NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

NEWSLETTER

Volume 3 No. 4
Oct-Dec, 2003

OBITUARY

Professor M.V. Mathur

Professor M.V. Mathur, an eminent scholar and educationist was the first Director of NIEPA; he laid the foundation of new NIEPA with the fresh conceptual thrust with simultaneous emphasis on research and training, extension and dissemination. As a Member of several important national committees including Third Finance Commission, Fourth Pay Commission, he influenced Indian developments for more than a decade. Importantly, Prof. Mathur was also a Member of the Education Commission (1964-66) Chaired by Dr. D.S. Kothari that has shaped modern Indian education to a significant extent. He was the Vice-Chancellor of Rajasthan University and also chaired the Rajasthan State Committee on Reorganization of Universities.

Professor Mathur breathed his last on 21st January, 2004 in USA leaving behind his three children and a large number of admirers in the academic community.

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All Girls to Schools : Global Commitment to Gender Equity

Inauguration of the High Level Group Meeting

The High-level Group on Education for All met for the third time, in New Delhi, on Monday, the 10th November 2003. Heads of State, Education Ministers, multilateral and bilateral agencies, NGO-networks and individuals – in all some forty participants – attended the meeting. The Government of India hosted the meeting. The meeting was co-chaired by Mr. Koichiro Matsuura, Director-General of UNESCO and Dr. Murli Manohar Joshi, Minister of Human Resource Development. Shri Atal Bihari Vajpayee, Hon'ble Prime Minister of India, delivered the opening speech.

The agenda of the New Delhi meeting was closely aligned to the 2003 EFA Global Monitoring Report on the theme of Gender and EFA. In five working sessions participants reviewed progress towards the six Dakar goals seen through a gender lens; reached consensus on priority actions to be taken by the different constituencies to accelerate progress; developed an international agenda for eliminating gender disparities in primary and secondary education; assessed the extent to which the commitments made at Dakar (2000) were being met and what to do to ensure that they are met; and, finally, suggested ways of maintaining global political momentum and funding for EFA.

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Editorial

यद् यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः ।
स यत्प्रमाणं कुरुते लोकस्तदनुवर्तते ।।

For whatever the great man does, that very thing other men also do;
Whatever standard he sets up, the generality of men follow the same.

(Sloka 21, Chapter 3, Gita)

What a wisdom! No wonder, children follow the parents and elders; students imitate their teachers; employees emulate their bosses. Gandhiji advised to 'do what I do, not what I say' - genuineness and transparency in action. The dictum is all the more valid in educational institutions. Just as teachers are under close scrutiny of the students, so are the heads of institutions by their employees and students. If he/she follows bad ethics and dis-values, that's the standard; if he/she follows a set of ethics and values in management that becomes the norm.

Bad ethics eats on the bone marrow of an organization, people in the leadership positions with bad ethics lead to destruction. Contrarily, value based management contributes to growth and development of institutions. Good ethics and values are necessary conditions for institution building.

Aren't ethics and values in management abstract? Not really. Some concrete parameters can be derived from 'applied ethics'. Ground rule is 'concern for others over self is ethical, and concern for self over others is unethical'. In axiology, this parameter is used for assessing quality of a human being. So what are those concrete parameters?

Firstly, heads of institutions enjoy position of authority; they can monopolize on institutional facilities like office furnishings, telephone, fax, computers, cars, etc. Average administrators corner such resources disproportionately for themselves; it is unethical. For, that sets the example for others to corner as much resources as possible ushering in the culture of loot. Poor self-esteem and lack of confidence are the cornerstones of such behaviour. Institution builders, on the contrary, locate such facilities into public access domain; for they can access such resource anyway. They stand on guard against such selfish tendencies.

Secondly, institution builders maintain academic integrity and honesty. Average heads of institutions get their papers authored by their juniors. They steal the credits. Institution builders inspire juniors to author papers and books, they review and correct the papers, and encourage them to publish under the genuine authorship.

Thirdly, institution builders walk the talk. Average heads of the institutions preach transparency while practising secretiveness, preach honesty but practice dishonesty; preach academic excellence without reading and participating in intellectual discourses. Institution builders practise academic excellence; they are pacesetters.

Final point (for this piece) is about gratitude – gratitude to inviduals who have been helpful in life, gratitude to institution, society, etc. Average administrator obliges his/her benefactor at the cost of the organization (e.g. selecting a weak but recommended candidate over other better candidates). Institution builders, when in conflict, prefer gratitude to Institution over gratitude to individuals.

Ethical management lays the foundation of a strong sustainable organization; unethical management leave cancerous cells for a steady decay of the organization. Duty of a head is to build institution. 'Even death in the performance of one's own duty brings blessedness…'

(Sloka 35, Chapter 3, Gita)

श्रेयान् स्वधर्मो विगुणः परधर्मात् स्वनुष्ठितात् ।
स्वधर्मे निधनं श्रेयः परधर्मो भयावहः ।।

– ***Marmar Mukhopadhyay***

Emerging Technology and Education

The present era of 21st Century is prominently recognized as century of knowledge where, on one side, the global world is emerging as knowledge society and, on the other, technological change is transforming the way we live and work. In this technological world, education only can help in the transformation of people by adopting new technologies. This will not only enable to achieve the envisioned goals of serving the educational needs of people but also provide learning opportunities that will nurture talents and interests of every section of society. Integration of technologies and management structures is essential for the emergence of strong knowledge society. In India particularly an attempt to utilize this synergy is being taken to reach the unreached in terms of provision of quality education.

