

GOVERNMENT MEDICAL COLLEGE
(Hospital Building), Sector 32-B, Chandigarh-160031
(ESTABLISHMENT)

AL, CHANDIGARH
3-59, Fax: 0172-2608488)

49455
Endst. No.: GMCH/EIV/EA3/2017/

8 DEC 2017
Dated, Chandigarh the,

A copy of letter No. Good Governance/IH(I)/2017/26089 dated 17.11.2017 along with its enclosures received from the Home Department, Chandigarh Administration is forwarded to the ~~System~~ Analyst, IT Centre, GMCH with a request to e-circulate/email the same to all the HODs/Branch Incharges of GMCH, Chandigarh followings for information and necessary action at their end, please :

Rem
30/11/17
Superintendent (Estt-IV)
GMCH, Chandigarh

024529

No/Good Governance/IH(I)/2017/26089
Chandigarh Administration
Home Department

20 NOV 2017

To

Chandigarh, dated 17/11/2017
28/11

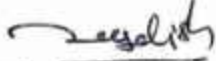
1. The Commissioner, Municipal Corporation Chandigarh.
2. The Director Museum & Art Gallery, UT Chandigarh.
3. The Director Social Welfare, Union Territory, Chandigarh.
4. The Director Rural Development, Union Territory, Chandigarh.
5. The Director Higher Education, Chandigarh Administration.
6. The Director School Education, Chandigarh Administration.
7. The Joint Secretary Technical Education, Chandigarh Administration.
8. The Director Technical Education, Chandigarh Administration.
9. The Director Health Services, Union Territory, Chandigarh.
10. Director Principal, GMCH, Sector 32, Chandigarh.

Subject : Suggestions/ideas regarding good governance and democratic reforms for Chandigarh.

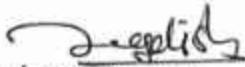
Enclosed please find herewith a copy of an e-mail dated 28.9.2017 alongwith its enclosures from Dr. Akshay Bajad, which is self explanatory, for taking necessary action at your end as per suitability & applicability please.

Endst.No.IH(I)-2017/26090

A copy is forwarded to Dr. Akshay Bajad through e-mail at akshaybajad111@gmail.com for information please.


Superintendent Home-I,
for Home Secretary,
Chandigarh Administration.

Dated: 17/11/2017


Superintendent Home-I,
for Home Secretary,
Chandigarh Administration.

Subject: Fwd: Re: Suggestions/ideas regarding good governance and democratic reforms for Chandigarh

To: Kanarss Kumar Jindal <kjindal.ias@nic.in>

PA/SSH 1050

Dated 29/9/17

Date: 09/28/17 09:20 AM

From: Adviser to the Administrator UT Chandigarh <adviser-chn@nic.in>

Pers. / Es.

Diary No.

Date:

PA/SSH 1050
Dated 29/9/17

Original Message

From: Akshay Bajad <akshaybajad111@gmail.com>

Date: Sep 28, 2017 5:04:00 AM

Subject: Re: Suggestions/ideas regarding good governance and democratic reforms for Chandigarh

To: adviser-chn@nic.in

Dear Sir/Ma'am,

Kindly let me know the action taken on the suggestions submitted by me, regarding good governance, along with the previous mail.

Thanks and regards,

Dr. Akshay Bajad

+91-8097446549

On 20 September 2017 at 22:31, Akshay Bajad <akshaybajad111@gmail.com> wrote:

Dear Sir,

I request you to read my ideas/suggestions regarding good governance and democratic reforms submitted to you along with the previous mail and let me know the action taken on them.

Thanks and regards,

Dr. Akshay Bajad

+91-8097446549

On 17 September 2017 at 14:42, Akshay Bajad <akshaybajad111@gmail.com> wrote:

Hon. Adviser
U. T. of Chandigarh

I am submitting you my ideas/suggestions for Chandigarh regarding good governance and democratic reforms.

Names of the proposed suggestions:

1. Review back and learn ahead model of education
2. Pyramidal model of adult education
3. Intracity green trading scheme
4. Social awareness through political banners and posters
5. Segmental model of education for children of nomadic tribes
6. Incentive marks to promote academically weak students
7. Bachelor of composite Indian Medicine
8. AYUSH syllabus based eligibility test
9. Provision of substitute graduation courses for the expelled students from technical courses
10. Involvement of unemployed medical graduates in mobile health care service for rural and remote areas
11. Introduction of 'introductory hour' in legislative proceedings
12. Preferred subject centric intensive learning model of education
13. Citizen participation in exploring hidden archaeological sites and monuments of national importance
14. Appointment of 'Grameen mitra' in every village for better functioning of

28-09-2017, 09

ABSTRACT

- gram panchayats and gram sabhas
15. Scheme for voluntary sector
16. e-Vidyadan programme
17. Monitor your health programme

I request you to read and consider them for implementation in Chandigarh.
Kindly also let me know your opinion on them.

Thanks and regards,
Dr. Akshay Bajad
+91-8097446549

28-09-2017, 09:52

ABSTRACT OF REVIEW BACK AND LEARN AHEAD MODEL OF EDUCATION

[Basic theme: A system of learning ahead with reviewing back will be developed for students to recall and preserve conceptual understanding of subjects]

[1] PREAMBLE:

- (A) Conceptual learning is a form of critical thinking in which individuals acquire the ability to categorize and organize data by creating logic based structures. Acquiring basic concepts help students to perform mental operations which constitute the goals of cognitive development.
- (B) In general, conceptual learning is largely dependent on conceptual teaching. All students learn concepts at different rates and teachers should ensure that their students have a full grasp of the subject matter.
- (C) Basic concepts are building blocks to education. They ultimately assist students to make new connections, construct understanding and generate their new ideas.
- (D) What students learn is eventually getting forgotten at some point or it gets buried so deep that it doesn't come up easily in the right context.
- (E) It is the 'mug it up, suck it up' formula that works for scoring marks. Students don't focus to learn the basic concepts. 35% of engineer graduates can't solve simple mathematical problems. They have a weak understanding of concepts as elementary as decimals, powers, operations, ratio, fractions, and the ability to apply these concepts to real world problems. (Study released by Aspiring minds)
- (F) Regular review of knowledge is necessary in student life. Obviously, maintaining all the knowledge through review is unnecessary and time consuming. However, going back and selecting out the specific concepts and skills is essential for students to construct understanding and generate their new ideas.
- (G) There is a need to develop a system for learning ahead with reviewing back to recall and preserve the knowledge.

[2] PLANNING/WORKING:

- (A) Accordingly, a special class/lecture of conceptual learning, for all students of the same standard will be conducted, every day, in each school, after/within school hours (preferably, last lecture of school hours). These lectures will cover basic conceptual topics from every subject of all previous standards. [For example: In the conceptual learning lectures of 9th standard, basic concepts of every subject of all previous standards (1st standard to 8th standard) will be covered]
- (B) If total/on roll students are less in number, then school management may conduct common conceptual lecture for all divisions of the same standard.
- (C) Each day, a new topic will be taken for teaching. Generally, a topic of common concern will be taken. Teachers of the respective subjects will teach these topics.

Dr. A. Y. BAJAD

ABSTRACT OF PYRAMIDAL MODEL OF ADULT EDUCATION

WITH SUBSIDIARY PROGRAMME OF ADULT EDUCATION AT WORKPLACE

[Basic theme: A pyramidal model of adult education (inspired from multilevel marketing) will be implemented to educate illiterate adults exponentially and to provide source of income to the unemployed educated youths by involving them in adult education programme]

[1] PREAMBLE:

(A) According to UNESCO's Education for All (EFA) global monitoring report, India has the highest population of illiterate adults, 287 million, 37% of the total population of illiterate adults across the world.

(B) More than 1/3rd of all women around the world who are illiterate are Indian adults worldwide.

(C) Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the upcoming experience. The participants are generally self motivated and practical.

(D) Absolute poverty in India doesn't allow poor people to give priority to the formal education as compared to other basic necessities. Discriminations of lower casts have resulted in high dropout rates and low enrollment rates.

(E) Fear, shyness, ego and stigma are some of the barriers in adult education. Daily wagers are reluctant to join adult education schools as by joining these schools they lose their only source of income.

(F) The national literacy mission (NLM) defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them in one's day-to-day life to move towards change. This is a nationwide programme started by government of India in 1988 to educate 80 million adults in the age group of 15-35 over an eighty-year period. However, NLM is still struggling to meet its objective. It has unable to bridge the gender literacy gap.

[2] SCOPE:

(A) Pyramidal model of adult education inspired from multi-level marketing will be useful to educate adults. However, the differences in pyramidal model of adult education from multilevel marketing are that the funding will be given by the government, no one will be the owner of this scheme/programme and there will be no need to make any payment to join this programme.

