culture (Department of Education)  
letter No. F. 1-6/84-Schools—II dated 8th August, 1984].

### **CHAPTER III**

**RECOMMENDATION/OBSERVATIONS WHICH THE  
COMMITTEE DO NOT DESIRE TO PURSUE IN VIEW  
OF GOVERNMENT REPLIES**

—NIL—



## **CHAPTER IV**

### **RECOMMENDATIONS/OBSERVATIONS IN RESPECT OF WHICH GOVERNMENT'S REPLIES HAVE NOT BEEN ACCEPTED BY THE COMMITTEE**

#### **Recommendation (Sl. No. 1A, Para 1.15)**

'Education' is now a concurrent subject. The Constitution envisages provision of free and compulsory education for all children until they complete the age of fourteen years. Thus the States and the Centre have a distinct and joint responsibility for the Elementary Education. This stage of education is crucial to the mental, moral and intellectual development of the children. Traditionally elementary education was merely meant to impart literacy, to prepare for admission to the secondary school and to prepare for entering into the lower jobs under Government. This role had to be modified after the advent of freedom to prepare the children to be self-reliant, patriotic and more useful citizens of the country. The Challenges of socio-economic development have to be met by such a modification. In this context, it is essential that the children acquire at the earliest of their educational career an attitude conducive to a balanced development of knowledge and values as well as capabilities for work. The dignity of manual labour especially has to be inculcated in the young mind. The Committee appreciate the efforts of Government in translating Gandhiji's ideal of basic education into reality. After a series of endeavours to adapt the ideal to suit the changing needs and aspirations, the concept of socially useful productive work has now been evolved and commended for adoption as a compulsory subject. The Committee have, however, received an impression that the work orientation of primary education has not received the emphasis that is due to it. Further, it has not been uniformly implemented in all the institutions throughout the country alike in rural and urban areas. The Committee wish to emphasise the need for some uniformity in this regard.

#### **Reply of the Government**

The observations of the Committee have been noted. They have also been brought to the notice of the State Governments|UT Administrations.

2. Though education is now a concurrent subject, no Central Legislation for laying down the curriculum or prescription of textbooks or conduct of examinations in school education system has so far been enacted. School education, particularly primary education, is still basically the responsibility of the States and mostly managed by them. In the absence of a statutory authority, role of the Central Government and its agencies in the field of school education, is limited to the development of models in curriculum and textbooks and rendering academic advice and technical guidance to the State/UT authorities. In the circumstances, diversity in the work orientation of primary education is bound to exist. Only consensus becomes possible but not enforcement.

3. Notwithstanding the limitations mentioned in the preceding paragraph, steps have been taken both to emphasize work orientation of primary education and to advocate uniform implementation in the country, which are indicated below:—

- (i) The concept of work experience, which is called socially-useful productive work (SUPW) in "the curriculum for the 10-year school—a framework" brought out by NCERT in 1975 and which has been commended to all States/UTs, is a compulsory subject. It has been integrated with the curriculum at the primary stage where 25 per cent of the workload is given to the SUPW.
- (ii) School textbooks which have been prepared by NCERT in the area of languages particularly Hindi and English, environmental studies, social studies, history, geography, and civics are in consonance with the objectives as contained in the recommendations/observations of the Estimates Committee.
- (iii) NCERT textbooks are common for both rural and urban areas and, therefore, they adopt uniform pattern irrespective of location of schools. These textbooks are also available for adoption/adaptation by the States/UTs.
- (iv) A UNICEF-assisted Project 'Primary Education Curriculum Renewal' (PECR) is in operation under the technical guidance of NCERT on an experimental basis in selected schools (2480 primary schools) in all States and UTs.

excepting one U.T. The objectives of this project include adjustment of the curriculum qualitatively to the life style of the child and the socio-economic opportunities likely to be available. Under this project curriculum plans for socially-useful productive works have been developed and teachers guides for SUPW have been prepared in most of the States and U.Ts.

