

COMMUNITY HEALTH CELL
326, V Main, I Block
Koramangala
Bangalore-560034 ·
India

KARNATAKA WOMEN TEACHERS ASSOCIATION (Regd.)

Affiliated to All India Federation of Teachers Organisations, Delhi - 110 035

SEMINAR ON CHALLENGE OF EDUCATION

Role of Women in General & Women Teachers in Particular

Shikshaka Sadana, 14, Nrupatunga Road, Bangalore - 560002
Phone : 70247

May I introduce to you the KWTA ?

Karnataka Women Teachers Association is a registered body affiliated to All India Federation of Teachers Organisations which in turn is Affiliated to International Federation of Free Teachers Unions.

The KWTA came into existence on 29th Dec. 1984 with the motto of bringing women teachers from nursery to university level together to discuss about their roles in building the Nation. The promoters felt that there is a need to have a common platform for women teachers working in various educational institutions both Govt. and Private from Nursery to University level including retired teachers also.

The objectives are :

(a) To know one another. (b) To understand one another. (c) To help one another, (d) To Co-operate with one another. (e) To study the problems of one another. (f) To discuss solutions to those problems. (g) To highlight our opinion in National and International matters. (h) To work for our Socio Cultural, Educational & Economical advancement. (i) For diffusion of knowledge towards political awareness.

The problems of employed women is an international subject.

Women teachers are the best persons to draw the attention of the country as they are more vocal than others.

Hence the formation of KWTA. We intend to expand this Association to the National & international level. We appeal to all the women teachers to join hands.

Rohini Machimale
General Secretary,

OFFICE BEARERS OF THE K W T A

- President** : Smt. B. PADMAVATHI VITTAL RAO, M.A., L.T.,
Ex. M.L.C
- Vice President** : Smt. LALITHA V. THIRTH, M.A., M.Ed.,
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Principal, Shishugriha Montessori & Primary School, B'lore
- Smt. M. JAYALAKSHMI, M.Sc.,
Lecturer, Maharani's Science College, Bangalore
- Smt. A. S. NAGAMMA, M.A.,
Retd. Lecturer, Corporation Junior College
- Smt. C. S. SHANTHA BAI, B.A., B.T.,
Asst. Mistress, Govt. Junior College, Yelahanka
- Advisor** : Sri H. R. DASEGOWDA, M.A., B.L.,
Director, College Development Council, Bangalore University

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WHY THIS SEMINAR ?

Why this Seminar, specially for WOMEN ?

1. The challenge of education is a challenge to every honourable and respectable citizen of India. It is a challenge to the whole society, irrespective of caste, creed, community or sex. It is a challenge to the rich and the poor, to the educated and the intelligent, to think about his survival. It is a challenge to the vested politician, who has stalled the considered opinions & recommendations of educationists to introduce much needed changes in the educational system, to make it more relevant to society. It is a challenge to the visionless bureaucrats, who continue to press the same buttons from the same chairs, refusing to see and react to the changing needs of the society.

2. It is a challenge to all the educated migrants of this developing country, who, after taking advantage of the poor man's taxes, have gone abroad to the developed countries, on the plea that there are no scopes in India for their specialised talents. How did the developed countries develop in the first instance, except by the blood, sweat & tears of their own countrymen & women ?

3. It is a challenge to every industrialist, businessmen, scientist & technologist to ensure that the development and interest of the country are not bartered away in the market of self interest. It is a challenge to every individual teachers, from pre primary to university and every responsible parent to see around the havocs our present system of education has wrought on many of our misguided youths, who have been made to believe that all types of degrees would bring them white collared jobs, ignoring skill & hard work.

4. It is a challenge to women in general & women teachers in particular, who form 50% of our nation and who are the ultimate sufferers in a chaotic country, as daughters, as sisters, as wives and as mothers, both socially and economically. Our request to them is to take up this challenge very seriously, in their multiple role.

Hence, this seminar.

B. Padmavtahi Vittal Rao
President and members of the Executive Committee

Group Discussion During the Seminar

- GROUP I - Pre-Primary ;
- GROUP II - Secondary and (Vocational) work biased Education ;
- GROUP III - Higher Education and vocationalisation, like Nursing Professional Training courses ; etc,
- GROUP IV - College & University Education ;
- GROUP V - Non-Formal Education & Adult Education ;
- GROUP VI - Technical, Medical & Management Education.

