

***DESIGNING A BEST RESPONSE WITH A HUMAN
FACE IN THE CONTEXT OF PARADIGM SHIFT IN
MACROECONOMIC MANAGEMENT: A CASE
FOR CIVIL SOCIETY INTERVENTION***

ABHAY PETHE



**DEPARTMENT OF ECONOMICS
UNIVERSITY OF MUMBAI**

**Dr. Vibhooti Shukla Unit in Urban Economics
& Regional Development**

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Abhay Pethe*

ABSTRACT

The paper is intended to serve as a background note for the seminar organised by KSWA. It looks at the paradigmatic change in the Indian economic environment and situates the 74th CAA in the context. The main theme is to focus on the educational response to the changing labour market situation and the challenges posed by dropouts from formal education. It is argued that there is a niche here that requires urgent attention from the NGOs. The need is based on socio-political as well as economic considerations. The NGOs in this endeavour need to be supported by the government, industry as well as the academia. A draft blueprint of what needs to be done is suggested in a skeletal form. Clearly much fleshing out is required and the paper ends with the hope that this paper can provide a framework for useful deliberations at the seminar, leading to a detailed plan of action that is practical, feasible and detailed.

** Abhay Pethe, is Professor of Urban Economics and Regional Development, Vibhooti Shukla Chair, Department of Economics, University of Mumbai*

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I. Introduction

This paper has been written for the express purpose of serving as a background note for the seminar organised by *Kherwadi Social Welfare Association* (KSWA for short). This paper is made up of six sections including introduction. In the second section, we discuss the changing economic paradigm and the consequent need to learn some lessons so as to face the challenges posed by the emerging regimen. The 74th constitutional amendment and the process of decentralisation are also discussed. In the third section we contextualise the relevant issues. Here we talk about the parametric environment in the arena of work place. We then look at the educational sector and its response at length, providing a backdrop provided by a brief history of policy documents. We focus on the dropouts and argue out the basis for an agenda for civil society intervention. In the fourth section, we look at the various stakeholders that come into play. Apart from the people themselves (in particular the dropouts) there are three other relevant stakeholders; they are the Industry, the Government and the Academia. In the fifth section, we try to chalk out the contours of a plan for action. This is done keeping in view the work being done by NGOs and with a view to providing realistically replicable model. In the final section we sum up and conclude.

II. Preamble

The last dozen and a half years or so have set the tone for a paradigm shift in the matter of *rules of the game* in the Indian economy. The why and wherefore of this change is not germane to the discussion here. The simple fact of the matter is that India has embarked irretrievably on the path of liberalization and globalization and consequently has undertaken far reaching reforms. At any rate that part of contemporary economic history of India is common knowledge in the relevant folklore. There are many lessons that need to be learnt by one and all. Two of the important lessons to be distilled out of the transitional period – to my mind – are, one that we must **learn to pay for our lunch** and two, that we must **learn to let go** and/or **refashion our institutions** to suit the changing macro-management environment. One of the important corollaries arising out of this changing macro-management is that we have to design policies that have **incentive compatible mechanisms** built into them. From the perspective of the present paper, we need to concentrate on the refashioning of institutions that is rather important. Whilst all agents in the economy have to imbibe these lessons, the greatest onus falls naturally on the biggest agent, viz., the government. The role of the state (and its realization: the government) must thus undergo a change too. Simply put, rather than seeing itself as the rulers of the polity, they must transform themselves into equal partners with other stakeholders in the emerging civil society. Also, the government has to effectively function at different levels, in a federal set up and move away from a heavily loaded centric form. This naturally leads us to the important issue of decentralization.

