

Name of the State	Pending Appeals	State Commission Complaints	Total
1	2	3	4
Andhra Pradesh	55	78	133
Haryana	—	3	3
Gujarat	10	193	203
Punjab	—	4	4

Review of National Policy on Education

*93 SHRI BALASAHEB VIKHE
PATIL
SHRI BASUDEB ACHARIA

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state

(a) the progress made by the Committee set up to review the National Policy on Education,

(b) the time by which the Committee is likely to submit its report

(c) whether the Committee has submitted an interim report, and

(d) if so, the details of the recommendations made?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI RAJMANGAL PANDE) (a) to (d) The Committee has submitted its Report on 26.12.1990. A statement containing the gist of the main recommendations of the report is attached.

STATEMENT

1 Constitutional directive for UEE (Article 45) to be enlarged to

include ECCE (Early Childhood Care and Education)

2 Government to examine scope for making UEE a fundamental right

3 Non-formalisation of formal education in schools to be brought about, facilitate easier and cost-effective UEE, the process to be implemented over a period of time

4 ECCE to be organically linked with UEE

5 A series of measures for women's education, including by attending to the problems outside education obstructing their access to, and retention in education

6 Phased implementation of the Common School Systems, equity and social justice to be brought to bear on meaningful strategies for Scheduled Castes and Scheduled Tribes and other educationally backward sections, impact of incentive schemes for SC/STs to be reviewed, an overall strategy of improving the educational environment of the

- Scheduled Castes, Scheduled Tribes to be evolved, specific budgeting for special component plan and tribal sub-plan to be introduced
- 7 A fair deal to be meted out for educationally backward minorities, intensive area approach to be followed in implementing educational programmes for minorities, involvement of progressive voluntary organisations working amongst minorities for their educational development to be organised
- 8 Meaningful monitoring arrangements for watching progress of educational measures for Scheduled Castes, Scheduled Tribes, backward sections and minorities to be established
- 9 While NLM and maps campaigns may be continued, their impact to be studied and alternative strategies to be evolved, a new approach to proceed from basic developmental programmes for minorities to their adult literacy to be evolved, as against proceeding from adult literacy taking it as their felt-need which is not actually the case, in other words, adult literacy to be imparted on felt need basis, alternative models like of the Mahila Samakhya to be tried out for adult education, infrastructure in the rural areas available under other departments to be mobilised for adult education, by coordination efforts on the initiative of the Department of Education
- 10 Integrated courses of vocationalisation, to be introduced discontinuing separate streams of vocationalisation
- 11 Involvement of the teacher and student community in higher education level in community work as part of their academic activities, specifically this strategy to be utilized for improvement of school education, specially universalisation of elementary education
- 12 Detailed impact study of thrust area schemes to be undertaken, updating of financial implications of Kalbag Committee report and early implementation of the report so that community polytechnics could be meaningfully pressed into the service of the rural people who are to be given vocational skills and adult literacy in the process
- 13 A time-bound programme for switch over to the regional languages medium at all levels of education, rationalisation of the national language institutions by giving them autonomous status wherever it has not been given, even implementation of three-language formula to be brought about a standard setting national level body for development and promotion of Sanskrit education to be established, universalisation of mother tongue instruction for all linguistic minorities to be ensured, measures for development of stateless language to be undertaken
- 14 Primacy to be assured by the Education Department in educational content development in terms of culture, value and youth

- components; education technology programme to be implemented cautiously keeping view the uneven classroom situation in the country and priority need to resources for UEE.
15. A Commission for bringing about examination reforms on an orderly basis to be established, examination reform to be implemented on a package basis alongwith semester system, modularisation and flexible entries, and exist into formal school system for the students, with the facility of staggered credit acquisition.
 16. Decentralisation of planning, resource allocation, implementation and monitoring at all levels including at the university, faculty, teacher levels.
 17. Basic changes to be introduced in teacher education programmes, particularly keeping in view the need for provision of teachers in large scale for primary education; development of intership model of teacher training.
 18. Disaggregated target setting for educational development; and programming on that basis.
 19. Educational complexes to be established on pilot basis for decentralised school management and improvement.
 20. Involvement of academics at the Central and State Level more significantly in decision-making processes.
 21. Significant but careful involvement of voluntary agencies in educational programmes, ensuring transparency in their operations;
 22. Coordination and convergence of services from the level of Ministry down to the grass-roots.
 23. Raising of internal resources for education by enhancement of fees for higher education with concessions and scholarships for the weaker sections amongst them; institution of loan facilities; involvement of term lending institutions for development of educational infrastructural rationalisation of scholarship schemes; above all else, substantial enhancement of allocations for education as percentage of GNP including by scrutiny of the adequacy of even the 6% norm is recommended from the days of Kothari Commission.
 24. Establishment of grievance redressal machinery to tackle the problems of teachers and students with reference to the report of the Law Commission; students to exercise their right of dissent in democratic means; involvement of teachers and students in decision-making processes inside the outside the academic world.

[Translation]

**Supply of Medicines for C.G.H.S.
Beneficiaries**

*94. SHRI TEJ NARAYAN SINGH: Will the Minister of HEALTH AND FAMILY WELFARE be pleased to state: