

**A SEMINAR
ON
UNIVERSALISATION OF ELEMENTARY EDUCATION:
THE WAY SO FAR**

PRESENTED BY:

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**DEPARTMENT OF EDUCATION
PATTAMUNDAI COLLEGE,
PATTAMUNDAI**

REPORT

An extramural seminar was organized by Department of Education, Pattamundai college, Pattamundai on dated 23/02/ 2019 on the topic “UNIVERSALISATION OF ELEMENTARY EDUCATION: THE WAY SO FAR. The resource person of the seminar was Dr Pravakar Mallick . Prof.. Ramesh Chandra Sahoo, Principal of the college chaired the session. Dr. Rajalaxmi Mohanty, Head of Department introduced and welcomed the guest on the dias and participants. She also gave the key note talk on the topic. Then papers were presented by the students on the similar themes. Paper on “Present Status of Universalisation of Elementary Education” was presented by Poonam Patra, student of 6th semester. Paper on Quality of Indian Elementary Education was presented by Plabani Dash, student of 6th semester and then paper on Problems and Challenges of Universalisation of Elementary Education in India was presented by, Soudamini Mohanty, student of 6th semester. Then Dr. Mallick delivered his paper with a detailed explanation on the genesis, structure, characteristics, issues and challenges of universalization of elementary education. It was followed by an interaction session with resource person, faculties of the department and students. The meeting was ended with a vote of thanks to the resource person by Ms. Nibedita Nayak, Lecturer in Education.

Universalisation of Elementary Education: The Journey so far

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Introduction

Since time immemorial, education in India has been an exclusive right of higher caste people or the elite class of the society and was limited only to a small section of society. Though there were compulsory education laws during British rule, not much of progress was made in this direction as British government did not have any need to implement this strictly. After independence, Article 45 of the newly framed Constitution stated that "the State shall endeavour to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years." Even then, there was not much of progress that was expected to happen. In 1968, National Policy on Education was framed which spoke about Indian government's commitment towards elementary education and National policy of education of 1986 and 1990 recommended to include RTE as a fundamental right in Indian constitution. Based on this recommendation, National policy on Education 1992 was formulated. India also signed the UN Convention on the Rights of the Child (CRC), in 1992 and started the process of adopting legislation to make education a fundamental right of the child. The passing of the act which enables Children to get Free and Compulsory Education in 2009 marks a historic moment for the children of India. For the first time in India's history, children will be guaranteed their right to quality elementary education by the state with the help of families and communities.

"After almost 50 years of Independence and countless committees policy makers realized what it required to make universal elementary education a reality. It required not just allocation of resources and Centre-State co-ordination, but also a clear cut mandate. India had failed in what most other countries had managed to achieve because there was no compulsion of any on the state machinery to actually effectuate something like elementary education. Though Centre-State coordination was taking place for years together, India's masses remained illiterate because no agency could be hauled up for the dismal state of education. International Declarations had always stressed on the 'compulsory' aspect of education, because they knew that unless people were forced to act nothing would result out of policy papers. Therefore, in 1997

the Saikia Committee, consisting of State Education Ministers, came up with their suggestions of amending the Constitution to make Elementary education a fundamental right." (Niranjanaradhya VP)

India is divided into twenty nine states and seven Union Territories. The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. Education in India is placed in the concurrent list. That is, school education policies and programmes are made by the the central government and the state governments.

There is a national organization that plays a key role in developing policies and programmes, called the National Council for Educational Research and Training (NCERT) that prepares a National Curriculum Framework. Each state has its counterpart called the State Council for Educational Research and Training (SCERT). These are the bodies that essentially propose educational strategies, curricula, pedagogical schemes and evaluation methodologies to the states' departments of education. The SCERTs generally follow guidelines established by the NCERT.

The National Policy on Education, 1986 and the Programme of Action 1992 envisaged free and compulsory education of satisfactory quality for all children below 14 years before the 21st Century. The government committed to earmark 6% of the Gross Domestic Product (GDP) for education, half of which would be spent on primary education. The expenditure on Education as a percentage of GDP also rose from 0.7 per cent in 1951-52 to about 3.6 per cent in 1997-98.