- (v) Advocacy of a minimum learning continuum developed by PCERT for the primary stage of education which provides the common basis for evolving a variety of locally-specific curricula to suit the needs of the diverse groups of children living in various parts of the country. The main distinguishing feature of this programme is to specify educational objectives in terms of competencies to be developed. The competencies stressed under the programmes of socially-useful productive work (SUPW) are—
  - (a) Participating in manual and other work in and around the home.
  - (b) Recognising and appreciating the contribution made to the community by different occupations and different types of work, including social work.
  - (c) Participating in the work in the school and community cooperatively and enthusiastically.
  - (d) Showing concern for the judicious use of the resources in work situations.
  - (e) Using and maintaining simple work tools with safety.
  - (f) Keeping the work environments clean and tidy.

4. In this connection, it is mentioned that in the context of achieving the constitutional goal of universalisation of elementary education, facilities for elementary education had to be expanded in the past on a massive scale. A major proportion of funds available in the successive Five Year Plans had to be spent on this expansion. As a consequence, backlogs in the physical facilities like buildings, furniture and equipment, libraries, laboratories, and even teachers, have come to stay for want of sufficient resources. Also adequate funds could not be earmarked for programmes of quality improvement, including work

orientation of primary education. It is hoped that during the Seventh Five Year Plan, which is presently under formulation, the quality improvement programmes in the field of school education will receive due attention.

[Ministry of Education and Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### **Recommendation (Sl. No. 2C, Para 1.29)**

The Committee have been informed that though a concurrent subject now, 'elementary education' continues to be the responsibility primarily of the States and is mostly managed by them. The Committee recommend that while ensuring allocation of adequate funds in the Plans, Centre should provide for financial assistance to the States depending upon their need to fulfil the commitment in this regard by evolving suitable Centre/Centrally-sponsored schemes in addition to the Schemes already in operation.

### **Reply of the Government**

The Ministry of Education and Culture concurs with the suggestions of the Estimates Committee. 1984-85 being the last year of the Sixth Five Year Plan, it may not be possible to launch any substantial new schemes in the current year. However, the Seventh Five Year Plan is under formulation. The Working Groups appointed for various sectors of education will make recommendations regarding provision of financial assistance to the States depending upon their needs to fulfil the committed goals. It is hoped that suitable schemes desired by the Estimates Committee will be evolved for implementation during the Seventh Five Year Plan.

[Ministry of Education and Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### **Recommendation (Sl. No. 3, Para 1.30)**

The problem is not of only enrolment of children but also of providing necessary infrastructure and trained teachers and ensuring that there are no dropouts of children from schools, to make the programme a success. The Committee would in particular refer to the problem of the rural areas where there are mostly single-teacher schools. These schools in reality go without any teacher for substantial periods during

the absence of the only teacher. The Committee recommend that the pattern should provide for a minimum of two-teachers per school and the Centre should come to the assistance of the States in ensuring this.

### Reply of the Government

Provision of funds for appointment of teachers including *second* teacher in single-teacher schools is made in the State budgets only. The Ministry of Education has been advising the State Governments to convert all the single-teacher schools into 2-teacher schools. The State Governments are taking necessary action subject to availability of funds. The requests of the State Governments for additional funds for this purpose are supported by the Ministry of Education in Annual Plan discussions. The Ministry of Education has submitted a memorandum to the Eighth Finance Commission for recommending devolution of substantial funds to the States, *inter alia*, for clearing the backlog in the appointment of teachers. This is also intended for conversion of single-teacher schools into 2-teacher schools.

[Ministry of Education and Culture (Department of Education) letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### Recommendation (Sl. No. 4, Para 2.13)

The Committee note that the Government's policy is that "every child shall continue to learn in the age group 6—14 on full-time basis if possible, and on a part time basis if necessary". Following this, a non-formal part-time education system is being developed as a supportive to formal schooling. Under this system children who cannot attend the formal schools because of socio-economic reasons are offered elementary education of the same standard at places and timings suiting to their needs and convenience. The major thrust of the non-formal education is in the 9 educationally-backward States. Special assistance is given to these States on 50:50 sharing basis. However, in the case of such centres for the girls the Centre's assistance is upto 90 per cent. The Committee have been informed that a sum of Rs. 25 crores have been allocated for this scheme, though a Working Group on Universalisation of Elementary Education set up in 1977 recommended Rs. 50 crores. However, only Rs. 10 crores could be spent during the first four years of the operation of the scheme owing to a variety of reasons chief of which are inability of the States to find matching resources and administrative inadequacies. It is indeed regrettable that such a desirable scheme is languishing for want of enough support. The Committee desire that the implementation be speeded up and the modest target of opening 3 lakh centres covering one crore children for the Sixth Plan realised.