Presently, there is a widespread variation in managerial and controlling arrangements with multilingual diversities at primary, elementary, secondary, senior secondary, under-graduate and post-graduate stages. Inevitably the need to improve education is being felt, because knowledge available is not sufficient to cope up with the fast changing technological developments. Students at the under-graduate level have practically no exposure to the empirical researches conducted, even though better quality teachers to graduate students are provided. At the same time, inability to attract good teachers for teaching students at their formative years is a big challenge. The gaps in the quality of education provided due to mushrooming of sub-standard private engineering colleges needs to be reduced. This raises a serious question regarding how this gap in research and its implementation be filled up. These are some of the issues that need to be pondered upon to sustain knowledge economy.

An effort to reach out to a large primary and upper primary education network, through a satellite channel seems to be an important and workable distance education approach. A programme, EDUSAT is being developed by ISRO, whereby a satellite is going to be launched by 2004/early 2005 for providing quality education to everyone. It is felt that broadcasting of educational programmes and lessons will certainly create an everlasting impact on children. In addition, satellite dish antenna is determined to be the affordable one. Such initiatives can generate a coordinated effort in the production of quality material, providing on–the-job teacher training, child-friendly learning, innovations in curriculum, recognizing creativity and innovations in education ventures. This move is expected to be a great support to the already initiated Sarva Shiksha Abhiyan in the country.

Internet-based Information Technology can be used in combating physical distance barriers, zeroing duplication of efforts, bringing drastic reduction in time and resource expenses and manifold increase in accuracy and economy, accessible anywhere and any time, maintaining continuity in learning for everyone. This move needs to be seen as "Technology of Education" and not "Technology in Education."

On the other hand, digital revolution is also resulting in a big societal divide. The psychological implications are greater with digital interventions. The impact can be very well understood, for instance, when long time viewing on the screen takes place with loud digital sounds rather than internalized thinking or discussion in a gathering.

Thus, there is no denying the fact that it is the most economical and affordable via media and has wider outreach but has created imposed discrimination that has further resulted in digital divide among those who can afford and those who do not have access to this facility. At the same time, it may be said that it is the most reasonable conduit, which can access to all people irrespective of the fact where they reside and to which income group they belong. The question is not of reach or accessibility or affordability but it is how to avoid digital divide? How to make evolving acceptability and contextual integration with the learning process to circumvent digital segregation? Such issues need serious thinking and planning.

The challenging task, therefore, facing us as planners and administrators is to develop programmes that are equitable, affordable, sustainable and those that capture the opportunities offered by emerging technologies.

B.P. Khandelwal
Rashmi Diwan

सारांश

भारत में शिक्षा के व्यापक विस्तार और समान गुणवत्ता सुनिश्चित करने में शैक्षिक प्रौद्योगिकी की महत्वपूर्ण भूमिका है। इसको ध्यान में रखते हुए भारतीय अंतरिक्ष अनुसंधान-संगठन (इसरो) द्वारा 2004-05 से एडुसैट कार्यक्रम आरंभ किया जा रहा है। इससे सर्व शिक्षा अभियान को सफल बनाने में भारी सहायता मिलेगी। इसके अलावा इन्टरनेट आधारित सूचना प्रौद्योगिकी की सहायता से भी शिक्षा सुलभ हो सकती है। इससे समय और संसाधनों की बचत संभव होगी। यह कहना न होगा कि शिक्षा की प्रौद्योगिकी गुणवत्तापूर्ण शिक्षा के विस्तार में सहायक है। इसके लिए शैक्षिक योजनाकारों, प्रशासकों तथा प्रबंधकों के समक्ष समतापूर्ण, सर्वत्र सुलभ शिक्षा के अवसर सुनिश्चित करने हेतु कार्यक्रमों के विकास की चुनौती है।

Government-NGO Partnership in Inclusive Education

Introduction

In India, NGOs have always been active in serving the children with disabilities. Over the years, the NGOs' approach has witnessed increased strength of commitment, professional soundness and favourable attitude towards inclusive education. The policy at present favours the expansion of NGOs (Jha, Punani, Mukhopadhyay, 2001). It is widely believed that NGOs have several advantages: (i) NGOs tend to be more action-oriented because they represent local interests; (ii) they exhibit a high degree of flexibility in their functioning, methods and practices because they tend to be local and small; (iii) NGO's development programmes tend to be innovative and emphasize on participatory approaches; (iv) their development work tends to be focused as it is their principal goal; (v) their development programmes enjoy independence; their governing boards are autonomous and their development activities are primarily meant for the target group; (vi) their development programmes tend to be effective in reaching the poor for poverty alleviation; and (vii) NGOs have potential to play an important role in influencing the state policies by advocacy and lobbying through their networks (Rajasekhar, 1999, p.8-9). To compliment the efforts of NGOs, government can provide political and legal support as well as infrastructure and resources. On this basis, a collaborative partnership can emerge to achieve the goal of Education For All.

Government - NGO Partnership: Issues and Provisions

There are two challenges facing the government and the NGOs. Will they continue to be mutual contenders in the development process, where government seeks to co-opt or merely to coexist with NGOs? Or can a common vision and new set of collaborative relations be forged where the comparative strengths of each can be harnessed for realizing people centered development? (Riker, 1995, p.91).

It was agreed in Mid-Decade meeting of International Consultative Forum on Education for All, 1996, that NGOs should be consulted and integrated into the educational planning process. Although NGOs normally do not administer large budgets, they often have considerable expertise and grassroot level experience. A harmonious relationship, based on mutual confidence, complementarity and common goals, must be developed. To ensure effective collaboration, all partners should be involved in educational programme development: from identification to policy formulation, implementation, supervision and evaluation. This should be reflected in contractual and signed agreements, which map out a clear distribution of responsibilities. Hence, the thrust is on involvement of NGOs at all stages of planning and implementation.

