

NEC : 8th Summit : Overview of Education

(20 Aug 07)

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Our eight States have to their credit
Impressive record of spread of Education
as reflected in literacy statistics
Thanks to our Teaching Community

AR	-	54.3	(In 1947 School only at one location)
AS	-	63.3	
MN	-	70.5	(Figures - % average)
ML	-	62.6	
MZ	-	88.8	NE Region - 68.5%
NL	-	66.6	All INDIA - 64.8%
SK	-	68.8	
TR	-	73.2	

**For high literacy, NER is grateful to its
Academicians and Teachers in**

- **15 UNIVERSITIES - 11 Central (incl 1 Deemed and 1 Agri) plus 3 State (incl. 1 Agri) and 1 Private (Sikkim-Manipal)**
- **1 IIT at Guwahati**
- **502 Degree Colleges - many prestigious places of learning;**
- **12 Medical/Nursing/Ayurvedic/Homoeo/Vety Colleges**
- **8 Engineering/Technical Colleges**
- **64 Teachers' Training Institutes (Colleges/Schools).**
- **3 lakh+ enrolment at College level – but 70% in Arts Stream**
- **56677 - SCHOOLS: Elementary Level**
- **7051 - SCHOOLS: Secondary Level**

(Source: NEC Basic Statistics – 2006)

But we also have areas of SERIOUS CONCERN

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in the Education system are in respect of:

1. **Quality:** **Untrained Teachers** - 43.55 % at Primary level
69.93 % at Upper Primar
{Drop-out Rate I-VIII – 50.39%- 04-05} 66.13 % at Secondary stage
58.45 % at Higher Sec stage
2. **Content:** Not tuned to needs of community
3. **Dissonance with regional ethos** - Youth losing their cultural moorings and values
4. **Employment Potential: Very Poor** – leading to large numbers of **frustrated educated-unemployed going the wrong way**
5. **Institutions:** lacking in proper infrastructure
6. **Knowledge:Skill Imbalance in Single-track Education System:**
Highly tilted **against** employment oriented vocational skills that are much needed by the community.
General academic degree carries **high social prestige** but has **low employability**.

Hon'ble Prime Minister's Words of Wisdom

on 12 Apr 05 while inaugurating

the restructured North Eastern Council (NEC)

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....Development of human resource available in North Eastern Region needs to be taken up on the highest priority..

....Upgrading of skills of the work-force, as are relevant to them, may be taken up in the vicinity...

....teaching of science and mathematics in many North Eastern States happens to be a very weak point and the result is we are producing students, graduates who do not posses employable skill. ..redesigning of the educational map of the North Eastern Region should assume a priority concern...

....A holistic planning of education and vocational skills is essential ... to provide to the youth of the North Eastern Region enough opportunities for gainful employment"

To implement PM's suggestions

North Eastern Regional Education Council (NEREC)

Set up in July 05 as the apex-level expert
body in NER
in the field of Education & HRD.

**to re-tune the system right across
'n' to 'u' (Nursery to University)**

Terms of Reference of NEREC

- Development of Human Resources including upgradation of skills relevant to the developmental needs of the region and provide for the same in the syllabi;
- Improvement in quality and standard of education generally and, in particular, of science and mathematics in Schools;
- Generate respect for traditional Social & Cultural values of the various communities in the region;
- Primary to University level - Integration into a seamless system.
- Formulation of educational component of the **VISION NER:2020**
- Pooling of resources of all relevant Governmental and Non-Governmental agencies – Catalyse & Facilitate

Composition of NEREC

- Vice-Chancellors of all Universities in NE Region.
- Director, IIT, Guwahati; Director, NERIST, Itanagar.
- NCERT, IGNOU, UGC, AICTE, CEC
- Edn Commissioners/Secretaries of the 8 States
- Eminent persons in the field (specially invited)
- Secretary NEC.
- Adviser, HRD, NEC, Member Secretary.
- Chairman: Member NEC in charge of HRD

CONSENSUS THAT EMERGED IN DELIBERATIONS IN NEREC

The message of present education is dissonant with NER's precious heritage of cultural ethos of:

**Equity, Equality, Honesty, Truthfulness, Transparency,
Trust, Dignity of labour, Community above individual
Collective unanimous decision based on consensus**

With this rich traditional value system strictly followed within the clan/tribe/community, NER can give a lead to the entire country.

UNFORTUNATELY

**Our Education System imperceptibly imbibes and emphasises
individualism, competition, division, an opposition that must oppose
for its own sake, No unanimity in decision making, and such like.**

**It is this contradiction that inhibits realisation
of the optimal potential of the region**

NEREC's Road Map

For Retuning Education System in NER

1. Improving Quality of teaching (esp. of Maths and Science) Primary level upwards, by:

- a) Training and motivation of Teachers right from the Primary level onwards. **NCERT in overall charge - comprehensive module under preparation.**
- a) States requested to select 50 H/HS Teachers each for training as Master Trainers by national-level experts.
- c) First motivation-cum-skill upgradation course in chosen institutions. Thereafter refresher courses and motivation material through in ODL mode. IGNOU, NIOS and others to help.
- c) SCERT and DIETS to be strengthened to sustain the programme as a continuing activity.

NEREC's Road Map -2

For Retuning Education System in NER

2. **Cross fertilization of Knowledge-oriented General Academic Stream with Skill-oriented Vocational stream:**
 - a. **Degree carries higher social prestige than Certificate or Diploma in Vocational Course, that has far higher employability potential. HS Certificate and graduate Degree should offer choice of one vocational paper to balance education with needs of community and employability without loss of social prestige.**
 - b. **Present Either (academic)-Or (Vocational) admission system to be made Inclusive depending on pupil's choice.**

NEREC's Road Map - 3

3. Quality upgradation step-by-step – Cluster approach

Organise Colleges/Schools around a centrally located Mother Institution (to be adequately equipped) to share its upgraded facilities with students/teachers of feeder institutions.

