

FOR REFERENCE ONLY

REPORT
OF
THE WORKING GROUP
ON
ELEMENTARY EDUCATION

SEVENTH FIVE YEAR
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ANNEXURE - II

COMPOSITION OF THE DRAFTING COMMITTEE OF THE
WORKING GROUP ON ELEMENTARY EDUCATION.

1. Dr. S.K.Mitra Chairman
2. Shri J.Veeraraghavan,
Adviser, Planning Commission
3. Shri P.K.Patnaik,
Joint Secretary,
Ministry of Education & Culture
4. Dr. F.N.Dhar,
Joint Director,
N.C.E.R.T.
5. Shri M.Lakshminarayanan
Deputy Secretary,
Ministry of Education & Culture
6. Shri R.S.Uppal,
Senior Research Officer,
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REPORT OF THE WORKING GROUP ON ELEMENTARY EDUCATION

SECTION I : INTRODUCTION

This is the report of the Working Group on Elementary Education constituted as per Planning Commission's Memorandum No. M 12011/3/83-Edn dated the 6th September, 1983. The list of members and the terms of reference of the Working Group are given at Annexure-I.

2. The Working Group held three meetings, on the 9th November, 1983 at New Delhi, on the 2nd and 3rd January, 1984 at Pune and on the 12th January, 1984 at New Delhi to consider, among other things, the long term perspective of development as well as specific programmes for inclusion in the Seventh Five Year Plan, taking particularly into consideration the inadequacies of the existing system in meeting educational needs of out-of-school children. The Working Group, during its meeting held at Pune on 2nd and 3rd January, 1984, had the opportunity of studying on-the-spot the non-formal education programmes being implemented by the Indian Institute of Education, Pune, and the innovative report-based school improvement programme of the Department of Education, Government of Maharashtra.

3. The Working Group set up a drafting committee for drafting the report. It met thrice and had detailed deliberations, regarding the strategies to be adopted. The composition of the drafting committee is given in Annexure-II.

The Working Group took into consideration:

- (a) the record of exchange of views on education that the Prime Minister had with the members of National Commissions on Teachers on 26th March, 1983;
- (b) the letters addressed by the Chairman, National Commission on Teachers - I to the Union Finance Minister and the Minister of State for Education
- (c) the paper entitled 'Universalisation of Elementary Education - Problems and Proposals' sent by Prof. E.B.Majumdar; and
- (d) An approach paper entitled 'Universalisation of Elementary Education: an approach for the 7th Plan by Dr. S.K.Mitra, presented in the first meeting.

4. The report of the Working Group is divided into the following sections:

- Introduction
- Importance of Elementary Education
- Components of Universal Elementary Education
- Evaluation of Progress
- Resume of Important Recommendations on Elementary Education made by Earlier Working Groups
- Approach in the Sixth Five Year Plan
- Magnitude of Additional Enrolments
- New Design
- Adoption of Innovative experiments on a wider-scale
- Targets for the Seventh Five Year Plan
- Manpower Needs
- Resource Needs
- Recommendations.

SECTION II : IMPORTANCE OF ELEMENTARY EDUCATION

5. The directive principle of the Constitution (Article 45) enjoins on the state to make effort to provide free, compulsory and universal education for children upto the age of 14. Although no specific age group has been indicated in the Constitution, it has, by and large, been assumed that the constitutional obligation lays down, as an obligation of the State, the provision of free and compulsory education to all children of the age group of 6-14. Grades I-VIII comprising first 4/5 years of primary school education and 3/4 years of middle school education generally encompass this age group. Assessment of the extent to which the constitutional requirement has been fulfilled is usually made in relation to the number of children enrolled in grades I-VIII as proportion to their population in the age group 6-14.

6. That educational status of the population is of crucial importance for any programme of economic development and social transformation has been demonstrated time and again. Carefully conducted studies have indicated that economic productivity increases with increasing levels of education in the population. In developing countries like India returns -- both economic and social -- from investments in primary education,

have been found to be significant. In fact, the returns have been larger than in respect of other stages of education or other sectors of development.

7. India has accepted a democratic framework where citizens participate in the choice of its government. An effective democratic process depends substantially, if not fully, upon well-informed citizenry and the extent to which people are able to formulate correct judgements on various national issues on the basis of a critical evaluation of various developments. The effectiveness of democratic processes will be enhanced, if the mass of the population is educated and well-informed. From this point of view, mass literacy, which universal provision of elementary education promotes, becomes essential.

