

**FIFTH ROUND TABLE**  
**PROGRAMME SCHEDULE**

**16<sup>th</sup> August 2008**

**PROGRAMME**

**1. Inauguration : 10.00 am - 12.00 p.m.**

- a. Introduction : Prof. A. K. Jha, Registrar,  
A.N. Sinha Institute of Social Studies (ANSISS)
- b. Welcome Address : Shri Anjani Kumar Singh, Director,  
ANSISS, Principal Secretary, Ministry of HRD,  
Government of Bihar
- c. Addresses by : Shri J.K. Palit, Member, NCRI  
: Shri Sunil Kumar, Joint Secretary, MHRD  
: Prof. C.V. Raghavulu, Former Vice  
Chancellor,  
Acharya Nagarjuna University
- d. Introduction to the theme : Dr. S.V. Prabhath, Chairman, NCRI

**Tea Break : 12.00 p.m - 12.15 p.m**

**2. 2<sup>nd</sup> Session : 12.15 pm – 1.30 p.m**

Discussion on revival of Nai Talim

**Lunch break : 1.30 p.m - 2.30 p.m**

**4. 3<sup>rd</sup> Session : 2.30 pm. - 4.00 pm.**

Discussion on issues relating to successful Gandhian Institutions and Rural Institutes

**Tea Break 04.00 p.m. - 4.15 p.m**

**5. Wrap-up Session : 4.15 p.m. - 6.00 p.m.**

**Chairman : Dr. S.V. Prabhath**  
**Moderator : Prof. C.V. Raghavulu**

## **THEME PAPER**

The National Council of Rural Institutions (NCRI) was borne out of the Programme of Action (PoA) on National Policy on Education (NEP)-1986. Set up in 1995, it is an autonomous organisation under the Ministry of Human Resource Development (HRD) with the mandate to promote rural higher education. At present, it is headed by Chairman, Dr. S.V. Prabhath.

The NEP-1986 had visualised a well-planned programmes for rural institutions and an organisation for promoting rural education for advancing rural livelihoods. These programmes would be composite in character, covering courses from the primary and secondary levels to degree and diploma levels. The guiding principles of NCRI are:

- The rural institutions are not envisaged as traditional institutions, but rather as a complex of institutions which seek to integrate all aspects of education and training with productive and creative activities spread horizontally across disciplines of science and technology, humanities and social sciences.
- The NEP-1986, inter-alia, envisages that the new pattern or rural universities will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas of education so as to take up the challenges of micro planning at grassroots level for the transformation of rural areas. Institutions and programs that reflect the Gandhian ideal of basic education will be supported through these programs.

The present paper reflects several rounds of discussions at four round tables, one National Seminar (organised by NCRI), including the discussions in the Governing body and Wardha meeting of Gandhians.

NCRI activities at the moment are more or less confined to supporting various project proposals received from different quarters.

NCRI's mandate places emphasis on the following:

- (a) Rural higher education: Concept of rural universities
- (b) Functional literacy
- (c) Vocational education
- (d) Gandhian studies
- (e) Micro planning
- (f) Entrepreneurship development
- (g) Networking: Linkages with various training outfits engaged in promotion of rural enterprises.

In essence, the objectives focus on:

- (a) Promoting, encouraging and supporting rural education (both higher and school education), research, training of teachers at school level and extension activities – based on Gandhian philosophy,
- (b) Applying science and technology for rural development through institutional support,
- (c) Consolidating, developing and networking with institutions offering Gandhian Basic education and
- (d) Advising the Government of India on matters relating to rural institutes when referred by it. It does not preclude suo-moto advice to Government of India.

### **The lacunae**

A look at various projects provided by NCRI does not manifestly bring out examples of outcomes to examine the realisation of objectives. This was also due to a lack of information or feedback from client organisations. A schematic approach could not therefore, be evolved to conduct the affairs of NCRI in conformity with its objectives. There is a need for a systematic approach and well articulated strategy in guiding NCRI to achieve the higher ends for which it was conceived.

### **A vision for NCRI**

As part of the vision plan, the NCRI has so far conducted four workshops and a National seminar.

The first round table looked at the gap between the objectives and achievements, besides identifying steps required for taking NCRI forward towards fulfilling its goals. Apart from critically reviewing the working of the Council by way of self-introspection, the meeting looked at strategies for framing and implementing an action plan. Secondly, the meeting also tried to define the contours of the goals of the NCRI to fit into the XI Five Year Plan in the light of Gandhiji's philosophy and its significance in the context of globalization.

The second round table discussed the ways and means by which the NCRI can promote rural higher education on the basis of Mahatma Gandhi's ideals of education, besides trying to work out strategies for networking with the institutions that are trying to implement Gandhi's ideas of rural development and rural transformation.

The deliberations of the third round table centered on relevance of Nai Talim system of education, criteria to be followed for defining the scope of the proposed rural institutes, research into the reasons for disappearance of many rural institutes, coordination among different rural institutions and the need for creation of institutional back up, introduction of innovative programmes in rural institutes and the role of NCRI in promoting and developing rural institutes, networking among rural institutes, action-based participatory research and changes proposed in the functioning of NCRI.