Dr. A. Y. BAJAD

(B) Although these systems are controversial in their business use, they are powerful as they have an exponential reach. This mechanism/pyramidal model will be useful to spread awareness and motivation for adult education.

[3] OBJECTIVES:

- (A) To educate illiterate adults of India through pyramidal model of education.
- (B) To make adult education convenient and motivational for learners by providing it at workplace.
- (C) To bridge the gender literacy gap.
- (D) To reach education up to the lowest element of the society.
- (E) To give employment to the unemployed educated youths by involving them in adult education programme.

[4] SET UP:

- (A) Stationery for adult education (movable black boards, chalks, slates, notebooks, etc.) will be provided to the educators and learners by block education officer.
- (B) Educators will be provided classrooms of government schools (if possible) or monthly rent allowance to conduct adult education classes. One will be able to conduct these classes at his/her home, country yard or even at public garden (if possible) with his/her and learner's convenience.
- (C) Basic training will be given to the educators, if needed, regarding adult education.

[5] WORKING/OPERATION:

- (A) In pyramidal model of adult education, educators will not only educate illiterate adults but also encourage them to educate (after becoming literate) other illiterate adults and they will not only be compensated (by government) for learners (illiterate adults) they educate but also for the performance of their learners (literate adults) as an educator for other learners (illiterate adults).
- (B) Anyone will be able to participate in this programme as an educator regardless of his/her profession, age, gender, religion and cast. The only requirement to become an educator for this programme is that the applicant should own the skills of reading, writing and basic numeracy.
- (C) Once the applicant registered himself/herself as an educator for this programme, he/she will be able to educate (at least writing, reading and basic numeracy skills) illiterate people around him/her.

Dr. A. Y. BAJAD

(D) Educator will be able to take adult education classes at any time at his/her home, classroom of government school, country yard or even at public garden (if possible) with his/her and learner's convenience.

(E) Block education officer will conduct literacy-exam (based on writing, reading and basic numeracy skills) for learners at a regular interval of 6 months.

(F) Learners who will clear the exam will be awarded with a certificate of literacy and prize money (e.g. male learner = Rs.1000, female learner = Rs.1200 and

SC/ST/oppressed/migrants/slum and pavement dwellers/working children = Rs.1500).

(G) The educators will also be awarded with promotional allowance exactly equal to $\frac{1}{2}$ the amount of prize money given to the learners (e.g. Rs.500/male learner, Rs.600/female learner and Rs.750/SC/ST/oppressed/migrant/slum and pavement dweller/working child).

(H) Learners who have cleared the exam will now be able to (allowed to) educate illiterate people around them (family members, neighbors, friends, coworkers, etc.) i.e. they will play a role of educator for other illiterate people. These learners turned

educators will also be awarded with promotional allowance exactly equal to $\frac{1}{2}$ the amount of prize money of the learners they educate. At the same time amount exactly equal to $\frac{1}{2}$ of their promotional allowance will be given to their educators and so on. In this way, pyramidal structure of adult education will be created with exponential reach.

(I) Learners who have not cleared the exam will also be able to reappear for this exam after 6 months with better preparation. It will be the responsibility of educators to re-prepare them for next exam.

(J) Learners who will perform a role of educator for other illiterate people will get automatic improvement in their knowledge of writing, reading and numeracy skills while educating them.

(K) The prior level (prior to the next level in adult education pyramid) educators will be naturally compelled to give quality education to their learners and to guide them to educate other illiterate people, so that by increasing this pyramidal chain with stronger bonding, they will be able to continue and increase their source of income.

(L) Learners will have to give a proof of their illiteracy (like Xerox of bank loan papers/land papers/ration card with thumb impression instead of signature or letter of their councilor stating that the participant is illiterate) to participate in this programme to avoid entry of (already literate) spurious candidates for prize money.

(M) There will be no need to make any payment by educators or learners to join this programme.

(N) Educators will be able to form their groups to work collaboratively for better outcome.

Dr. A. Y. BAJAD

(O) VO's (Voluntary Organizations), which are working devotionally in the field of education for providing education to all with equity and quality, will also be able to join this programme or help can be taken from them to implement this programme effectively.

[6] SUBSIDIARY PROGRAMME OF ADULT EDUCATION AT WORKPLACE:

(A) Indian government have started many schemes/programmes (like Swarna Jayanti Shahari Rozgar Yojana, Swarna Jayanti Gram Swarajgar Yojana, Sampurna Grameen Rozgar Yojana and Mahatma Gandhi National Rural Employment Guarantee Act) to provide employment to poor people.

(B) As absolute poverty doesn't allow poor people to give priority to the formal education as compared to other basic necessities, percentage of illiteracy is more in them. Daily wagers are reluctant to join adult education schools as by joining these schools they lose their only source of income.

(C) Accordingly, educators who will conduct adult education classes at workplaces (provided through various government schemes/programmes as well as private firms) of learners will be given additional promotional allowance.

(D) Adult education classes will be of 1 hour, daily, (before or after the regular working hours of workers) and this extra 1 hour will be considered as an overtime of the learners and they will be paid (by government) for it.

(E) Education at workplace will be very convenient and motivational for learners as they will be able to work and learn at the same place without losing their only source of income.

[7] PROMOTION:

(A) Programme of pyramidal model of education will be strongly publicized.

(B) Prize money for learners and promotional allowance for educators will also play an important role to motivate people to participate in adult education programme.

(C) Educators who have participated/have been participating, actively, in this programme will be given preference while filling up of vacancies of National Literacy Mission and various government jobs.

(D) Most active educators will be rewarded, yearly, at district, state and national level.

[8] BENEFITS:

(A) Education will be provided to illiterate adults of India through pyramidal model of education.

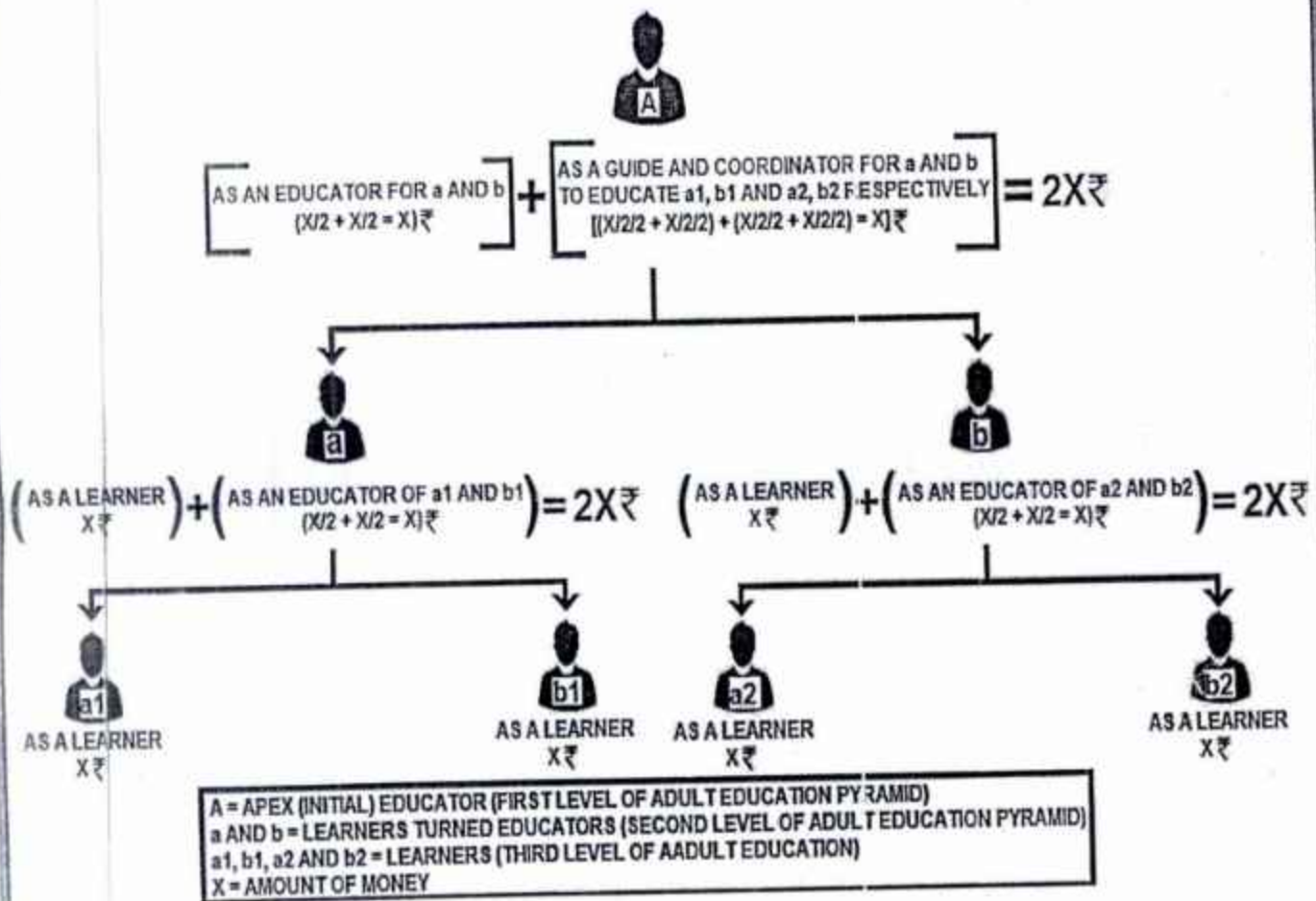
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- (B) Adult education will be made convenient and motivational for learners by providing it at workplace.
- (C) Gender literacy gap will be bridged.
- (D) Education will be reached up to the lowest element of the society.
- (E) Source of income will be provided to the unemployed educated youths by involving them in adult education programme.

