EDUCATION FOR ALL : UTTAR PRADESH

A PROJECT TO
TRANSLATE A VISION
INTO REALITY

EDUCATION FOR ALL : UTTAR PRADESH

The draft project document 'Education for All in Uttar Pradesh' comprises of five sections. The first section-Towards the Project, describes Basic Education in Uttar Pradesh, its problems and issues, goals and objectives⋏and ⋏postu strategies and the campaign apprⁿach. The second section lates discusses the project in general including access and equity, quality and management of education. The third section deals with education for empowerment with regard to women and the deprived. The fourth section addresses to the areas of special attention-early childhood care and education, non-formal,adult and continuing and lifelong education. The fifth and the last section presents implications of the project in terms of project costs, its management, the challenges and the impact.

INTRODUCTION-BASIC EDUCATION IN UTTAR PRADESH:

2

Uttar Pradesh, having an area of 2,94,413 Km and population of 13,87,64,417 persons is one of the educationally backward states of India. The literacy rate for the population of the age of 7 years and above is 41.71 per cent comprising 55.35 per cent males and 26.02 per cent females. During the decade 1981-91, the literacy rate has registered an increase of 8 per cent. There is however, a wide gap between male and female literacy rates.

The status of elementary education in Uttar Pradesh is far from satisfactory . Enrolment at the primary level is about 14 million, with 9 million boys and 5 million girls. The gross and net enrolment ratios for classes one to five are 69.29 and 61.13% respectively.

There are about 60,000 non-formal education centres functioning in the 593 blocks of the state with an annual enrolment of about 1.4 million children.

Under the adult education programme 63 Rural Functional Literacy Programmes, and 57 State Adult Education Projects are functioning. 93 voluntary agencies and 4 universities are also engaged in this programme. Annual coverage under this programme is 1.95 million in the age-group of 15-35. According to an estimation 25 million adult illiterates remain to be covered. An attempt is being made to initiate a Mass Programme of Functional Literacy(MPFL). Post literacy and continuing education programme is being implemented through the 3569 Jan Sikshan Nilayams (JSNs) established

in the project blocks. Provision has been made to enable the adult learners to appear in class V examination in a primary school through the "Bridge Course" especially designed for them.

Pre-Primary education starting from the age of 3 is being mainly im-parted by private institutions located in urban areas. The Department of Women's Development is running Child and Mother-care centres known as "Anganbaries" under the Integrated Child Development Scheme(ICDS).

There are 45 recognised nursery schools, 76734 co-educational primary schools and 14687 upper primary schools including 3349 exclusively for girls, in the state. About 6000 secondary and senior secondary schools have also the upper primary classes. 91 primary and 266 upper primary schools are Govt. run schools. In addition there are traditional schools known as Maktab,"Madarsa" and 'Pathshala' providing education on the oriental pattern where religious education is an integral part of the curriculum.

The State Department of Education is the apex body dealing with educational policies, plans and finance. The Basic Siksha Parishad at the state level, is a statutory autonomous body which looks after elementary education. Non-formal Education is being looked after by an Additional Director in the Basic Education Directorate. At the regional level, there is an Assistant Director of Education assisted by an officer on special duty looking after the Non-Formal Education Programme. There are two district level officers with supporting officials with block level management structure.

Adult Education has a separate Directorate at the state head-quarters. There is no separate organisation at the regional level. At the district level the programme is looked after by the District Adult Education Officer. At the project level, which comprises a unit of two development blocks, there is a Project Officer assisted by Assistant Project Officers and supporting staff. There is also a State Institute of Adult Education under the Directorate.

The academic responsibilities in respect of Basic Education are shared by the State Council of Educational Research and Training at the state level. District Institutes of Education and Training(DIETs) are also being established at the district level and will be actively involved in matters pertaining to in-service and pre-service teacher-training etc.

PROBLEMS AND ISSUES

Factors responsible for low enrolment are also contributing to a high dropout rate. Many parents withdraw their children

from schools when they feel that children can assist them in wage earnings. Other factors responsible for this are :

1. Unattractive school environment;
2. uninteresting process of education;
3. irrelevant or unrelated curriculum and text books;
4. low achievements and consequential lack of motivation among   children and
5. Regidities of the school system.