So far NGOs have been involved in implementing components of Inclusive Education of Disabled Children (IEDC) Scheme, providing training to teachers and acting as a resource and consultant agency more visibly in some states where NGOs have been involved to facilitate the implementation of inclusive education activities. Provision of funding the NGOs exists in IEDC Scheme, Sarva Shiksha Abhiyan (SSA) and other schemes of Ministry of Social Justice and Empowerment.

The provision of funding by the government to NGOs has been a good start though it reinforces a passive relationship. The possible steps to realizing more cooperative and collaborative faces of government require that NGOs gain greater access to the development process, express their voice in a more open political space and mobilize and build linkages between elements in civil society and government (Clark, 1989, cited in Riker, 1995, p.16). NGOs are willing to share their expertise and to be involved at policy, planning and implementation levels. The issue is to tap their resources and utilize them to provide better services to children with disabilities.

Challenges Ahead

The last decade of the century recognized that children with disabilities and special education needs constitute a significant group in the monitoring of Education for All targets. A number of enabling provisions have been created by way of legislation, role of premier institutions as well as capacity building of the Government and NGO sector to provide the inputs by way of manpower, learning materials and other inputs for upgrading the quality of education programmes specially at pre-school and elementary level. However, there are still serious challenges, which would require increased effort and decisions for ensuring expansion of educational facilities in all parts or pockets of the country. Focus has also to be on the qualitative levels to be attained by the disabled through schooling and on sustaining the institutional and organisational structure for their educational development.

The NGOs are located more in urban areas than in rural areas reaching out to the rich and the poor equally. They

have a small coverage but a vast potential to expand their services. Their coverage depends on the kind of services they are providing and availability of funds, infrastructure and manpower. NGOs have been involved to implement IEDC or Inclusive Education in smaller areas. The challenge is to review their status of implementation and involvement, thus, working towards greater coverage.

Media has always played a significant role in advocating the cause of this group of persons. The new education channels like Gyan Darshan can focus on 'reach out' programmes for parents, teachers and all the citizens to further strengthen and support the spirit of inclusive education. Information Technology avenues may also be expanded to cover this group of learners. Government can make Websites under IEDC Scheme. EDUSAT is at the verge of becoming a reality. Professionals and partners of inclusive education should keep in touch with new developments.

Capacity building is another important challenge. Apex organizations like NCERT, NIEPA as well as the National Institute of the Handicapped need to come together and look at the provisions for children up to the age of eighteen in a comprehensive manner and promoting a supportive role among one another. Linkages and jurisdiction of teacher training among apex statutory organizations – NCTE and RCI – needs to be properly worked out. It has implications for status, preparation and recruitment of teachers for special education.

Conclusion

Last but not the least is the challenge of empowerment of the disabled children/persons and their immediate family members. The Act of 1995 has created a hope. This should be implemented with all seriousness. We should even address issues of the definitions and labelling. Should India continue to use the Medical Model of 40 per cent disability to get 'benefits'? If it is human development, even minimal impairment may create a special need. Debate is required to have simplified approach for identifying 'limitations' imposed by disabling conditions leading to special needs in education. Under 1995 Act, Disabled persons have been provided a status to participate in decision-making and enhanced implementation. Further, all other sub-plans, e.g. for SC/ST and others focus groups should also encourage coverage of disabled men and women, boys and girls, and address the issue of rural and urban divide. A child with special needs is first a child, a citizen: all development provisions and programmes must cover him or her as a general principle.

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सारांश

भारत में विकलांग बच्चों के उत्थान में गैर-सरकारी संगठनों की सक्रिय भूमिका रही है। गैर-सरकारी संगठनों के वर्षों के कार्यकलापों से स्पष्ट है कि उनमें विशेष शिक्षा के प्रति प्रबल प्रतिबद्धता, पेशेवर परिपक्वता, तथा पक्षपोषण की मनोवृत्ति विद्यमान है। विशेष शिक्षा से संबंधित वर्तमान नीति गैर-सरकारी संगठनों के विस्तार का समर्थन करती है। इस क्षेत्र में गैर-सरकारी संगठन अधिक सफल हो सकते हैं क्योंकि कार्यकलाप कार्योन्मुख होते हैं तथा वे स्थानीय हितों और जरूरतों की पूर्ति करते हैं।

इस स्थिति में विशेष शिक्षा का अपेक्षित विस्तार करने की आवश्यकता है। अनेक गैर सरकारी संगठन अपने स्तर पर इस दिशा में सराहनीय प्रयास कर रहे हैं। अत: विशेष शिक्षा के विस्तार और कार्यान्वयन के क्षेत्र में दोनों संस्थानों को साझे प्रयास करने चाहिए। यद्यपि यह कार्य चुनौतीपूर्ण है। 1995 अधिनियम से आशा की ज्योति दिखाई पड़ी है। इसे गंभीरता से लागू करने की आवश्यकता है। हमें विकलांगता की परिभाषा संबंधी मुद्दे का समाधान करना होगा। अगर मानव संसाधन की दृष्टि से देखा जाए तो न्यूनतम अपंगता की स्थिति में भी विशेष आवश्यकता की अपेक्षा है। विशेष आवश्यकता समूह को शिक्षा के अवसर सुलभ और सुनिश्चित किया जाना चाहिए। इसके लिए अपेक्षित संसाधनों की व्यवस्था के साथ-साथ उपलब्ध संसाधनों का अधिकतम उपयोग किया जाना चाहिए। अधिनियम 1995 ने विकलांग व्यक्तियों को निर्णय कार्य में प्रतिभागिता करने तथा निर्णयों को शीघ्र लागू करवाने का अवसर प्रदान किया है। अन्य क्षेत्रों में इनकी भागीदारी सुनिश्चित करने की आवश्यकता है। इसके अलावा सभी उप-योजनाओं, जैसे - अनुसूचित जाति/जनजाति तथा अन्य समूहों को विकलांगों-स्त्रियों एवं पुरुषों दोनों की शिक्षा हेतु प्रोत्साहित किया जाना चाहिए। ग्रामीण तथा नगरीय भेद-भाव के मुद्दों का समाधान भी किया जाना चाहिए। यह उल्लेखनीय है कि विशेष आवश्यकता समूह का बच्चा कल का नागरिक है इसलिए उसको समग्र विकास का अवसर प्रदान करना राष्ट्र का एक महत्वपूर्ण दायित्व है।

