

PNQ

(20)

Debate No. 30 of 24.08.2007

ORAL ANSWER TO QUESTION

UNIVERSITY OF MAURITIUS – COURSES, CURSUS, PEDAGOGICAL METHODS, ETC.

The Leader of the Opposition (Mr N. Bodha) (*By Private Notice*) asked the Minister of Education & Human Resources whether, in regard to post secondary education, he will –

- (a) for the benefit of the House, obtain from the Tertiary Education Commission and the University of Mauritius, information as to the changes that have been brought at the University of Mauritius this academic year in relation to the –
 - (i) number of courses which will be offered;
 - (ii) facilities provided for lectures to students;
 - (iii) cursus and pedagogical methods, and
 - (iv) conditions of employment of the teaching staff, and
- (b) state if he is aware of the difficulties, if any, encountered in the implementation of the above and, if so, the measures he proposes to take to ensure quality education.

Mr Gokhool: Mr Speaker, Sir, I wish to thank the hon. Leader of the Opposition for the advance notice he gave me yesterday ...

Mr Speaker: That is a secret; the hon. Minister should not reveal it!

Mr Gokhool: ... but, more importantly, the opportunity which is given to me to clear certain confusions and allay apprehension that has been highlighted and blown out of proportion in certain quarters as regards the start of this academic year on the Réduit campus. Mr Speaker, Sir, all “*rentrées scolaires*” in Mauritius and elsewhere have their lot of issues to tackle and this is not new. I would, once again, like to refer hon. Members to the numerous PQs and PNQs to which I have replied in order to enlighten the House and the nation at large about the ongoing Reform Programme in the Education and HR Sectors.

Mr Speaker Sir, I have, time and again, stated that we are at the end of an economic cycle. We have to stand on our own feet and fight our own battles as a team. Let us not forget that education is and will remain a national priority.

In this connection, since July 2005, my Ministry has undertaken some crucial and fundamental transformations in line with Government Programme 2005-2010. All along we have adopted a holistic, comprehensive and inclusive approach in introducing interdependent reform from pre-primary to the University, going to secondary, post-secondary and tertiary. The process is on, it is a multi-pronged strategy that we have adopted.

Two years down the road, the time has now come to further consolidate the actions that have been undertaken so far, and this is precisely what we are achieving now. Because the education sector is being called upon to supply the human capital required for higher value-added, more innovative knowledge- and skill-intensive activities that would unlock the knowledge-based future, we are now coming up with a major Strategy for the Education and Training Sector that will contain a suitably costed and timeframed Action Plan with relevant KPIs.

In this context, I am glad to say that the Development Partners, who are deeply appreciative of the efforts that have been undertaken so far, have agreed to support us in this venture. Consultancy will be provided by the European Union with the support of UNDP and the deliverables will comprise a Strategy Paper with a detailed matrix of Action as well as a costed Implementation Plan. These will be ready by the end of this year.

For Tertiary Education, which is the focus of today's question, reforms in the Tertiary Sector are highlighted in my Ministry's forthcoming White Paper on Tertiary Education which we are finalizing in consultation with the Ministry of Finance. The White Paper will focus consistently on policies and strategies to provide an ongoing flow of highly skilled human resources in line with the demands of the country for the coming years. At the same time, it will propose policy measures to upgrade the sector and to allow it to become further focused, synergistic and outward looking.

Some of these strategies relate, *inter alia*, to increasing access to post secondary/tertiary education, ensuring quality and relevance of programmes, and especially the financing of post secondary/tertiary education. While it is fitting that the White Paper also has as a basis for the provision of a boost to a culture of lifelong learning and employability, the ultimate objective is to make Mauritius a knowledge hub and a centre of excellence in the region.

I wish here, Mr Speaker Sir, to highlight that all these measures that my Ministry has in the pipeline never puts in question the autonomy of Universities. We are here, as a Ministry, as a regulatory and policy-making organization and I respect the autonomy and trust the institutions falling under our aegis. What we are here for is to determine new strategies to solve problems. As I have stated, and I again assert, we cannot solve today's and tomorrow's problems with yesterday's knowledge and mindsets.