Discussions at the fourth round table zeroed in on some of the crucial gaps with regard to the legal status of the NCRI and the adequacy of financial support system for it. Its present legal status is considered nebulous and hence should be upgraded from a registered society to that of a statutory body like the UGC and AICTE. The present allocation of funds to NCRI by the HRD Ministry and Planning Commission is considered utterly inadequate to offer any meaningful services to meet the objectives covered by its mandate. It was, therefore, suggested that NCRI should receive adequate funds. The other recommendations of the 4<sup>th</sup> round table relate to the use of Science and Technology in rural education, co-ordination between Rural Institutes and Government schemes implemented by various Ministries, co-ordination between mainstream education system and Nai Talim, Development of Nai Talim curriculum, etc. Connectivity & interdependence between the rural and the urban areas, should be operationalised so that the rural youth can stay back in their areas are the other major issues focused in the round table.

The brainstorming session on Mahatma Gandhiji's education policy held at Sevagram, Wardha, on 18 -19<sup>th</sup> August 2007 focused on education for liberation of the total population and reconstruction. It recommended for documentation, preservation and publication programme, networking with other organisations, fellowships to honour and felicitate scholars and activists in the field of Gandhian Education and development, Gandhian Pedagogy at the school and higher education institutions, organisation of regular meetings, consultations & seminars on specific themes concerned with Gandhian Education and pedagogy, and development of centres of Gandhian Higher Education. Besides, the productive works in terms of self learning of skills in areas such as handicrafts, agriculture, animal husbandry, poultry and Environment are to be emphasized.

The National Seminar organized at New Delhi, in collaboration with JNU on "Revitalising Rural Institutes – Problems & Prognosis" provided an occasion to review linkages between higher education and rural development as viewed and propagated by Mahatma Gandhi. The seminar also enabled participants and the Council to review the condition of rural institutes in different fields of knowledge & services and the way forward for them in the 21<sup>st</sup> century India within the liberalization-globalisation, paradigm. The seminar also recommended to enlarge the scope of activities such as teachers training, aimed at the revival of Nai Talim Institutions; peace & conflict resolution; micro-planning, rejuvenation of rural institutions and strengthening of Gandhian institutions, linkages between various institutions: NCRI's interventions should aim at creation and promotion & dissemination of knowledge relevant to rural higher education.

### **Issues for the 5<sup>th</sup> round table**

Some of the issues identified for the purpose of the 5<sup>th</sup> round table for the Eastern region to be held at Patna, Bihar are:

- Vision plan -- the framework and specific steps--setting out future priorities of NCRI.
- Develop bench marks, an evaluation plan and metrics
- Identification of action research programmes.
- Strategies for the flagship programmes proposed:
  - (a) teacher training (focus on children);
  - (b) peace and conflict resolution (youth focus) ; and
  - (c) micro-planning (PR institutions focus)

- Suggestions for revival of Nai Talim

*(Modifications if any, to make it relevant to the present society)*

- A status report and suggestions on matters pertaining to rural institutes.
- Building support bases and constituencies for policy advocacy for design of programmes on Gandhian lines.
- Sponsoring studies on Gandhian Institutions and Rural Institutes.

*(Analysis of issues relating to successful Gandhian institutions and Rural Institutes)*

Need for changes in the objectives of NCRI, if any.

- Action research on promotion of non-formal education campaigns
- Proposals aimed at creating an impact on public policies based on research carried out on rural development – cull out the best practices and convey them to the policy makers in an effective manner.
- Identify and encourage demand-driven field oriented courses, with an extension component, to be taken by Rural Institutes.
- Identify specific areas for networking by Rural Institutes.

## **LIST OF PARTICIPANTS**

### **A. FROM NCRI, HYDERABAD**

1. **Dr. S.V. Prabhath** : Chairman  
National Council of Rural Institutes (NCRI).
2. **Shri J.K. Palit** : Member, Council & Governing Body, NCRI
3. **Prof. C.V. Raghavulu** : Former Vice Chancellor,  
Acharya Nagarjuna University, Guntur.
4. **Dr. D.N. Dash** : Assistant Director  
National Council of Rural Institutes (NCRI).

### **B. FROM HRD, GOVT. OF INDIA, NEW DELHI**

1. **Shri Sunil Kumar** : Joint Secretary  
Govt. of India, Mo HRD, New Delhi

### **C. FROM A.N. SINHA INSTITUTE OF SOCIAL STUDIES, PATNA**

1. **Shri Anjani Kumar Singh** : Principal Secretary, Ministry of HRD,  
Government of Bihar and Director, ANSISS
2. **Prof. A.K. Jha** : Registrar, ANSISS, Patna
3. **Dr. Manohar Lal** : ANSISS, Patna.
4. **Dr. S.P. Jaiswal** : ANSISS, Patna
5. **Dr. B.N. Singh** : ANSISS, Patna.
6. **Dr. Sadruddin** : ANSISS, Patna
7. **Dr. Ajay Singh** : Fellow, ANSISS, Patna.