Sudesh Mukhopadhyay

Policy Issues in Science Education at Secondary Level

Introduction

Science and technology education has become a powerful means of developing attitudes of critical inquiry, respect for truth, simplicity, adaptability and systematic work, which are pre-requisites for initiating the process of social change and national development (Lewin, 1992). What is quality science education is a matter of debate. The discussion in general tends to focus on the curriculum content. Provision of good science education at the secondary level is considered crucial due to variety of reasons. "First, it consolidates and strengthens what pupils may have learnt at primary education level. Second, it provides a sound basis in science for those who will educate the next generation of primary school students. Third, good secondary science is essential for the preparation of middle-level scientifically and technically based workers, and finally, it is at the secondary level that the selection and training takes place for the future scientific and technical elite who will proceed to university level and professional jobs" (Calloids, Gottelmann-Duret & Lewin, 1997). The concern for provision of quality science education at secondary stage is further enhanced because for many students it is the terminal stage of education. This article deals with the major issues pertaining to quality science education in India.

Basic Issues

Decision makers across the world are concerned with the ways and means of improving levels of achievement and enhancing the outcomes of science education (*ibid*). A systematic policy with holistic approach is required for quality improvement in science education for which the following issues may be considered:

* Policy pronouncements and curricular changes do not ensure corresponding changes in learner achievement.
* Science education has also suffered due to resource crunch in education, as a whole, and secondary education, in particular.
* Lack of availability of resources — both manpower as well as physical facilities/infrastructure such as well equipped laboratories, libraries.
* Formal school science education is far removed from societal needs, ground reality and relevance (Ramachandran et al., 2000).
* Lack of coordination between the numerous administrations and institutions concerned with secondary education and insufficient planning;
* The quality of science education is associated with qualified science teachers, provision of adequate laboratory and library facilities, relevant curriculum, appropriate textbooks and TLMs, improvement of classroom transaction, capacity building of teachers, teacher empowerment and so on.
* Quality of science education also suffers due to the cascading effect of poor learning at the primary stage, particularly mathematics, and the overarching disabling factor of grossly inadequate national investment in education itself (Sadgopal, 1998).

Policy Initiatives

Science education in India has a very long history but the focused attempts to provide a truly science-oriented education began to take shape in the early twentieth century. Although these efforts were largely directed towards broadening the scope and quality of science education, yet the ultimate results left much to be desired (Saxena and Bagchi, 1999). In the post-independence period, several initiatives were undertaken for the overall improvement of science education.

Recommendations for making Science a compulsory subject for all children up to Class X was made as early as mid 50s. Kothari Commission (1964-1968) report strongly advocated for teaching of Science as a compulsory subject for all children up to Class X. Subsequently, based on these recommendations, the 1968 Policy Statement on Education directed for introduction of science and mathematics as a compulsory subject up to Class X. Adoption of the 1968 Policy resolution paved the way for considerable expansion in the educational facilities all over the country at all levels. Its implementation also helped in identification of critical areas, which require inputs in terms of content/curriculum, its transaction strategies, its relevance and relationship to other disciplines as perceived by the learners. As a result, 'A Curriculum Framework for Ten Years of Schooling' was developed by NCERT in 1975, incorporating the recommendations of Kothari Commission.

The National Policy on Education 1986, too emphasized on science education. The new National Curriculum Framework for School Education, 2000, also noted thus: "Science concerns itself with the fundamental knowledge

of universe, world and its environment. Technology deals with numerous ways and means of pressing science into the service of mankind, thus enhancing and improving the quality of human life (NCFSE, 2000, p.58)". In addition, it emphasized that at secondary stage, focus is on integrated approach to science and technology leading to their application in health and nutrition, industry, agriculture, animal husbandry and allied areas.

In the subsequent years, implementation of the recommendations of various committees and commissions on science and mathematics in schools has taken place through planned interventions.

Tasks Ahead

Despite meaningful developments in science education, there are tasks ahead to achieve equity, excellence and relevance in science education:

* Involvement of government and non-governmental institutions and non-formal agencies for promoting science education.
* Allowance for flexible curriculum, which incorporates local needs, ethics, cultural and moral values and addresses to society's problems and attempts to find their solutions.
* Curricular reforms in other disciplines in order to inculcate the method of scientific inquiry essential for integration and convergence of various disciplines.
* Inclusion of variety of teaching learning strategies, classroom work, practical investigative work, project work, field study, community-oriented programs, guided extra curricular scientific activities and hobbies.
* Strengthening of capacity building programmes for principals and teachers in the latest pedagogical approaches in science education.
* Enhanced financial and human resources for research and development, maintenance of science laboratories, libraries, computer facilities and exchange programs.
* Development of strong monitoring system for identification of needs in reference to changing context of science education.
* For improving science education, the quality of the secondary education on the whole has to be improved and science education should not be taken in isolation. A multidimensional interdisciplinary approach in relevance to present day needs is required to be developed and introduced.