An important indicator of this development of our high level human capital is the participation level in the tertiary education. Mr Speaker, Sir, allow me to submit to the House some figures to show that we are on the right track. The enrolment in the tertiary sector has increased from 26,074 in 2004 to 28,864 in 2005 and to 33,230 in 2006. The figures are estimated to reach 35,000 in 2007 with the current start of the academic year. This shows there has been a marked improvement in the GTER (Gross Tertiary Enrolment Ratio) from 24% in 2004 to 28% in 2005 and an estimated rate of 34% in 2006. As per the new TEC strategic plan 2007-2011 the GTER is expected to increase to 40% in 2010 and to 45 % in 2015.

Mr Speaker, Sir, when hundreds of our youngsters want to acquire higher education and join the University, can we deny them this opportunity? We are, therefore, Mr Speaker Sir, presently putting considerable emphasis on the tertiary sector to put in along the same avenues as the other sectors in education. In this respect, we are presently building mechanisms to consolidate the MoUs and partnerships, the relationships and pathways that the sector has with local institutions such as the IVTB and the TSMTF, as well as with other brand name institutions from abroad. This will improve the articulations with the world of work and make the University less academic and more proactive in its programmes.

All along we are proceeding through dialogues and consultations and that is why I met the Students' Union representatives at my Ministry on Monday 20 August 2007 to review the situation at the University.

Mr Speaker, Sir, with regard to part (a) -

- (i) Out of the 126 courses that were advertised, the University will be running 110 courses. The UoM routinely revisits its courses and curriculum to respond to new and emerging challenges. The UoM runs collaborative courses with all local publicly-funded Tertiary Education Institutions. Collaborative programmes are also jointly mounted and run with private sector, for the MEF, MIM, CMT and other organizations.

Certain courses will not be run given the critical mass has not been attained.

As regards part (ii), the following facilities are provided for lectures to students -

- RGB and laptops (20 pairs),
- CD/VCDs/DVDs/VHS,
- Air-conditioned lecture theatres fully equipped with public address system,
- Overhead projectors,

- White boards/screens,
- Electronic handouts,
- Supplementary teaching materials;
- Internet,
- WIFI,
- Educational technologies - use of innovative learning technologies such as i-learn and moodle,
- From chalk and talk to blended learning and to develop self- learning attitude,

As regards the RGB and laptops, I have to inform the House that during my meeting with the Students' Union I agreed that this resource has to be provided and arrangements are currently being made with the Tertiary Education Commission to equip all lecture rooms/theatres and some laboratories with these.

With regard to part (iii), the UoM is aligning itself to international norms, that is, lecturing larger cohorts (instead of classroom teaching), use of latest educational technologies to increase access and ensure equity.

The curriculum is dynamic and is regularly revisited in consultation with all stakeholders (students, private sector and public sector). Any curriculum emanating from a given departmental initiative is channelled through several bodies: faculty, advisory boards, board of studies, faculty board, teaching and learning committee, programme validation and monitoring committee, and Senate.

The Quality Assurance Office ensures that international norms are complied with from conception to delivery phases. The House may wish to be informed that the UoM was the first TEI to submit itself to an international audit exercise, the findings thereof which are available on the Internet, are commendable.

In designing new courses, UoM always takes into consideration emerging sectors and challenges. These include Information, Communication and Telecommunications (ICT), sustainable development, entrepreneurship, finance, textile, Land-based Oceanic Industry (LBOI) and sea food hub.

Examples of such courses are -

- BSc (Hons) Marine Science and Technology
- BSc (Hons) Food Science and Nutrition
- BSc (Hons) Agri-science and Technology
- MSc Investment and Entrepreneurship
- MRes (Research Methodology)

With regard to part (iv), the conditions of employment of the 'teaching staff' are being maintained as per prevailing PRB.

With regard to lecturing, lecturers are required to lecture (face to face, distance education, and other modes of delivery) up to 270 hours per year equivalent to an average of 9 hours per week. This needs to be reviewed in the light of international trends and development taking place in the higher education landscape. By way of comparison, in certain UK universities, lecturers have a working time of 1650 hours per year and they lecture 15-18 hours per week generally.

Lack of human resources especially in scarcity areas led the university to have recourse to extra teaching by full-time academic staffs. However, in the spirit of promoting better quality in lecturing, research and administration and services, extra teaching is being discontinued.

The UoM has a rich pool of knowledge base which plays a leading role in the national development process. The UoM is also solicited to contribute in the regional and international arena.