Dr. A. Y. BAJAD

PYRAMIDAL MODEL OF ADULT EDUCATION

WITH SUBSIDIARY PROGRAMME OF ADULT EDUCATION AT WORKPLACE



Dr. A. Y. BAJAD

ABSTRACT OF PROPOSAL OF PROVISION OF SUBSTITUTE GRADUATION COURSES FOR THE EXPELLED STUDENTS FROM TECHNICAL COURSES

[Basic theme: Substitute graduation courses, as a continuum of education, will be provided to the expelled students from the technical institutes due to poor academic performance]

[1] INTRODUCTION:

- (A) One of the reasons of expulsion of undergraduate students from technical institutes is the poor academic performance.
- (B) Students scoring less than 5.5 CGPA (Cumulative Grade Point Average) for the semester are get expelled from IITs.
- (C) In some universities, there is a time limit of completion of 4 yr. B.Tech. Degree within 8 yrs. otherwise students get expelled.
- (D) Some universities give NFTE (Not Fit for Technical Education) remark to the students failing repeatedly in a semester in one or more subjects.
- (E) Expelled students lack enthusiasm towards education and face severe depression.
- (F) Dropout rate of retained students is increasing, day by day, in India.
- (G) Students expelled from the institute due to poor academic performance should be given opportunities to continue their education through substitute education programme.

[2] SCOPE:

- (A) A safe and supportive learning environment can be given to the expelled students by providing substitute education programme, as a continuum of education, to the original technical course.
- (B) Though they performed poor in academics but they have some knowledge of that field and substitute education programme will give them opportunity to go ahead with that knowledge.

[3] OBJECTIVES:

- (A) To give expelled students opportunity to go ahead with the knowledge they earned during their academics (before expulsion).
- (B) To provide safe and supportive learning environment to the students expelled from technical courses.
- (C) To provide substitute technical education programme to the expelled students as a continuum to the original graduation course.
- (D) To provide 'substitute graduation certificate' to the expelled students through this education programme.

Dr. A. Y. BAJAD

ABSTRACT OF PROPOSAL FOR INVOLVEMENT OF UNEMPLOYED MEDICAL GRADUATES IN MOBILE HEALTH CARE SERVICE FOR RURAL AND REMOTE AREAS

[Basic theme: Partially and completely unemployed medical graduates will be directed, according to their convenience, to provide mobile health care service to the rural and remote areas]

[1] PREAMBLE:

- (A) Rural and remote health care is one of the biggest challenges in India.
- (B) There is a direct need of new practices to ensure that quality healthcare reaches the deprived corners of Indian villages.
- (C) The recommended WHO guidelines suggest that there should be 1 doctor for every 600 people. But as per reports, the ratio is 1:1800 in India.
- (D) India is currently facing a severe shortage of all categories of staff in the rural health system.
- (E) In rural India, where the number of primary health care centres (PHCs) is limited, 8% of the centres do not have doctors or medical staff, 39% do not have lab technicians and 18% PHCs do not have a pharmacist.
- (F) 70% of the rural population is in rural India but only 33% of the country's doctors cover the rural areas.
- (G) However, on the other hand, unemployment in medical graduates is increasing, day by day, in India. Every year about 70000 candidates complete the bachelor of medicine and surgery course from colleges across the country, but only about 5000 get a chance to pursue post-graduation. Others struggle to set up private practice. Yet many remain unemployed for even up to 5 years.
- (H) Rate of unemployment is more severe for graduates of Ayurveda, Unani, Homeopathy and other alternative medical systems.
- (I) Many doctors entering the private medical practice are unemployed, partially or completely, during the initial long gestation period (slack season). Also due to the severe competition in private medical practice, many doctors (mainly the practitioners of Indian and alternative medical systems) are facing unemployment.
- (J) There are some slack seasons (very less patients visiting the clinics in this period) in every year for the beginners of private medical practice. Many doctors run their private clinics only at morning and/or evening. That means they are free in meantime.

[2] SCOPE:

- (A) These partially and completely unemployed medical graduates can be directed, according to their convenience, to provide primary health care service to the deprived rural and remote areas of India.
- (B) A system will be developed through which the unemployed medical graduates will be able to get employment by giving mobile health care service to the deprived rural and remote areas, nearby them, on daily wage basis.

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[3] OBJECTIVES:

- (A) To provide health care service to the deprived corners of Indian villages and remote areas.
- (B) To improve doctor-patient ratio by inclusion of partial and completely unemployed medical graduates in the mobile health care service.
- (C) To achieve health for all.
- (D) To give employment to the partial and completely unemployed medical graduates.

[4] SETUP:

- (A) Rural and remote areas of India with lack/shortage of primary health care facilities will be identified. District health care authorities will identify the areas.
- (B) A committee will be set up in the districts having rural and remote areas with lack/shortage of primary health care facilities. It will monitor mobile health care service in the given district.
- (C) The district committee will create a website for mobile health care service.

[5] WORKING:

- (A) Any partially or completely unemployed medical graduate of any medical system will be able to join this programme by registering and opening account at the website of district mobile health care service. He/she will be asked his/her personal details including name, medical registration number, bank account number and names of the rural and remote areas nearby him/her where he/she is willing to give primary health care service. After registration, he/she will be given a unique identity number. He/she will serve as a mobile doctor for the nearby rural and remote areas.
- (B) He/she will have to regularly update his/her availability dates for mobile health care service at the website.
- (C) The district committee will allocate duties to the registered graduates (mobile doctors), in the nearby rural/remote villages, on daily basis, according to their availability. The committee will inform them, prior to the day of duty (working), about the location (nearby rural/remote area) where they will have to give primary health care service. Mobile doctor will have to confirm the call of district mobile health care committee on the previous day; otherwise, it will be transferred to the next registered doctor. After confirming the call, if he/she will not attend the duty, then penalty will be taken from him/her.
- (D) Mobile doctors will have to give minimum 5 hour primary health care service, daily, at the allocated rural/remote area. Though they will serve as the mobile doctors but will be able to give health care service from the office of gram panchayat or at any place provided by the local people.
- (E) Local ASHA worker or mobile doctor will be provided a medicinal kit with all essential medicines required for providing primary health care. She will assist the visiting mobile doctors to provide health care service.

Dr. A. Y. BAJAD

(F) Mobile doctors will provide primary health care service to the rural and remote people, refer severe and suspected patients to the nearest PHC or civil hospital for further check-ups and treatment, maintain and update the record of patients on the website of mobile health care service. They will also make awareness about hygiene, vaccination, maternal-infant care, etc.

(G) Mobile doctors will be paid on monthly basis by calculating the days they have served in the month. Their emolument (e.g. Rs. 1000/day) with travelling expense will be transferred to their bank account. A bonus/extra payment will be given to those who will give their service to the tribal areas, hilly areas, naxal affected areas, flood affected areas, etc.

(H) Through this programme, the unemployed medical graduates can also be directed to give health care service at government or municipal hospitals facing shortage of doctors.

[6] MONITORING:

(A) District committee of mobile health care service will allocate the duties and monitor the functioning of mobile doctors.

(B) Local gram panchayat officials will also take note of the working of mobile doctors visiting their village. Mobile doctors will have to report their attendance at the local gram panchayat office.

(C) Gram panchayat officials or any local citizen will be able to complaint about the mobile doctor, if he/she is not working satisfactory, to the district committee of mobile health care service.

[7] BEBEFITS:

(A) Health care service will be provided to the deprived corners of Indian villages and remote areas.

(B) Doctor-patient ratio will be improved by inclusion of partial and completely unemployed medical graduates in the mobile health care service.

(C) This programme will be helpful to achieve health for all.

(D) Employment will be given to the partial and completely unemployed medical graduates.