The passage of the important piece of legislation viz., the 74th Constitutional Amendment Act has paved the way for *de jure* decentralisation. Decentralisation has been, since the days of independence, talked about and yet never really invited in! Finally, the time seems to have come to attain *de-facto* decentralisation. With the maturing of polity and difficulty of governance, not to mention the compulsions of economics, it is but natural that we move in this

direction. Indeed there has been transfer of functions to this third tier of government. The problem is that the financial resources have not been devolved and/ or are not forthcoming to match the added responsibilities. These are transitional problems and several solutions are being currently suggested and indeed tried out. There is one particular area of decentralisation that is of immediate import. This is, in the urban context, to see that the Ward committees become operational. For various reasons – including lack of political will to transfer power – this has not really happened, i.e., there is no specific authority or budget, nor are there clear guidelines for the nominations of the NGOs. This has not facilitated the intervention by civil society. It must be underlined that the present ethos will allow us to use the excuse of governmental inability, the non-governmental/ voluntary organisations must pick up the gauntlet. This implies that all groups; amorphous or well defined have to exert themselves as equal partners if the Indian economy, polity and society have to ride over the transitional turbulence. *This is a stupendous and a multi-agency task, yet one that is of crucial essence if the path of economic reforms is to usher in liberal, global and competitive economy with a human face.* We now turn to the main theme of this paper and contextualise/flag the various relevant issues.

III. Contextualising the Issues

The focal point of this paper is to argue the need for constructive action on the part of NGOs to act as responsible agents of civil society and for other relevant players to facilitate such a happening. Whilst we have discussed the general or broad parameters that define the new economic architecture, here we will look at the situation as well as response in the area of educational sector. In particular, we shall argue that given the situation, even the best efforts of the government are likely to be insufficient and hence others must step in. We first look broadly at the approaches to education in the policy documents and the various initiatives in the post independent India.

III.(A) Back Drop

Education has been looked at by some as a pure consumption good and by others as an investment good. The way one looks at it determines to a great extent, the design of policy in the educational sector. In looking at education as a consumption good, one is treating it in terms of *art pour l'art*. Whilst this might be valid, it is irrelevant for the present discussion. When one looks at education as an investment good, concerns such as cost benefit analysis, as well as matters of subsidy come to fore. One strand of education as an investment that is particularly relevant has to do with manpower planning. Several studies in India, over the years show that here we have got it quite wrong. The conventional graduates that we produce (including the highly trained professional such as engineers and medics) either do not pay any dividends in terms of returns to the society or are mismatched vis-à-vis the requirements. *Kothari Commission, in the mid-sixties, tried to dwell on this subject at length and indeed underlined the importance of vocationalisation. In fact as a result we did introduce the 10+2+3 system.* However, for various reasons (such as improperly trained staff and the societal inability to accept vocationalisation) that initiative has clearly failed. A fresh beginning and innovative hence is called for, at least for a small vulnerable section of the society comprising of the dropouts.

India made its tryst with destiny on 15th August 1947. Independence meant the important task of rebuilding the nation and in this, education had an important place. It convened two conferences in January 1948, within a few months from attaining Independence viz. The Conference of the Central Advisory Board of Education (CABE) and an All India Conference of Provincial Ministers of Education. At these Conferences, consideration was given to urgent educational problems confronting independent India and some important and far-reaching decisions were made including the one of attainment of compulsory basic education. The education system was beset with a number of problems e.g. few

educational institutions, regional imbalance, urban-rural and gender disparities, absence of vocational and technical education, so essential for employability.

Article 45 of the Constitution enjoined that "The State shall endeavour to provide, within a period of 10 years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of 14 years." The Constitution thus placed an obligation on the State to provide, free and compulsory education. The Constitution also enjoined educational rights for minorities and for the educational development of weaker sections of society. The subject of education continued to be on the State List till 1976 when, through the 42nd Amendment of the Constitution, it was brought to the Concurrent List in the Constitution for fulfilment of nationally accepted goals. The 73rd and 74th Constitutional Amendments further contributed to educational development. Panchayati Raj Institutions were strengthened by these amendments which opened a new era for development of education at the grass roots level. In 1997,