The theme of the Seminar would be "What should be the policy of the Government both at the Centre and the States if women have to play an effective role in the nation building programmes before stepping into the new century".

QUESTIONNAIRE

1. In the developmental activities, what have been the contribution of women to the society, so far ?
2. What are the impediments in bringing up the percentage of school & college going girls to that of boys ?
3. Who and what are responsible for the problems of women and how can they be solved ?
4. How can girls' education be promoted, so that they can take effective part in the educational, social, economical, cultural & developmental activities of the country ?
5. What are the reforms and considerations one can expect from the Government, to enable the women to play their roles effectively & efficiently ?
6. Which are the various fields, where the women can work, along with their domestic responsibilities ?

7. Which are the various jobs, which women can take up for self-employment ?

8. How can the lives of illiterate rural women and the women living in urban slums be bettered, educationally, economically & socially ?

9. How can women improve today's society, in which corruption, deception, cruelty, dishonesty are rampant ?

10. Should all discriminations of caste, community & language be removed from the Constitution and there should be one equal law for all Indians ?

11. What should be the code of conduct for working women, who have to manage the home and the outside working world ?

NOTE : Answers may be sent within ten days, if you are unable to complete during discussion. It would be a valuable follow-up work of yours at Delhi.

PRESIDENT & MEMBERS
KARNATAKA WOMEN TEACHERS' ASSOCIATION (REGD.)

Shikshak Sadan,
No. 14, Nrupatunga Road, BANGALORE-560 002.



Our grateful & heartfelt thanks to :

Sri T. Ramesh U. Pai
Registrar,
Academy of General Education
Manipal-576 119.

Sri A. Krishna Rao
Chairman & Managing Director,
Syndicate Bank,
Manipal-576 119.

for their kind financial help for the conduct of this seminar on "Challenge of Education"

President
& Executive Committee Members of KWTA

Seminar
on
CHALLENGE OF EDUCATION

24 - 11 - 85

Programme :

- 10-00 a.m. : Invocation
- 10-05 a.m. : Welcome
- 10-15 a.m. : Inauguration
Smt. T. K. Jayalakshmi,
Principal, R. V. Teachers' College, Bangalore
- 10-25 a.m. : Key Note Address
Dr. Sharadamba Rao,
Field Advisor, N C.E.R.T.
- 10-40 a.m. : Presidential Address
Prof. P. L. Padmavathi,
Former Principal, Vijaya Teachers' College, B'lore
- 10-50 a.m. : Vote of Thanks
- 11-00 a.m. : TEA BREAK
- 11-15 to 1-00 p.m. : Group Discussion I, Session
- 1-30 to 3-30 p.m. : *Tea Break* Group Discussion II Session
- 3-30 p.m. : Tea & Consolidation of Recommendations
- 4-00 p.m. : Concluding Function**
- President : Dr. A. Pushpavathi,
Hon'ble Social Welfare Minister, Karnataka
- Guest : Smt. Kamala Sampalli
Principal, Govt. Girls' Junior College,
Malleswaram, Bangalore
- Vote of Thanks
- National Anthem

“CHALLENGE OF EDUCATION”

**(A Brief from the Forward of Shri K. C. PANT,
Union Minister for Education)**

1. Necessity to review & reshape the Education System was to improve its efficiency & quality.
2. Success or failure in education depends upon the commitment of Society to it and the sense of purpose and integrity of the participants in the process of its implementation.
3. If there is no sense of dedication, all policies, good or bad, become words without meaning.
4. Programme planning & resource allocation will not be successful if, at the stage of actual operation and of teaching - learning process, there is no understanding.
5. The country must decide the goals of new Education Policy and be prepared to support it to realise the goals.
6. In the past two decades, desired improvements in Education have not materialised because neither the resources nor the measures for restructuring were commensurate with the imaginative Education Policy of 1968.
7. Resource constraints and insistence to institutional change had circumscribed educational orientation and qualitative improvement.
8. The new role of education is to transform a static society into a vibrant one with a commitment to develop and change. Hereafter, people of all ages and all sections will have not only access to education but also get involvement in continuing education. Open, non formal, part time and adult education will become as meaningful as formal education. These two streams will reinforce each other.
9. Education is a National responsibility. The next generation should not enter the 21st Century ill equipped. It would blame the present generation for its inadequacies. It would not accept any alibi for the short-comings in their educational or training.
10. The new education policy will succeed to such an extent depending on the unfragmented total commitment of the nation, by giving total priority for the development of our human resources.
11. Final Policy decision on the New Education depends on the outcome of National Debate.