8. Elementary education is particularly significant, because, as the trends indicate, it is quite likely that for some years to come a large proportion of the population are likely to discontinue education after the elementary stage and enter the labour force in agriculture, industry and other sectors of the economy. Further any programme of development - economic, social and political - depends on elementary school leavers, who constitute the bulk of those concerned with the growing of food and increasing productivity in all sectors and helping in the process of social transformation. It is important that through elementary education of good quality they be provided with the relevant knowledge and skills.

9. Education of girls assumes special significance in view of the substantial influence that women exercise in households. The experience in Kerala, as well as in other parts of the world, has demonstrated that educational levels reached by women have positive relationship with the adoption of family planning practices which, in the Indian situation, is of immense importance. Further, educated mothers tend to be more aware of and, therefore, more likely to adopt improved nutritional and hygienic practices. They also tend to strengthen the motivation of children for schooling and provide support required to complete education.

10. Apart from the importance of elementary education as an instrument to bring about change, it needs to be recognised that the quality of further education would depend substantially upon what is done in elementary schools. Unless basic foundations are laid in early years of education, it would be difficult later to remove some of the deficiencies and gaps in the knowledge and understanding of students later on.

11. In view of the above considerations, it becomes necessary that provision of elementary education be given the highest priority in any programme of economic and social development. The Seventh Five Year Plan should aim at achieving increased investments for elementary education so that, apart from expanding educational provisions, its quality and relevance are ensured.

SECTION III : COMPONENTS OF UNIVERSAL
ELEMENTARY EDUCATION

12. Three components of the programme of universalisation of elementary education have traditionally been emphasised. These include :

- universal provision of facilities;
- universal enrolment, attendance and retention;
- successful completion of the entire period of elementary education by all children enrolled.

It must be emphasised here that UEE has a quantitative as well as qualitative dimension and that without adequate emphasis on quality, such a massive effort at universalisation could be infructuous. In the Seventh Five Year Plan there should, therefore, be a special effort towards qualitative improvement as well.

13. The first step in ensuring access to elementary education is the provision of facilities nearer home. With this end in view, the plans for development of elementary education have laid down norms of distance that a child would have to walk to reach the school. The various norms adopted in the successive plans include location of primary schools within a walking distance of 1 kilometre and middle schools within a distance of 3 kilometres.

14. The progress in achieving the goal of universal elementary education has generally been judged in terms of enrolment in classes I-VIII (also separately for classes I-V and classes VI-VIII) as proportion of the total population in the 6-14 age group. Many children enrolled in classes I-VIII are either below six or above 14 years of age. The proportions so arrived at are, therefore, gross enrolment ratios and do not represent the exact proportion of children of the specified age group.

15. Retention rates are generally worked out by comparing enrolment of grade I with enrolment in grades IV/V or VII/VIII. The retention rate so arrived at tends to get magnified, because enrolment in grades I and II tends to get inflated by repeaters. It also tends to hide the large repetition of grades that prevail, particularly at the primary stage.

16. While the three components, indicated earlier provide what may be termed as physical indices of measuring the progress made in achieving the goal, they do not by themselves indicate whether those who leave school after 7/8 years of education attain the competencies required of citizens in the present day world. Ultimately, success of any programme of universal elementary education will need to be measured in terms of the competencies that children attain without which they would not be able to function as socially conscious citizens and contribute to increasing productivity. From the point of view of enhancing the instrumental value of education for social and economic transformation, it is necessary to ensure that children receive the knowledge and skills of a type and level required in their communities. Studies have indicated that even in some of the advanced countries, where educational provisions are more adequate, a large proportion of children completing the first level education do not have even the basic skills of literacy and numeracy. It is, therefore, necessary to insist, under the programme of universal elementary education that all children enrolled are enabled to achieve desired levels of competencies. Assessment of competencies attained must become an essential component of the programme of universalisation of elementary education.

SECTION IV : EVALUATION OF PROGRESS

17. Although the constitutional directive of universalisation of elementary education is yet to be achieved, the progress made so far is, by no means, insignificant. In absolute numbers, it has been quite substantial. The number of institutions, students in them and teachers working in them has been increased several fold. It is in fact the large increase in population which has depressed percentages and diminished to some extent the impressiveness of the achievements.