It is expedient that the solidarity and sense of belonging of the academic staff of the university be mobilised to confront this new paradigm shift to conform to international trends and the emerging markets.

As regards part (b) of the question, Mr Speaker, Sir, this Government is placing emphasis on providing financial support to the tertiary education sector as evidenced by the increase of 30% in the recurrent grant for the sector from Rs572 m. in 2003/04 to Rs746.5 m. in 2007/08.

The UoM has to ensure that all resources allocated to it and available are used judiciously and optimally.

The problem is more of how to use available resources (financial, infrastructure and human and others) more efficiently and not just a matter of economic or financial consideration.

The UoM wants to optimise the use of all its resources. The need to optimise resources was long overdue to be more competitive and also to be in line with international practice. Without hampering quality, the UoM is trying to do more with less resources, *comme on dit dans toutes les conférences internationales, "bien gérer pour mieux éduquer"* as advocated in all international fora on education.

I am informed by the TEC that additional funds have been provided to the UoM, whenever a need for same has been felt after careful scrutiny of the request made.

I am also informed by the TEC that over the last 7 years Government grant approved for the UoM has not been fully utilised, except for 2 financial years - 2003/04 when the PRB report was out and 2006/07 when the actual number of students was less than what the UoM had projected.

The UoM is in a transitional phase from a developmental University to one operating in a global and competitive environment so as to assist Mauritius to emerge as a knowledge hub in the region.

In pursuit of the Government's vision to increase access, promote quality and equity it is imperative that a new mode of operation and administration of the UoM should be developed to allow for greater flexibility and dynamism. Some changes are required and it is normal that these changes need to be managed.

As regards quality, I am going to table a paper as regards the measures the university is taking to ensure that quality is maintained.

Mr Bodha: Mr Speaker, Sir, I never gave prior notice, I gave private notice. I just remained silent to a question that the hon. Minister put to me yesterday. Let me ask my first question, Mr Speaker, Sir!

Mr Speaker, Sir, may I start with the issue of budgeting? Will the hon. Minister confirm that the TEC budget falling under his Ministry is subject to the MTEF guidelines which say that the TEC should provide "guidelines and advice on the basis of which the budgets of the tertiary institutions have to be proposed and the examination of the budget by the TEC is carried out in the light of the long-term plans of the institutions and priorities of the sector and it covers all aspects, including staffing, enrolment, courses and programmes?" May I ask the hon. Minister whether the TEC has not failed in its duty as a regulator and to provide the correct guidelines to the University of Mauritius to come forward with the budget that it needs so that it can make the best use of funds and resources?

Mr Gokhool: Mr Speaker, Sir, I think the hon. Leader of the Opposition has referred to MTEF which is a new technique which is being put in place to ensure that funds are allocated to programmes in regard to activities being carried out and the resources are required. I think this is a good practice and my Ministry is working along with the MTEF. But with regard to its requirements, the university prepares its budget and submits to TEC, and the TEC examines the requests which have been made and makes allocation as per the requirements with which the TEC is satisfied. It is normal that when the university will ask for an amount of money, TEC will examine and may well agree to the sum which has been requested or even make adjustments. I am told that the University requested for Rs312 m. recurrent and TEC has allocated Rs270 m. In line with the policy of the University that they must optimise the resources which are available, it is quite normal that we'll have to make good use of the resources and if they require additional resources - I said it in my reply - this will be allocated upon justification. Even now TEC is providing additional resources with regard to the technological support that is needed. This is an ongoing process. It doesn't mean that when the budget has been approved, TEC will not provide additional funds.

Mr Bodha: How can the hon. Minister, Mr Speaker, Sir, then explain that there has been firefighting at the University for the last three years when it comes to a deficit every year for the budget?

CA/D30/P03/1 PNQ (Contd)

Mr Gokhool: Mr Speaker, Sir, I think the Leader of the Opposition should bear in mind that the University exists for many, many years. If he goes through the press cuttings between 2000 and 2005, he will see that, every year, such problems crop up. The University keeps on asking for more funds, the students go on strike, etc. On 21 December 2001, we see that it is reported '*crise à l'université*'.

(Interruptions)

Ce sont des problèmes qu'on a dans toutes les universités à travers le monde ! *Our friends know how universities are. At every stage, new issues come up.* Il y a toujours des difficultés pour ce qui est de la rentrée scolaire, mais il faut savoir les gérer. Comme je l'ai dit, l'université doit développer un nouveau modèle de fonctionnement, et ils sont en train de le faire. Il faut plus de flexibilité, plus d'emphase sur l'optimisation des ressources. Il faut aussi changer les mentalités, M. le président.