### Reply of the Government

Under the Centrally-sponsored scheme of Non-formal Education for elementary age-group children, grants given to the 9 educationally-backward States during the first four years of the Sixth Five Year Plan are as follows:—

1980-81	61,38,400
1981-82	3,58,78,039
1982-83	4,62,07,063
1983-84	7,31,61,606
	<hr/>
	16,13,85,108
	<hr/>

It is submitted that the scheme is not languishing for want of enough support from the Central Government. The progress of expenditure will indicate that the scheme has been speeded up over the past four years. On the question of targets the Sixth Five Year Plan Document reads as follows:—

‘Non-formal Education programmes have been initiated in the States recently and these need be developed and expanded, in the light of experience gained, to cover all those children who would require and benefit only by such modes of learning. It would be unrealistic to lay down any specific target for this purpose but it is expected that about 80 lakh children would be covered during the Sixth Plan’.

Due to late-starting of the programme in some States and other administrative/academic/financial problems, it is expected that the coverage by the end of the Sixth Five Year Plan would be about 35-40 lakhs in about 1.5 lakh centres.

[Ministry of Education and Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### Recommendation (Sl. No. 6, para 2.15)

The Committee learn that voluntary organisations are also involved in the setting up of Centres for Non-formal Education. Such voluntary organisations are given 100 per cent grants from the Centre in respect of these schemes. The Committee have a feeling that there is at present

no effective check on these organisations to ensure that grants given to them are not misutilised. The Committee would like the Ministry to have their own arrangements to conduct periodic inspections of the activities of the voluntary organisations to whom funds are provided by the Centre and ensure that public funds are put to proper use. The Committee would like to be kept apprised of the action taken by the Ministry in this regard.

### **Reply of the Government**

Voluntary organisations in the nine educationally backward States are given grants by the Ministry of Education and Culture for running non-formal education centres on the recommendations of the State Governments. Grants to voluntary organisations are released in suitable instalments. In respect of each grant given to the voluntary organisation progress reports, audited statement of accounts and utilisation certificates are obtained by the Ministry of Education and Culture. These documents help the Ministry in keeping a check on the utilisation of the grants released.

2. Whenever officers of the Ministry of Education and Culture go on tour to different States, they try to ascertain the progress of the scheme operated under the aegis of voluntary organisations. The possibility of Field Advisers and Regional Colleges of Education under the National Council of Educational Research & Training (NCERT) assisting this Ministry by evolving a suitable mechanism for inspecting the activities of the voluntary organisations is also being explored.

[Ministry of Education and Culture (Department of Education) letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### **Recommendation (Sl. No. 8, para 2.28)**

The Committee have been informed that the Ministry has now started organising training-cum-programme workshops to help the officers of the States in the formulation of their plans in the field of education. The Committee feel that had the training programmes been initiated before the launching of the Sixth Plan, the programme of elementary education could have been implemented smoothly. Conceding this during evidence, the representative of the Ministry informed the Committee that "even now it was not too late". The Committee wish to stress that there must be a measure of uniformity if not absolute similarity in education planning. Now that education is a concurrent subject, the Centre has a responsibility to attain this objective. They,

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therefore, desire that the training programmes should be organised imaginatively so that a wellintegrated planning for balanced development could be evolved and put through. The special needs of backward regions should be clearly identified and strategy for levelling them up with the rest of the country evolved in a coordinated manner.

### **Reply of the Government**

The observations of the Committee have been noted. In recognition of the training needs of the State Educational Officers vis-a-vis the preparation of the plan for education in the Seventh Five Year Plan, National Institute of Educational Planning & Administration (NIEPA) launched a series of training workshops, last year. They have conducted three workshops under this programme. The first workshop was conducted in September 1983 in which 16 persons from 10 States/ Union Territories participated. The Second Workshop was held in January 1984 in which another 14 persons from ten different States/ Union Territories participated. The Third Workshop which was of two weeks duration was held in June 1984 in which 16 officers from 12 States/UTs participated. Special attention has been paid to the development of education in backward regions/districts/blocks. NIEPA is intending to hold another workshop regarding the Seventh Five Year Plan in autumn, 1984. This is in addition to the planning component in the other courses which NIEPA conducts from time to time.