**PRESIDENT AND EXECUTIVE
COMMITTEE MEMBERS OF KWTA**

CHAPTER I

Education, Society & Development

1. Five yearly review of progress of Education after 1968 has not revealed desirable results. The new born baby of today will complete high school when we enter the 21st Century. The Child may have to face future challenges & he has to be properly equipped.
2. In the midst of continuing revolution in the world technology, India has to face internal challenges & external challenges & only cohesive & vibrant education capable of providing wherewithal for creating better, fuller and more purposeful life can face those challenges.
3. After overview of the present system, it will be easier to determine the future course, as to how educational restructuring can be done.
4. Only through development of proper attitudes, values & capabilities, both of knowledge and skills, education can provide strength, resilience and recuperative power to people to respond to changing situations and enable them to cause & contribute to social development. Development of human resources is the main function of education.

Social Development

5. The concept of Social Development, includes economic development, material well being of people, political development, harmonious living and promoting a democratic society. Intellectual, cultural & aesthetic development enriches the quality of life.
6. For orderly change and successful living, education is a tool. Individual development through education, conditioned by social concerns, reduce conflict & violence. Expansion of knowledge has led to the concept of lifelong learning for the individual & evolution of institutions of continuing education. A great deal has been discovered about the process of learning. Learning of well established disciplines of the past has given way to inter disciplinary teaching & research.
7. The goals of societal development reflect the aspiration of its people. In India, its constitution has underscored the country's commitment to Socialism, Secularism & Democracy. The Constitution also envisages a society based on Justice ; Social & Economical, Political & Equality of Status & Opportunity, It

enjoins the State to promote fraternity among all citizens, assuring dignity of individual and unity & integrity of the Nations. (This has been a far cry in fact. So far, the politicised States have done more harm towards dignity of individual and unity & integrity of Nation).

8. The goal of independence was achieved through a prolonged struggle. The vision envisaged building of a self reliant Nation through optimal utilisation of Resources ; Men & Materials. The article of faith was that quality of freedom depends on the enhancement of production being distributed quitably, which was possible only through the expansion, dispersal and diversification of employment. In human terms, it depended on availability of equal opportunities to all people, irrespective of caste, creed, sex & religion, specially in the fields of Arts, Sciences, Humanities as well as in values & traditions. In fact Indian polity was more concerned about the individual growth then economic growth as the National growth depends on individuals. Only an individual with self confidence & with a strong commitment to democratic values only would be a Nation Builder & it was the belief that Education was the mainstay of all National endeavours.

Role of Education

9. To achieve the multiple but independent goals of personal, Economic, Social, Political & Cultural Development, appropriate provision for integrated programmes of education for people living at different levels and economic development, possessing different Linguistic, Social & Cultural attributes have to be made with common core curricula, to strengthen unity within diversity & to facilitate mobility from one part of the country to another.
10. To enable the Education System to play its role effectively, it is essential to see that the attainment of educational levels are not be too disparate between sexes among social groups and across geographical regions.
11. If not, the chasms of economic disabilities, regional imbalances and social injustice will widen further, resulting in disintegration & tensions. Human resource development has a multiplier effect on the utilisation of all other resources. The concept of education as an investment & education as the only instrument for peaceful social change is increasingly accepted.

Priorities in Educational Development :

Primary or elementary education of eight years schooling is most crucial, which lays foundation for personality, attitudes, social confidence, habits, learning

skills, communicating capabilities etc. besides the skills of three R's. It is a stage to assist for physical growth, interest in sports, adventurism, manual dexterity etc. A child which gets good education at this stage never looks back in life with regret.