### **D. FROM OTHER INSTITUTIONS:**

1. **Shri Pradeep Priyadarshi** : Ekta Parishad, Bihar, Pragati Gramin Vikas Samiti,  
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2. **Dr. Naval Kishore Singh** : Gandhi Peace Foundation , Jai Prabha Path, Kajwalichak, Bhagalpur-812 002, Bihar.
3. **Shri Dwarko Sundrani** : Samanvay Ashram, Bodh Gaya-824 231, District – Gaya, Bihar.
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6. **Dr. Manoj Kumar** : Director, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha,(Residence at Patna).
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- 23. Dr. Gaurang Chandra Raut** : Chairman, Niyamagiri Grameen Vikas Trust  
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- 29. Shri Rajesh Sinha** : Kadam Kuan News Plus, Patna.
- 30. Shri Jawaharlal Prasad** : Bihar Kumhar, Prajapati Secretary Samiti, Patna-20.
- 31. Dr. K. Savitha** : Principal, G.D.M. College, Patna.
- 32. Dr. R.K. Singh** : S.M.D. College, Poon Poon, Patna.

- 33. Shri Qamar Ahsan** : M.M.H.A & P University, Patna.
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- 37. Ms. Seema Singh** : Doordarshan, Patna.
- 38. Dr. S.P. Singh** : Registrar, CNLU, Patna.
- 39. Dr. P.K. Singh** : Head, Dept of Economics, BDE College, Patna.
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- 45. Shri Parmanant Singh** : Magnificent, Patna, Bihar.
- 46. Dr. Gyandendra Yadav** : Dept. of Sociology, College of Commerce, Kankarbagh, Patna.
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- 48. Ms. Manju Raj** : Mahila Jagruthi Trust, Gomeya, Dist. Bhokara, Jharkand – 829 111.
- 49. Dr. S. Chauhan** : Patna University, Patna.
- 50. Prof. Mani Bhushan Prasad**: Former Professor ANSIS, Patna.

51. **Shri Vimlender Narain** : Advocate, Patna High Court, Patna.
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55. **Shri R. N. Sharma** : Sociology Dept., Patna University, Patna.
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57. **Shri Carvinayan Jully Lall**; Patna, Bihar
58. **Dr. K.B. Singh** : KMD College, Parbatta (Khajaria).

**E. SUPPORTING STAFF FROM ANSISS, PATNA :**

1. **Shri Bikash Verma** : ANSISS, Patna.
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## **PROCEEDINGS OF THE INAUGURAL SESSION**

The inaugural session started with introduction by Prof. Ajay Kumar Jha, Registrar of the Institute. Welcome address was given by Shri. Anjani Kumar Singh, IAS, Director of the Institute and Principal Secretary, HRD, Govt. of Bihar. It was followed by introduction to the theme and welcome address by Dr. S.V. Prabhath, Chairman, NCRI. The meeting was also addressed by Shri J.K. Palit, Ex-Minister and Member, National Council of Rural Institutes and Shri Sunil Kumar, Joint Secretary, HRD Ministry, Govt. of India, and Prof. C.V. Raghavulu, Ex-Vice-Chancellor, ANU.

The first session focused on the vision plan of NCRI in the areas of teacher training, peace and conflict resolution and micro-planning. The second session dealt with the revival of Nai Talim. The third session discussed application of best practices in successful Gandhian institutions and Rural Institutes. The wrap-up session was devoted to an analysis of various issues and problems of rural areas and for making recommendations.

Intellectuals and Gandhians from the eastern region recalled during discussions that Gandhiji wanted to correlate basic education with Gram Swaraj. Gandhiji wanted that rural India should have rural technologies. They felt that reforms in higher education should become a high priority to respond to economic imperatives and special requirements of the labour market. In the present context of globalisation, India needs to develop skilled personnel, it was noted.

Shri Sunil Kumar, while referring to the relevance of Gandhian ideas to education, stressed the need to use the Nai Talim for vocational purposes; in other words, there should be

accent on employment oriented education. He further stated that the sole objective of Gandhian education is to conscientise rural people and bring improvements in the implementation of ideas suited to occupational needs as the rural people are mostly poor. He focused on the necessity to mobilise the civil society on Gandhian lines. He commended the efforts of NCRI in taking a number of initiatives.

Prof. C.V. Raghavulu brought into focus the goals and objectives of the NCRI and efforts by the Chairman and Council to involve the stakeholders through Round Tables, Seminars and other events in evolving the policies of the Council. He also referred to the need for a careful examination of the reasons for the success of some Gandhian institutions and Rural Institutes and the failure of others. Efforts toward refocus on Nai Talim are in line with the mandate of NCRI, he observed.