2. In the Sixth Five Year Plan, special central programmes were initiated and implemented for educational development of 9 educationally-backward States. The Seventh Five Year Plan is now under formulation. It is hoped that during the Seventh Five Year Plan strategies for meeting the special needs of backward regions in the entire country will be formulated and implemented. Special Component Plan for Scheduled Castes and the Tribal Sub Plan for Scheduled Tribes, which are in operation in various development sectors including education are taking care of the special needs of the disadvantaged sections of the society.

[Ministry of Education and Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984].



## CHAPTER V

### RECOMMENDATIONS/OBSERVATIONS IN RESPECT OF WHICH FINAL REPLIES ARE STILL AWAITED

#### **Recommendation (Sl. No. 5, para 2.14)**

The representatives of the Ministry have conceded before the Committee that the monitoring system at the Central level was not adequate. According to the Ministry there are some difficulties, e.g., lack of adequate staff etc. The Committee recommend that the Ministry should strengthen their monitoring system to make it effective at the earliest and it should also be impressed upon the States to simplify their Rules and Regulations regarding sanctioning and disbursement of funds under the scheme to make for their smooth and timely flow. The Committee would await the results of the steps undertaken by the Ministry in this regard.

#### **Reply of the Government**

The observations of the Committee have been noted. They have been brought to the notice of the State Governments for taking necessary action.

The Ministry of Education and Culture have taken various steps in this direction. The Programme Evaluation Organisation of the Planning Commission and the National Institute of Educational Planning and Administration (NIEPA) have been requested to conduct an evaluation of the ongoing programme of Non-formal Education in the nine educationally backward States. NIEPA has also been requested to institute an evaluation mechanism for this programme on a standing basis so that feedback, annually, is available to the Ministry of Education and Culture. The feasibility of Field Advisers and Regional College of Education under the National Council of Educational Research and Training (NCERT) assisting this Ministry in monitoring the implementation of this programme is also being explored. Being aware of the imperfect arrangements for monitoring and evaluation of this programme, the feasibility of integrating the administrative mechanisms under the formal school system, non-formal elementary system and adult education system is being explored. Such an arrangement is expected to result in effective monitoring and optimum use of resources.

[Ministry of Education and Culture (Department of Education)  
letter No. F. 1-6/84-Schools-II dated 8th August, 1984].

### **Recommendation (Sl. No. 13A, Para 3.22)**

The Committee appreciate the efforts of Government to promote National Integration through education. However, a lot is to be done in this direction. Even unwittingly the textbooks and teaching aids and methods should not develop parochialism-linguistic or communal in the minds of the young. The Committee note that at the instance of the Ministry of Education and Culture, a programme of evaluation of school textbooks was initiated by NCERT in 1981. To begin with, history and language textbooks have been taken up and the NCERT coordinates the work in this regard undertaken by the respective States and UTs. This review has been confined to the nationalised textbooks and other private textbooks have also to be evaluated. The Committee desire that there should be a time-bound programme for completing this work as well as evaluation of textbooks in other subjects. Further, as admittedly it is not enough to ensure that there is no negative influence of the textbooks it is equally essential to incorporate in the textbooks materials which would positively promote national integration. This task has also to be taken up in right earnest by the NCERT so as to ensure that values of patriotism, national integration and secularism are well articulated in the textbooks. The Committee would await the programme evolved in this regard.