To know development in a society, Literacy is another proper indicator of economic development. As per Population Census of India 2011, the Literacy rate of India has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 65.38% in 2001, thus showing an increase of 9 percent in the last 10 years. It consists of male literacy rate 82.14% and female literacy rate is 65.46%. Kerala with 93.9% literacy rate is the top state in India. Lakshadweep and Mizoram are at second and third position with 92.3% and 91.06% literacy rate respectively. Bihar with 63.08% literacy rate is the last in terms of literacy rate in India. (Census of India)

Education is now widely valued not only for its intrinsic value in enriching the lives of individuals but also for its functional value in the development of the human capital of a nation. Educational investments in children have been shown to have high private

and social returns. The private returns are associated with increased productivity and earnings in adulthood, and with further non-pecuniary gains arising from the greater efficiency with which educated individuals are able to acquire and process information (Rosenzweig 1995). The social premium to education over and above the private value includes further productivity increases arising from knowledge spillovers, gains in health for one generation that flow from gains in education for the previous, and the improved functioning of civic society and democracy. These examples illustrate that widespread education not only helps growth through productivity effects, but is also crucial to distribution of the gains from growth. Growth in a society in which most people have a basic education is most likely more pro-poor than growth in a society in which the educated are the elite few. Also, there is widespread evidence of an intergenerational correlation in educational attainment (Becker and Tomes 1986), at least some of which is thought to be causal (e.g. Lleras-Muney 2001, Chevalier 2004). To the extent that the impact of parental education on child education is causal, there are significant knock-on effects of public investment in education. In other words, the payoff to policy immediately goes up because investments in education at any one time have a multiplier effect, yielding additional benefits in the future. In summary, education is a powerful tool for reducing poverty, unemployment and inequality, improving health and nutrition and promoting sustained human development led growth (World Bank (2004), p.69). One of the Millennium Development Goals (MDGs) agreed in September 2000 at a UN summit of world leaders is the achievement of universal primary school. Attendance for boys and girls, this, of course, implies a complete closing of the gender gap. It also requires a 100% primary school completion rate, that is, that all students entering grade 1 are retained until grade 5. The MDG couched in these terms reflects recognition of the importance of basic (primary) education. This is particularly pertinent in India where primary education has historically been neglected by the state, with educational expenditures being concentrated on the tertiary sector (e.g. Dreze and Sen 1995). As a result, there are vast inequalities in educational attainment in India, a remarkable degree of illiteracy coexisting with frontier research in science and technology. India is also marked for being one of the group of countries in South Asia and Northern Africa where outcomes tend systematically to be better for boys than for girls, suggesting gender discrimination or at least undesirable gender differentiation. A further reason that India offers an interesting case study is that it exhibits striking diversity in educational

indicators across its states that, in further work, we will exploit to consider more carefully the sorts of policy interventions that are likely to be effective. With India being such a large country, sample sizes available for statistical analysis are large, allowing more general pursuit of heterogeneity in the data- for example by religion (Muslims have lower educational attainment than Hindus) or by caste (scheduled castes and tribes exhibit lower educational attainment than the higher-castes). The NFHS data show that, in India in 1998-89, the school attendance rate was 82.5% and the primary school completion rate was 61.7%. We argue in this paper that it is challenging, *a priori*, to expect both of these rates to rise to 100% by 2015. The future prospect of every nation lies in the hands of children and illiteracy is one of the major hindrances for them. Universal schooling accompanied by quality, equity and accessibility can be a single big move towards attaining future prosperity of every nation. Education should be provided in such a manner that ensures children can benefit from it. Right to Ed