Quality and effectiveness are generally interdependent. The factors which govern them are :-

1. Facilities, including buildings;
2. teachers and their training;
3. content and process of education;
5. structure of the educational administration; and
5. the political system.

The environment is characterised by a centralised and politicized bureaucratic/administrative structure, rigidity, lack of effective co-ordination, an almost non-existent adminis- trative unit at the crucial block level and little involvement of people or their representatives on a continuous basis. This is not conducive to optimal realisation of the goal of providing education for all . However changes/improvements will have to be brought about only in stages.

A diagnostic analysis of the educational scene of U.P. also indicates that a large number of children do not have reasonable and equitable access to educational facilities, the quality of education in the educational institutions is far from satisfactory and educational management and intervention need considerable improvement to provide better access and to improve the quality of education.

According to a recent survey conducted by the Department of Education, U.P., there are about 12,000 habitations without a primary school within a walking distance, of 1.5 Kms. Another important problem related to provision of reasonable access to education in small hamlets where inadequate number of school going children is the major impediment. Out of 897 community development blocks only 300 blocks are covered by Adult Education programme in the state, and 593   blocks are covered under the Non-Formal Education Programme.

GOAL AND OBJECTIVES :

The major goal of the project-Education for all, is to make education widely accessible in a diverse and equitable manner with the ultimate objective of making it an effective instrument of social transformation-transformation towards the society as visualized by the constitution.

The main objectives of the project are :-

(1) To provide education to all children upto the age

of 14 years, through schools as far as possible
and through non-formal centres, wherever necessary;

(2)   to promote women's education;

(3)   to provide access, full participation and high
achievement in education to the disadvantaged and
deprived groups;

(4)   to provide education for all adults in the active
age-group(15 to 35 years);

(5)

(5)   to organise comprehensive system of continuing
and life-long education; and

(6)   to ensure minimum levels of learning by all children.

POSTULATES AND STRATEGIES:

An attempt is being made to systematically articulate
a vision of education for all and devise strategies to translate
it into reality, not only in its external aspect but also in
basic spirit, in such a manner that it becomes a mission to
meet the aspirations of the poor and the disadvantaged sections
of society including women and to channelise their restlessness
and creative energy in a meaningful manner.

The following are the postulates:-

(1)   The people are all powerful.

(2)   Education in its wider sense can transform persons.

(3)   The deprived and disadvantaged groups have the
necessary competence and desire.

(4)   Women when empowered can contribute to educational,
social and national development.

(5)   The rural community in most situations can work
in unison.

(6)   Participatory democratic method of working is conducive
to much greater achievement.

(7)   Wider participation enables involvement of people
and institution and brings together talent and
commitment in measures,unsuspected and unanticipated.

(8)   Rigid planning and wide diversity pose a challenge
to any uniform approach.

(9)   The process of translating a vision into reality
has to be open-ended and evolving gradually.

(10) This is not just a project, this is a mission.

Consistent with these principles the following are the
main characteristics of the approach and strategies to be adopted:-

..   Holistic view of the society

2.   Holistic view of Education

3.   Decentralisation

4.   according a central place to the village community

5.   Wide ranging participations and involvement

6.   Volunteerism

7.   Harnessing the wide spread availability of creativity
talent,

8.   Women's empowerment

9.   Equity

10.   Criticality of teachers

11. Training
12. An evolving open project

Flexibility is the essence of the project. The project articulates certain modalities, strategies and techniques for achieving the stated goals and objectives.

THE CAMPAIGN APPROACH

The compaign approach is amenable to use not only in the context of total literacy but for the wider goals of education for all .

The target groups of the campaign will be :
a. Parents;
b. school age children
c. teachers;
d. member of the village education committee;
e. educational manager, and
f. organisations,groups and persons-the society at large.

