

15.20 hrs.

STATEMENT BY MINISTER

U. P. Basic Education Project

[English]

THE MINISTER OF HUMAN RESOURCE, DEVELOPMENT (SHRI ARJUN SINGH): Following the World Conference on Education for All, held in Jomtien, Thailand, in March 1990 bilateral and multilateral agencies have been evincing interest in the field of basic education. The Government have been trying to harness this interest to develop projects in educationally backward States.

The basic objective of these projects is to utilise the additional resources for educational reconstruction which would go beyond the conventional measures such as opening new schools, constructing school buildings and appointing teachers. It is necessary to adopt a holistic approach, to address the educational needs of working children, girls and disadvantaged groups with effective and participative management structures as well effective and participative management structures as well as involvement of local community, teachers and NGOs.

The holistic approach I have outlined is necessarily more process intensive. In some neighbouring countries which received substantial external assistance, these processes were neglected, consequently external funding had little impact had little impact on educational outcomes. We should ensure that this experience is not repeated in our country.

The question of World Bank assistance for primary education has been under the consideration of the Government since 1987. Initially the Government were reluctant because of the imbalances it could cause in the educational reconstruction. However, in view of the willingness of the Bank to support basic education on terms and conditions which

were in harmony with the National Policy on Education (NPE), 1986, it was decided to decide to develop a test case project in Uttar Pradesh covering 10 districts, with 10 reserve districts to adsorb unutilised funds. All components of basic education manely Primary school, Non-formal education, Adult literacy, women's development, post literacy and continuing education are to be covered by the project. In November, 1990, these parameters were agreed to by a World Bank team during discussion with Central and State Government officials. At our request the Bank agreed not to appoint any expert or consultant for project formulation or implementation, so that it can be ensured that the project is in total conformity with are national objectives and that indigenous capability is built up-an approach broadly endorsed by the Central Advisory Board on education.

Right from November 1990 officials of my Ministry, NCERT and NIEPA have been extending assistance to the Uttar Pradesh Government in the formulation of the project. A full time consultant was positioned in NIEPA for a year from October, 1990 to assist the State Government in project formulation. In March, 1991, an amount of Rs. 1.14 crores was released to the *Basic Shiksha Parishad* to undertake 15 pre-project activities which would help develop the new models and processes required in the implementation of the project. Since the first formal meeting in November, 1990, seven meetings have taken place with the officials of the U. P. Education Department to discuss project parameters, the latest on 30th September, 1991. A team of officials led by the Union Education Secretary visited Lucknow twice for discussions on 7th January, 1991 and 15th September, 1991.

A draft project document prepared by the State Government was discussed in a workshop in April, 1991. It was decided to quickly finalise specific investment project document on th lines discussed in the workshop. A specific investment project was preferred to a sectoral investment project as the Bank would only go into allocations of

investment rather than the points of policy. However, further progress received a setback when the State Government decided in May - June, 1991 to totally depart from the agreed project parameters by preferring project, which was in the nature of a sectoral project, which would cover the entire State and would concentrate on primary schooling only in the first phase of the project extending over 5 years.

Soon after the new State Government assumed office, a dialogue was resumed with the State Government in September, 1991. The need to pose the project document well in time for approval by the Bank in its fiscal year ending June, 1992 was repeatedly stressed. However, the project document received from the Government of Uttar Pradesh on 1st December, 1991 was deficient in several aspects. After examining the document in the Ministry and NIEPA, details comments were furnished to the State Government on 23rd December, 1991 with a request to forward a revised document. On 22nd January, 1992, a revised perfect document was received which did not respond to any of the comments communicated excepting the one relating to rearrangement of the document on the lines of the Bank guidelines. Consequently, on 14th February, 1992 the State Government were again advised to revise the document which was later received on 4th March, 1992.

Even after two revisions the substantive issues remain un-addressd. The project continues to emphasize construction of school buildings and appointment of teachers without due attention to the larger and substantive issues of educational reconstruction. Thus over 40 per cent of the project outlay is sought to be expended in the very first year mainly on the construction of building and appointment of teachers. Important programmes such as Non-formal Education and gender issues are not paid adequate attention. For project implementation it is proposed to rely almost entirely on existing administrative apparatus and procedures. Moreover, none of the pre-project activities for which funds have been sanction appear

to have been started, except the one entrusted to NIEPA.

The nation as a whole must strive to achieve the national goals of Universalisation of Elementary Education (UEE) and universal literacy. As already outlined, the Government have been trying to harness donor interest in basic education to develop project in educationally backward States in close cooperation with the State Governments. Two projects Bihar have already commenced, viz., the Bihar Education Project with UNICEF assistance and the Lok Jumbish Project in Rajasthan with Swedish assistance. These State Governments are appreciative of our approach and have been extending their full support for all the initiatives required. I expect that similar projects would commence soon in the State of Madhya Pradesh and Orissa. Our goal is to eventually cover all educationally backward State with such projects developed in the true spirit of meaningful participation between the Centre and States envisaged in NPE.

A dialogue is on with the State Government of U. P. to resolve the issues and finalise the project Document. I am confident that the Government of Uttar Pradesh would extend their cooperation for appropriate revision of the document so that the larger goals of educational reconstruction are addressed.

15.26 hrs.

MATTERS UNDER RULE 377

[English]

- (1) **Need to introduce air-service of the third tier airline from Bombay to Karad.**

SHRI PRITHVIRAJ D. CHAVAN (Karad): Mr. Speaker, Sir, karad city, in Satara district to western Maharashtra is an important educational, industrial and trade centre in the heart of the sugar belt. It has an