A number of Commissions have made recommendations on various aspects of educational policy, mention can only be made of a few such as the Radhakrishnan Commission (1949) relating to University Education, the Mudaliar Commission (1952) relating to Secondary Education, the Kothari Commission (1964-66) which was a more comprehensive Commission suggesting reforms in all sectors of education. On the basis of the Kothari Commission Report as well as the report of the Committees of the Members of Parliament, a Resolution on National Policy on Education was issued by the Government on July 24, 1968 which came to be regarded as the first National Policy on Education in free India. The National Policy Resolution called for a transformation of the system of education, to regulate it more closely to the lives of the people, called for continuous efforts to expand educational opportunities and for sustained efforts to raise the quality of education at all stages. The National Policy Resolution inter-alia also gave importance to work experience, social and national services as an integral part of education at all stages. Expansion of education through part

time, distance education and vocational studies were also to be a part of overall educational strategy.

Subsequently, the government reviewed the education system and initiated a national debate on education. Based on the suggestions received, a new National Policy on Education (NPE) 1986 and its Programme of Action, 1992 were prepared in consultation with the State Governments and adopted by the Parliament. The NPE, 1986 operationalised the meaning of concurrency and reflected in true spirit a meaningful partnership between the Centre and the States and at the same time placed on the Union Government the responsibility of ensuring the national and integrated character of education, maintaining quality and standards, requirements for advanced study, international aspects of education, cultural and human resource development. This policy document was reviewed by a Committee under the Chairmanship of Shri Acharya Ramamurti, which submitted its report in December 1990 on alternative modalities of implementation. The N. Janardhana Reddy Committee set up by the CBE again reviewed the Policy in 1992. The Committee recommended a revision of the Programme of Action (POA) and laid special emphasis on education for women's equality, education for SCs/STs, and educationally backward minorities. The NPE and its POA were adopted in 1992. Over the years, a number of programmes have been taken up in the true spirit concurrently between the Union Government and the States. Mention may be made of programmes like Operation Blackboard, Non-formal Education, establishment of District Institutes of Education and Training (DIETs), National Literacy Mission, Scheme of Nutritional Support to Primary Education (Mid-day Meals), District Primary Education Programme (DPEP), Vocational Education, Cultural and Value Education, Environmental Education, Improvement of Science Education in Schools, Educational Technology, Computer Literacy and Studies in Schools, Community Polytechnics .

At the secondary level an important intervention has been in the vocationalisation of education for which the scheme of vocationalisation of secondary education was introduced in February, 1988 with the three-fold objective of enhancing individual employability, reduction of the mismatch between demand and supply of skilled manpower and to provide all alternative to those pursuing higher education without particular interest or purpose. The Programme is being implemented by all the States/UTs (except Lakshadweep). Up to the end of 1995-96, 18,709 vocational sections had been approved in 6,476 schools, creating capacity for diversion of 9.35 lakhs students which is 1% of the enrolment at the +2 level. Vocational courses are to be introduced based on an assessment of local manpower requirement. About 150 vocational courses have been introduced in six major areas, viz., Agriculture, Business and Commerce, Engineering and Technology, Health and Para-Medical services, Home Science, Services and others. There has been considerable advance in the techno-economic sector coupled with investment in the technical education system. With a view to bringing the benefits of such advances to remote and inaccessible areas, the Department of Education has been running the scheme of Community Polytechnics. This is being implemented through a network of 373 polytechnics and a large number of village extension services, which are proposed to be further expanded. About 4.5 lakhs of people in the rural areas have been trained. There has also been a sizeable component of self-employment through this scheme. It will bear repetition that the **conceptual structure with regard to relevant approaches is in place** as the following (rather long) quote taken from 1986 NPE will indicate.

A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole- day schools. Modern technological aids will be used to improve the learning environment of NFE centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors,

and particular attention paid to their training. Steps will be taken to facilitate their entry into the formal system in deserving cases. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education. Much of the work of running NFE centres will be done through voluntary agencies and panchayati raj institutions. The provision of funds to these agencies will be adequate and timely. The Government will take over-all responsibility for this vital sector. The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro- planning, and applied at the grass-roots level all over the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children who attain the age about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age.