Following are the main characteristics, components and steps of the campaign approach :-

(1) It is a collaborative effort between government and people's organisation.
(2) A group of motivated people, a voluntory organisation or an inspired government functionary takes the initiative.
(3) Local artists are encouraged to learn and perform on their own.
(4) Numerous persons when provided organised opportunities are willing to work for a social cause.
(5) Use of street-plays,songs,drama,puppetry and other art forms.
(6) creation of an atmosphere of festivity,
(7) The motivational effort through the art forms will be designed to reach the illiterate and uneducated as well as educated persons.
(8) It is a practical strategy to let the motivation, enthusiasm and zeal wane a little and have another series of booster activities to raise the pitch again.
(9) Critical minimum speed, as well as intensity of activities will be maintained to reach the take-off stage.
(10) A number of competitions, activities and programmes are organised where everybody is able to find a role for himself/herself.
(11) For sustaining and maintaining the environment, activities similar to those described above are required in a number of cycles.
(12) If the initiative comes from the government, a voluntary organisation is involved or created and vice-versa.

(13) Appropriate software is developed by involvement of creative writers and artists to convey the message concerning advantages of education and the problems of those who are not literate.

(14) Groups of artists are trained to perform.

(15) Every activity, step and measure is given high publicity.

(16) Slogans and messages are written everywhere in the area.

(17) Rallies with the help of various organisations are organised regularly with appropriate playcards and slogans.

(18) All these steps, measures and efforts are made to converge and are brought to a high pitch.

(19) This builds a favourable environment for launching the programme.

(20) The building of environment means creating a situation in which intended activity becomes a social compulsion a socially expected behaviour.

(21) Simultaneously with the high pitched multipronged all-pervasive publicity campaign, planned steps are taken to make the event possible.

The following steps will also be taken to build communication with the target groups:-

1. Massive software will be developed;

2. Messages for different target, groups will be evolved

3. Traditional and folk *L* art forms will be properly studied and extensively used;

⌊professional

4. Art groups will be constituted of amateur persons to perform voluntarily.

5. Support of folk artists will be enlisted.

6. Educational institutions and non-formal education centres will be involved in software development.

7. Similar competitions will be organised for folk artists and local cultural groups.

8. Repertoire group will be constituted to work full time. This group will also function as a pedagogic theatre.

9. DIET will be the nodal agency for the pedagogic theatre initially, Later a seperate institution or wing named District Institute of Educational Art will be set-up.

10. Concurrent evaluation of the programme using these techniques and the approach for wider purpose will be carefully built in the total programme.

In this project, the purpose of the campaign will be to create a social environment conducive to :-
(a) enrolment of every school age child in the school or a non-formal education centre, if he can not learn during the school hours; (b) motivate children to continue learning .(not to drop-out); (c) motivate teachers to perform their job well-come to school regularly, teach sincerely; (d) Motivate illiterate adults to learn from

members of the family/neighbours/instructors; (e) motivate educational administrators and others participating in the project by creating in them a sense of belonging and confidence; (f) motivate different organisations, groups of people and persons to actively participate in the gigantic effort voluntarily; (g) motivate members of the village education committee to ensure efficient running and full utilisation of schools, adult education and non-formal education centres.

ACCESS AND EQUITY

To provide adequate access and total equity to all in a particular village, the approach to be adopted and the programmes to be undertaken cannot be determined by a central authority alone and a participatory approach will have to be adopted, where the community is made primarily responsible for educational planning and its implementation. The VECs will be the main instrument through which the community will discharge this responsibility

DEMAND GENERATION

For those who do not have a demand of education, appropriate interventions in the content and process, non-formal education centres with flexible curriculum and massive programme of communication and awareness building will be undertaken.

EXPANSION OF EDUCATIONAL FACILITIES:

The following measures will be taken to achieve this aim;

1. a. In the project districts primary and upper primary schools will be provided according to the existing norms.
    b. Additional teachers/Head masters will be provided.
    c. At least 50% of the teacher's posts will be filled by women.
    d. Additional upper primary schools, wherever possible, will be for girls.
2. Trained un employed youth will be given appropriate incentives and grants, particularly for construction of building and initially equipping the school. Thereafter they will manage the schools on their own.
3. a. Lower primary school will be opened in sufficiently large habitations/large enough to qualify for a primary school.
    b. Ashram Shalas (residential school for dispersed population, particularly in the tribal areas, will be established.
    c. Arrangements will be made for peripatetic/part-time school/branch schools in smaller habitations.
    d.. Non-formal education centres will be opened as required.