Dr. A. Y. BAJAD

ABSTRACT OF PROPOSAL FOR INTRODUCTION OF 'INTRODUCTORY HOUR' AND OPINION POLL IN THE PROCEEDINGS OF PARLIAMENT (RAJYA SABHA AND LOK SABHA) OF INDIA AND LEGISLATIVE HOUSES (LEGISLATIVE COUNCILS AND LEGISLATIVE ASSEMBLIES) OF INDIAN STATES

[Basic theme: An introductory hour and opinion poll will be introduced in the proceedings of parliament (Rajya Sabha and Lok Sabha) of India and legislative houses (legislative councils and legislative assemblies) of Indian states to resolve the legislative deadlocks and give acceleration to the legislative decisions]

- (1) In politics, gridlock or deadlock or political stalemate refers to a situation when there is difficulty of passing laws in a legislature.
- (2) Main causes of legislative deadlocks are:
 - (a) The votes for and against a proposed law are evenly divided,
 - (b) Two legislative houses, upper house and lower house are controlled by different political parties,
 - (c) Both ruling party and opposition parties/one of them is not in the mood of healthy discussion and
 - (d) No party has a filibuster-proof majority.
- (3) In parliamentary systems based on the Westminster system, parliamentary deadlocks are common.
- (4) 74 % of the parliament's time was wasted during the winter session of 1995 because of the uproar over a scam involving telecom minister.
- (5) 41 % of the parliament's time was wasted during the budget session of 2001 as the opposition demanded setting up of a Joint Parliamentary Committee (JPC) to look into the stock market scam. On the same issue, 40 % of the parliament's time was further wasted during the winter session of that year.
- (6) The winter session of the parliament in 2004 saw only 33 % of the time utilized for productive work following the boycott of tainted ministers.
- (7) The winter session of 2010 is considered one of the most unproductive parliamentary sessions that witnessed only 7.62 productive hours as against 138 hours available. Even during the budget session of that year, frequent disruptions and walkouts over issues like 2G spectrum allocation, phone tapping, and IPL controversy had led to wastage of 115 working hours out of the 385 of both the houses and the government then could only get six of the 27 planned bills cleared.

Dr. A. Y. BAJAD

- (8) On the other hand, a study showed that since 2009, one in every five bills had been passed with discussion of less than five minutes on the floor of the house. In fact, on 4 September, 2013, Lok Sabha cleared three bills within 20 minutes.
- (9) One hour of Lok Sabha costs exchequer Rs 1.5 crore and Rajya Sabha Rs 1.1 crore. Each hour of running legislative assembly or legislative council during sessions costs (approx.) exchequer Rs. 30 to 40 lakhs.
- (10) Legislative deadlock not only leads to the loss of public money but also delay in decision making slows down the development of India.
- (11) Key factor in legislative deadlock is the lack of healthy discussion between ruling party and opposition parties. It leads to the lack of opportunity for both the parties to put their viewpoint/opinion, on the given issue, before the legislative house and citizens of India.
- (12) Creation of healthy environment/platform for discussion is necessary to break the deadlocks in legislative houses. Moreover, public opinion will be helpful to give direction to the legislative decisions of the house.
- (13) Accordingly, an 'Introductory Hour' and opinion poll will be introduced in the proceedings of Rajya Sabha, Lok Sabha, legislative councils and legislative assemblies.
- (14) Introductory hour, literally, will not be an exact 1 hour. It is just a term and its time period will depend on the discretionary power of hon. chairman of the house.
- (15) Introductory hour will not be a part of daily proceedings of legislative houses. Hon. Chairman of the house will have the full authority/power of introducing it in a proceeding, for a day/s, by analyzing the current deadlock situation. Hon. Chairman will be able to introduce it at any time during the sitting, viz. at the beginning of sitting or after question hour or after zero hour, according to his/her discretion.
- (16) There will be three modes of conducting introductory hour:
- (a) Hon. Chairman will him/herself act as an introducer or
 - (b) A neutral anchor will act as an introducer or
 - (c) A recorded video message of parliamentary/legislative group leaders (or their representatives) of ruling party and opposition parties, regarding the viewpoints on current deadlock-issue/s, will act as an introducer.
- (17) Hon. Chairman of the house will give instructions in advance, regarding the conduction of introductory hour, to the house on the previous day of next sitting. Hon. Chairman will be able to ask the viewpoints/opinions/demands of ruling party and opposition parties on the current deadlock-issue/s in written or recorded video message. The viewpoints submitted to the hon. chairman [by parliamentary/legislative group leaders (or their representatives) of the ruling party and opposition parties in parliament/legislative house] should be in concise manner.

Dr. A. Y. BAJAD

ABSTRACT OF PROPOSAL FOR CITIZEN PARTICIPATION IN EXPLORING HIDDEN ARCHAEOLOGICAL SITES AND MONUMENTS OF NATIONAL IMPORTANCE

1. India is blessed with rich culture and heritage and its culture is one of the oldest cultures in the world.
2. There are many unexplored hidden archaeological sites and monuments in India. This can include everything from temples, mosques, churches, tombs, and cemeteries to places, forts, step-wells and rock-cut caves (ASI).
3. The Archaeological Survey of India (an attached office to the ministry of culture) is responsible for exploring and conserving the archaeological sites and monuments.
4. The ASI is divided into 27 circles each headed by a superintending archaeologist. Each of the circles is further divided into sub-circles.
5. The duty of circles is to conduct survey of antiquarian remains and explore archaeological sites. But due to the lack of machinery, it is very difficult for them to conduct village to village survey and discover our hidden heritage.
6. There is a need of participation of Indian citizens in the process of exploration of hidden archaeological sites and monuments as they are very well aware of the historical monuments around them.
7. Accordingly, a web portal and a helpline number will be started by the ASI. The ASI will publish the district wise list of already explored archaeological sites and monuments on this web portal.
8. Citizens of India will be able to post information, with photographs, about the archaeological monuments nearby them (which are not listed on this web portal by the ASI). They will also be able to give information through the toll free number provided by the ASI.
9. The sub-circle officer will then visit the site/monument with the help of the informer and make a short report of it and send it to the circle office. Circle officer will after detail study, decide and declare whether the given place/monument is of national importance or not.
10. The ASI will then develop these newly found archaeological sites/monuments of national importance for tourism, which will ultimately create employment and increase local GDP. These newly found sites/monuments will be promoted through the same web portal.
11. Credit and reward will be given to the informer for giving information and helping to study the archaeological site/monument.

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12. There are many superstitions attached to the monuments like rock-cut caves, forts, etc. in the villages and small cities. This programme will also be helpful to eradicate these superstitions by making people aware of the facts related with the monuments.

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ABSTRACT OF PROPOSAL FOR APPOINTMENT OF 'GRAMEEN MITRA' (FRIEND OF VILLAGERS) IN EVERY VILLAGE

[Basic theme: A post of 'Grameen mitra' (friend of villagers) will be created in every village to help the villagers, to create social awareness in them and to examine the functioning of gram panchayat and government officials]

[1] SELECTION PROCESS:

- (A) Gram Sabha of every village will have the power of selection/election of grameen mitra.
- (B) The members of gram sabha will be able to select grameen mitra with mutual understanding.
- (C) If more than one candidates are interested then the selection should be done by voting at gram sabha meeting.
- (D) If more than one grameen mitra are required, then the candidates having highest number of votes should be selected.
- (E) The selection/election of grameen mitra should be done in the presence of BDO (Block Development Officer) or his representative.

[2] ELIGIBILITY:

- (A) Besides being a citizen of India, the individual should be a domicile of that village. (or any village which comes under the jurisdiction of that gram panchayat, in case of group gram panchayat)
- (B) He/She should not be less than 21 yrs. of age.
- (C) He/She should be at least HSSC (Higher Secondary School Certificate) passed.
- (D) He/She should not be a government employee.

[3] NUMBER OF GRAMEEN MITRA FOR VILLAGE:

At least 300 people of voting age to 1500 (population) :	01
1501-3000 :	02
3001-4500 :	03
4501-6000 :	04
6001-7500 :	05
7501-9000 :	06

[4] EMOLUMENT:

- (A) Grameen mitra will be considered as a volunteer (like ASHA workers), but state government should give fixed allowance to him. (which will be based on a basic set of activities that he will have to perform every month)

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- (4) He will create awareness about health, sanitation and education, and will take efforts to stop the leakage of students from the schools.
- (5) Some villagers are apathetic towards the gram sabha. He will generate enthusiasm in them to take part in the gram sabha meetings.