13. Importance of elementary education has been accepted by all and that it can only yield highest rate of return & significant impact on productivity & general well being of the masses. Article 45 in the Constitution has given, under Directive Principles of State Policy, to giving utmost importance to Primary Education. Almost all countries which have adopted democratic form of Government have devoted pointed attention to the objective of achieving universal literacy through mass movement, involving administrative & political apparatus & utilizing the services of voluntary organisations. This movement has to help removal of adult illiteracy. At the Higher Secondary level, Vocational Training through special institutions is essential for economical growth of the country. Vocational education should be linked between production function & employment & educational processes. Development of Vocational skills has to be integrated with the immediate environment and the community where it is located.
14. Higher education has been given a special place as it can provide persons' ideas to give shape to the future and sustain all the other levels of education. The quality of life and face of development depends on the intelligentsis who can play a special role in determining the quality of the overall environment. Higher education supplies a wide range of sophisticated and ever changing variety of man power needed for industry, agriculture, administration & services. The self-reliant & indigenious character of economy can be maintained only when competent people are available to foresee, plan and execute research & development activity to keep our country abreast of development elsewhere in the world.
15. Equity, quality & relevance are of particular significance in planning the development of the education system. Qualitatively highly educated persons, even in small numbers, may be of great help in increasing productivity & promoting economic growth, while large number of indifferently educated graduates who may be unemployable could create social tensions and retard economic growth. It is only the right type of education, provided on an adequate scale, that can lead to National development.
16. **Limitations of the Education System :**
Education System does not operate in a vaccum. It has limitations. It cannot be blamed for all short comings. It is influenced by the characteristics of the

environment. Education can maintain its excellence only if the policy makers, planners and administrators are willing & able to support its thrusts in these directions. Financial resources will not be available for all educational initiatives, unless the decision makers are convinced that education is a crucial input for future development.

17. Educational planning depends on decision makers. They have to spell out its quantitative & qualitative, spatial & temporal objectives. They have also to consider the constraints of financial resources, political, social, cultural and organisational milieu. As education is for the future, the present populist politics may rough and tumble it. It cannot be protected by planners. It can get protection only by opinion makers and leaders of public life.
18. It is easy to decide about the context & methodology, but the tasks in respect of technological, economic & societal goals have to be harmonised with environmental availability, taking directions from the National development schemes.
19. Every policy frame work carries a price tag. If universalisation of education or building of institutions of excellence has an expensive tag., a heavier tag has to be paid for no change option also. There will be chaos of insecurity.
20. Though progress has been done after independence by the increase of all types of education, enrolment sophistication, diversification etc, the Nation's aspirations in overall coverage, equitable distribution and quality education have not been reached.
21. When the universities have produced engineers, technologists, doctors and management personnel of quality comparable with best products of best universities of the world, they have also produced against this small minority of quality products, a preponderant majority of mere book learners with a degree, but with little capacity for self study, with poor language & communication skills, a highly limited world view and hardly any sense of social or national responsibility.
22. Even amongst the gifted with sharper perceptions, having studied in institutions of excellence at very little cost to themselves, are not committed to social responsibilities. Even those products of elite schools have not developed social obligation or sensitiveness to pain & poverty. They develop snobbishness, which creates distances between them & realities of their environments.
23. The scenario of examination system on the basis of rote learning & memorising is worth mentioning. Students get time to waste during most part of the year

and enough time to gear themselves up for the last three or four months for examinations. Poor results due to lack of continuity in application lead unbearable pressures at the end of the year, which end in boycott of examinations, leakage of question papers, mass copying, payment of bribes to evaluators and other unethical practices. Hence, degrees and grades do not command any credibility in public & private sectors. Higher Education has become warped disoriented & dysfunctional, producing a large number of unemployable young men & women.

24. Thoughtful people in all walks of life are greatly disturbed by the progressive erosion of values & the resultant pollution of public life. The crisis of values is pervasive every where, from schools to every walk of life. Hence, young people should be reoriented to realise the ills of exploitation, insecurity and violence. By inculcating coherent viable value system through educational processes, they may develop rationality and a scientific & moral approach to life.
25. India's political unity got established through struggle for independence. But after that, caste, linguistic religious & regional considerations have become the divisive forces. There is a demand to take effective counter measures. Through education, the dangers of caste fragmentation & the need to strengthen the composite culture have to be driven home. The present scenario indicates failure of the present Education System. Hence, efforts are to be made to change, so that the coming generation gets immunised against separatist tendencies.
26. Neither an individual nor a Nation can survive without a sense of self confidence & pride. They cannot enter the 21st Century with a bowl in hand psychology. They should know that it is their duty to realise their full potential.
27. The feudal attitude of regarding manual activity and vocational employment as something inferior to routinised clerical work has become a mass feeling. Developed countries have long moved away from such inhibitions & it is high time that Indians too shed such outmoded notions.
28. If India has to maintain its present status amongst nations, it has to cut down growth of population, deal with technological revolution, transform qualitative changes in the environment, diffuse modern & scientific outlook, so that the centres of excellence are not smothered by the mass of tradition bound, slow moving and generally passive population.