Universal elementary education in India is yet to be achieved despite its being on the agenda of public policy since independence. Increased attention to it after the adoption of National Policy on Education-1986 (GoI, 1986), the 86th amendment making elementary education a Fundamental Right, Sarva Shiksha Abhiyan in 2001, etc appear to have made a significant impact but the goal still eludes. Financing of elementary education assumes critical importance in the context of long overdue commitments to universalise it. In India, education particularly elementary education is financed by the state (central and state governments). The state governments take major responsibility of financing elementary education. In the recent past, the central government is also taking interest in elementary education and is financing around twenty percent of the budget expenditure on elementary education. The role of central government in elementary education is manifested by way of the centrally sponsored schemes. The centrally sponsored schemes are designed by the concerned line ministries (in India for education, the Ministry of Human Resource Development) and implemented by the state government education departments. In 1978, while preparing the Sixth Five-Year Plan (1980-85), the Planning Commission identified nine educationally backward states – Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It was felt that it was not possible to achieve universal elementary education through formal system of education. Therefore, a few strategies have been worked out to cover the non-

school going children of the age group 6-14. Hence, the first centrally sponsored scheme, namely non-formal education was initiated in 1978 in these nine states alone. Around the same time, Literacy Mission was also initiated to improve the adult literacy across states in the country.

The first nation-wide centrally sponsored scheme, specifically in elementary education, called Operation Blackboard was initiated in 1987 to improve the educational infrastructure in primary schools all over the country. It aimed at three critical components of educational development, viz. classrooms, teachers and teaching-learning equipment. Even though education became a concurrent subject in 1976, it got operational meaning only in 1986. Indeed the momentum of interest in universalising elementary education in the country began with the National Policy on Education (1986). Operation Blackboard was an offshoot of this, as National Policy on Education identified that the state of educational infrastructure in elementary schools was dismal to achieve universal elementary education. Around the same time, another important nation-wide centrally sponsored scheme was initiated on teacher education by establishing District Institutes of Education and Training. Realising the specific needs of each region, schemes such as Andhra Pradesh Primary Education Project (1989), Bihar Education Project (1991), Uttar Pradesh Basic Education Project (1993), and Lok Jumbhish in Rajasthan education (RTE) has been passed by Indian Legislature.

Some Key policies and public programmes-

National Policy of Education and the Program of Action (1992): Programs have been set up to assist with reading, school support, student support, unified teacher training, and to revitalize the primary education programs. The latter, involves providing children with access to Primary Education, reading and writing materials, and reducing the gender gap between and expanding educational opportunities to disadvantaged social groups.

District Primary Education Program: Aims to improve primary education access in 23 districts in 6 states through strengthened district institutional capacity, community participation and awareness, facilities, teacher in-service training, learning materials, targeted interventions for girls, early childhood education and construction of new schools and classrooms

Operation Blackboard: Aims to supply the bare minimum crucial facilities to all primary schools in the country. The objective of the scheme is to provide primary school students with the necessary institutional equipment and instructional material to facilitate their education. In addition they provide salaries to teachers in schools with more than 100 students for two years.

Mid Day Meal: Main goal was to serve all children in Government and Government-aided primary schools a prepared Mid Day Meal with a minimum 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. The Scheme was extended and revised in 2002, 2004, 2006, 2007 and 2008 to cover and increase cooking costs, while giving more calories per day and reaching more children.

'Sarva Siksha Abhiyan': Main goal of this program was that all children aged between 6 and 11 should complete primary education by the year 2007 and all children between 6 and 14 years of age should complete eight years of schooling by 2010. The plan covered the whole country and placed special emphasis on girls' education and education of Schedule Caste (SC) and Schedule Tribe (ST) children as well as children with special needs.

Right to Education Act: Background and Meaning

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act added Article 21A. The right to education act seeks to give effect to this amendment. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

□ December 2002

86th Amendment Act (2002) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years.

□ October 2003

A first draft of the legislation envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large.

□ **2004**

Subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004.

□ **June 2005**

The CABE (Central Advisory Board of Education) committee drafted the „Right to Education“ Bill and submitted to the Ministry of Human Resources and Development (MHRD). MHRD sent it to NAC (National Advisory Council). NAC sent the Bill to Prime Minister for his observation.