(B) AS A FRIEND OF VILLAGERS:

- (1) Some villagers (mainly women and dalits) hesitates to raise their questions in gram sabha meeting due to fear or shyness. They will be able to tell their problems to the grameen mitra, before the commencement of gram sabha meeting. He will put these issues in gram sabha meeting on behalf of them (without mentioning their names).
- (2) He will help the sarpanch and panchayat secretary to provide the benefits of government schemes to the needy villagers.
- (3) He will provide a common platform to all the villagers for their queries and complaints. Any villager having any type of query or complaint, about any government official or service, will be able to directly submit it towards the grameen mitra. It will be the duty of grameen mitra to forward these queries and complaints, in a proper format, to the respective departments, and to take regular follow up of them. (as majority of villagers are unaware of where and how to register their complaints, and from where and how to get information)
- (4) Grameen mitra will guide the villagers for obtaining agricultural loans from banks, cast certificates, income certificates, domicile certificates, etc., from SDM (Sub-Divisional Magistrate) office or tehsil, for registration of lands at sub-registrar office and for other official works.
- (5) He will go to the tehsil, banks or other government offices with the villagers, who are illiterate or completely unaware of these procedures, for helping them. It will stop the loot of illiterate villagers by the corrupt government officials, and will save their important time.
- (6) He will guide the village students regarding the career opportunities, and will help them for taking admission in the colleges, of nearby cities, for higher education.
- (7) Government should provide him a computer with internet facility (at his home or at gram panchayat office). And it will be his duty to give basic knowledge regarding the use of computer and internet to the villagers. He will also help the villagers to obtain information about new agricultural techniques, recent agricultural trends, weather conditions, etc.
- (8) Students will be able to get his help to obtain information about various exams, scholarships, job vacancies, etc., and to apply for the same.
- (9) He will work to resolve the quarrels between the villagers, and will try to secure peace and establish unity among them.
- (10) He will try to resolve the disputes between the gram panchayat secretary, sarpanch and gram panchayat councillors, and will maintain good relationship between them.
- (11) He will be able to give innovative suggestions to the sarpanch and gram panchayat councillors to promote the programmes of adult education, family welfare, etc.

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[C] AS A VIGILANT CITIZEN:

(1) The quality of life indicators such as primary education, employment, safe drinking water, open defecation free village, toilets in individual houses as well as public places, solid and liquid waste management, cleanliness of all public places as well as individual houses, pucca roads and streets, transport and last mile connectivity, power and street lights, primary health center, internet connectivity, reduction in infant mortality rate and maternal mortality rate, etc. will be periodically assessed by him on behalf of the villagers. And it will be his duty to produce this assessment report at every gram sabha meeting.

(2) He will raise the issues related with public interest in gram sabha meeting.

(3) On behalf of the villagers, he will examine the functioning of school teachers, PHC doctors, gram panchayat officials and other government employees which are providing service to the villagers, and the official records of the same will be scrutinized by him.

(4) He will also have the power of examining the functioning of sarpanch and village councillors.

(5) He will produce his report, on the functioning of these government officials and elected members, at every gram sabha meeting.

(6) He will be able to just praise or criticize them, before the villagers, in gram sabha meeting, but will have no power to take action against them. If there is any serious issue, he will be able to send his report to the BDO or other concerned departments. Shortly, he will perform a role of lokpal (or we can say it as a 'grampal') at village level. In this way, the active inspection by grameen mitra will lead to enhance the quality of service and reduce corruption.

[8] WORK ASSESSMENT:

(A) Grameen mitra will be accountable to the gram sabha and thus, he should produce his work report at every gram sabha meeting.

(B) The periodical assessment of his work will be done by the gram sabha.

[9] REMOVAL:

(A) Once appointed, the grameen mitra will remain in service until his retirement age of 60 yrs. or death.

(B) He will be able to give his resignation to the sarpanch.

(C) If he doesn't work satisfactory, then the gram sabha will be able to hold his allowance or suspend him (for maximum of 2 months).

(D) If a request letter for the dismissal of grameen mitra, signed by at least 100 members of gram sabha, is given to the BDO, then he will have to give order to arrange a special gram sabha meeting. In this meeting, under the chairmanship of BDO or his representative, voting will be done. If the dismissal of grameen mitra is supported by a majority of members (and by a majority of not less than two-thirds of the members for women and dalits), then he will be dismissed, and a new grameen mitra will be selected/elected, in his place, in the same gram sabha meeting.

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»Clarifications for your questions:

(A) How does the position of village mitra avoid the duplication of panchayat councillors or members?

- (1) Panchayat councillors are the representative of their wards while grameen mitra will be selected/elected by gram sabha.
- (2) Village councillors are accountable to the villagers of their wards where as grameen mitra will be accountable and provide service to all the villagers.
- (3) The duty of village councillors is the proper utilization of the fund for the development of villagers while grameen mitra will inspect their functioning.
- (4) Some duties of grameen mitra related with social awareness coincides with the duties of village councillors, but here, we have to understand that they have to work together for the involvement of villagers to create a mass movement to improve the quality of life in villages. Besides this, the other duties of grameen mitra are far different from the duties of village councillors.
- (5) Village councillors are elected for 5 yr. term where as grameen mitra will remain in service until his retirement age of 60 yrs. or death. In this way, the position of grameen mitra avoids the duplication of panchayat councillors.

(B) How does the position of village mitra avoid the duplication of panchayat secretary or officials?

- (1) Panchayat secretary is accountable to the BDO while grameen mitra will be accountable to the villagers.
- (2) Panchayat secretary performs all administrative work of Village Panchayat like recovery of taxes and fees, recording proceedings of Village Panchayat meetings, giving notice of occurrence of vacancy in a Village Panchayat, serving the notices of motion of no confidence, maintaining the accounts of Village Panchayat, maintaining the accounts of cattle-pounds, maintaining the records of births and deaths in the Village Panchayat, etc., and he works for the government and sarpanch where as the grameen mitra will work for the villagers.
- (3) Moreover, the duties of panchayat secretary and grameen mitra are totally different from each other. In this way, the position of village mitra avoids the duplication of panchayat secretary and officials.

(C) Shall he be a government officer or elected member?

He will be an elected volunteer, but he will get fixed remuneration (which will be based on a basic set of activities that he will have to perform every month) + outcome-based remuneration (like ASHA workers) and financial compensation for training days.

(D) Do you want him to sit regularly or works like a freelancer?

- (1) There will be no separate office for him. Villagers will be able to approach him, directly at his home, at any time.

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(2) The time, grameen mitra spend on his tasks (3 A's - Awareness, Aid and Attention), will be relatively flexible.

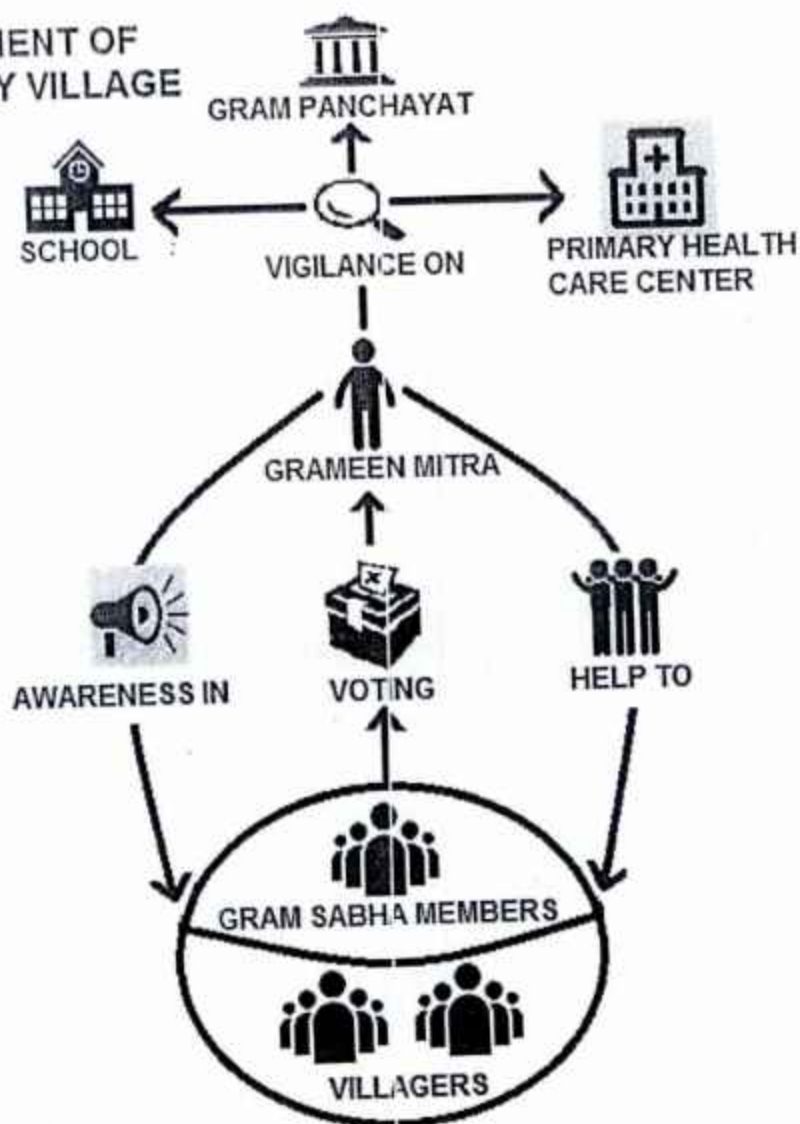
(3) Though grameen mitra is considered as a volunteer, we can't say him as a freelancer because he will get fixed + outcome-based remuneration from the state government.