The introduction of systematic, well-planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation. These elements are meant to enhance individual employability, to reduce the mis-match between the demand and supply of skilled manpower, and to provide an alternative for those pursuing higher education without particular interest or purpose. Vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII. In the interests of integrating vocational education better with their facilities the Industrial Training Institutes will also conform to the larger vocational pattern. Health planning and health service management should optimally interlock with the education and training of appropriate categories of health

manpower through health-related vocational courses. Health education at the primary and middle levels will ensure the commitment of the individual to family and community health, and lead to health-related vocational courses at the +2 stage of higher secondary education. Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social Services, etc. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment. The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government will, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Appropriate programs will also be started for the handicapped. Graduates of vocational courses- will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses. Non-formal, flexible and need-based vocational programs will also be made available to neo-literates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women. It is proposed that vocational courses cover 1 per cent of higher secondary students by 1990 and 25 per cent by 1995. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed.

Thus, although India has made giant strides in the field of education during the last 50 years, she has not matched up to the hopes expressed in the policy documents and an even a greater task lies ahead. Like Lewis Carroll's 'Through the Looking Glass', the country has *to run very fast to stay where it is and run even faster to move ahead*. India's efforts in the educational sector have to be visualised in the overall context of globalisation, liberalisation and

privatisation. *Nothing less than a whole-hearted national effort both in the public and private sectors would be necessary if India is to emerge as a fully literate and economically vibrant nation in the 21st century.*

Turning to the ground level situation (the facts and figures are easily and comprehensively available on the two websites and the two Maharashtra government documents referred to at end of the note in as a part of references; also see in particular www.education.nic.in/htmlweb/edustats_03.pdf) it is clear that much has been achieved in the post independent era. There has been tremendous increase in the literacy levels, the numbers that are enrolling for education has been equally impressive. Closer at home, as the Maharashtra Human Development Report shows, we find that the literacy levels in Mumbai are close to 87% and the mean 'years of schooling' is around 6 years. In both respects this is better (as is to be expected) than Maharashtra as well as India. Also the other good thing about the relevant statistics is that the rural urban disparities as well as the gender disparities seem to be diminishing in terms of rates. Though this is good it needs to be noted that this is in terms of rates and the difference in the base continues! The retention rates are improving all around and there seems to be a convergence in terms of rates between boys and girls. There is a particularly noteworthy feature to be seen in the tail of the sequence of data. *Whereas the dropouts amongst boys is relatively low up to VIIIth standard it dramatically shoots up by the Xth standard. These young male dropouts are the core of combustible energy that can ignite anytime if this energy is not productively channelised.* At the higher end of the educational scale the dropout rate increase is gradual in terms of rates. This means that *once on the train, girls tend to reach the final destination more often than the boys.* This has to be interpreted remembering that the absolute numbers of girls getting on to the train is lower than that of boys in the first place. It has to be mentioned that all these figures refer overwhelmingly to conventional education so that their job specific skills are almost negligible.

As far as the work participation rates (WPR) in Mumbai and Maharashtra are concerned they are around 52% for males and 15% for females. The increase in the WPR across these categories over time has been uniform but exceedingly low. The simple fact of the matter is that first, this data refers to recorded organised sector and as such leaves out the entire informal sector; and second that the data refers largely industries. The last implies that the given that several industries are closing down and indeed the nature of jobs is changing (from permanent to contractual or franchising) this needs to be factored in while interpreting this data. The obvious and glaring fact remains that the conventional education provides little preparation for the youth to face up to the challenges. *There is thus a serious mismatch between the needs of the present day market place and the supply from our educational sector, pointing to a lapse in our manpower planning. This despite the fact that newer courses within the realm of conventional education are being designed with so called job-orientation. Indeed this is yet another half-hearted effort at vocationalisation that is unfortunately doomed to fail. It would appear that we are behaving much like the Bourbon Kings who forgot nothing and learnt nothing!* Ever since the Kothari commission report, almost fifty years ago, we have been talking about vocationalisation but doing very little properly. **This has proved to be a *pons asinorum* in our educational strategy.** *There is a serious hindrance to the success in this endeavour due to the collective social psyche that will not accept vocationalisation as the need of the hour and lend it a status equal (if not more) to that of conventional degrees. The realisation that to teach vocational subjects we need special or specially trained teachers is a fact that does not seem to have dawned on powers that be.* It should be mentioned here that despite the fact that the overall resources devoted to educational sector has been creeping up to about 4% of GDP (which is still much less than the 6% universally recommended), if one looks at the resources that are being devoted to vocationalisation and related sub-sectors, one finds within the overall squeeze, **the serious casualty have been vocationalisation, distance learning and adult literacy.** Indeed no amount of verbosity can replace hard cash that is