EQUITY FOR ECONOMICALLY DEPRIVED: ·

The following measures will be undertaken:-

1. Text books, stationery, a school bag and two pairs of uniforms will be given to all children of parents who fall within the poverty group.
2. 'Earn while you learn' programme will be introduced in upper primary schools.
3. Scholarships to all students belonging to the scheduled castes and scheduled tribes will be enhanced.
4. Non-formal education centres with flexible timings for the working children will be opened.

TAKING CARE OF SIBLINGS:

One of the following arrangements will be made in each village :

1. Girls will be permitted to bring their sibling to the schools;
2. Attempt will be made to synchronize timings of Anganbari and Balwaris and schools;
3. The community through VEC will be encouraged to start a Balwari, where ICDS is not in operation.
4. The community will be encouraged to provide an Aaya for looking after younger children in play.
5. In the building proposal for the school an additional room/hall will be provided for use by AE/NFE/ECCE centres.
6. NFE and the pre-primary will be run where both older and younger children can come and learn/play together.

Migratory labour:

For the migratory illiterate population Adult Education/NFE centres will be established with the curriculum divided into units which they can learn/resume learning from where they had left.

Migratory Tribes:

For the migratory tribes-one or more educated persons/ instructors will be identified-if such a person is not available, one with necessary potential will be picked up and trained. The instructor will move along with the tribes.

Rigidities:

Where the rigidities of educational system come in the way, necessary flexibility will be brought in the formal schools. Besides, appropriate non-formal education centres with necessary flexibility in timing, duration etc. will be provided.

Drop Out

Non-formal centres of the upper primary level will be established with necessary flexibility.

Adult learners:

For adult illiterates adult education classes in the evening will be provided and facilities will also be made avaiable with mass mobilization and involvement of a number of agencies and adopting several approaches.

Scheduled castes and tribes:

Identification of the components of the tribal culture and preperation of primers in tribal languages for classes I & II are some of the important measures to be undertaken.

Women :

To improve the level of education of women and **girls**, some of the steps such as opening of upper primary schools and NFE centres for girls, ensuring availability of lady teachers/ instructors, will be taken care of.

Long term measures :

Software concerning socio-cultural issues will be developed to create environment in favour of socio-economic and gender equity.

Quality of Education :

Improving in the quality and relevance of education will require intervention in the following.

	A.	Infrastructure and facilities.
B.	B.	Content of education.
	C.	Process of education.
	D.	Learners achievement and evaluation.
	E.	Testing and Measurement.
	F.	Pre-service Training of Teachers/Instructors.
	G.	In-service Training of Teacher/Instructors.
	H.	Training of Teacher Educators.
	I.	Organisational Support.

A.   Facilities :

The first step for quality education is to have an attractive and pleasant school environment. For this a building of a reasonable size and ambience properly equipped classroom which children can/availability of text books are required.

find
ısant

B.   Content of Education :

        The following programmes will be undertaken in the curricular
areas:

1.   Review of the existing curriculum
2.   State supplement of curriculum
3.   State core-curriculum
4.   New curricular framework
5.   Developing. range of reading material to supplement
        text books
6.   Improvement in the quality of text books.
7.   Text books for NFE
8.   Supplementary reading materials and teaching-learning
        aid.
9.   Mechanism of feed back.

C.   PPROCESS OF EDUCATION :

        It includes :
1.   Child centred learning
2.   Use of local environment
3.   · Democratic spirit in curriculum transaction
4.   Monitoring the class room process and curriculum transaction
5.   Physical education.

D.   Learner's Evaluation

        One of the important objectives of the project is to
ensure satisfactory levels of achievement by every learner.
Some of the steps which will be taken relate to :

1. ·   Development of formulation of Minimum level of learning.
2.   Evaluation of non-cognitive areas
3.   Examination reforms
4.   Continuous comprehensive evaluation.

E.   Testing and Measurement :

        Some of the important steps will be :
1.   Preparation development of a manual or handbook for
        teachers; a sufficiently large bank of test items and
        an innotative multimedia package.