## **WELCOME ADDRESS BY DR. S.V. PRABHATH, CHAIRMAN, NCRI**

We are now entering a period of change. Between December, 2007 and now, we have embarked upon a significant restructuring of NCRI activities. To steer us through this period of change/transition we have prepared a transitional phase document i.e., the 11th Plan which outlines our agenda and programmes of work. They reflect what we need to deliver and key questions we need to address.

**The overall objective of the exercise** is to identify solutions, policies, approaches and practices that can be applied to the programmes of NCRI. We wish to develop a “culture” of finding solutions and policy responses from the stakeholders to address the all-too-familiar issues, problems and constraints. We are convinced that within this context there exists a wealth of knowledge and experience capable of guiding innovative solutions and cost-effective policies. We have so far conducted four Round Tables and one National Seminar. Many specific recommendations have emerged from the proceedings of these events. These recommendations have to be translated into a working plan for implementation. Many recommendations concern the role of the NCRI and provide a focus and direction to its activities.

Our task is a dual one: (i) to make the issues known and, in doing so deepen our partnerships; and (ii) to set into motion a process (begun by this exercise) whereby educators, education policy-makers and Gandhians, Gandhian Institutions and Rural Institutes are networked in making practical use of their experiences, with special attention paid to factors and elements that can be shared between institutions and across different settings.

Some of the issues identified and circulated through the theme paper are

1. Identifying innovative appropriate projects for funding
2. Programmes should be collaborative and participatory in nature
3. Suggestions for identification and implementation of thrust programmes
4. Strategies for implementation of 11<sup>th</sup> plan programmes
5. Action research programmes

Today as far as rural sector is concerned it is facing a paradoxical situation. We are at the beginning of a new urban era. Rapid urbanisation is emerging as a general phenomenon throughout the developing world, particularly in the towns and cities of Asia and The Pacific. That is why the 21st century has been termed as the century of urbanization, particularly for Asian countries. While many opportunities are opening up, open markets and global integration have created instability and deepened inequality.

In view of this meeting the challenges of the future will warrant more efficient application of strategies to harness consistently the full potential of overall economic growth for inclusive rural development and overall economic growth can be made to be more pro-poor. Promoting the capacity of poor and low-income households to participate in the growth process should be a central element of such a strategy.

A major initiative is under way to develop a framework and guidelines for different activities. To demonstrate achievements requires bench marking and continuous monitoring. During this phase of development there is a need for alignment with different agencies and involvement of stakeholders. However, these efforts have to be backed by adequate resources. We also need to reaffirm that the proposed activities conform to the ideals enshrined in the NCRI mandate and that our strategies and action plan are in tune with requirements of the times.

To usher in change NCRI should strive to achieve the following objectives given in its MOA and Rules:

- (i) (a) promote rural higher education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro-planning for transformation of rural areas as envisaged in NPE, 1986 (as modified in 1992);
- (b) consolidate, network and develop institutions engaged in programmes of Gandhian basic education and Nai Talim; and
- (c) encourage other educational institutions and voluntary agencies to develop in accordance with Gandhian Philosophy of education.

With a view to fulfilling its objectives, particularly those outlined in the preceding paragraph, the NCRI proposes to take up the following activities during the Eleventh Plan period: -

**(1) Strengthening of Rural Higher Education in Conventional Universities through Starting of Degree, Diploma and Certificate Programmes in Rural Higher Education**

A number of Universities in the country offer degree courses at PG and UG levels, with a rural orientation. These programmes enable the degree holders to take up programmes in rural areas for sectoral and integrated development. However, the thrust is not adequate enough considering the magnitude of the programmes envisaged in the rural areas and the opportunities afforded for participatory involvement of these graduates and Post-graduates. To overcome this lacunae and provide the necessary thrust, it is proposed to extend support and technical guidance from the NCRI to the universities to improve the content in the present context of rural development through starting of Degree, Diploma and Certificate programmes in rural higher education wherever necessary.

**2) Assistance to ‘Nai Talim’/ Gandhian Basic Education Institutions/Organization**

Gandhiji said that for a country like India, where the majority of the population lives in villages, the socio-economic transformation should start with rural areas. However, most of the efforts made hitherto had an urban bias. Gandhiji advocated small enterprises as a means of development where as the focus in post-independence India has largely been on major projects. Gandhiji also said that decentralisation affords better governance, while the opposite took place in the country. Bapu wanted Nai Talim. The concept of Gandhiji has two aspects, namely, the individual would be functionally literate and training in skills should be provided to enable the individual to gain employment. An attempt has, therefore, to be made to ensure that the basic education is tailored to the needs of local micro-enterprises, thus, enabling a person to earn while learning.

As per the objectives of the NCRI, governmental and non-governmental organisations engaged in imparting rural education work and Nai Talim work are to be supported and strengthened. Training of teachers in Basic Education is a high priority area. In order to revitalise this area, the

NCRI's strategy would be to assist the institutions/organisations engaged in Gandhian Basic Education under its present programme. It is proposed to support some institutions each year, selected on the basis of their participatory involvement and commitments to Nai Talim.