required if we are to make a dent here. *There is much to be learnt and taught here from the experience of the western countries (especially Europe) where almost 80% of the persons choose to vocationalise themselves and with good reason.* There is thus much scope for societal education leading to popular acceptance of the ethos and utility of vocational stream. As a useful corollary, there would be much less pressure of fundamental and foundational courses that are crucial only when they are pursued with single minded excellence and this is clearly not possible currently because of the sheer size of numbers.

Thus for all the good work done much remains and we cannot and indeed in the present ethos should not depend solely on government. Millions of youths in India, particularly from underprivileged backgrounds are not interested in conventional education. They do enrol – spending precious time, money and effort – for conventional courses, often due to parental, peer or societal pressures. Sure enough many of them dropout and are further frustrated when they find themselves unemployed or indeed unemployable. Recent Mckinsey study estimates that there is a need to create 5 million new jobs but creates only 2 million per year adding to the backlog. *Harnessing the energy and ability of the underprivileged Indian youth poses an awesome challenge and a tremendous opportunity in the process of Nation Building that needs to be addressed quickly and effectively through new models of educational processes that can be replicated on a mass scale.* Thus **students who have dropped out need to be identified as a special group, warranting focused attention.** They need to be endowed with job skills that would facilitate their job market entry, so that they may transformed from being seen – as they currently are – as liabilities to being proudly recognised as assets. This is dictated not only by the fact that this is morally and ethically correct but also that otherwise we will be foresaking our duty as a welfare state. The fruits of development process in the context of liberal and global economy can be enjoyed only by a few at great risk. The resulting social disconnect and disharmony will lead to an unleashing of social that will be untenable and finally result to a permanent tear in the social fabric.

For all the commendable efforts by the governments at various levels, this is clearly too big a task. It is thus the need of the hour for civil society to enter the fray in a constructive way and through the instrumentality of NGOs and deliver what it can and should in this area. Let us dwell very briefly on matters related to 'civil society'.

III (B) Civil Society

Civil society concerns have been around at least for the last four hundred years. As an item on the economic and political agenda of social thinkers it has staged a dramatic resurgence in the late twentieth century. It has been used by social scientist of the west as well as the east and across wide political spectrum. Obviously it has not always meant the same thing to all these commentators. The term entered the English language usage through the Latin translation of *Societas Civilis*, of Aristotle's *Koinonia Politike*. In its original sense there was no distinction between the state and the society. Hegel was perhaps the first to create such a bifurcation. From the point of view of a developing country like India, I think it is better to refer to civil society as the combination of state and non-state initiatives (in a participatory form) for reorganization of social life around a modern sovereign state. The idea has to encompass all levels of government in the vein of political decentralization and has to be comprehensively participative in its connotation to encompass NGOs and other formal and informal agent/players/institutions in the economy. This then is the context within which all discussion of reform initiatives has to take place.

IV. The Stakeholders:

In this section we look at the various stakeholders that come into play. Apart from the people themselves (in particular the dropouts) there are three other relevant stakeholders; they are the Industry, the Government and the Academia. We shall look at the motivational inspiration for the role of each of

these agents/ institutions. We shall also try to indicate the way in which each of these can provide catalytic help.

