

- 3.9 All national level surveys undertaken by the Ministry of Human Resource Development, Department of Education, through NIC should contain segments to monitor the relevant position of SCs and STs separately in comparison with the general population so that imbalances can be corrected and gaps reduced. All Bureau
- 3.14 The curricula in the schools should cover not only the traditional subjects but also agriculture, horticulture, soil and water conservation, forestry and Argo-forestry and use of Bio-fertilizers, etc. This would also preferably be taken up after completion of 10+2 level. Besides curriculum (academic) general knowledge, culture, newspaper reports, news, etc. should be covered at all levels. These subjects are of direct relevance to the tribal environment. All Bureau
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- 3.1 The Ministry of Human Resource Development, Department of Education in co-ordination with the Ministry of Welfare, should frame a ten year perspective plan for ensuring achievement of educational standards of SCs/STs at par with the general population. Similarly, perspective plans should be drawn up by Education Departments of States/UTs in coordination with the department in-charge of SC and ST Welfare be developed but the teaching should be in languages which have wide knowledge base and which would enable SC/ST boys and girls to acquire knowledge both from the vast expanse of print, visual and other media. All Bureau
- 3.3 It is well known that the language plays an important role in acquiring knowledge. It holds the key to higher vistas of learning and exposure. It is, therefore, essential that the medium of instruction should be in regional, national or international languages. While the local languages and specially tribal languages with wide application need to All Bureau
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