2.   Analysis   of factors responsible for lower achievements
        and introduce remedial inputs.
3.   Comparison of the existing level of achievement with
        the naturally acceptable minimum levels of learning,
        coupled with targeted   MLL.
4.   Mid course review will be an integral part of the process.
5.   Periodic testing will be undertaken to monitor the progress.
6.   Those schools which lag behind will be provided additional
        imputs.
7.   Remedial steps will be undertaken to achieve equity
        among the schools.
8.   Teachers will be encouraged to switch over from traditional
        annual examination system to the system of testing
        proposed.
9.   Bank of test-items prepared at the national and state
        levels shall be continuously updated and revised.
10.   In this total process NFE and its instructors will be
        an integral part.
11.   Periodic sample testing with tests specially designed
        will be undertaken for adult learners.

F.   In-service Training of Teachers/Instructors:
       _____

       Apart from steps to design programmes for training of
teachers/instructors   the following steps will be taken
to up date them on a continuing basis and to ensure their effective
utilisation.

1.   Identification of training needs.
2.   Frequent interaction opportunities.
3.   Educational tours and visits.
4.   Participation in National/State level seminars and workshops.
       Newsletter,magazines and bulletins on Teachers.
5.   Summer schools.
6.   Orientation programmes
7.   Setting of Academic support groups.
8.   Teacher fellowships
9.   Study leave and sabbatical
10.   Identification and development of resource institutions,d
       distance learning

G.   Pre-service Training of Teachers/Instructors:
       _____

       It includes

1.   Orientation of entrants, curricular reform
2.   Pre-service training programmes

H.   Training of Teacher Educators
       _____

       The programme for development/training of teacher-educators
will have the following components :-
1.   Providing them practical experience of teacher.

2. Developing professional skills in the area of pedogogy and testing and measurement.
3. Developing and professional competence by a regorous study of pedagogy and related subjects.
4. Laying emphasis on the learner-centred participatory approach

I. Organisational support :

The following are the main support systems :

1. Strengthening of the SCERT
2. Establishing the State Resource for NFE in SCERT
3. Establishing the Resource Centre for child-centred learning
   a. Children city
   b. Bal-bhawan
4. Strengthening of the State Institute of School Sports

EDUCATION FOR EMPOWERMENT : WOMEN :

For the education and development of women the following main approaches will be adopted.

1. Awareness to Education
   a. Identification of issues relevant to women;
   b. Wider social issues
   c. Basic principles and methods of facilitating and guiding learning.
2. Education to Awareness the following mechanism/step will be taken for the purpose :-

   a. Review and rewriting of the text books
   b. Supply of books highlighting the correct image of women and their contribution to society as a regular periodic activity.
   c. Formation of study circles of girls and women.
   d. Provide special training to teachers/instructors for better appreciation of the gender issues and to inculcate pro-women attitudes.
   e. Modern as well as traditional and folk forms of art will be imaginatively used.
   f. 50% of the seats will be reserved for lady teachers.
   g. The pre-service training programme will also be reoriented with gender equity.
   h. The number of women educational administrators will also be subtantially increased.
   i. The training institute proposed will also have a very heavy input, component and objective of creating gender equity.
   j. All training and orientation programmes will have a component on gender.
   k. The distance education mode will be imaginatively used to give the message of gender equity and equality.
   l. With the help of progressive religious leaders the message of gender and equality will be high-lighted and widely diseminated.

m.   There will be reservation for women and deprived groups in all academic activities.

n.   Conscious efforts will be made to ensure that the resource group invariably consists of at least 50% of women.

o.   In the composition of VEC and in all other bodies, women and deprived groups will be given adequate representation.

DEVELOPMENT AND EDUCATION THROUGH ORGANISATION :

Women will be activated and organised through approaches of Mahila Sam akhya as also through other approaches.

Comprehensive strategy of women's education and development thus will have a mix of awareness, education and organisation as also of long-term and short-time measures.

EDUCATION FOR EMPOWERMENT : THE DEPRIVED

For the deprived groups also all the three approaches explained in the context of women, namely (i) Awareness to Education (ii) Education to Awareness, and (iii) Organisation will be adopted. (Most of the measures outlined in the context of women will also be applicable mutatis mudandis for the deprived groups.

Active involvement of students and youth power:

The existence of a large number of students in secondary schools and colleges belonging to the scheduled castes and scheduled tribes in the area of tribal concentration is a very significant asset. It is hoped that the process of proper training, orientation and exposure of such students/youths will help in building awareness and empowering such groups in their villages, and at the same time sensitizing the students so that wherever they work, they will have greater commitment for improving the lot of the deprived.