### **(3) Integration of Gandhian Educational Institutions through Networking**

To meet the second objective of Memorandum of Association and Rules, namely to consolidate, network and develop Gandhian Institutions, the Council's role is to provide value added services for designing and planning programmes and project activities for the rural institutes associated with it and collect Gandhian education based data in the form of activities, courses, rural technological & scientific information, researches and other related information and make it available on the website for wider dissemination among the rural as well as urban youth.

The databases on the rural people, their needs as well as available appropriate technologies will be established through collection, collation and cataloguing. Specific structures to act as windows for dissemination of this information, knowledge base, skills to the users and rural development agencies in the governmental and non-governmental sectors will be established.

### **(4) Developing Courses and Modules on Gandhian Education:**

India has been striving to spread Gandhian ideas on basic education, starting from the establishment of Dr. Zakir Hussain Committee (1937). Till today it is a distant goal for us. In the Eleventh Five-Year Plan focus is to be given more specifically on applicable and practical models of development based on the Gandhian approach in selected rural areas on pilot basis, to serve the learning process. Thereafter, it is necessary to synthesise such knowledge and build integrated models of rural development with applicability across a wide spectrum. After its application courses and modules on Gandhian economics, management approaches, value and normative systems for introduction in other Universities will be attempted.

The initiatives towards these in December, 2007 and the exercises commenced is expected to result in a vision document that is focused on an assessment of challenges and organisational preparedness, based on a broad inclusive process. While we are looking at plans and programmes on a steady path, we are also concerned about lack of innovativeness in the proposals received by NCRI. We are, therefore, focusing our attention on this aspect as well.

We are trying to develop programmes which will encompass the ideals of the NCRI while factoring in the challenges of a changing society. We also want to put various projects into a programme mode to achieve a wider impact.

We look forward to your active participation in this exciting new initiative and contribute towards building the framework to develop new approaches to our activities across the country.

## **ABSTRACTS OF PAPERS**

### **List Of Abstracts**

1. **Dr. Gaurang Ch. Raut** : **Livelihood Support Education to the Tribal Students In Agency Areas Of Odisha**
2. **Shri Gaurang Ch. Mohapatra** : **Relevance of Gandhian Ideas**
3. **Shri Bimal Ch. Pal** : **Education for all**
4. **Dr. B.K. Sinha** : **Rural Higher Education for Jharkhand : An action plan**
5. **Dr. Indu Sinha** : **Entrepreneurship Development in Self-Help Groups**
6. **Dr. Ratan Das** : **Educating for Life**
7. **Dr. Subhash Chandra Roy** : **Panchayathi Raj : To make Villages Livable And Lovable**
8. **Prof. (Dr.) P.C.Mahapatra** : **Globalization, Opportunities and Challenges to Higher Education**
9. **Dr.Aditya Patnaik** : **Peace Development and the Role of Gandhian Organisations – (A Gandhian Concept)**
10. **Dr. Nawal Kishor Singh** : **National Education Policy – (NEP) 1986 : A Study**
11. **Shri R. K. Singh** : **Where Is The Dream Of Bapu?**
12. **Shri J.K. Palit** : **Vision Plan for NCRI**

**1. Dr. Gaurang Ch. Raut : LIVELIHOOD SUPPORT EDUCATION TO THE TRIBAL STUDENTS IN AGENCY AREAS OF ODISHA**

This paper depicts the existing system of education and livelihood in the tribal pockets of Odisha and reveals the social and financial exploitation of the tribals and poor people by the Govt. officials and political leaders.

NCRI has to introduce Gandhian ideas of basic education in higher education to create better and self-reliant citizens. More awareness has to be created about Nai Talim and the employment opportunities among the people through electronic and print media. Naturopathy as a subject has to be introduced from Class 1 to 10 and a naturopathy hospital is to be established at district level.

State education authorities may be instructed through a notification by the HRD Ministry of the Union Govt. to render necessary co-operation in this regard to NCRI regarding implementation of schemes.

**2. Shri Gaurang Ch. Mohapatra : RELEVANCE OF GANDHIAN IDEAS**

Our students are lacking in knowledge of Gandhi as Gandhian topics are not in the regular syllabus in most institutions. Therefore, it is necessary that the Ministry of HRD may issue suitable guidelines to introduce Gandhian studies in all institutions.

A committee may be formed to study the conditions of the Gandhian basic schools and invite suggestions for revival of the same within a time frame and to continue this initiative for a longer period. Some grants may be sanctioned in favour of existing or closed Model Gandhian Schools which are facing financial constraints.

Action research programmes may be undertaken to develop organic agriculture, reduce the subsidies and provide maximum opportunities for self-sufficiency.