Mr Bodha: M. le président, y a-t-il eu une crise à l'université de l'envergure de celle que nous avons aujourd'hui à gérer, où l'université se retrouve en confrontation avec la TEC, où les professeurs sont mécontents, où les étudiants ne sont pas satisfaits ? Et la crise continue ! M. le président, puis-je demander au ministre si on a eu une crise de cette envergure ces dernières années ?

Mr Gokhool: Mr Speaker, Sir, I will invite the Leader of the Opposition to come with me to the University. I was there yesterday for the graduation ceremony of SDIM. At the beginning, there were issues and there were discussions going on at the campus. It is quite natural for students to manifest. Comme ministre de l'éducation, je trouve cela normal. J'ai été à l'université, j'ai été étudiant, beaucoup d'entre nous ont été étudiants à l'université. Mais, il faut savoir gérer cette situation. C'est pourquoi l'université a entamé des discussions. Lorsque j'ai ressenti le besoin d'intervenir, j'ai convoqué les étudiants. Hier, j'étais à l'université et je me suis posé la question : où est la crise ? Je crois que le *Leader* de l'opposition est trop influencé par certains articles de presse. Il doit aller voir comment cela se passe à l'université.

Mr Bodha: M. le président, puis-je demander à l'honorable ministre s'il y a eu une mise en demeure des chargés de cours à l'université dans le passé ?

Mr Gokhool: Mr Speaker, Sir, I am sure there has been, because...

(Interruptions)

No! There have been many cases. I have got the press cuttings showing how the staff protested. They always protest. This is typical of universities. Students protest, the staff protest, they send *mise en demeure*. It's nothing new, Mr Speaker, Sir. I think that we must not overreact. *Il ne faut pas dramatiser la situation. Il faut être un patriote. L'université de Maurice a un track record de plusieurs années.* Our products of the university come up among the best in international universities. We must be careful. I

think that it is the duty of the Leader of the Opposition to put a question. But, let's not over dramatise and be carried away by certain articles, certain comments that people make. I, as Minister of Education, am satisfied that the situation is coming back to normal, the students are in the classes, the lecturers have started to deliver the lectures, and they are working normally.

Mr Bodha: Mr Speaker, Sir, let me come back again to the TEC and the MTEF guidelines. Is the hon. Minister aware that, in the guidelines of the MTEF for tertiary education to be applied by the TEC, one of these is to reduce, for this year, the unit cost per full time equivalent students by 5% by June 2008? This means that we are reducing the amount of funds that is being allocated to each student. This is what the TEC is doing. Mr Speaker, Sir, the question is: how can we reconcile knowledge hub, world class education, quality education, and the problems that we are having today with the cuts in the budget?

Mr Gokhool: Mr Speaker, Sir, I will just answer by mentioning the figure. Is it possible to have a class running with 30 students in 2007, when we have so many challenges to face? Is that possible? Is that cost-effective? Will that contribute to quality? Can we continue with face-to-face, chalkboard and talk? What we are doing is bringing technology, modernising and giving access to materials. There is a different model of university functioning and administration that we want to promote. This is the first year, and it is difficult. Resistance to change! We have to handle all these difficulties. We should not lose our heads. I think we are creating a new model. I have talked to the students and explained to them that they must go for the change. Otherwise, the students themselves will compromise the future of the University. I must congratulate the students. I have talked to them and they understood. The Leader of the Opposition phoned the Student Union, and they said that they were not going to enter into demagoguery.

Mr Bodha: Mr Speaker, Sir, on a point of order. I never called the Student Union.

Mr Speaker: This is a point of personal explanation.

Mr Soodhun: Mr Speaker, Sir, the hon. Minister said that he went to the University yesterday. I would like to ask him whether he is aware that for certain lectures yesterday, there were not enough chairs available for the students. Are they called upon to '*Amène to block*'?

Mr Gokhool: Mr Speaker, Sir, we are used to such statements coming from the hon. Member. He is referring to yesterday. I am regularly at the University, and I know the situation. We are implementing a new model, and I don't think the hon. Member is right in what he is saying. This is not the case!