29. At present, vast majority of students are not exposed to challenges which would develop their potential for creativity and innovation, because the whole System of education is characterised by class work & examinations, with emphasis on rote learning & repetitive exercises. This will require an overhall of pedagogic methodology, curricula & textual materials. Orientation of teachers to work ethic, knowledge & skills, so that they can function much more creatively in a learning than in a teaching environment.
30. Harnessing of the massive nation building potential and universalisation of elementary education will have greater relevance, based on the perception of parents about the value of education. A massive programme has to be launched for the involment of adult population in the universalisation of education.

Towards a New Education Policy

31. States have to play a crucial role in development. The Central Government also has certain responsibilities at various stages.
32. Regarding quantitative & qualitative education, there have been changes ; some for the better & some for the worse. In spite of frequent observations made by innumerable Commissions and Committees, as a result of tardy & haphazard implementation, there has been a progressive decline in the allocation of resources. In the new education policy, it is envisaged that education should articulate educational imperatives not only in terms of objectives, concepts and priorities, but also spell out operational strategy with the associated financial, materials, organisational & human requirements. If a radical change in educational policy is agreed upon, radical instruments and organisational structures have to be devised to give it practical shape.
33. A National Policy on Education has to emerge from the perceptions and active participation & wisdom of all those who are concerned with its implementation, like the States, local bodies, voluntary agencies, teachers, students, parents, scientists, entrepreneurs, workers, Parliamentarians, Legislators etc.
34. This Paper attempts to present the broad approach to various practical & policy issues of Education at all stages, from Primary to Adult & Teachers Education, along with strategy & policy alternatives.

CHAPTER II

An Overview of Educational Development

- 2-1 This Chapter highlights the salient features of what has been accomplished and what remains to be accomplished.

Growth of Institutions :

- 2-2,3, 4,5,6,7 During the last 3-5 decades number of educational institution in India have increased from 2 & 3 lakhs in 1950 to 6 & 9 lakhs in 1981, out of which 73 percent are Primary schools. Secondary Schools have been increasing at the rate of 6.3 percent per annum. Middle Schools have increased from 13.4 thousand to 123.3 thousand. The growth of Vocational education has not been uniform in all the states. It has taken shape in eleven states only so far. Tamil Nadu is leading in this aspect. The growth of Polytechnic is only 6.8% per annum with Tamil Nadu leading. Regarding Engineering Colleges growth was 9.3% per annum with Karnataka leading. The growth of pre-degree colleges for general education and universities is 6% per annum. At present there are 5246 colleges & 140 Universities in India.

Enrolment :

- 2-8,9, 10,11, 12 The total student population has increased from 2.8 crores in 1950-51 to 11.4 crores in 1982-83. Average growth per year is 4.5%. Girls enrolment increased 5.5% per annum while the boys 3.9%. During 1950-81 Enrolments are not uniform in all the states whether boys or girls. Age of enrolment also differs from State to State.
- 2-13 Regarding Secondary education as there has been no uniformity from State to State it is difficult to describe the progress achieved.
- 2-14, 15,16 Enrolment in higher education has increased at the rate of 9.7% per annum between 1950-80. In the fifties rate of increase was 12.4 & 13.4 percent per annum. But after seventies it came down to 3.8 percent.

Enrolment for specialisation has increased. Enrolment for professional courses has increased very much. Enrolment for medicine is 39.1 percent, engineering 36.6 percent, agricultural science 5.4 percent, teachers training 2.6%. But 5.1% percent girls go for teachers training. Enrolment for Engineering has gone up from 43,000 to 112,000 between 1960 to 83.

2-17, 18,19 Even in Polytechnics there is considerable number of enrolment showing substantial increase.