EARLY CHILDHOO D CARE AND EDUCATION:

Early childhood care and education has not received adequate attention for reasons of financial constraints. The ECCE in the holistic development of the child help primary education in the following ways:-

1.   It acclamatises children to school environment and leads to retention in primary schools.

2.   Early psycho-motor stimulation and learning helps in adjustment and higher achievement in the primary school.

3.   It releases mothers/elder sisters from the responsibility of looking after the child.

In this context the following programmes will be undertaken:

1. Making use of the ICDS.
2. Options in non-ICDS blocks-utilising the services of a suitable person and the cooperation of VEC.
3. Training both pre-service and in-service components will be strengthened.
4. Material for ECCE developed by children's Media Lab alongwith other suitable materials will be used.
5. Process-All learning will take place informally and by playway method and in a joyful manner.
6. Selection of Personnel-Great care will have to be taken in selection of functionaries for the ECCE.
7. Innovative Approaches- The following will be tried in limited blocks:

   a. Crech-cum-lower primary school
   b. ECCE-cum-Early Education for self-reliance

NON FORMAL EDUCATION

Non-formal education in the Indian context is a generic expression with a broad connotation. It does not signify a specific

homogenous form of education. Seen in contrast to the rigidities of the formal system, non-formal offers flexbilities in the following aspects:
1. Timings
2. Place
3. Duration
4. Curriculum
5. Content
6. Evaluation

Within this broad concept of non-formal stream, the non-formal education programme being operationalised in U.P. has the following deficiencies:

1. Uniformly fixed timing.
2. Special needs of the learners have not been taken into consideration in the syllabus.
3. The quality of instructors and their training leave much to be desired.
4. Deficient managemnt system.

In order to effectively meet the challenge of complex problems, the non-formal stream will be revamped. In line with this, the following will be the major thrust:

1. Micro planning
2. Need-based provision of NFE centres
3. Area-specific time bound approach
4. Comparability with the formal system
5. Provision of reading materials
6. Semester approach
7. Transferability

8.   Opening of upper primary level NFE centres
9.   Learners evaluation
10.   Learner-centred approach
11.   Stress on non-cognitive areas also
12.   Development of academic support system
13   Restructuring management system
14.   Women's representation in the management
15.   Effective monitoring and evaluation
16.   Support of voluntary organisations
17.   Innovations

ADULT LITERACY

A number of approaches and strategies have been tried in this country for adult literacy but without success. The major short-comings of the prevalent and earlier approaches are:

1.   The responsibility is primarily on government machinery which lacks commitment.
2.   Faulty management system.

3.   An un dependable management information system.
4.   Improper selection of staff.
5.   Poor quality of training.
6.   Serious weakness in the content and process.
7.   The Govt. and the project machinery not concerned with or assessed with outcome.
8.   Absence of area-specific and time specific approach.

In order to achieve total adult literacy, following approaches/programmes will be adopted/undertaken:

1.   Time-specific and area-specific adult education programme.
2.   A dependable system of monitoring.
3.   Accountability of the agency and its staff.
4.   Encouragement,support and permission to the agency which achieves the target in the specified area to take up other area.
5.   The government machinery will also be treated on the same line.

6. Appropriate and intensive training of all the functionaries.
7. Involvement of the universities and colleges in Adult Education programme in consonance with the modified approach.
8. Encouragement to voluntary organisations for taking up larger programmes.
9. Innotive projects and programmes on similar areas will be encouraged and fully funded.

Once parameters of the new approach are accepted, any of the following can plan and implement time-bound, area specific approach:

1. Instructors
2. Preraks (Animators)
3. Assistant Project Officer
4. Project Officer
5. Any officer of the Adult Education Department
6. Universities, colleges, institutions of higher education
7. Secondary, higher secondary schools
8. School complexes

Outcome oriented approach:

Under this approach any agency or individual can take up literacy activities in any area even without a rigid time frame.

Campaign Approach:

This approach includes environment building and creating motivation for not only adult literacy but also for adult education.