Mr Bodha: Mr Speaker, Sir, the hon. Minister mentioned the new mindset. May I ask him whether this is the way to implement a new philosophy in tertiary education and a new mindset, when you erect infrastructure on a weekend to accommodate students on Monday, which was done last week? Is he aware that, at a council meeting, the academics said that they needed one academic year to change the mindset and to come

with the new changes? Is the hon. Minister aware of this? How can we change the mindset in a few days?

Mr Gokhool: Mr Speaker, Sir, as regards the structures which were being put up, I think the University had its plans, that the plans were being implemented, as the students made representations. We have to implement the plans. Otherwise, we will have what they are expecting, that is, a big strike at the University. The University administration engaged discussions, and proposed to look for new space to accommodate the students. As regards the change of mindset, Mr Speaker, Sir, I can tell you that if this country is facing all those difficulties, it's because they were in Government and have not taken the steps that they should have taken in many sectors, particularly in the education sector. If you look at what has happened over the past five years in the education sector, they looked only at the grading system and construction of a certain number of buildings. But, what we are doing is bringing fundamental changes. We have to go fast, because we cannot wait. There are so many young people who want to go to the University. As I said, my priority is to open the doors of the University for our young people to go to the University.

Mr Bundhoo: Mr Speaker, Sir, being given that, in the Government Programme, we intend to make Mauritius a knowledge hub and that we are living in a competitive edge, can I ask the hon. Minister what he has been doing for the last two years, in order to align Mauritius with regard to intake in tertiary education, for example, like countries such as Singapore, Malaysia or even South Africa? Secondly, Mr Speaker, Sir, earlier the Minister said that he has met the Student Union...

Mr Speaker: The hon. Member cannot raise two issues in one question.

Mr Gokhool: Mr Speaker, Sir, as I indicated in my main reply, one of the indicators of the health and dynamism of the higher education is the gross tertiary enrolment ratio which measures how many young people of the age group of 20 to 24 have access to higher education in a country. On that score, I have given the figures and we are aiming to go for 45%. If you go back to 2003, when the previous Government was in power, that figure was 16% only and the Minister of Education at that time was very impatient; he was comparing the low figure of 16% to 35% of Asian industrialising economies. That is an indicator and, on that basis, we are already making good progress. This is what is happening as far as the intake of students and the number of people who are getting access to higher education in Mauritius are concerned.

Mr Dowarkasing: Mr Speaker, Sir, may I ask the hon. Minister whether it is proper, at a time when there is a crisis at the University, that the Vice-Chancellor be allowed to leave the country tomorrow to attend a Conference and will be back only in 20 days?

Mr Gokhool: First, I have said there is no crisis. Mr Speaker, Sir, at times, it is a question of how you look at a situation. Some people may look at a situation as a crisis, but a crisis is a disguised opportunity and this is what we are looking at. It is a disguised opportunity to bring fundamental changes in the way a university of the third millennium should operate.

Mr Dayal: Mr Speaker, Sir, being given that the private sector derives direct benefit from the fact that they recruit graduates and professionals from the University of Mauritius, does the hon. Minister consider the advisability of enlisting the support of the private sector in contributing partly to the financing of the courses?

Mr Gokhool: In fact, Mr Speaker, Sir, one of the issues that universities across the world have to face is funding and sustainability. As we know, the University of Mauritius depends heavily from Government finances. Many universities are trying to explore other avenues, for example, the University of Mauritius has set up a Trust of Alumni and in many countries Alumni contribute to the running of universities. This is a new development that has taken place at the University; they have set up a Trust so that Alumni can associate with and contribute to the University.

Secondly, the University has diversified and come up with the Mauritius International Business School which will be operated along private sector lines and which can generate income for the University. There are ways and means which the University is exploring to mobilise more revenue. This process has started. I believe this process will continue and the University will be able to generate additional revenues to run its activities and bring about improvements.

Mrs Jeewa-Daureeawoo: Mr Speaker, Sir, in his reply, the hon. Minister mentioned that certain courses will not be run. Can we know why and can he enumerate the courses that will not be run?

Mr Gokhool: I think the hon. lady was lucky to be at a university and she knows what goes on at the university. Mr Speaker, Sir, when a programme is advertised, it depends on how many people apply and are qualified for admission. I have checked the figures. In some programmes the number of people who have applied and are eligible for enrolment is 7 or 5 or 3, obviously, it is not recommended. In any university, you cannot recommend to run a programme on the basis of not having the critical mass. The main reason is that some programmes, unfortunately, do not attract the critical mass and, therefore, the university cannot run these programmes.