All sections of people, including children, are to be trained in Gandhian values. Shantidoot troop volunteers are to be formed from grassroots to national level to propagate these values and

resolve conflicts at the village level. There should be more exchange programmes involving youth in rural reconstruction. State governments may be advised to stock in the existing District and State Libraries books on Gandhian thought and values. An annual seminar on Gandhian activities may be held at national level every year, and if possible in all regions of the country.

### **3. Shri Bimal Ch. Pal : EDUCATION FOR ALL**

As the objective of education according to Gandhiji was to prepare a background for non-violence, provision for teaching pupils shall be made from kindergarten to postgraduate level. Education should be provided at the workplace and Nai Talim is the best way for this.

### **4. Dr. B.K. Sinha : RURAL HIGHER EDUCATION FOR JHARKHAND: AN ACTION PLAN**

The ugly face of our education system in general and higher education in particular is now obvious in every sphere of life. It is high time to go into introspection – rediscover the philosophy of the ‘father of the nation’ on education that we require. The mushroom growth of the colleges has totally failed in achieving the objective of inculcating values and patriotism. Besides, they have diluted the quality of education as well. The stakeholders are not satisfied with the products of higher education as we are creating a new breed of pseudo-educated, directionless youth (employed/unemployed).

The paper has been divided into two major sections –first section speaks of the thought that the author feels that is required in the present situation of the country and should be addressed in a more systematic fashion. A paradigm shift in planning for the country is emphasized – development programmes should be rural-centric rather than urban-centric. The second part deals with the action plan that can be adopted for setting up of rural institutions in the country. An algorithm has been added for understanding the action plan.

**5. Dr. Indu Sinha : ENTREPRENEURSHIP DEVELOPMENT IN SELF HELP GROUPS**

In Bihar Self Help Groups (SHG) are being formed in each district. The Centre for Development Resource Centre (CEMCORED), Patna, has also formed 282 groups in Muzaffarpur and Khogaria. Group formation is also a crucial process of empowerment. The group provides confidence, mutual support with negotiating power and can be used as a vehicle for the promotion of economic activities

SHG members are being empowered socially, politically and economically. They still need help with literacy programmes and training in vocational skills which can be done through establishment of an institute. Community infrastructure has to be improved and market research has to be undertaken for the products manufactured by SHGs. A knowledge centre and rural library has to be started for use by women and others.

**6. Dr. Ratan Das : EDUCATION FOR LIFE**

Basic Education centres in tribal areas and Gandhian studies departments should be opened in all small towns. Gandhian philosophy should be included in all courses at degree and postgraduate levels and education centres in villages.

NCRI may intensify its network by conducting training programmes for youth.

It should reach out to experienced Gandhian workers all over the country and identify them and seek their services in implementing Gandhian Peace programme.

**7. Dr. Subhash Chandra Roy : PANCHAYATHI RAJ: TO MAKE VILLAGES LIVABLE AND LOVABLE**

Even after 60 years of Independence, the condition of villages has not improved. It is because of the apathy towards villages even of the educated people. After getting education, they settle in the cities and never return. This has created a great gulf between cities and villages. Villages are the support base for all types of development, but they lack basic facilities such as drinking water, electricity, drainage, toilets, and roads. .

Panchayathi Raj has been given all rights to frame plans for the upliftment of villagers and villages, but they are not properly working. The Panchayat has to start an awakening programme, an essential part of education. In this regard the NCRI has to play a great role in promoting and protecting the rights of the people living in the villages. The NCRI can help in making plans related to housing, environment, village forestry, agriculture, live stock, etc. It can also help in social audit in order to ensure transparency.

8. **Prof. (Dr.) P. C. Mahapatra** : **GLOBALIZATION, OPPORTUNITIES AND CHALLENGES TO HIGHER EDUCATION**

Globalization is the emerging reality of the 21st century. We have become a world wide community and a global village. Education in this century will be based on eight major dimensions: soul, soil, society, skills, science and technology, solidarity, service and survival. The ultimate objectives will be to achieve Life Enrichment Education (LEE), Life Skills Education (LSE), and Life Value Education (LVE). It will be based on four pillars: learning to learn, learning to do, learning to live together and learning to be.

In the present context Basic education propounded by Gandhiji with some modern changes will be most suitable to meet the challenges of globalisation and fulfill the development of five Hs. i.e., Head, Hand, Heart, Health and High tech. It will serve the purposes of equity, equality and quality and will meet the demand of the emerging youth and sustainable development of the rural people. If we want to see developed India we have to pay greater attention towards villages.

The NCRI is moving in this direction. It is working as a catalyst to propagate the Gandhian philosophy and to promote rural higher education on the lines of Mahatma Gandhi's revolutionary ideas of education.

For strengthening NCRI, the Government of India – the Ministry of Human Resource Development may consider to give NCRI the status of that of NCERT / NIEPA. It is suggested that the prevailing curriculum from primary to university level may be reviewed to identify the areas where Gandhian philosophy has to be included. We may take the help of folk media, mass media, electronic media to popularise Gandhian thought and Gandhian concept of Rural

reconstruction. Emphasis should be laid on Gandhian studies, micro planning, entrepreneurship development, networking among various Rural Institutes, government agencies, NGOs and community organisations.