2-19 **Retention & Dropouts :**

Retention of boys has been successful to a certain extent since the seventies.

2-20, 21 Dropouts are about seven percent between 1964-65 & 1979-80. In some states like UP it is very high & in Kerala the least. The magnitude of wastage is emaciating the educational development in the country.

Non-formal Education & Literacy :

2-22 To make the dropouts & non starters literates. non-formal education has been introduced for the age group of 9 to 14 years as they can neither join school or have dropped out prematurely.

2-23, 24, 25 Non-formal education was introduced in the sixth five year plan. There are 60,000 centres with 14.7 lakh students enrolled in nine States. U.P is leading in Non-formal education with 4.35 lakhs students.

2,25 Literacy rate has increased from 16.67 in 1951 to 36.23 in 1981. Males 46.9% & Women 24.8% Kerala has the largest literacy of 70.4% & Rajastan the lowest with 24.38%.

2,26 Adult Education in the productive age between 15 & 35 years has been the minimum needs programme in the sixth plan. There are two lakh centres with fifty eight lakh population. There are still 8.7 crores illiterates between the age group of 15.35 years, as the total enrolled up to the end of sixth plan was only 2.3 crores.

2,27 In 2000 AD India will have the largest percentage of illiterates between the age group of 15-35. 54.8% of the worlds illiterates would be in India.

Teachers :

2,28 1950 to 1983 number of teachers increased from 7.5 lakhs to 32 lakhs. At every level increase of female teachers have been faster than male teachers.

Pupil teachers ratio in middle school level has worsened between 1971-72 to 1982-83.

2,29 Quaification of teachers has been raised. No. of teachers with less than SSLC qualification have decreased between 1951 and 1978.

2,30 **Expenditure :**

Educational expenditure was 114.3 crores. In 1950-51 for all type of education. In 1976-77 it increased to 2304.16 crores, Sikkim spends

- 12.7% of the State Budget while Kerala spends 36.1%. UP spends the lowest.
- 2.31 Education budget is next to the defence budget. For the year 1982-83 total budget under plan & non plan was 5185.9 crores. Plan budget is for developmental expenditure, like expenditure on new schemes, While non-plan denotes maintenance expenditure on going on schemes.
- 2.32 Compared to other countries India spends much less on education in terms of proportion of gross National Product. Many countries spend 6 to 8% while in India it is 3.0%. Education commission in 1964-65 has recommended the expenditure to be increased to the level of 6%.
- 2.33 The Plan outlay was Rs. 169 crores in the first plan & 2524 crores in the sixth.
- 2.34, 35, 36 75% is spent on salaries & 10% on the salary administration.

Differential outreach & Amenities :

- 2.37 Educational expenditure is mostly in rural areas. In 1950-51 it was 35% & the latest figures are 44%. Still it is not enough in rural areas.
- 2.38 Enrolment of SC & ST have improved in all States mostly in male admission.
- 2.39 Amongst the SC highest literacy is found of males in urban areas (47.5%) & the lowest of females in rural areas (6.8%)
- 2.40 The gap in retention rate between SC & other students is reduced. Retention rate at primary level is low but at Middle school level good.
- 2.41 Basic facilities are very poor in Primary & Middle Schools. 1978 Survey shows that 9% schools have no building. Only 58.5% Primary schools had black boards, only 28% schools had some kind of literary facilities & 46.6% schools had no play grounds. In Madhya Pradesh only 21% rural schools had drinking water facilities. In West Bengal only 1% Higher Secondary schools had drinking water facilities. In rural areas 80% Primary schools 70% Middle Schools, 27% Secondary Schools & 10% Higher Secondary schools did not have urinals or lavatories.

Employment Interface

- 2.42 Among all the development interlinkages, education & employment is of greater significance. So far growth & development of education is tied up

with employment and work. During 1961-82 employment growth rate of 3.2 percent has increased to 4.4%.

- 2.43 Since Independence public sector has played well in India's Socio-economic sector. In 1978 Public sector have enrolled 1.5 crore employees which is about 60% of labour force.
- 2.44 Often Heavy Public Sector employees did not undergo formal education. 58% workers in occupation of technical knowledge or skill did not possess any formal education or training.