### **Reply of the Government**

The programme of evaluation of textbooks in history and languages coordinated by the NCERT has been completed in 18 States and 7 UTs. Many of these have already been revised and introduced as the textbooks in schools. Some others are in the process of getting their textbooks revised for introduction in the schools from the academic year 1984-85. The States where the work is rather slow, have been advised to complete the work expeditiously so that revised textbooks are made available to the students from the academic session 1984-85. Those States which have completed the review of the books and are in the process of revising the textbooks have also been advised to complete the revision before the commencement of 1984-85 academic session. The authorities in the States have been requested to initiate process of evaluation of textbooks in subjects other than history and languages. NCERT has initiated the work of developing guidelines for evaluation of textbooks in the subject areas of Geography, Economics, Civics and Sociology. The guidelines when finalised would be sent to the States suggesting a time bound programme for evaluation of textbooks in subjects other than languages and history.

2. Development of attitudes conducive to national integration has always been one of the important objectives of education laid down by the NCERT. Invariably in all the documents brought out by

the NCERT this objective has been highlighted. For instance in the publication entitled "Curriculum for the 10 year School—A framework" brought out by the NCERT the objectives of teaching social sciences have been described as follows:—

"The teaching of the social sciences should enable children to appreciate India's rich cultural heritage as also to recognise and get rid of what is undesirable and antiquated especially in the context of social change. The schools should see that narrow parochial, chauvinistic and obscurantist tendencies are not allowed to grow in our pupils. The schools should endeavour to develop a will and ability in every pupil to participate in the most important task of the reconstruction of our society and economy with a sense of social commitment. Children should also develop a faith in the destiny of our nation in terms of promoting a spirit of tolerance and assimilation, and peace and harmony among the peoples of the world. Thus instruction in the social sciences should promote the values and ideals of humanism, secularism, and democracy. It should inculcate attitudes and impart the knowledge necessary for the achievement of the principal values of a just world order, maximisation of economic and social welfare, minimization of violence and maximization of ecological stability."

3. While developing syllabi and textbooks, particularly, in the areas of languages and Social Sciences at all the stages of education, national integration has always been emphasized. Alongwith textbooks, in other collateral materials like teacher's guides, teaching units etc. Also NCERT takes care of the aspect of national integration. Some publication like 'Nation & School', 'School & Nation' and 'Teaching Geography and National Integration' have been specifically brought out. NCERT has also brought out supplementary reading materials dealing with the biographies of persons belonging to various regions and communities who have contributed to the enrichment of India's culture. A list of such supplementary reading materials and also the topics of chapters of NCERT's collateral materials useful for teachers are appended (Appendix A & B).\*

4. One of the ways to promote national integration is to present our freedom struggle in such a way that explains how various religious, linguistic and regional groups have contributed their maximum to achieve and consolidate freedom. NCERT has highlighted this as-

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\*Not printed

pect in its syllabi and textbooks. To fulfil the need felt at various levels NCERT has evolved a scheme of developing literature containing illustrative material helpful in promoting the ideals of national integration. It has been proposed to bring out the following publications:—

- (i) Publications containing illustrative material culled out from the NCERT textbooks in languages, History, Geography, Civics etc.
- (ii) Publications containing illustrative materials culled out from the collateral materials published by the NCERT (other than textbooks).
- (iii) Publications containing illustrative materials culled out from textbooks published by State textbooks agencies.
- (iv) Publications containing illustrative materials specifically developed.

Steps have already been initiated to bring out publication mentioned at S.No. (i) above.

5. At the level of teachers' training programme also NCERT emphasises the aspect of national integration. It has published a textbook for E.Ed. trainees entitled 'Teacher and Education in Emerging Indian Societies'. The textbook besides highlighting values like democracy, socialism and secularism which are embedded in the Indian Constitution, has specifically dealt with teachers' role in promoting national and social integration. A similar book is under preparation for elementary teachers education level. This theme has been stressed in textbook for teaching of social studies both at the elementary and secondary teacher education levels under preparation.

6. It has been realised that teaching history of freedom movement in schools would substantially promote national integration by creating awareness of the tremendous sacrifices made by the national leaders during the freedom struggle. To evolve policy guidelines for teaching of History of Indian Freedom Movement and to suggest a model graded syllabus for its study and also for preparation of appropriate supplementary core curriculum inputs for reinforcing the syllabus, a committee of eminent historians under the chairmanship of Dr. G. C. Pande of Allahabad University has been constituted. This committee is likely to submit its report in a few months.