□ **14th July 2006**

The finance committee and planning commission rejected the bill citing the lack of funds and a model bill was sent to states for the making necessary arrangements. (Post-86th amendment, states had already cited lack of funds at State level) July 19, 2006 Campaign against Child Labor (CACL), National Alliance to Fundamental Right to Education (NAFRE), CABE invited Indian Literacy Project (ILP) and other organizations for a Planning meeting to discuss the impact of the Parliament action, initiate advocacy actions and set directions on what needs to be done at the district and village levels.

Present

The present Act has its history in the drafting of the Indian constitution at the time of Independence. However, are more specifically to the Constitutional Amendment that included the Article 21 A in the Indian constitution making Education a Fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate Education Bill. The rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The subcommittee of the CABE which prepared the draft Bill held this provision as a significant prerequisite for creating a

democratic and egalitarian society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools. The government drafting this piece of legislation, however lost the elections, and the new government came up with its own version. This passed the approval of the cabinet on November 1, 2008, was tabled in Parliament in 2008 and passed in 2009.

Passage

The bill was approved by the cabinet on July 2, 2009. Rajya Sabha passed the bill on July 20, 2009 and the Lok Sabha on August 4, 2009. It received Presidential assent and was notified as law on September 3, 2009 as the Childrens' Right to Free and Compulsory Education Act.

Some of the Highlights of the Historic Right to Education Act

- *Every child in the age group of 6 to 14 years will have a right to free and compulsory education in a nearby school.
- * Private and unaided educational institutes will have to keep 25% of the seats for students belonging to the weaker sections.
- * No child would be failed or expelled and will not be required to pass any board examination till the age of 14.
- *All students who complete their elementary education will be awarded certificates.
- * Financial burdens will be shared between the center and states.
- *Infrastructure of schools will be improved; Recognition will be subject to improvement.
- *Quality of education will be improved.

Conclusion:The need of hour is to implement and monitor the act properly. The consistent monitoring and intention of the political will is a must to make it successful. According to the UNESCO's „Education for All Global Monitoring Report 2010“, about 135 countries have constitutional provisions for free and non-discriminatory education for all. The much awaited Right to Education (RTE) Act which has been passed by the parliament of India should play an important role in achieving universal elementary education in India. The success and failure of RTE would largely depend on consistent

political attention. Budgetary allocation of funds should be sufficient in this respect. The youth and civil society in India should come forward and spread the usefulness of education to illiterate parents who are unable to appreciate the relevance of education in curbing the social evils. Social inequalities and monopolization by any group should not be permitted at any cost. Education which is free of cost up to a certain age must be accessible to all. . The right to education is a fundamental right and UNESCO aims at education for all by 2015. India along with other countries of the world should also put sincere efforts to make this goal a real success.

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Department of Education Pattamundai College, Pattamundai

Signature sheet of teachers

	Teachers Name	Signature
1	Dr. Rajalaxmi Mohan.	Rajalaxmi Mohan
2	Neesupama Swain	N Swain
3	Nebedita Nayak	N Nayak
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DEPARTMENT OF EDUCATION
PATTAMUNDAI COLLEGE PATTAMUNDAI
SEMINAR ATTENDANCE SHEET