Even 24% workers occupied in Health based occupations did not have any formal education or training. So far public sector employees with general & specific education have been 2/3 & 1/3 respectively. The structural pattern of employment in the public sector has been even changing. In the future pattern of education it is advisable to study the spread of education in different occupations & the varying patterns of utilisation needs in details.

- 2.45 The occupational categories in employment in public sector indicate preference for qualified persons, specially in the production side, persons with diploma & certificates are preferred. In professional educations teachers constitute the largest segment. In the technical category also there is good demand. In the unskilled there is small increase in the clerical & production process.
- 2.46 The distribution of employees in occupation requiring general & specific skills can be classified as 1/5 & 4/5 respectively. In the sixties & in the mid eighties it may change to 1/4 & 3/4. In the context in the Public sector 94% employees requiring general knowledge/skill have been formally educated or trained.
- 2.47 Both private & public sector are now-a-days using the same pattern of formally educated or trained as matter of occupational structure.

- 2.48 Unemployment Rate of Educated :

Graduates	Males	Females
1956-57	4%	6%
1972-73	7%	10%

No. of unemployed Matriculates Decreased in 1973

Most of the Graduates with general education suffered more. Those who were technically educated fared better.

2.49 Unemployment in rural areas increased

	Males	Females
1972 73	18%	16%
1977-78	19%	24%

2.50 Number of Job seekers :

1961-81 12% increase per annum

1961 Job seekers were 1/3 of the unemployed

1981 Job seekers 1/2 of the unemployed.

2.51 Rate of unemployed has been different for different educated level. In 1961 unemployed matriculates were 3/4 & in 1981 the rate declined to 55%. While unemployed graduates doubled from 9.5% to 18.7% from 1961 to 81 Education or employment has not helped the Nation in terms of the goals the Nation had set for itself :



Some Thoughts on the New Education Policy

1. Education is a continuous process of developing the personality of an individual. It takes place from birth to death.
2. Its aims are health, citizenship, literacy, skills for the world of work, recreation worthy use of leisure and morality.
3. It is a Co-operative enterprise of parents, the state, the community, industries and philanthropists.
4. It is formal as well as informal. It may be full time, part time or own time, without compulsion for a particular type.
5. It should be within the easy reach of all with regard to distance, cost, time & age.
6. The different stages should be pre primary, primary, secondary, vocational-academic degree, professional and research.
7. Pre primary, primary and secondary education should cover 5 years, 7 years and 3 year sesperctively,

8. Vocational courses should be introduced as one or 2 years certificate course after primary education and two or 3 year diploma course after secondary education.
9. Vocational education should be closely related to the world of work and office. The several wings of the Government like Revenue, Judiciary, Agriculture, Forest, Education etc., may run their own vocational courses to meet their demands. There should also be vocational courses on the several arts & crafts needed for the growth of society, i.e, carpentry, metal works, pottery, weaving, tailoring, hair dressing, laundry, nursing, transport communication, art, music, architecture etc. The aim should be to produce competent workers for the community at large as well as class IV and class III employees for the Government. The certificate or diploma courses should be the pre condition for employment and no graduates should be employed for the purpose. To that extent, jobs should be delinked from degrees.
10. There should be only activity programmes in the pre primary stage with emphasis on health, recreation, play, cooperative participation, silence and prayers. Love of nature should be instilled at this stage through out door activities and improvised appliances. The mother tongue and regional language should be the medium of instruction, supplementing and strengthening one another.
11. At the primary stage there should be effective language programme in the mother tongue or regional language or both. Fairly good competencies of speaking in different languages of the community should be recognised & encouraged to enrich human relationship. Many of the topics of Social Studies and natural science should be integrated and infused in the language reader, with emphasis on correct content and language. The historical background of such topics should be suitably depicted. Mathematics at this stage should be related to the quantitative aspects of life ; other subjects of study besides arithmetic, algebra & Geometry, being suitably integrated. Algebra should be looked upon as generalised arithmetic & symbolic representation, Geometry as the study of shapes & forms of 3 dimensional, two dimensional and one dimensional concepts referring to art, architecture and industry. Select topics in science covering physics, chemistry, biology, physiology, astronomy should be a compulsory part of the course. Work experience to produce things that are useful, usable, or saleable should be made compulsory. Every subject & its teacher should aim at moral and spiritual education.
12. There should be only internal assessment and standardised achievement tests should be used both before and after teaching units of study. Diagnosis &

remedial programmes should be undertaken at all stages. Accumulative records duly signed by the head of the school & the class teachers should be maintained and issued at the end of the primary stage. It should have the identity photo of the student with his signature.