- ✓ *The industry is important simply because they are the receptacles of the vocationally trained persons. Their expressed felt needs would be of eminent relevance for the design/content of the courses.* In the fast changing economic scenario the private sector is the fastest to respond to the changes in the requirements of manpower. For various reasons, most corporations are changing their hiring policies. They do not want to be saddled with long term liabilities and as such they try to be lean in terms of the employees. Franchising / outsourcing is the order of the day. Now typically, their interest is not in the degree per se but rather in the capability of the person holding such a degree. What we mean is that they would view the degree (or indeed the prestige of the University or school) only as a signalling devise. Therefore, If the industry is involved in the training program as a partner at whatever level, such signalling would be redundant. They could also help (and hopefully gain) by *underwriting such a project by tacitly or explicitly agreeing to contracting the trained (wo)manpower.*

- ✓ The Government in a welfare state needs to be concerned because employment and employability is an important *constituent* of development and welfare, apart from being an *instrument*. There of course are indirect benefits to be reaped by the state by way of having a crime and tension free citizenry. The government can come in as important contributor in the sense of providing **seed resources** for any projects in this area. This can be done through having in place a structure of institutional linkages and operationalise lower levels of governments (including ward committees) *who shall have a specific mandate backed by committed resources.* The alternative is a direct identification and intervention from a higher (say the state) level of government and make ad-hoc/ special grants for specific projects. This of course has to be in terms of seed money. *This scheme will fit in with the*

principles of decentralisation as well as the new role of the government as facilitator rather than provider or direct producer. The administrative as well as the supervisory burden will be far less than in alternative schemes.

- ✓ The Academia comes in because it is concerned with teaching as well as designing of courses and indeed with the overall educational management. As an explicit mandate, *it is recognised that extension and continuing educational services are of paramount import.* As specialists in the area, it will be possible to design a scheme whereby, various educational institutes validate the courses and walk down the lane out of their campuses and become facilitators in the process of vocational education. *This can be made mandatory and must count (as much as research) in their rating /accreditation that has become mandatory under the new UGC guidelines.*

Let us now turn to the plan of action.

V. **Action Plan**

There is a need, in the first instance, to gather information about the various agents and agencies involved in this kind of work. Further there is a need to network the various identified agencies. There has to be a well thought out plan of action, in concrete terms. This plan has to be realistically *implementable* and hence broken up into several short and well defined sequential steps. This will enable us to fix targets in an unambiguous and accountable ways, spelling out the nitty gritty of who does what. Thus the plan of action requires something along the following lines:

- ✓ Identification of various NGOs who are involved in such activities. Further the strengths and spatial locations have to identified.
- ✓ The activities have to be prioritised and uniformity established to the extent possible.

- ✓ The models of some of these NGOs have to be studied to identify replicable prototype model(s).
- ✓ The relevant industries interested in such a venture need to be identified and approached for help.
- ✓ The government has to be approached for seed resource commitment.
- ✓ The University or Departments/ industries have to be approached for validating some of the courses.
- ✓ Specific time bound and well defined tasks have to be assigned to various agents.

VI. In Conclusion

In this paper, we have tried to look the paradigm change that has taken place when it comes to macro-policy/management of the Indian economy. We have also looked at the context of policy as well as the actual achievement whilst assessing the current situation. We have also tried to identify some of the significant stakeholders and what we believe their brief should be. A skeletal plan of action has also been suggested.

Changes in the world economy are throwing up new job opportunities. Some of these have identified by us as a nation (and our policy makers), but we have been slow to respond to in *meaningfully* opening up vocational courses at the entry level and especially for the dropouts (particularly from the vulnerable sections of the society. Currently, whilst the services sector is undergoing a rapid growth in India, unfortunately, *no real proactive process is in place that will help to identify these opportunities, to dissect and analyse the situation and help disseminate the information so as to carve out careers at various levels of the*

educational process. This represents a huge challenge and woe to us should we not respond.

Some of the key issues to be discussed in the seminar would be as follows:

- ✓ What is the current status of vocational education in India vis-à-vis conventional education and how can it be improved in the context of the changing societal needs.