ON

DATED - 23.02.2019

SL.NO	NAME OF THE STUDENTS	ROLL NO. OF THE STUDENTS	SIGNATURE
1	BIRA KISHORA NAYAK	BA16-012	Bira Kishora Nayak
2	SHAKTI SWARUP PANDA	BA16-018	Shakti Swarup Panda
3	DiParjali Rout	BA16-029	DiParjali Rout
4	Gayatri panda	BA16-016	Gayatri panda
5	Mamata Rout	BA16-024	Mamata Rout
6	Dupty Prava Pati	BA16-099	Dupty Prava Pati
7	Soudamini Mohanty	BA16-020	Soudamini Mohanty
8	Snigdha reani dal	BA16-028	Snigdha reani dal
9	chandrakanti Rout	BA-16-002	chandrakanti Rout
10	Pravati Swain	BA16-060	Pravati Swain
11	Subhasmita Narendra	BA-16-106	Subhasmita Narendra
12	Suvashree Senda	BA-16-027	Suvashree Senda
13	Babita Sethi	BA-16-003	Babita Sethi
14	Subhashree Nayak	BA-16-005	Subhashree Nayak
15	Laxmi priya Sahoo	BA-16-15	Laxmi priya Sahoo
16	Sujata Dal	BA-16-010	Sujata Dal
17	Sumitra mahalik	BA-16-033	sumitra mahalik
18	Sujata patra	BA-16-006	Sujata patra
19	Madhureika Rout	BA-16-260	Madhureika Rout
20	Aliva Pradhan	BA-16-021	Aliva Pradhan
21	Chinmayee Parida	BA-16-023	Chinmayee Parida
22	Rajalaxmi Das	BA-16-022	Rajalaxmi Das
23	Pranita Parida	BA16-258	Pranita Parida
24	Plabani Dash	BA16-218	Plabani Dash
25	Purnam Patra	BA16-019	Purnam Patra
26	Jayaseni marik	BA17-005	Jayaseni marik
27	Jyotimayee Mullick	BA17-055	Jyotimayee Mullick
28	Chidananda Mohanty	BA17-008	Chidananda Mohanty
29	Gopal Barik	BA17-041	Gopal Barik
30	Bandita Das	BA17-003	Bandita Das
31	Mrunmayee Panda	BA17-173	mrunmayee panda
32	Sarasini Rout	BA-17-020	Sarasini Rout
33	Sarmistha Routroy	BA-17-19	Sarmistha Routroy

34	Mitali Swain	BA-17-09	Mitali Swain
35	Sachin Das	BA-17-025	Sachin Das
36	Alitka Subhadarshini Lenka	BA-17-015	Alitka Subhadarshini Lenka
37	Rojalin Jena	BA-18-023	Rojalin Jena
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ପଢ଼ାମୁଖାଇ କଲେଜ ଶିକ୍ଷା ବିଭାଗର ଆଲୋଚନାଚକ୍ର

ପଢ଼ାମୁଖାଇ, ୧୭।୩(ନି.ପ୍ର): ପଢ଼ାମୁଖାଇ କଲେଜ ଶିକ୍ଷା ବିଭାଗ ପକ୍ଷରୁ ସାର୍ବଜନୀନ ପ୍ରାଥମିକ ଶିକ୍ଷା ଶୀର୍ଷକ ଆଲୋଚନାଚକ୍ର ଅନୁଷ୍ଠିତ ହୋଇଛି । ଅଧ୍ୟକ୍ଷ ପ୍ରଫେସର ରମେଶ ଚନ୍ଦ୍ର ସାହୁଙ୍କ ସୌରହୃଦୟରେ ଆୟୋଜିତ ଆଲୋଚନାଚକ୍ରରେ କେନ୍ଦ୍ରାପଡ଼ା କଲେଜ ଅଧ୍ୟକ୍ଷ ଡ. ପ୍ରଭାକର ମଲ୍ଲିକ ମୁଖ୍ୟ ଆଲୋଚକ ଭାବେ ଯୋଗ ଦେଇଥିଲେ । ଅଧ୍ୟାପିକା ନିରୁପମା ସ୍ୱାଇଁ ଆଲୋଚନାଚକ୍ରରେ ଯୋଗ ଦେଇଥିଲେ । ଶିକ୍ଷା ବିଭାଗ ମୁଖ୍ୟ ଅଧ୍ୟାପିକା ଡକ୍ଟର ରାଜଲକ୍ଷ୍ମୀ ମହାନ୍ତି ସ୍ୱାଗତ ଭାଷଣ ଓ ଅତିଥି ପରିଚୟ ପ୍ରଦାନ କରିଥିଲେ । ଛାତ୍ର ଚିନ୍ତାନନ୍ଦ ମହାନ୍ତି ଓ ଛାତ୍ରୀ ରୁଦ୍ରାଣୀ ଦାସ, ଲକ୍ଷ୍ମୀପ୍ରିୟା ସାହୁ, ପ୍ରଭାତୀ ସ୍ୱାଇଁ, ପୁନମ ପାତ୍ର, ସୌଦାମିନୀ ମହାନ୍ତି, ସୁଜାତା ପାତ୍ର, ସରୋଜିନୀ ରାଉତ, ପ୍ରଭୃତି ମଲ୍ଲିକ ପ୍ରମୁଖ ପ୍ରବନ୍ଧ ପାଠ କରିଥିଲେ । ଶେଷରେ ଅଧ୍ୟାପିକା ନିବେଦିତା ନାୟକ ଧନ୍ୟବାଦ ଦେଇଥିଲେ ।