Outcome Approach for Institutions:

Educational institutions taking up literacy programme will be given a suitable award either (a) on the basis of achievement of total literacy in the area taken up, or (b) on the basis of number of learners made literate.

Volunteer-based Approach:

In this approach, attempt will be made through VECs to involve housewives, educated other persons available in the village.

The primers, content and process of learning :

The primers developed by the Literacy House will be used. However, different organisations will have the freedom to develop their own textbooks and reading materials provided they meet the minimum requirement laid down for the purpose.

Mass media and Distance Learning:

Since it is linked with literacy for furthering the cause of adult education and literacy, appropriate support of these media will be secured.

Post-literacy:

The system of continuing and life-long learning will be specially geared to play the effective role for post literacy.

Linkage with formal education and certification:

The competencies required of the adults and children of a certain grade are the same although the content areas may be different. Obtaining of certificate by adult learners after suitable appraisal will be facilitated after the programme of testing and measurement is operationalised. Evaluation will be based on competenecies and not on content.

CONTINUING AND LIFE-LONG EDUCATION:

A comprehnsive and organised system of continuing and life-long education will be set up. The following are some of the mechanisms which will provide opportunities for continuing education:-

1. JSN - People's learning centre
2. Chain of public libraries
3. Interactive distance learning system including print and electronic media
4. Traditional and folk art
5. Periodic group meetings and discussions
6. Study circles
7. Interaction with knowledgeable resource persons including traditional opinion leaders
8. Guided tours and visits

The continuing education system will have the following main components:

1. Learning skills
2. Life skills
3. Vocational skills
4. Culture
5. Games and sports

Besides establishment of study circles, opening of a public library in a school complex, organising training programmes through distance-mode and appropriate use of block resource centres will also be important measures for effective continuing and life-long education. The basic objectives of the continuing education system envisaged is to take advantage of this on going process, give it a direction, push and thrust consistant with larger and broader goals of life-long learning.

PROJECT COST:

For all the components, activities and programmes, cost for the period of the project have been worked out. In all cases yearwise costs upto year 1996-97 have been calculated.

Attempt has been made to break an activity/ programme to a number of constituents each of which has cost implications. Unit costs have been worked out for the unit identified. Base costs only have been used. Price escalation has not been taken into account.

The assumption is that the project will commence from October, 1991.

MANAGEMENT OF EDUCATION:

For achieving the goal of education for all, the management system will have to be made highly efficient. The following are the measures to be undertaken to restructure and revamp the educational administration:-

Village Education Committee:

Village community has to be brought to centre-stage. The composition of village education committee will be made broad-based with preponderant representation of women and deprived, disadvantaged and under served groups. It will be made responsible for education in the village.

Head Master:

It is necessary to make the school administration dynamic, vibrant and responsive to the needs of the community. Head master will be given powers with flexibility in the school system.

School Complex

School complex will be developed as the basic unit of educational planning ,administration and academic resource support.

Block level :

At the block level educational administration will be strengthenedby setting up properly staffed structure fully responsible for basic education for all in an integrated manner.

District level :

To provide effective coordination among all the sectors of basic education the post of District Education Officer, higher in status and responsibility than that of the existing officers, will be necessary.

Regional level :

The officer for basic education will be given the additional responsibility of other sectors of education for functional coordination with a higher status.

State level :

To provide leadership to the entire basic education programmes and activities, and for effective coordination in the state, the post of Director General of Education will be created.

Debureaucratization :

It will be achieved by a number of ways-training and orientation of the educational administrators to bring about atitudinal changes and to develop a liberal and flexible approach permeated by democratiic participatory culture, effective involvement of the voluntary organisations and peoples representatives at all levels of educational administration.

Depoliticization :

Involvement of people directly with educational management as suggested above will give the political elite a direct access through education to the rural folk, To convert the teachers organisations into an asset, a well thought out and clearly articulated approach will be adopted. Effective decentralisation in the educational system is a satisfactory solution to the advance impact of political system impining on the educational processes and system.

Management for women education :

To make the administrative structure sensitive to the problems of women, to bring in greater commitment and motivation for the cause of women's education, the educational administration will have a sufficiently large number of women in the set-up.