- ✓ What are the policy measures that need to be adopted so that vocational education becomes a serious alternative to conventional educational streams and is within reach of all sections of the society.

- ✓ How do we address the needs of the underprivileged and less educated (dropouts) to have community based friendly neighbourhood institutions connected to the job market.

- ✓ What processes can we adopt at the institutional level to identify opportunities and translate them into specific courses of varying duration to facilitate employment.

It is expected that these and other relevant issues will be discussed in a focussed manner at the seminar. The shared experience of NGOs involved in such activities will be distilled to devise a comprehensive and replicable model. All of this must then lead to concrete, realistic, target oriented and time bound agenda that must form the basis of the final output in the form of a policy document. These then are our thoughts by way of a prologue, the better players that will deliberate issues at the discussion will, *Insha allah*, surely help attain the desired goal!

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Code No.	State/ Union territory*/ District	Total Rural Urban	Total Population			Literates		
			Persons	Males	Females	Persons	Males	Females
I.	ALL INDIA	Total	1,027,015,247	531,277,078	495,738,169	566,703,280	339,905,576	226,797,704
		Rural	741,660,293	381,141,184	360,519,109	366,671,412	226,272,975	140,398,437
		Urban	285,354,954	150,135,894	135,219,060	200,031,868	113,632,601	86,399,267
II.	Maharashtra	Total	96,752,247	50,334,270	46,417,977	64,566,781	37,487,129	27,079,652
		Rural	55,732,513	28,443,238	27,289,275	33,723,571	19,897,241	13,826,330
		Urban	41,019,734	21,891,032	19,128,702	30,843,210	17,589,888	13,253,322
1	Mumbai (Sub)	Total	8,587,561	4,702,761	3,884,800	6,624,554	3,881,074	2,743,480
		Rural	0	0	0	0	0	0
		Urban	8,587,561	4,702,761	3,884,800	6,624,554	3,881,074	2,743,480
2	Mumbai	Total	3,326,837	1,875,141	1,451,696	2,604,173	1,531,600	1,072,573
		Rural	0	0	0	0	0	0
		Urban	3,326,837	1,875,141	1,451,696	2,604,173	1,531,600	1,072,573
1 + 2	Mumbai	Total	11,914,398	6,577,902	5,336,496	9,228,727	5,412,674	3,816,053
		Rural	0	0	0	0	0	0
		Urban	11,914,398	6,577,902	5,336,496	9,228,727	5,412,674	3,816,053
3	Greater Mumbai	Thane, Mumbai (Sub.) & Mumbai	16,368,084	8,979,172	7,388,912	12,665,186	7,369,823	5,295,363