(E) Any proposed number of population a village mitra shall serve?

At least 300 people of voting age to 1500 (population) : 01
1501-3000 : 02
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PROPOSAL FOR APPOINTMENT OF 'GRAMEEN MITRA' IN EVERY VILLAGE



Dr. A. Y. BAJAD

ABSTRACT OF PREFERRED SUBJECT/S-CENTRIC INTENSIVE LEARNING MODEL OF EDUCATION

[Basic theme: A preferred subject/s-centric intensive learning model of education, for primary (middle), secondary and higher secondary school students, will be implemented in which students will be encouraged to opt for their favorite subject/s and concentrate on them without neglecting other subjects]

[1] PREAMBLE:

- (A) Nearly 2/3rd (63.5%) of Indian students reported stress due to academic pressure with no significant differences across gender, age, grade and several other personal factors. Above 2/3rd (66%) of the students reported feeling pressure from their parents for better academic performance. Because of this stress, 20% students have subclinical depression (meaning they are almost depressed) and about 30% have mild to moderate depression.
- (B) Parents and peer pressure forces children to concentrate on those subjects that will be, according to them, useful to choose professional courses in future rather than the subjects of their choice. Acceptability of new options is missing in parents. Pressure to choose a major and/or career can result in an increased inability to make a choice, rebellion or making a hasty and potentially inappropriate choice in order to reduce pressure. Wrong selection of courses affects the future aspects of students.
- (C) Students may then pursue a career that does not match with their own values and may be one in which they ultimately have little to no interest. They may find it difficult to focus on or truly enjoy their studies because they lack a concrete direction and plan. And a person who lacks interest and passion in their work will typically not achieve the same level of success in their field as someone who has chosen that field based on their own interests and values. Many students, with lack of numeracy skills, are seen struggling with basic sciences when they come for professional courses like engineering.
- (D) Students are given a "syllabus" to study and trained to follow it. There is no any encouragement to go and explore out of the syllabus. Marks are the ultimate measure of knowledge.
- (E) Subject choices are not always the student's decisions. Sometimes they are not even aware of what they are made for. It is necessary that they must know and make their own career choice so that they can chose what matches with their ability, their values and interests in life. They must have freedom to set their future.

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ABSTRACT OF NATIONAL SCHEME FOR VOLUNTARY SECTOR

[Basic theme: An autonomous body, called the national commission for voluntary sector, will collect donations from the people, through its machinery, and distribute them among the voluntary organisations and needy people across the country, without affecting the autonomy and identity of voluntary sector]

[1] PREAMBLE:

(A) Voluntary sector is also called the third sector, in contrast to the public and the private sector.

(B) India is estimated to have around 3.5 millions NGOs (Non-governmental organisations) in 2014, just over one NGO per 345 Indians, and many times the number of primary health centres in India. Moreover, there are 40 thousand international NGOs in the world, with the most organisations found in India.

(C) Despite this major social and economic force, we are lack of proper management of NGOs and efficient use of funds.

(D) The Indian society has a well-established tradition of philanthropy. While regime of tax concessions facilitates donations to charitable organisations, there is considerable untapped potential to channelise private wealth for public service.

(E) It is an open fact that many people with ill-gotten money, donates a part of it, for social cause or to religious centres, to wash away their sins and clear their conscience. [For example: Venkateswara temple in Tirupati and Sai Baba temple in Shirdi gets black money in crores in the form of cash and gold]

(F) Government and public donations are the largest source of funds for the voluntary sector in India. International funding of VOs (Voluntary organisations) plays a small, but significant part in supporting such organisations and their work in the country.

(G) It is observed that some NGOs are very lack in the areas like decision-making for right kind of developmental, intervention, managing socio-economic change and attaining sustainability.

(H) VOs oppose any government regulation on grounds that it would curtail their freedom and prevent them from their watchdog role. In the contrary, the statutory framework does not require VOs to be accountable directly to the public.

(I) VOs are treated as outsiders in the present political-bureaucratic environment in India. In a democratic set up, the government often sees itself as the sole representative of people's voice, and does not wish VOs as equal partners because of their weak representative character.

(J) Major problems of VOs in India are:

- (1) Lack of funds,
- (2) Lack of dedicated leadership,
- (3) Inadequate trained personnel,
- (4) Misuse of funds,
- (5) Monopolization of leadership,
- (6) Lack of public participation,

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- (7) Centralization in urban areas,
- (8) Lack of coordination,
- (9) Lack of volunteerism/social work among youth,
- (10) Evaporations of traditional NGOs due to modernization and
- (11) Deterioration in quality of service
- (K) It has become necessary to evolve a new working relationship between the government and the voluntary sector, without affecting the autonomy and identity.

[2] SCOPE:

(A) In the scheme, voluntary organisations (VOs) mean to include organisations engaged in public service, based on ethical, cultural, social, economic, political, religious, spiritual, philanthropic or scientific and technological considerations. VOs include formal as well as informal groups, such as: community-based organisations (CBOs); non-governmental developmental development organisations (NGDOs); charitable organisations; as well as professional membership associations.

(B) To be covered under the policy, VOs should broadly have the following characteristics:

- (1) They are private, i.e., separate from government,
- (2) They do not return profits generated to their owners or directors,
- (3) They are self-governing, i.e., not controlled by government,
- (4) They are registered organisations or informal groups, with defined aims and objectives. (NATIONAL POLICY ON THE VOLUNTARY SECTOR - 2007)
- (C) Donation should be collected in any form including cash offering, new or used goods including clothing, books, toys, food, medicines, electrical appliances, furnitures and stationeries.

[3] OBJECTIVES:

- (A) To collect donations and distribute them among the VCs and needy people across the country.
- (B) To make efficient use of VOs as a major social and economic force.
- (C) To promote more and more people for charity.
- (D) To make decisions so that resources reach the most deserving sectors and VOs.
- (E) To provide an easy and authentic way for the people to donate.
- (F) To create faith in the people that donation given by them is used for noble purposes.
- (G) To evolve a new working relationship between the government and the voluntary sector, without affecting the autonomy and identity.
- (H) To make voluntary sector more accountable towards the people and to create transparency in its working.
- (I) To support the nation, during emergency conditions.
- (J) To train VOs for strengthening the managerial capabilities and improving their performance and effectiveness.
- (K) To make efforts of the VOs more complementary to that of the government.

[4] MAPPING OF VOs:

(A) The planning commission launched in July 2009, the NGO partnership system (<http://ngo.india.gov.in>), an online platform for NGOs to put up a brief profile, get a unique identification number, get details of existing VOs/NGOs across India, get details of the schemes of the participating ministries/departments/government bodies offering grants to VOs/NGOs. It allows NGOs to apply online for grants and track the status of applications for grants.

(B) The study of distribution of registered VOs across the country and their area of interest should be done, in order to make a clear picture about where the VOs are exceeding and where they are less in numbers, as well as which type of VOs are needed (based on their area of interest) in which area.

(C) This data will be used to guide and promote the existing and new VOs to set their future plans according to the public need, and to work in the areas, where they are actually needed.

(D) Categorization of the existing VOs into 4 groups (viz. A, B, C and D) should be done on the basis of their past performance so that the central funding will be given to them accordingly. New VOs will be placed in group 'D' for 3 yrs. After that, their groups will be decided on the basis of their performance in these 3 yrs.

(E) This mapping of VOs is essential to make the decisions so that resources reach the most deserving sectors and VOs.

[5] SET UP:

(A) There should be an autonomous body, called the national commission for voluntary sector, which will serve as the supreme authority of this scheme, whose office will be located at Delhi. The state, district and tehsil/taluka offices will work under the guidance of central office. The tehsil offices (and in the next phase of this scheme, town offices as well) will serve as the primary centres for collection of donations from the people.

(B) The tehsil office should be situated near the main bus station in order to capture people's attention. Moreover, it will be convenient for the people to contact the office, living in the nearby towns/villages.

(C) The tehsil office will be connected with the villages through panchayat secretary and officials.

(D) There should be a separate website for this scheme to connect the central office with the state, district and tehsil offices, to monitor the network of VOs across the country, to accept online donations from the people/organisations in and outside the country and to communicate with them.

(E) To promote the donations of black money, this website should provide a separate link, to donate black money, which should not trace the identity of donors.

(F) There should be strong boxes, placed outside the tehsil offices, for accepting donations as well as black money.

(G) There should be at least one staff at every tehsil office, who will be able to be called by the people, at their homes, for giving donation in any form.