**9. Dr. Aditya Patnaik : PEACE DEVELOPMENT AND THE ROLE OF GANDHIAN ORGANISATIONS: (A GANDHIAN CONCEPT)**

The national situation is a cause of concern for every individual in the nation. The state of violence in Jammu & Kashmir, North East India, and the communal riots in different parts of the country, the emerging separatist forces in the different parts of the country, corruption and criminalisation of Indian politics, the environmental crisis across the country, the frustrations and disillusionment among the youth and the rural masses are only a few symptoms of the deteriorating national situation. The picture can lead to intense frustration, depression and violence.

Peace and development are like two sides of a coin. Peace is an outcome of totalistic or overall development. Development is the product of peace and humanitarianism. Development is not merely the creation of a physical infrastructure for growth. It has many facets in itself, such as social, political, economic and spiritual. In a nutshell, we can define development as the means for **liberty or attainment of human rights** and **opportunities for the growth and expression of personality** of the human being.

**Gandhiji and Vinobaji** have rightly said: there is a need in our country for peace makers and constructive organisations who can work to create a peaceful atmosphere by resolving internal conflicts and by purifying the body by adopting sensible living habits. So a **positive attitude** has to be adopted to resolve the conflicts, whereby human beings will be able to realise and act on values that distinguish the human being from an animal. A **continuous teaching about peace, non-violence and awareness** will definitely create an atmosphere towards a brotherhood based on humanitarian values.

Basically, there are two concepts of development pre and post freedom. The pre-freedom concept involves the Charkha and uses this as a symbol for self-employment and development of villages. It also includes agricultural development, promotion of agro-based products and development of village industries for mass employment. The other concept is about the computer as a symbol of socio-economic urban development, scientific revolution of the 21<sup>st</sup> century. The steps to be taken are proper understanding of the needs of people, fulfillment of their basic needs and making them participate in production, thus giving them a feeling of self-worth and self-respect. This will also include economic democracy to empower them and implement the process of development for the people. A national consensus is to be created for development in education and technical know-how with cultural and spiritual development.

The questions arise – who will do it? Persons with a good motive and building their organisations for social change through peaceful means can bring change only after realising the extent of poverty and social injustice that prevails. Some of us have an objective to bring about a radical change in our society through struggle and development, while there are few other organisations who are involved in research and development of appropriate technology. These groups need to be brought together on a common platform with an understanding of the Gandhian concepts of rural development. Approaches may differ. Situations may vary. Considering these, we need not adhere to any rigid model for our approach.

#### 10. Dr. Nawal Kishor Singh : NATIONAL EDUCATION POLICY – (NEP) 1986: A STUDY

Sufficient time has passed since the inauguration of the new National Policy of Education – 1986, and the modifications incorporated therein later on. In this period substantial steps have been taken to implement some of the provisions of the policy. Navodaya Vidyalayas and Kasturba Gandhi Vidyalayas have been established in hundreds all over the country and many more are in the offing. Operation Blackboard has been launched and adequate funds earmarked for the purpose to improve the condition of the primary schools and to remove disabilities from which primary education had been suffering. Efforts are being made to make elementary education compulsory and revitalise the adult education programme by establishing a National

Literacy Mission authority. The Central Government has launched Sarva Shiksha Abhiyan so as to achieve the target of universal primary education by 2007-2010.

The thoughts, philosophy and message of Mahatma Gandhi are very much relevant today. We must say they alone constitute positive factors, which can save modern civilisation.

Gandhiji's ideas on education also are very much relevant today. All his ideas cannot be implemented in toto. But the spirit of those ideas can be transferred to the new policies and programmes on education such as "Earn while you learn". The core of his ideas on basic education can still give a new direction to education. The inclusion of vocational courses in liberal education syllabus is certainly an extension of Gandhi's ideas on education and their scheme of education has been found to be very sound and, therefore, very much beneficial. Gandhiji's experience in education is based on 3 H's – Heart, Head and Hand.

Education needs a revolution Educational revolution alone will be able to achieve the objectives we have set before ourselves. To say the least, education needs greater commitment on the part of the government, the society and planners.

#### 11. **Shri R. K. Singh : WHERE IS THE DREAM OF BAPU?**

The structure of rural India was strong before the colonial period and deteriorated during the British regime. The colonial period weakened the self-rule systems in order to retain the power in their hands for promoting their vested interests. The same was addressed by Mahatma Gandhi in his Gram Swaraj movement. The former Prime Minister, Shri Rajiv Gandhi, initiated the restoration of the self-rule system, through 73rd and 74th Amendments, which were implemented in 1993 for general areas and later PESA Act was enforced in 1996 to cover tribal areas (Schedule V) in order to legitimise the entitlements and exercise their rights for survival and dignity as emphasised in *Gandhiji's Gram Swaraj*.