Training in administation :

An institute will be set up for the purpose of training of educational managers, people's representatives, members of village education committee and others concerned with educational management.

Monitoring and Evaluation :

In order to systematically monitor the progress in providing Basic Education of acceptable standard to all, a computerised management information system will be developed. The Director General's office will have a very strong monitoring unit.

THE MANAGEMENT OF THE PROJECT:

The State goverr ment will be responsible for the management and effieient timely implementation of the project. At the apex will be a committee chaired by the Chief Secretary. It will have secretaries of the concerned departments, besides the Education Secretary. Govt. orders constituting this committee has already been issued.

At the derectorate level there will be a Project Task Force, headed by the Director Basic Education.

At the district level a project task force headed by the District Education Officer will be constituted. A District Advisory Committee has been notified vide Government's order dated 20th March,1991. The District Magistrate is the chairperson and Basic Education Officer is the member secretary of the committee.

At the block level, the Block Education Officer alongwith his team, until integration is achieved with the Project Officers of AE/NFE ,will constitute the task force. The composition of. Block Advisory Committee on Education for All has been notified by a Govt. order dated 20th March, 1991 under the chairmanship of Block Pramukh.

The VEC will be entrusted with the work of project implementation.

Flow of Funds and its maintenance:

Funds will be released to .Basic Shiksha Parishad, U.P. to be maintained in its Personal Ledger Account at Allahabad. It will be transferred to the P.L.A. of the concerned district. The Account Officer, in turn, will transfer the required amount of money to the Blocks/Schools. The block level structure,as proposed, will handle the financial management. A separate cashbook at the school,block, district and state will be maintained and audited pariodically.

Interim Arrangements for Coordination-

The Director Basic Education will be empowered to take decisions but in case of a problem arising out of over lapping functions between different directorates,it will be referred for final decision to the Education Secretary until the D.G.(Education) is in position.

Involvement of Academic Institutions:

The project involves a substantial amount of academic input in the form of precursor activities and studies. The national level institutions like NIEPA and NCERT and the state level institutions, like SCERT, the proposed SIEPA and Literacy House will look after the project and will undertake different activities and studies.

Procurment :

Procurment of equipments, materials and vehicles will be made in accordance with the existing financial rules. Purchases could be made by the Head Master of the school in consultation with the VEC for items which cost more than rupees one thousand.

Civil Works:

People's participation in carrying out civil works will be required.

THE CHALLENGES AND THE IMPACT:

The task of organising education for all in the State of Uttar Pradesh is not only herculean in magnitude but also comprehensive one. Some of the major challenges are:-

1. All dimensions and sectors of society / are organically and inextricably interwoven. Educational development has a relationship with the development in other sectors.

2. A related second serious challenge arises from the inability of education sector to synchronized its campaign programmes with other sectors.

3. The involvement and mobilisation of the commnity has been adopted as a basic strategy. Dominant elite in the village may resent and react to the over representation and active involvement of women and deprived groups.

4. Involvement of the Panchyati Raj institutions poses an important dilemma.

5. Bureaucratic apathy and rigidity can come in the way of successful implementation of the project.

6. Frequent changes in the persons crucially connected with the project may hamper its smooth progress.

7. Complex social, economic and political situations may present unanticipated serious hurdles.

8. The task of development of women is the most formidable of the challenges inherent in the project.

The following are the important impact/benefits envisaged in the project:-

1.   The direct benefit of the project will be to provide education to all children numbering about 4.6 million of the ten project districts.

2.   The comprehensive and strong system of continuing education envisaged will lay foundation of a learning society.

3.   With education, participation of people in democratic processes will become more active, meaningful and direct.

4.   Education of disadvantaged and deprived will bring about qualitative changes as well as be a significant step in modifying the existing social structure and leading towards a more equitable social order.

5.   The substantial rise in the standard of education.

6.   Education of all will provide a direct boost to the economy The project will have demographic impact at least in two ways:-

    a.   the rate of population growth will be arrested, and

    b.   with improved educational level of women, the sex ratio will move towards a better balance.

7.   Spread of education will also raise the health- status of the people.

8.   With education of all, universal education will come to stay and in future all children will get education.

    The benefits are many provided risks are minimised by a sound democratic participatory system. Let us hope the system works- works efficiently.