Start with at least one existing College per District and one HS School per Block as Institution of Excellence.

Go on step by step till the last most inaccessible School gets covered.

4. Teaching of languages of our Eastern Neighbours

5. Develop Centres of Excellence in Universities/Colleges

NEREC's Road Map - 4

For Retuning Education System in NER

6. Extensive use of IT, ITES and Telecom :
Decisions of Hon'ble Chairman at Kohima Summit on network - interlinking will enable:
a. Interactive Virtual Class Rooms across NER will vastly maximise reach of Talks by Scholars/Scientists; of Model lessons; Trg/Motivational Refresher material etc for teachers in remote locations.

1. b. Vast expansion of ODL (by IGNOU) to reach (chiefly) SKILLS to the vast numbers still unreached, e.g.,

- School dropouts;
- Workers wanting to upgrade skills to enhance income;
- Educated Unemployed (to promote entrepreneurship with skill-knowledge inputs for *Value addition of local produce locally*); etc .

ACHIEVEMENTS SO FAR

Thanks to CEC of UGC (vide 3rd Meeting of NEREC) for providing:

- **EDUSAT facilities with SITs in all Universities;**
- **ROTs to 50 Colleges suggested by Universities.**
- **Teaching End Facilities (9 Univs @ Rs 10 lakh each);**
- **Capacity building of teachers and technical staff;**
- **Video-on-demand and Learning Object Repository on ERNET network to Universities.**

2. Vocational Courses in mixed mode to enable *Value addition of local produce locally* –

- **Bamboo Technology ODL Course development by**
- **CBTC & NIOS**
- **NEHU Dept of Dist Edn course on Floriculture etc.**
- **Pilot project of NERIST for Teachers' Trg in teaching of Maths & Science AND Teacher-motivation.**

NEREC Sub-Committee on Meaningful Education

The Sub-Committee took note of the following:

- Constitution (52nd Amendment) Act, 1976, viz., "that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity";
- **The Ten Commandments** (Article 51A - Fundamental Duties for citizens)
- While it is said that values cannot be *taught* but are *caught*, but the need of the times is that values are not only to be *taught* by the teacher, but also to be *caught* from the high personal example that he ought to set as the role model for the students.
- The need for the **entire process of education to be made value-oriented**, instead of reducing values to a series of do's and don'ts.
- The need for **periodic repetition, review and reiteration of value-based material** for the students (and even for the parents and the community).

RECOMMENDATIONS

Of The Sub-Committee on Meaningful Education

- **Values are to be inculcated in the minds of the coming generation right across *Nursery to University* levels.**
- **Teachers should take the chief responsibility for inculcating values in the minds of the students.**
- **Powerful inspiration to *catch* values is provided by biographies, anecdotes, epistles, passages from scriptures, lessons of history, lessons of cultures, personal accounts of exhibition of values in critical situation of life, exposure to good music, visual expressions of beauty, harmony, grandeur of nature etc. Exposure to such material should be done on a regular and sustained basis.**
- **Centers of Creative Arts be developed in all schools, colleges and universities where healthy music, fine arts and literary arts can be cultivated.**

RECOMMENDATIONS on Meaningful Education (contd)

- ❖ **Yoga in all Institutes of learning** being the universally acknowledged system for health of body, concentration of mind and emotionally healthy and happy outlook;
- ❖ **Healthy practices** (like cleanliness, dignity of labour, recycling of waste products etc) must be promoted among the students.
- ❖ **Stories based on local ethos (with which the child can relate)** and through which moral values can be inculcated may be popularized especially at the pre-primary and primary levels.
- ❖ At the secondary, Higher secondary, College and University levels, more **activity-oriented programmes** may be introduced (like sports, cultural activities, NCC, NSS etc) with emphasis on the **spirit behind the action (i.e., sportsman's spirit)**.
- ❖ **Social responsibility** need to be inculcated amongst the students by assigning responsibilities of various nature (like **social education, disaster mitigation, cleanliness drives** in nearby areas, etc.)

RECOMMENDATIONS on Meaningful Education (contd)

- ❖ Programmes promoting **multi-cultural community living** need to be encouraged.
- ❖ **Orientation programme for parents (and opinion-makers in the community)** may be organized by all educational institutions.
- ❖ The role of **community participation** in the process of inculcating values in the minds of the students needs to be properly emphasized.
- ❖ Students need to be taught **how to live in harmony with nature** (e.g., excursions to see nature in its various forms; Lessons on study of nature etc).
- ❖ Games and Sports to be promoted to develop **team spirit, leadership qualities** and most important of all, ***the sportsman's spirit*** (e.g., moral strength to accept defeat as gracefully as victory, appreciating the other man's point of view, etc.
- ❖ **Cultural activities develop the finer elements of life** and hence more importance need to be given on cultural activities designed to serve the purpose.

OUR EARNEST PLEA

1. To State Govts for **FULL COOPERATION** with NCERT, IGNOU, NIOS and State Boards of Education in:
 - Teachers' Training Programme
 - Strengthening of SCERTs and DIETS
 - Expansion of Skill-enhancement programmes on mixed mode (Contact-cum-Distance) for *Value addition of local produce locally by Youth in Villages*
 - Syllabus reformation to meet needs of community
 - Strengthening Vocational Institutes
2. To Hon'ble Minister HRD for guidance, Institutional and funding support for NEREC's Roadmap for revamping Education in NER.
3. To the Academic community to provide quality inputs to bring out the inherent genius of their pupils.



Thank you

Yours suggestions are most welcome.