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सारांश

20वीं सदी में ज्ञान-विज्ञान के प्रत्येक क्षेत्र में व्यापक रूप से प्रगति हुई है। व्यक्तियों को विभिन्न विषयों में नवीनतम ज्ञान प्राप्त करने के अवसर तथा उनके द्वारा अर्जित ज्ञान तथा कौशल का अधिकतम उपयोग ही किसी समाज की प्रगति की दिशा निर्धारित करते हैं। इस संदर्भ में विज्ञान तथा प्रौद्योगिकी की शिक्षा का सर्वाधिक महत्व है क्योंकि यह तर्कसंगत सोच तथा वैज्ञानिक दृष्टिकोण पैदा करने का एक सशक्त एवं कारगर माध्यम है। यह सामाजिक परिवर्तन तथा राष्ट्रीय विकास के लिए एक अनिवार्य शर्त भी है।

भारत में माध्यमिक स्तर की शिक्षा के विस्तार के साथ-साथ विज्ञान तथा प्रौद्योगिकी की शिक्षा का व्यापक रूप से विस्तार हुआ है। अब इसकी गुणवत्ता में अपेक्षित सुधार की आवश्यकता है। विज्ञान शिक्षा की गुणवत्ता का सुधार विद्यालयों में मूलभूत सुविधाओं, जैसे-विज्ञान प्रयोगशालाएं, समुचित विज्ञान किट/उपकरण एवं समृद्ध पुस्तकालय पर निर्भर है। विज्ञान शिक्षा की गुणवत्ता में सुधार के लिए आवश्यकता आधारित, प्रयोगमूलक तथा प्रासंगिक पाठ्यचर्या का विकास आवश्यक है ताकि मुक्त चिंतन और समस्या समाधान की क्षमता एवं वैज्ञानिक सोच का विकास हो। विज्ञान शिक्षा को समाज, समुदाय तथा सांस्कृतिक गतिविधियों के साथ जोड़ा जाए जिससे कि इसके प्रति रूचि पैदा हो। प्रभावशाली विज्ञान शिक्षण के लिए शिक्षण-अधिगम पद्धति के नवीनतम प्रयोगों तथा संसाधानों के उपयोग पर विशेष बल दिया जाए। प्रशिक्षित तथा योग्य शिक्षकों की भर्ती की जाए तथा विज्ञान शिक्षकों के लिए आवर्ती प्रशिक्षण की व्यवस्था सुनिश्चित की जाए। इसके अलावा प्रधानाध्यापकों को शैक्षणिक प्रबंधन के कौशल में सुदक्ष बनाने के लिए अपेक्षित प्रशिक्षण दिया जाए। शिक्षक प्रशिक्षण के प्रत्येक कार्यक्रम में मूल्य आधारित वैज्ञानिक दृष्टिकोण संबंधी पाठ्यक्रम शामिल किए जाएं। विज्ञान शिक्षा के साथ जन विज्ञान की अवधारणा को कारगर बनाया जाए। विज्ञान संबंधी पत्र-पत्रिकाओं एवं समाचारों के द्वारा विज्ञान से संबंधित विषयों में विद्यार्थियों की रूचि का विकास किया जाए।

Neeru Snehi

प्रशिक्षण कार्यक्रम

विशेष शिक्षा में सरकारी तथा गैर-सरकारी संगठनों की सहभागिता पर राष्ट्रीय संगोष्ठी, 15-17 अक्तूबर 2003, *निर्देशन : प्रो. सुदेश मुखोपाध्याय*

शैक्षिक नीति एकक द्वारा विभिन्न क्षेत्र के लोगों के भिन्न विचारों को एक मंच पर लाने के लिए सरकारी तथा गैर-सरकारी संगठनों की सहभागिता पर राष्ट्रीय संगोष्ठी आयोजित की गई । सरकारी अभिकरण, गैर-सरकारी संगठन तथा विश्वविद्यालयों के विभाग देश के विभिन्न राज्यों में विशेष शिक्षा को समर्थन दे रहे हैं। गहन चर्चा, अनुभवों के आदान-प्रदान तथा आपसी सरोकारों ने सरकारी तथा गैर सरकारी संगठनों के बीच क्रियाशील सहभागिता के विस्तृत उपागम के उत्सर्जन में मदद प्रदान की। संगोष्ठी में सम्मिलित 48 भागीदार मा.सं.वि.मंत्रालय, भारत सरकार, राज्य सरकार तथा अन्य सरकारी अभिकरणों तथा गैर सरकारी संगठनों, विश्वविद्यालय विभागों तथा निजी विद्यालयों इत्यादि के अधिकारी थे जो विशेष शिक्षा के क्षेत्र में कार्य कर रहे हैं। इस संगोष्ठी का उद्घाटन कुमुद बंसल, अतिरिक्त सचिव, मा.सं.वि.मंत्रालय ने किया।

शैक्षिक योजना में मात्रात्मक तकनीक के प्रयोग पर प्रशिक्षण कार्यक्रम, 27अक्तूबर-7 नवंबर 2003, *निर्देशन : डा. एस एम आई ए जैदी*

इस कार्यक्रम के मुख्य उद्देश्य थे : भागीदारों को शैक्षिक योजना की संकल्पना तथा आंकड़ा आवश्यकताओं के प्रति सुग्राहित करना, भागीदार अधिकारियों को नवीनतम जनांकीय प्रवृत्तियों तथा जनांकीय तकनीकों तथा नामांकन प्रक्षेपणों की जानकारी देना तथा उन्हें शैक्षिक योजना के लिए मात्रात्मक तकनीकों के प्रयोग तथा प्रयोगाश्रित अभ्यासों के परिणामों के निष्कर्षो से अवगत कराना। आंध्र प्रदेश, गुजरात, हिमाचल प्रदेश, केरल, कर्नाटक, महाराष्ट्र तथा राजस्थान समेत 7 राज्यों के 15 अधिकारी।