[6] WORKING:

- (A) The basic theme of this scheme is that an autonomous body, called the national commission for voluntary sector, will collect donations from the people, through its machinery, and distribute them among the VOs and needy people across the country.
- (B) This scheme won't restrict the VOs from collecting donations. They will be able to collect it. However, this scheme will provide an easy and authentic way, for the people, to donate, and we will be able to channelise the benefits of this private wealth to the needy people across the country.
- (C) Tehsil offices, across the country, will serve as the primary centres for the collection of donations from the people.
- (D) Donation will be collected in any form including cash offering, new or used goods including clothing, books, toys, food, medicines, electrical appliances, furnitures and stationeries, and a proper receipt will be given to the donors.
- (E) There should be at least one staff at every tehsil office, who will be able to called by the people, at their homes, for giving donation in any form.
- (F) The cash offering collected by the tehsil offices will be sent to the central office. Donations collected in any form, other than cash offering (like clothing, books, toys, etc.), will be sent to the state office via district office.
- (G) The national commission for voluntary sector will distribute this collected fund among - a) the VOs across India, according to their performance and b) the needy people, living in the areas where VOs are unavailable or unable to reach or not interested in working.
- (H) Donations excluding cash offering will be stored at the storage rooms of the state offices and their distribution will be done according to the instructions given by the central office. Unpacked food items will be stored and distributed at local level.
- (I) State offices will provide regular updates to the central office about the beneficiaries, working of VOs, fund requirements for their states, etc.
- (J) Citizens across India will also be able to provide information about the needy people/communities/organisations, nearby them, through the website of national commission for voluntary sector or helpline numbers. Officials of the local tehsil office will verify the information given by the citizens. If the provided information is true, central commission will direct the nearby VOs to help them or will directly help them through its machinery.
- (K) There should be a separate section on this website, for NRI (Non-resident Indian), PIO (Person of Indian Origin) and foreign donors.
- (L) There should be strong boxes, placed outside the tehsil offices, for collection of donations as well as black money. People who wants to donate secretly, will be able to donate (their black money) at any time.
- (M) To promote donations of black money, the-website should provide a separate link, to donate black money, which should not trace the identity of donors, as many people wants to donate a part of their ill-gotten money, for social cause or to religious centres, to wash away their sins and clear their conscience. [For example: Venkateswara temple in Tirupati and Sai Baba temple in Shirdi gets black money in crores in the form of cash and gold]

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(N) During emergency conditions (like natural calamities, communal violence, etc.), central office will provide an immediate help to the victims by supplying essential goods like medicines, food, clothing, etc. from the reserved stock. The office will also direct the VOs to help and rehabilitate them.

(O) The national commission for voluntary sector should determine the preference order for the use of fund. [For example: Famishment (starvation) should be given more preference than education]

(P) Training should be given to the people working in the voluntary sector for strengthening their managerial capabilities and improving their performance and effectiveness.

(Q) To bolster public confidence in the voluntary sector, the commission should maintain transparency in its working. The commission should provide annual report of the details of work done by it, through its website and news media, to the people. Along with this, the commission should surveil (inspect) the working of voluntary organisations as well as the offices working under its jurisdiction.

[7] PROMOTION:

(A) The commission for voluntary sector should make a campaign to aware the people that they can give donations to the tehsil office, nearby them, in any form including cash offering, new or used goods including clothing, books, toys, food, medicines, electrical appliances, furnitures and stationeries.

(B) The campaign should also aim to create faith in the people that the donations given by them are used for noble purposes.

(C) Providing an easy and authentic way for donation will automatically promote more and more people for charity.

(D) Central office should issue charity coupons to the donors, with certain validity (like 5 months validity for 10 thousand rupees, 1 yr. validity for 20 thousand rupees, 10 yr. validity for 1 lakh rupees and lifetime validity for 2 lakh rupees), according to their donations. These charity coupons will give preference to them in various government offices/windows like preference in the queues of railway ticket counters, bus reservation counters, cast/income certificate windows, outpatient wards in government health care centers, etc.

(E) Government should give extra trade facilities and exemption in taxes, to some extent, to the international companies which will give huge donations to the central office. Extra facilities and concessions should also be given to the NRI (Non-residential Indian) and PIO (Person of Indian Origin) donors.

(F) Names of the top 10 donors of the day, week, month and year should be published on the website. Names of the top 10 donors at tehsil and district level should also be published on the notice board outside the tehsil office.

(G) Based on the performance, reward should be given to the top 10 VOs, every year. Top 10 donors should also be rewarded, yearly, at national, state, district and tehsil level.

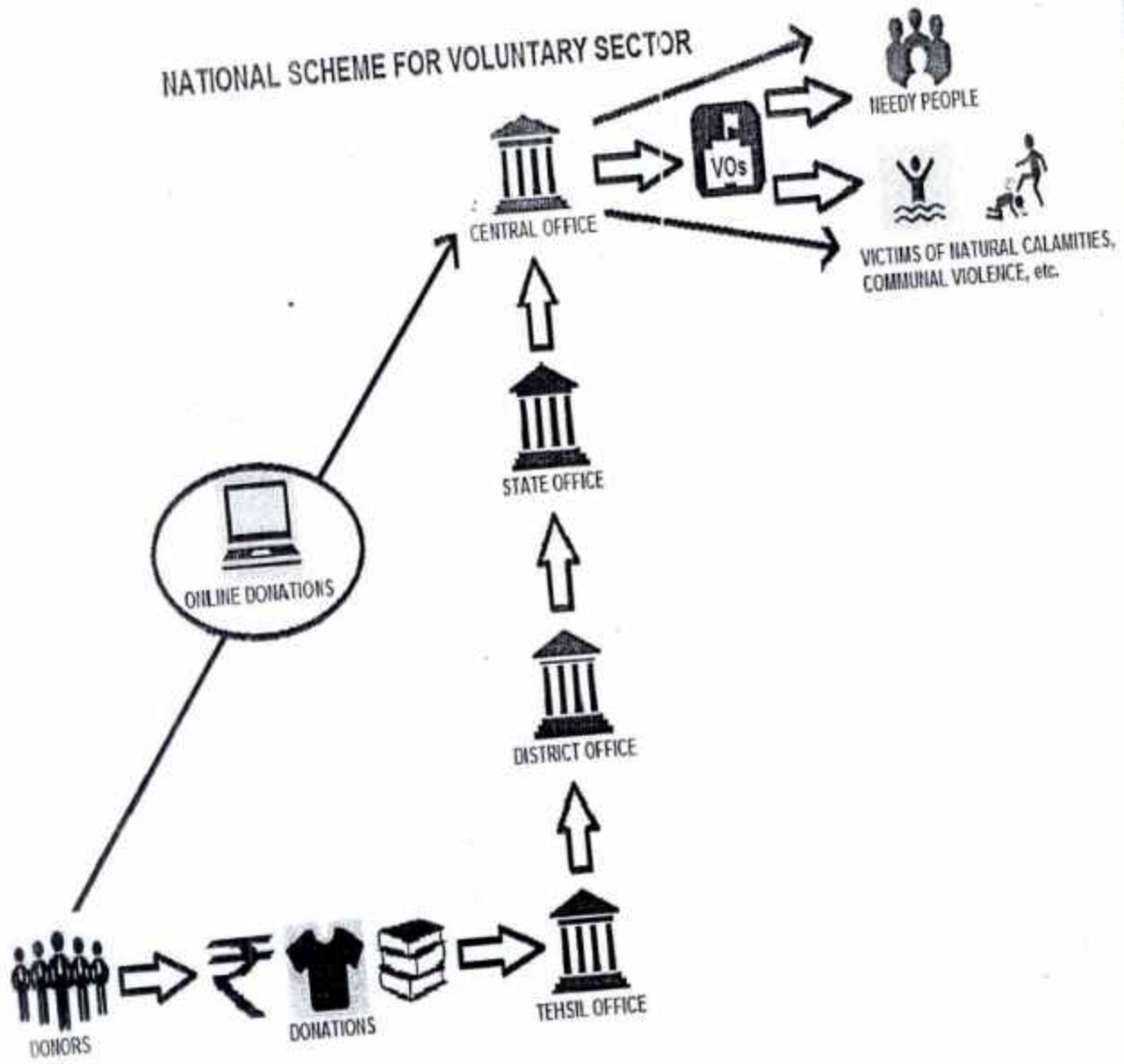
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(H) There is a need to bolster public confidence in the voluntary sector by opening it up to greater public scrutiny. For this reason, the commission for voluntary sector should maintain transparency in its working. A proper receipt should be given to the donors. The commission should provide annual report of the details of work done by it, through its website and news media, to the people.