Although the Acts were proposed for a good cause of strengthening the governance systems at different levels and also to promote public awareness of their rights in a democratic society, there are serious gaps in the processes of implementation. The latter include non-transfer of the full

powers to the concerned local bodies. Political apathy, lack of accountability and transparency at all levels, approaches (top to bottom) in implementation procedures have violated the intended purposes. Over a period of time of working with different communities in Shri Gandhi Seva Ashram, Sarguja, Chhattisgarh, the concerns of self-rule are replicated in the interests of fulfilling the dream of Gandhiji.

The concerns of an effective governance system, viewed as “*Institutions of local self-governance*” can be achieved through participatory micro-plan with the best utilisation of resources, stringent time frame and funds flow. Gram sabha empowerment, judicial rights and powers of issuing documents at panchayat level, participation of women in decision making and exercise of constitutional rights, implementation of government schemes like NREGs, SGSY, etc and use of Right To Information Act are required for an effective governance system.

## **12. Shri J.K. Palit : VISION PLAN FOR NCRI**

NCRI should expand its activities to include far away rural areas, particularly in the socio-economically backward areas and states.

The Govt. of India should upgrade the status of NCRI from a registered society to a statutory body like the UGC, AICTE, etc. under an act of Parliament. The allocation of funds to NCRI by the Ministry of HRD should increase manifold.

NCRI should take up more documentation and publication work in a collaborative mode. In furtherance of its goals the NCRI has to network with other organisations. To promote learning areas with a rural orientation, handicrafts, agriculture, animal husbandry and poultry should be given preference. NCRI should also identify leading NGOs and other reputed institutions to establish research centres for Gandhian studies. Such centres may also conduct teacher training and vocational programmes for skill development and self-employment.

## WRAP-UP SESSION & RECOMMENDATIONS

The session was chaired by Dr. S.V. Prabhath, Prof. C.V. Raghavulu acted as the moderator for the session.

Dr. Prabhath drew the attention of the participants to the NCRI's policy of providing assistance to innovative projects, but not to ordinary projects that can be funded from several other sources. However, he endorsed the suggestion from several participants that projects dealing with rural higher education with an impact on livelihoods in the interior tribal areas deserve special consideration for funding by the NCRI. He has also suggested that the A.N. Sinha Institute, in collaboration with another reputed organisation in Jharkhand, should come up with a project proposal for study of Gandhian institutions in these two states. The Chairman has invited brief write-ups on what individuals have done in spreading Gandhian values or their application for the special issue on Gandhi Today to be released on October 19<sup>th</sup>, 2008, in connection with the NCRI's foundation day. The suggestion to celebrate the 100<sup>th</sup> anniversary of Hind Swaraj was welcomed by him.

Shri Palit: focused on issues raised in the theme paper and reiterated that all of them flow from the mandate of the NCRI.

He spoke at length about the good work turned out by self-help groups. He lamented about the issues associated with the functioning of PRIs and outlined the reasons as to why the Panchayathi Raj Act did not gain acceptability in states like Uttar Pradesh and Bihar. The main reason was that it was a gift from above rather than the outcome of a struggle, Shri Palit observed.

Shri Ramji Singh: made a fervent plea for Gram Shanthi Sena in each village.

Shri Chandan Pal: referred to the implications of the disputes in Nandigram and Singur in West Bengal, especially due to displacement of people by industry. He cited the beneficial effects of adoption of villages by Gandhian volunteers.

Dr. Subhash Chandra Roy: emphasised the need for involvement of NGOs and other organisations in micro-planning.

Several speakers reflected upon the genesis and problems arising out of the extremist movements in various states and suggested special attention to projects for improving the livelihoods of people in the interior tribal areas.

### **Major Recommendations of the V Round Table**

1. Strategies for Teacher Training, Peace and Conflict Resolution and Micro-planning programmes to be worked out and finalised.
2. NCRI to introduce Nai Talim education in tribal areas with specific plans to create employment opportunities. State Government authorities have to be involved in the implementation of the same.
3. The Ministry of HRD should take the initiative on integration of Nai Talim with the mainstream educational process.
4. An annual Seminar on Gandhian activities may be held at the national level, at some state capitals on a rotation basis.
5. The Ministry of HRD be approached by NCRI for setting up more rural institutes.
6. SHG members be trained in vocational skills by rural institutes / NGOs, etc.
7. Support be extended for establishing knowledge centres and rural libraries to help women and other rural folk.
8. NCRI should identify Gandhian workers in various parts of the country and use their services in implementing Peace programmes. It should also encourage formation of Shantidoot Senas to spread Gandhian message at the grass-roots.
9. Gandhian ideas should be included in humanities and social science courses.
10. Networking of various NGOs to be considered.
11. NCRI should have a statutory status.
12. NCRI should provide special assistance to NGOs/ institutions working on projects in the interior tribal areas of the Dandakaranya region.
13. NCRI should sponsor studies on application of Gandhian ideas in institutions with the best practices and of those Gandhian institutions / rural institutes that have declined.