बच्चों के लिए प्राथमिक शिक्षा का मौलिक अधिकार पर संगोष्ठी, इलाहाबाद, 24-25 नवंबर 2003, *निर्देशन : डा. नलिनी जुनेजा*

इस कार्यक्रम के प्रमुख उद्देश्य थे : छह से चौदह साल तक के सभी बच्चों के लिए मुफ्त तथा अनिवार्य शिक्षा के मूलभूत अधिकार के क्रियान्वयन हेतु विभिन्न मुद्दों पर चर्चा करना, क्रियान्वयन से संबंधित कठिनाईयों पर चर्चा तथा उन्हें सुलझाने के लिए रास्ते तलाश करना, 2003 के मुफ्त तथा अनिवार्य शिक्षा बिल पर चर्चा करना तथा उसमें सुधार/संशोधन हेतु सुझाव/संस्तुतियां देना । 80 शिक्षाविद् तथा विशेषज्ञों ने कार्यक्रम में भाग लिया।

जिला शिक्षा और प्रशिक्षण संस्थानों के संकाय के लिए शैक्षिक योजना तथा प्रबंधन पर प्रशिक्षण कार्यक्रम, 8-19 दिसंबर 2003, *निर्देशन : डा. प्रमिला मेनन*

इस कार्यक्रम के मुख्य उद्देश्य थे : अध्यापक विकास के संदर्भ में भागीदारों को अवगत कराना, स्थानीय स्तर पर शिक्षा की विकेंद्रीकृत योजना तथा प्रबंधन की विधियों तथा तकनीकों के लिए अभिविन्यास, भागीदारों को जिला स्तर पर भूमिका और दायित्व का निर्वहन हेतु आवश्यक तकनीक तथा व्यावसायिक दक्षता प्रदान करना तथा अध्यापक शिक्षा के लिए राज्य योजना में योगदान हेतु प्रशिक्षण देना। सभी राज्यों/संघ शासित प्रदेशों से डाइट के 37 वरिष्ठ संकाय सदस्य।

TRAINING PROGRAMMES

National Seminar on Partnership of Government and Non-Government Organizations for Inclusive Education, October 15-17, 2003. *Direction: Prof. Sudesh Mukhopadhyay*

National seminar on partnership of government and non-government organizations for inclusive education was organized by Educational Policy Unit to bring together perspectives of people from different fields i.e. government agencies, NGOs, university departments actively supporting the inclusive education programmes in different states across the country. The brainstorming, sharing experiences and concerns helped in evolving a comprehensive approach for synergetic government-NGO partnership. The 48 participants included officials from Ministry of Human Resource Development, Government of India, State Governments other government agencies and representatives from NGOs, University Departments, Private Schools, etc. working in the area of inclusive education. The seminar was inaugurated by Ms. Kumud Bansal, Additional Secretary from Ministry of Human Resource Development.

Training Programme on Use of Quantitative Techniques in Educational Planning, October 27 – November 7, 2003. *Direction: Dr. SMIA Zaidi*

The main objectives of the training programme were : to sensitize participants with the concept of educational planning and its data requirements, to introduce the participating officers to the recent demographic trends and acquaint them with the techniques of demographic and enrolment projections, and to expose them to the applications of quantitative techniques to educational planning and the interpretation of the results of empirical exercises. 15 Officers from seven States i.e. Andhra Pradesh, Gujarat, Himachal Pradesh, Kerala, Karnataka, Maharashtra and Rajasthan participated in the programme.

Fundamental Right of Children's for Primary Education, Allahabad (Field Based), November 24 to 25, 2003. *Direction: Dr. Nalini Juneja*

The objectives of the programme were : To raise various issues regarding implementation of fundamental right of free and compulsory education of all children of the age of six to fourteen years; to discuss about difficulties/hurdles on different aspects of implementation and find out ways/means to solve/eradicate them; to discuss on the Bill 2003 regarding free and compulsory education and to suggest/recommend changes/modifications therefor. 80 participant Educationists and Experts attended the programme.

Training Programme in Educational Planning and Management for the Faculty of District Institutes of Education and Training, December 8-19, 2003. *Direction: Dr. Pramila Menon*

The main objectives of the training programme were : To sensitise the participants to the issue in teacher development, to orient the participants to the methods and techniques of decentralized planning and management of education at the local level, to equip them with technical and professional competencies required at the district level to carry out their roles and responsibilities, to enable them to contribute to a perspective on state planning for teacher education. 37 participants Senior Faculty of DIETs from all States/UTs participated in the programme.