(Interruptions)

Mr Speaker: Order!

Mr Bodha: Mr Speaker, Sir, may I ask the hon. Minister whether the budget for part-time lecturers has been increased? May I also ask him whether employees of the Tertiary Education Commission are part-time lecturers at the University of Mauritius?

Mr Gokhool: I think the contact of the hon. Leader of the Opposition at the university has not given him the right information.

Mr Bodha: I am asking the question.

Mr Gokhool: I am going to give the Leader of the Opposition...

Mr Speaker: Hurry up!

Mr Gokhool: ...because if he is relying on the President of the UMASU, I don't think this is...

(Interruptions)

Mr Speaker, Sir, the University does its workload planning on the basis of allocating full-time lecturers first. If part-time lecturers are required, the University can employ as many part-time lecturers as it wants. It all depends on the workload plan. It is like that all the time. As far as employees of TEC are concerned, I think the University has a list of people from the private sector and those from the public sector also can lecture at the University on a part-time basis; this is a normal practice.

Mrs Martin: M. le président, *with regard to part (3) of the question*, est-ce que le ministre peut nous dire si l'université envisage de contraindre les étudiants à adopter une méthode de dissertation à plusieurs?

Mr Gokhool: Mr Speaker, Sir, normally at University, one student does a dissertation. But it's not all the time; we can have cases where students do the work in group. I have been at the University for so many years and I have myself supervised dissertations where people worked in group even at post-graduates level, but this is not the general practice. It has to be looked into carefully if the University wants to bring a policy. In other countries, even at the graduate level, students are not required to write a dissertation. All these problems have cropped up and the University will have to devise new policies and modalities with regard to dissertations. A committee has been set up at the University where students will have the opportunity to give their views and new policies will be framed with regard to dissertation for the future, but, for this year, the same practice, as it prevails, will be implemented.

Mrs Dookun-Luchoomun: May I ask the hon. Minister whether he can confirm whether second year and third year students have been asked to run courses at the University of Mauritius?

Mr Gokhool: I don't think this is the case. I am not aware of it. I know that, in other universities, senior students, with the help of lecturers, do give tutorials to students in the first year, but this is not the practice at the University of Mauritius.

Mr Bodha: Mr Speaker, Sir, will the hon. Minister agree that he is making money become one of the conditions for education? Will he consider what we proposed when we were in Government, that is, a loan to students for studies which they would reimburse later after having finished their studies? The way they are doing is, in fact, depriving most of the students access to the University. Will he consider granting that loan to students to pursue their studies?

(Interruptions)

Mr Speaker: Order!

Mr Gokhool: Mr Speaker, Sir, as I said money and economic consideration are not the only issues. It's a new model which will take into account a new approach to the functioning and administration of the University, which means optimization of resources, but wherever additional funds are required, these have to be justified and will be provided. As regards the proposal for loans, a White Paper is being prepared and many of the issues regarding the financing of higher education will be tackled.

Mr Speaker: Time is over!

(Interruptions)

Order!

At this stage, Members of the MSM Opposition left the Chamber.

To:

**The Permanent Secretary, Ministry of Education & Human Resources
Private Notice Question (24/08/07)**

I have to inform you that the Honourable Leader of the Opposition, Mr Nandcoomar Bodha, MP, has given notice of the following Private Notice Question which he proposes to put to *the Honourable Minister of Education & Human Resources* at the sitting to be held today, **Friday 24 August 2007 at 3.30 p.m.**

To ask the Honourable Minister of Education & Human Resources:-
Whether, in regard to post secondary education, he will –
(a) for the benefit of the House, obtain from the Tertiary Education Commission and the University of Mauritius, information as to the changes that have been brought at the University of Mauritius this academic year in relation to the -
(i) number of courses which will be offered;
(ii) facilities provided for lectures to students;
(iii) cursus and pedagogical methods; and
(iv) conditions of employment of the teaching staff; and
(b) state if he is aware of the difficulties, if any, encountered in the implementation of the above and, if so, the measures he proposes to take to ensure quality education?

R. R. Dowlutta
Clerk of the National Assembly