	State	LITERACY RATE (2001 Census) (in %)			Literacy Rate (1991) Census	Change in Literacy Rate (1991-2001)
		Persons	Males	Females		
	All India	65.38	75.96	54.28	51.63	13.75
1	Andaman & Nicobar Is.*	81.18	86.07	75.29	73.02	8.17
2	Andhra Pradesh	61.11	70.85	51.17	44.09	17.02
3	Arunachal Pradesh	54.74	64.07	44.24	41.59	13.15
4	Assam	64.28	71.93	56.03	52.89	11.52
5	Bihar	47.53	60.32	33.57	37.49	10.04
6	Chandigarh*	81.76	85.65	76.65	77.81	3.94
7	Chhatisgarh	65.18	77.86	52.4	42.91	22.27
8	Dadra & Nagar Haveli*	60.03	73.32	42.99	40.71	19.33
9	Daman & Diu*	81.09	88.4	70.37	71.2	9.89
10	Delhi*	81.82	87.37	75	75.29	6.53
11	Goa	82.32	88.88	75.51	75.51	6.81
12	Gujarat	69.97	80.5	58.6	61.29	8.68
13	Haryana	68.59	79.25	56.31	55.85	12.74
14	Himachal Pradesh	77.13	86.02	68.08	63.86	13.27
15	Jammu & Kashmir	54.46	65.75	41.82	NA	NA
16	Jharkhand	54.13	67.94	39.38	41.39	12.74
17	Karnataka	67.04	76.29	57.45	56.04	11
18	Kerala	90.92	94.2	87.86	89.81	1.11
19	Lakshadweep *	87.52	93.15	81.56	81.78	5.74
20	Madhya Pradesh	64.11	76.8	50.28	44.67	19.41
21	Maharashtra	77.27	86.27	67.51	64.87	12.39
22	Manipur	68.87	77.87	59.7	59.89	8.97
23	Meghalaya	63.31	66.14	60.41	49.1	14.21
24	Mizoram	88.49	90.69	86.13	82.27	6.22
25	Nagaland	67.11	71.77	61.92	61.65	5.45
26	Orissa	63.61	75.95	50.97	49.09	14.52
27	Pondicherry*	81.49	88.89	74.13	74.74	6.74
28	Punjab	69.95	75.63	63.55	58.51	11.45
29	Rajasthan	61.03	76.46	44.34	38.55	22.48
30	Sikkim	69.68	76.73	61.46	56.94	12.61
31	Tamil Nadu	73.47	82.33	64.55	62.66	10.81
32	Tripura	73.66	81.47	65.41	60.44	13.22
33	Uttar Pradesh	57.36	70.23	42.98	40.71	16.65
34	Uttaranchal	72.28	84.01	60.26	57.75	14.53
35	West Bengal	69.22	77.58	60.22	57.7	11.52

Education

School	No. of Schools	No. of Pupils	No. of Teachers	Yearly Expenditure for (1999 – 2000)
Municipal Primary School (As on 1/9/99)	1,188	6, 19, 301	15, 828	Rs 40, 99, 97, 40, 00. 00
Municipal Secondary School (As on 1/4/00)	51	74, 870	2, 327	Rs 2, 75, 34, 64, 12.85
Aided Municipal Primary School (As on 1/4/00)	342	1, 86, 986	3, 267	4, 97, 57, 10, 00 .00
Unaided Municipal Primary School (As on 1/4/00)	587	3, 00, 481	5, 810	-

Source: Mumbai Municipal Corporation

BMC Primary, BMC Secondary, Private aided & unaided schools & BMC aided colleges

Ward	No. of BMC Primary Schools	No. of BMC Secondary Schools	No. of Aided Private Primary Schools	No. of Un - aided Private Primary Schools	No. D. ED Colleges (BMC)
A	17	1	2	21	-
B	13	4	14	10	1
C	15	1	7	10	-
D	28	3	19	44	-
E	54	6	15	26	-
F/S	57	4	16	10	-
F/N	62	4	20	31	01
G/S	70	5	6	8	-
G/N	58	4	8	29	01
H/E	57	3	8	12	-
H/W	38	1	14	40	-
K/E	79	1	16	40	-
K/W	58	02	10	45	-
L	82	-	27	24	-
ME	64	-	19	34	-
MW	48	-	19	34	-
N	83	3	15	20	-
P/S	34	02	15	17	-
P/N	69	4	21	47	-
R/S	27	1	12	27	-
R/C	42	1	29	40	-
R/N	22	-	29	40	-
S	65	-	36	27	-
T	46	1	11	22	-
Total	1188	1188	340	584	03

Source: Mumbai Municipal Corporation

Budget Information Regarding Education Statistics

Year	Total Provision (in Rs)	Total Expenditure (in Rs)
1999 – 2000	409,99,74,000.00	349,09,11,000.00
2000 – 2001	419,57,16,000.00	-

Source: Mumbai Municipal Corporation

	Number	Sanctioned intake	Div	StudentsEnrolled
ITI's (2230)				
Govt.	55	10560	67	10700
Private	35	3064	198	3085
Tec. High Schools (2203)				
Govt.	20	3000		2264
Non-Govt	40	3445		3117
Ref: G. L. Shetty, Directorate of vocational and Technical Education				

**Dr. Vibhooti Shukla Unit in
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