कालेज प्राचार्यों के लिए अभिविन्यास कार्यक्रम, 22 दिसंबर 2003 से 9 जनवरी 2004 ***निर्देशन : प्रो. सुधांशु भूषण***

इस कार्यक्रम के प्रमुख उद्देश्य कालेज प्राचार्यो का क्षमता निर्माण करना था। कार्यक्रम के मुख्य विषय रहे: उच्च शिक्षा में नवीनतम परिवर्तन तथा कालेज की योजना तथा प्रबंधन के संदर्भ में निहितार्थ, उच्च शिक्षा की भूमिका और राष्ट्रीय विकास तथा समता, गुणवत्ता, प्रासंगिकता व निपुणता, कालेज तथा सामुदायिक संबंध, दसवीं पंचवर्षीय योजना में उच्च शिक्षा का विकास, अंतर्राष्ट्रीय संदर्भ में उच्च शिक्षा, योजना तथा प्रबंधन की नवीनतम तकनीक/विधियां, संसाधनों तथा आधार संरचना का उपयोग तथा लामबंदी, मानवाधिकार, मूल्य शिक्षा, सूचना तथा संचार तकनीक, कार्य योजना इत्यादि को विकसित करने हेतु प्रबंधकीय दक्षताएं। कार्यक्रम में अनुरूपण, अनुभव, पारस्परिक शिक्षण इत्यादि तकनीकों का प्रयोग किया गया। इस कार्यक्रम में 28 कालेज प्राचार्यो ने भाग लिया।

नेपाल में जिला प्राथमिक शिक्षा योजना के विकास के लिए मैनयुअॅल की तैयारी हेतु कार्यशाला, 29 दिसंबर 2003 - 2 जनवरी 2004 ***निर्देशन : प्रो. नज़मा अख्तर***

इस कार्यक्रम के मुख्य उद्देश्य थे : नेपाल के जिला प्राथमिक शिक्षा योजना के विकास हेतु ड्राफट मैनयुअॅल पर चर्चा, मैनयुअॅल की रूपरेखा तथा अन्तर्वस्तु पर नेपाल सरकार के अधिकारियों के सुझाव प्राप्त करना, मैनयुअॅल के अंतिम प्रारूप तथा उसमें सुधार हेतु भारत के विशेषज्ञों के सुझाव तथा टिप्पणियां। नेपाल के डी.ओ.एम/एम.ओ.ई.एस के छह भागीदार तथा छह स्थानीय भागीदारों ने कार्यक्रम में भाग लिया।

Orientation Programme for College Principals, December 22 2003 to January 9, 2004. ***Direction: Prof. Sudhanshu Bhusan***

The main objective was capacity building of college principals. The major themes were: current changes in Higher Education and their implications for planning and management of colleges, role of higher education and national development and issues like equity, quality, relevance and efficiency, college and community relationship, development of higher education during 10th Five Year Plan, higher education in international context, modern techniques/methods of planning and management, utilization and mobilization of resources and infrastructure, autonomy and accountability, human rights, value education, information and communication technology, managerial capabilities developing action plans, etc. Techniques including interactive instruction, hands-on-experience, simulation, etc were used. 28 College Principals participated in the programme.

Workshop on Preparation of the Manual for Developing District Primary Education Plans in Nepal, December 29, 2003 – January 2, 2004. ***Direction: Prof. Najma Akhtar***

The main objectives of the Programmes were : To share the draft manual for developing district primary education plans in Nepal, to elicit suggestions from officers of the Government of Nepal on contents and design of the manual, and to seek suggestions and comments from experts from India for revision and finanalization of the manual. 6 DOM/MOES Nepal and 6 local participants participated in the programme.

FACULTY NEWS

Prof. B. P. Khandelwal visited Guanajuato Mexico from November 3-7, 2003 to attend the International Seminar on "Ethics and Corruption in Education".

Prof. Marmar Mukhopadhyay delivered keynote address at the UGC Golden Jubilee Conference on Quality Management in Higher Education at Allahabad University on November 6, 2003.

— Delivered Keynote address to the Regional Seminar on Role of Teachers in Emerging Indian Society at Punjab University on December 5, 2003

Prof. R Govinda, Visited University of London from September 23, 2003 to December 30, 2003, as Professional Fellow in the Institute of Education, London.

Prof. J. B. G. Tilak was awarded the Malcolm Adiseshiah Award for his distinguished contributions to development studies 2003 on November 21, 2003 at the Madras Institute of Development Studies, Chennai.

— Attended the International Seminar XXI in Brasilia (Brazil) from November 25-27, 2003.

Dr. (Mrs.) Y. Josephine was Guest Lecturer and Associate Researcher in a Comparative Research Study on Gender Decentralization and Globalization at Stellerboseh University, Department of Education, Policy Studies, South Africa from October 20 to November 7, 2003.

FACULTY PUBLICATIONS

Marmar Mukhopadhyay: Ancient Indian Education (Ed.) Delhi, Shipra Pub., 2004.

Sunita Chugh : Why Children Drop Out? Case Study of a Metropolitan Slum, New Delhi, Bookwell, 2004.

PUBLICATIONS

1. Education for All : Global Monitoring Report (Summary) 2002 – (Hindi Version)
2. Education for All : Global Monitoring Report (Summary) 2003/04 – (Hindi Version)
3. Education for All : National Plan of Action – India (MHRD Document) – (Hindi Version), 2003
4. Y.P. Aggarwal and R.S. Thakur (eds.), Concepts and Terms in Educational Planning – A Guidebook, NIEPA, 2003
5. National Consultation on EDUSAT July 23-25 2003), Report edited by Marmar Mukhopadhyay and Jaya Indiresan (2003)
6. India's Stride Towards EFA : Update to the National Plan of Action, MHRD Document (2003)
7. NIEPA Newsletter, Vol.3, No.3, July-September, 2003

FORTHCOMING TRAINING PROGRAMMES

1. Orientation Programme in Policy Planning and Management for Successful Implementation of UEE Programme in India, January, 5-10, 2004.
2. Workshop on School Improvement Planning at Secondary Level of Education, January 27-31, 2004.
3. Twentieth International Diploma in Educational Planning and Administration (IDEPA) Phase I, Februrary 1 to April 30, 2004.
4. International Conference on School Management and Meeting of IDEPA Alumni, 2nd Week of Februrary 2004.
5. Training Programme on Using Indicators in Planning of Elementary Education, Februrary 16-20, 2004.
6. Orientation Programme for Sr. Educational Administration on Monitoring Elementary Education, March 8-12, 2004.