NEW DELHI;

July 29, 1985

Sravana 7, 1907 (S)

CHINTAMANI PANIGRAHI,

Chairman,

Estimates Committee.

## APPENDIX

( *Vide* Introduction of the Report)

### *Analysis of Action Taken by Government on the 61st Report of Estimates Committee (Seventh Lok Sabha)*

I.	Total number of Recommendations	17
II.	Recommendations/Observations which have been accepted by Government (Nos. 1B, 2A, 2B, 7, 9, 10, 11, 12 and 13 B)	
	Total	9
	Percentage	53%
III.	Recommendations/Observations which the Committee do not desire to pursue in view of Government's replies (nil)	
	Total	NIL
IV	Recommendations/Observations in respect of which Government's replies have not been accepted by the Committee. (Nos. 1A, 2C, 3, 4, 6, and 8)	
	Total	6
	Percentage	35%
V	Recommendations/Observations in respect of which final replies of Government are still awaited. (Nos. 5, 13A)	
	Total	2
	Percentage	12%

**LIST OF AUTHORISED AGENTS FOR THE SALE OF LOK SABHA  
SECRETARIAT PUBLICATIONS— AS ON 8-5-1985 .**

Sl. No.	Name of Agent	Sl. No.	Name of Agent
<b>BIHAR</b>		<b>UTTAR PRADESH</b>	
1.	M/s. Crown Book Depot, Upper Bazar, Ranchi, Bihar.	11.	Law Publishers, Sardar Patel Marg, P.B. No. 77, Allahabad-U.P.
<b>GUJARAT</b>		<b>WEST BENGAL</b>	
2.	The New Order Book Company, Ellis Bridge, Ahmedabad-380006. (T. No. 79065)	12.	Frs. Manimala, Buys & Sells, 123, Bow Bazar Street, Calcutta-12.
<b>MADHYA PRADESH</b>		<b>DELHI/NEW DELHI</b>	
3.	Modern Book House, Shiv Villas Palace, Indore City.	13.	Jain Book Agency, Connaught Place, New Delhi. (T. No. 351663)
<b>MAHARASHTRA</b>		14.	J. M. Jain & Brother Mori Gate, Delhi. (T. N. 225064)
4.	M/s. Sunderdas Gianchand, 601, Girgaum Road, Near Princess Street, Bombay-400002.	15.	Oxford Book & Stationery Co., Scindia House, Connaught Place, New Delhi-110001.
5.	The International Book Service, Deccan Gymkhana, Poona-4.	16.	Bookwell 4, Sant Nirankari Colony, Kingsway Camp, Delhi-110009.
6.	The Current Book House, Maruti Lane, Raghunath Dadaji Street, Bombay-400001.	17.	M/s. Rajendra Book Agency, IV-D/59, IV-D/60, Lajpat Nagar, Old Double Storey, Delhi-110024.
7.	M/s. Usha Book Depot, Law Book Seller and Publishers' Agents Govt. Publications, 585, Chira Bazar, Khan House, Bombay-400002.	18.	M/s. Ashoka Book Agency, BH 82, Poorvi Shalimar Bagh, Delhi-110033.
8.	M & J Services. Publishers, Representative Accounts & Law Book Sellers, Mohan Kunj, Ground Floor 68, Jyotiba Fuele Road, Nalgaum-Dadar, Bombay-400014.	19.	Venus Enterprises, B-2/85, Phase-II, Ashok Vihar, Delhi.
9.	Subscribers Subscription Services India 21, Raghunath Dadaji Street, 2nd Floor—Bombay-400001.	20.	The Central News Agency, 23/90, Connaught Place, New Delhi. (T. N. 344448) (T. No. 344478)
<b>TAMILNADU</b>		21.	Amrit Book Company, N.21, Connaught Circus, New Delhi-110001. (T. No. 40398)
10.	The Manager, M. M. Subscription Agencies, 1st Lay Out Sivananda Colony, Coimbatore-641012.	22.	M/s. Vijay Book Agency, 11-1-477, Mylargadda, Secunderabad-500361.
		23.	Books India Corporation, Publishers, Importers & Exporters, L.27, Shastri Nagar, Delhi-110052. (T. No. 269631) (T. No. 714465)

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