13. Suitable aptitude & achievement tests, basically needed for particular vocational certificate courses, should be conducted by the particular vocational schools for qualifying students for admission.
14. Academic tests on Language, Mathematics & Social Studies should be introduced by the High School (Secondary Schools) authorities for admission to the schools. At least 3 languages should be taught at this stage besides Mathematics, General Science and Social Studies, including citizenship. Physical education, work experience and moral & spiritual education should be the responsibility of all teachers of the school, though there may be individual leaders for each of them.
15. There should be only internal assessment at this stage as well. Tests and examinations should be commonly held with taluks or cluster of schools as units. Cumulative records should be continued at this stage also.
16. The Vocational courses after secondary education for diplomas should organise their own admission tests and continue the course for 2 or 3 years to make students fit enough to be absorbed as workers in the corresponding areas.
17. Only students with high academic achievements in subjects should be admitted for pre degree classes of two years duration, with wide option to study two languages & 3 subjects ; besides citizenship, physical education and work experience including social service.
18. Universities should conduct admission tests for these students to throw open a degree course of 3 years to be followed by 2 years of post-graduate course or a professional course of 4 or 5 years.
19. Suitable opportunities and facilities should be provided for certificate holders to qualify for diplomas & for the latter for degrees after successful work experience in these areas for a specified period of 3 or 4 years.
20. Pre primary & primary education should be mainly the responsibility of the Government with decentralisation of administration to the panchayat & district level. School buildings & equipments should be provided by the government

and the public at large. The available resources should be fully utilised without barriers of departmental isolations and community distinction. Funds available at places of worship may be liberally utilised for the purpose.

21. Teachers should have residential facility in the school area or village and should be transferred only on disciplinary grounds. Batches of 30 at the pre primary stage, 40 at the primary stage, 50 at the secondary stage and 60 at the pre degree stage should have the respective class rooms, besides staff room, office room, library, equipment room, laboratory and hall for cultural activities. Play ground, garden area, toilets & water facilities should to be provided without fail.
22. 40 weeks a year with 5 days of work every week at 5 hours a day should be the minimum working hours for schools & colleges. All conferences, seminars, sports meets & celebrations should be organised outside this period. Each school or cluster of schools should prepare & implement their calendars with community based needs and communicate the same to the government in advance.
23. Service recruitments should be mainly through vocational schools and professional colleges for the respective areas ; to that extent, degrees should be delinked from jobs.
24. The Central & the State Governments should announce the particular language or languages & the medium of instruction studied by students for recruitment to the several jobs at various levels so that the pupils have the initiative to learn them. Consistent with the above, the study of languages & the medium of instruction may be left to the choice of parents and according to the above needs, the schools, may function.
25. There may be Government Schools and Aided Schools and Unaided recognised schools under the overall supervision of the Government to encourage competition and excellence of performance. There should not be any model schools existing under artificial conditions. The aim should be for every school to be a model school in its own way and programmes with the stamp of its own teachers and the culture of the community in which it is located.
26. Equal work, equal education, equal pay should be implemented at all stages.
27. Self supported recognised unaided institutions need not be banned in the democratic set up of the country. They would supplement the endeavours & activities of the Government.

28. Engineering colleges at the degree level could meet most of the expenditures from the taxes levied to industry, Medical colleges from the taxes paid by the pharmaceuticals & Colleges of Education from taxes on text book & other literacy publications. For every Degree College of a profession, there should be ten Diploma Institutions & for every Diploma Institution there may be ten Institutions providing Certificate courses. The admission for Diploma Courses should be from Secondary Schools and for Certificate courses from primary schools.
29. Adult education and Continuing education should be the cooperative effort of the Government, the community and the retired personnel eager to render social service. This programme should be organised by the panchayats & district councils for the benefit of the respective areas.
30. It should be endeavour of every educational institution to work for the unity, integrity and secularism of the country. The constitution of our country should be upheld at all costs by all schools, teachers and students.

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