FORTHCOMING PUBLICATIONS

1. Different Approaches for Achieving EFA – Indian Experience 2003, UNESCO, New Delhi-NIEPA Co-Publication (2003)
2. Journal of Educational Planning and Administration, Vol.XVII No.4, October, 2003 and Vol.XVIII No.1, January, 2004
3. Paripekshya, Year 10 No.3, December, 2003
4. Education for All Global Monitoring Report (Main Report), 2002 – (Hindi Version)

RESEARCH STUDIES COMPLETED

Decentralisation of Primary Education in the Autonomous District Council of Karbi Anglong District, Assam by Jayashree Roy Jalali

This project probed into the DPEP intervention on academic, administrative and financial decentralization in 25 primary schools in the Lumbajong block of Karbi Anglong tribal district of Assam. The data were collected both from secondary sources at New Delhi, Gauhati and the DPEP Cell at Diphu, Karbi Anglong headquarters and through structured questionnaires administered to State, district, block or circle level authorities, field visits, interviews with Head teacher and teachers and evaluation of school results, students' copies, teachers' record of work and head teacher's observations. Whereas some schools, especially those located in urban areas, coped with lack of electricity, water supply, teaching-learning materials making utmost effort, those schools located in rural areas felt a lack of hope of any redress in their demand for quality improvement.

Selected Documents on Education

Carr, David and Haldane, John. Spirituality, Philosophy and Education. London, Routledge, 2003.

The idea that education has a spiritual dimension is now the subject of increased attention from philosophers as well as educational theorists, policy makers and practitioners. The contributors to spirituality, philosophy and education include well-known philosophers as well as educationalists. They bring a depth of scholarly and philosophical rigour to the field and provide wide-ranging explorations and analyses of the meaning and educational significance of spirituality.

The volume explores relations between spirituality and value, spirituality and virtue, scholarship and spirituality, spirituality, science and morality, pedagogy and spirituality, spirituality and aesthetics, spirituality and the curriculum, amongst many other topics. Students of philosophy and philosophy of education as well as anyone interested in the place of spiritual values in educational policy and practice should find this collection a major addition to the current literature on the prospects and possibilities of spiritual education, as well as a source of educational inspiration.

Noddings Nel, Happiness and Education. Cambridge, Cambridge University Press, 2003.

When parents are asked what they want for their children, they usually answer that they want their children to be happy. Why, then, is happiness rarely mentioned as an aim of education? This book explores what we might teach if we were to take happiness seriously as an aim of education. It asks, first, what it means to be happy and, second, how we can help children to understand what happiness is. It notes that, to be truly happy, we have to develop a capacity for unhappiness and a willingness to alleviate the suffering of others. Criticizing the current almost exclusive emphasis on economic well-being and pleasure, it discusses the contributions of making a home, parenting, cherishing a place, the development of character, interpersonal growth, finding work that one loves, and participating in a democratic way of life. Finally, it explores ways in which to make schools and classrooms happy places.

Deepak Makol

....Contd from page 1

In a communiqué issued after two days of intense discussion, the heads of states, ministers, representatives of international organizations and agencies and specialist non-governmental organizations proposed a series of immediate measures to be taken by governments, agencies, NGOs and civil society to boost efforts to achieve gender parity in education by 2005 and gender equality by 2015, the deadlines set by 164 countries at the World Education Forum held in Dakar, Senegal (April 2000).

At the close of the meeting, UNESCO Director-General Koichiro Matsuura expressed his determination to "improve follow-up to the High Level Group and to strengthen links with our partners," and added that "we are not complacent in any way about the need to secure appropriate and viable improvements in coordination and mobilization."

The next meeting of the High Level Group on Education for All will be held in Brazil in November 2004.

NIEPA collaborated with Ministry of Human Resource Development and UNESCO is designing and hosting the event. NIEPA also provided academic input to the meet.

Mona Sedwal

Major Events of this Quarter

Prime Minister Shri Atal Bihari Vajpayee at the High Level Group Meeting, New Delhi

Smt. Kumud Bansal, Additional Secretary, Ministry of Human Resource Development inaugurating the National Seminar on Partnership of Government and Non-Government Organization for Inclusive Education, 15-17 October 2003, NIEPA, New Delhi

Sir John Daniel, ADG, UNESCO inaugurating the National Seminar on Education for All: State Level Perspectives on EFA Goals & Strategies 6-7 September 2003, NIEPA, New Delhi

JOURNAL OF EDUCATIONAL PLANNING AND ADMINISTRATION

Editor: *Jandhyala B.G. Tilak*

Volume XVII Number 4 October 2003

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CONGRATULATIONS

Malcolm Adiseshiah Award for Prof. Tilak

The Third Malcolm Adiseshiah Award for distinguished contribution to development studies for 2003 was conferred on Professor Jandhyala B.G. Tilak, Senior Fellow, NIEPA at Madras Institute of Development Studies.

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All correspondence regarding Newsletter should be addressed to :

The Editor, NIEPA Newsletter
NIEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016, India
Phone : 26962120, 26962126 (Ext.113)
Fax : 91-11-26853041, 26865180
E-mail: neerusnehi@niepa.org; deepakmakol@niepa.org; niepalib@vsnl.com
Library Website : http://niepalib.freeyellow.com

Published by the Registrar, NIEPA, Laser Typeset by the Publication Unit of NIEPA, New Delhi 110016 and printed at M/s Suchi Advertising, Shakti Nagar, Delhi 110 007