[8] BENEFITS:

- (A) The efficient use of VOs and donations will be done for the welfare of our citizens.
- (B) A new working relationship between the government and the voluntary sector, without affecting the autonomy and identity of VOs, will be evolved.
- (C) An easy and authentic way, for the people, to donate will be provided.
- (D) Faith in the people will be created that donations given by them are used for noble purposes.
- (E) More and more people will be promoted for charity.
- (F) Collected donations will be distributed among all the needy people across the country.
- (G) During emergency conditions, it will become easy to provide immediate help to the victims and to rehabilitate them.
- (H) Transparency in the working of voluntary sectors will be created.
- (I) The managerial capabilities of NGOs will be strengthened and their performance and effectiveness will be improved.
- (J) Implementation of this scheme will save the government fund which is presently given to the voluntary organisations.
- (K) Efforts of the VOs will be made more complementary to that of the government.

Dr. A. Y. BAJAD



Dr. A. Y. BAJAD

ABSTRACT OF NATIONAL e-VIDYADAN (KNOWLEDGE CHARITY) PROGRAMME

WITH SUBSIDIARY NATIONAL e-SAMAJ JAGRITI (SOCIAL AWARENESS) PROGRAMME

[Basic theme: An electronic platform will be created for collection of knowledge and information across India and world and the same will be made available to all Indians, free of cost, for upliftment of Indian society]

[1] PREAMBLE:

- (A) Literacy level and educational attainment are vital developmental indicators in a developing nation like India as they are key variable of measure of development as they indicate quality of life, awareness level and also level of skill of people in the society.
- (B) As per 2011 census, literacy rate in India has been reported as 74.04% with male literacy rate of 82.2% and female literacy rate of 65.5%.
- (C) As of 2011, enrollment rates are 58% for pre-primary, 93% for primary, 69% for secondary and 25% for tertiary (post secondary) education. Enrollment has been enhanced, but levels of quality remain low.
- (D) While quantitatively India is inching closer to universal education rate, the quality of its education has been questioned particularly in its government run school system. At least 2/3rd universities and 90% of our colleges are rated as below average on quality parameters. And the level of science education is not satisfactory.
- (E) Literacy rate of India is well below the world average literacy rate of 84% and of all nations, India currently has the largest illiterate population. Despite government programmes, India's literacy rate increased only "sluggishly", and a 1990 study estimated that it would take until 2060 for India to achieve universal literacy rate at then-current rate of progress.
- (F) There are 3 broad issues affecting quality of education in India. They are - 1. Access, 2. Attendance and 3. Attainment.
- (G) Women have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out. In the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boy children.
- (H) There is a notable disparity among men and women in the country regarding adult education.
- (I) Today government rural schools remain poorly funded and understaffed.
- (J) Severe cast disparities also exist. Discrimination of lower casts has resulted in high dropout rates and low enrollment rates.
- (K) The unequal access to opportunity and the lack of emphasis on education remains a persistent problem. According to ACM India survey, a person in an urban area has a 93% greater chance of acquiring training than same in a rural area.
- (L) By 2020, India is set to become the world's youngest country with 64% of its population in the working age group. This demographic potential offers India and its growing economy an unprecedented edge that economists believe could add a significant 2% to the GDP growth rate.

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(M) While India is undergoing a demographic transition, regional disparities in education mean the benefits will not be evenly spread across the country.

(N) If we provide people with access to quality education and try to abolish the discriminations and prejudices, it can change the India and Indian society's views.

[2] SCOPE:

(A) Currently 19.9% of Indian population is using internet and per year growth is 14%. India's share of world internet users is 8.33% and there are more than 15 crores of smart phone users in India.

(B) Television in India has a total viewership of 650 millions in 2011 with 277 million individuals having television sets.

(C) DTH (Direct to Home) Digital Satellite TV reach is 35 million in July 2011. India has overtaken the USA as the world's largest direct broadcast satellite market.

(D) As of 2012, more than 90% of the Indian population can receive Doordarshan programmes through its 21 channels and a network of nearly 1400 terrestrial transmitters.

(E) Doordarshan has a three-tier primary programme service - the national, the regional and the local.

(F) With the use of information technology, we can provide quality education to all. The knowledge and information gap which exists due to lack of communication in remote places will be get bridged to a great extent.

(G) Vyas higher educational channel was launched on 26th Jan 2004, to carry knowledge to households and students, teachers and public to provide the same quality of higher education to all.

(H) However there are some demerits of this channel:

- (1) This channel is only meant for higher education,
- (2) The lectures are only in English and Hindi (no use of regional language),
- (3) These lectures don't have regional context and
- (4) The lectures are very humdrum.

(I) Everyone has a right to access quality education. To achieve this goal, we need collective efforts.

(J) Accordingly, we have to create an electronic platform where one will be able to upload his/her video/audio lectures, notes, research articles as well as short films and documentaries on social issues and this treasury of knowledge and information will be made available, free of cost, to all the Indians.

(K) Collective efforts will create storm of knowledge and information which will benefit masses from all sections of the society.

(L) As charity of knowledge is the best charity, everyone will come forward for this holy work.

अन्नदानं परं दानं विद्यादानं अतः परम् ।
अन्नेन क्षणिका तृप्तिः यावज्जीवं च विद्यया ॥

Giving food is a great deed of charity (anna daanam),
but superior to it is the charity of knowledge (vidya daanam),
because food relieves hunger only temporarily,
while imparted knowledge lasts lifelong.
(Sanskrit Shubhashitani - 31, 32)

[3] OBJECTIVES:

- (A) To provide education to all with equity and quality overcoming the geographical barriers of time and space.
- (B) To collect diffused knowledge and information from teachers and scholars across the globe and to make it available, free of cost, to all Indians.
- (C) To provide level playing field to the rural and lower section students of the society and to hamper the tuition culture.
- (D) To encourage the teachers and scholars, across the globe, for knowledge charity by providing a platform where they will be able to show their talent and teaching skills.
- (E) To reach the education to a large number of population.
- (F) To bridge the knowledge and information gap exists due to lack of communication in remote places.
- (G) To create an enthusiasm in students about education, by providing interesting and entertaining lectures to them, through an electronic platform.
- (H) To save the valuable time of students, spending on watching useless TV programmes, in educational age.
- (I) To encourage international scholars to contribute in the process of knowledge charity for upliftment of Indian society.
- (J) To promote female and adult education.
- (K) To meet the thirst of knowledge of lifelong learners.
- (L) To create social awareness in Indian society.
- (M) To make people aware of different government schemes and programmes.
- (N) To provide an electronic platform, for the emerging and struggling film makers, making short films and documentaries on social issues, to express their directorial talent and acting skills.

[4] SET UP:

- (A) There should be an autonomous body, called the central board of National e-Vidyadan Programme, which will serve as the supreme authority for this programme, whose central office will be located at Delhi. There should be a regional centre at each state.

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(B) There should be a website, for National e-Vidyadan Programme, where one will be able to upload his/her video/audio lectures, notes and research articles. There should be a special section called the 'SAMAJ JAGRITI' section where one will be able to upload his/her short films and documentaries on social issues. This website will be accessible to all.

(C) There should be two 24 hr. free TV channels, viz. Vidyadan national TV channel (which will be operated by the central board) and Vidyadan regional TV channel (which will be operated by the respective state board), through which the video lectures will be broadcasted. In the same way, there should be two radio stations, viz. Vidyadan national radio station (which will be operated by the central board) and Vidyadan regional radio station (which will be operated by the respective state board), through which the audio lectures will be broadcasted, and a free accessible Vidyadan You Tube channel, through which one will be able to download the uploaded video and audio lectures.

(D) There should be a scrutinizing committee, at central and regional level, which will scrutinize the uploaded video/audio lectures, short films and documentaries. The committee should also examine the notes and research articles uploaded on the website.

[5] WORKING/OPERATION:

(A) Teachers, lecturers, scholars, etc. will be able to upload their video/audio lectures, notes and research articles on the website of National e-Vidyadan Programme. They will have to create their account on this website before submitting their work.

(B) The central scrutinizing committee will scrutinize the video/audio lectures, notes and research articles with national and international context (English and Hindi) and the regional scrutinizing committee with regional context (regional language).

(C) The scrutinized appropriate video lectures will be broadcasted, through the free national or regional Vidyadan TV channel, according to their context and language.

(D) In the same way, the scrutinized appropriate audio lectures will be broadcasted, through the free national or regional Vidyadan radio station according to their context and language.

(E) After scrutinization, the appropriate notes and research articles will be published on the website National of e-Vidyadan Programme. They should be in portable document format (PDF) so that one will be able to download them.

(F) The appropriate video and audio lectures, scrutinized by the committee, will also be uploaded on the free accessible Vidyadan YouTube channel so that one will be able to view and download them.

(G) Lectures with PowerPoint presentation, lectures for competitive exams, motivational lectures, career guidance lectures, lectures for teacher training, etc. will also be accepted.

(H) NRI, PIO, OCI and international scholars will also be able to upload their lectures, notes and research articles.

(I) The central and regional board of National e-Vidyadan Programme should upload educational books, research papers, etc., in portable document format (PDF), the copyrights of which are owned by government or government educational institutions.

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