The samaj (18.03.19)
 ମୁଖାଇ (୧୭ ମାର୍ଚ୍ଚ ୨୦୧୯)
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**ଶିକ୍ଷା ବିଭାଗ
 ଆଲୋଚନାଚକ୍ର**

ପଢ଼ାମୁଖାଇ, ୧୫।୩(ନି.ପ୍ର.): ପଢ଼ାମୁଖାଇ କଲେଜ ଶିକ୍ଷା ବିଭାଗ ପକ୍ଷରୁ ସାର୍ବଜନୀନ ପ୍ରାଥମିକ ଶିକ୍ଷା ଶିର୍ଷକ ଏକ ଆଲୋଚନାଚକ୍ର ଅନୁଷ୍ଠିତ ହୋଇଯାଇଛି । କଲେଜ ଅଧ୍ୟକ୍ଷ ପ୍ରଫେସର ରମେଶ ଚନ୍ଦ୍ର ସାହୁଙ୍କ ସୌରହୃଦୟରେ ଆୟୋଜିତ ଆଲୋଚନାଚକ୍ରରେ କେନ୍ଦ୍ରାପଡ଼ା କଲେଜ ଅଧ୍ୟକ୍ଷ ଡ. ପ୍ରଭାକର ମଲ୍ଲିକ ମୁଖ୍ୟ ଆଲୋଚକ ଭାବେ ଯୋଗ ଦେଇଥିଲେ । ଅଧ୍ୟାପିକା ନିରୁପମା ସ୍ୱାଇଁ ଆଲୋଚନାଚକ୍ରରେ ଭାଗ ନେଇଥିଲେ । ଶିକ୍ଷା ବିଭାଗ ମୁଖ୍ୟ ଅଧ୍ୟାପିକା ଡ. ରାଜଲକ୍ଷ୍ମୀ ମହାନ୍ତି ସ୍ୱାଗତଭାଷଣ ଓ ଅତିଥି ପରିଚୟ ପ୍ରଦାନ କରିଥିଲେ । ଛାତ୍ର ଚିନ୍ତାନନ୍ଦ ମହାନ୍ତି ଓ ଛାତ୍ରୀ ରୁଦ୍ରାଣୀ ଦାସ, ଲକ୍ଷ୍ମୀପ୍ରିୟା ସାହୁ, ପ୍ରଭାତୀ ସ୍ୱାଇଁ, ପୁନମ ପାତ୍ର, ସୌଦାମିନୀ ମହାନ୍ତି, ସୁଜାତା ପାତ୍ର, ସରୋଜିନୀ ରାଉତ, ପ୍ରଭୃତି ମଲ୍ଲିକ ପ୍ରମୁଖ ଭିତ୍ତିପ୍ରବନ୍ଧ ପାଠ କରିଥିଲେ । ଅଧ୍ୟାପିକା ନିବେଦିତା ନାୟକ ଧନ୍ୟବାଦ ଦେଇଥିଲେ ।

The samaj (16.03.19)
 ମୁଖାଇ (୧୬ ମାର୍ଚ୍ଚ ୨୦୧୯)
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