Facilities

18. By 1978, according to the Fourth All India Educational Survey, 93 per cent of the rural population had primary schooling facility within the habitation or within a walking distance of 1 km from their homes. Similarly, 79 per cent of the population had the facility of middle school/section within the habitation or at the distance of 3 kms. There were, however, a large number of habitations where schooling facilities were not

available within the above norms of walking distance - 1.91 lakh in the case of primary schools and 3.20 lakhs in the area of middle school education. Sparseness of the population has been one of the major reasons, for lack of educational facilities within the habitation in their case.

19. The Sixth Five Year Plan attempted the provision of formal primary and middle schools in all habitations with viable population of 300 or more in the case of primary schools and 500 or more in the case of middle schools. The country has, therefore, to reckon with the existing school-less habitations with sparse population making establishment of a school economically non-viable.

20. The Fourth All India Educational Survey (1978-79) indicated that there were 1,67,868 single-teacher primary schools, constituting 37 per cent of the total number of primary schools. The proportion of such schools varied substantially in the states, ranging between 0.2 per cent in Delhi to 84.3 per cent in Dadra and Nagar Haveli.

21. The physical facilities of elementary schools, particularly in rural areas, are deplorable. A large number of primary and middle schools are housed in unsatisfactory structures, comprising kutcha, thatched huts, tents, and even open space. According to the Fourth All India Educational Survey (1978-79), out of 474,636 primary schools, 190,357 primary schools (40.11%) and out of 112,404 middle schools, 15,934 middle schools (14.12%) were housed in unsatisfactory structures. The Survey also revealed 36 per cent of the primary schools did not have minimum furniture including mats for children to sit on, and almost an equal percentage of primary schools did not have blackboards and other minimum equipment required. Sixty per cent of the primary schools had no drinking water facilities. The toilet facilities are non-existent in a large number of schools. In the absence of such facilities girls can not join and attend schools.

Enrolment

22. At the elementary stage, the enrolment is likely to increase from 220 lakhs at the beginning of the First Five Year Plan (1950-51) to 1,120 lakhs by the end of the Sixth Five Year Plan i.e. 1984-85. The enrolment ratio for the age group 6-14 at the end of the Sixth Plan would be 76 as against 32 in 1951.

23. The Sixth Five Year Plan envisaged additional enrolment of 180 lakhs children in Classes I-VIII. The additional enrolment as reported by the State Governments in their draft annual plans (1984-85) is likely to be 210 lakhs, thus showing a marginal increase over the target set at the time the Plan was formulated.

24. The Sixth Five Year Plan enrolment target for Classes I-VIII, as a percentage of the age-group 6-14 was 79. This ratio was worked out on the basis of the age group population estimated at the time of the formulation of the Sixth Five Year Plan. The 1981 census has, however, indicated that the population growth has been higher than envisaged earlier. Consequently in spite of higher achievement in enrolment, percentage of children attending classes I-VIII may be 76 as against 79 as envisaged in the Sixth Five Year Plan.

25. The table below indicates the progress of enrolment in the five year plans and the position likely to be achieved by the end of 1984-85:

Progress of Enrolment at the Elementary Stage

<u>Year</u>	<u>Classes I-V</u> (Figures in lakhs)		<u>Classes VI-VIII</u> (Figures in lakhs)	
	<u>Total</u>	<u>Girls</u>	<u>Total</u>	<u>Girls</u>
1950-51	191.55 (42.6)	53.80 (24.6)	31.20 (12.7)	5.34 (4.5)
1955-56	251.67 (52.9)	76.39 (32.4)	42.93 (16.5)	8.67 (6.5)
1960-61	349.94 (62.4)	114.01 (41.4)	67.04 (22.05)	16.30 (11.3)
1965-66	504.71 (76.7)	182.93 (56.5)	105.32 (30.9)	28.16 (17.0)
1968-69	543.69 (78.1)	202.11 (59.6)	125.47 (53.5)	35.48 (19.4)
1973-74	612.55 (80.3)	231.08 (63.1)	139.47 (33.2)	42.97 (21.0)
1978-79	691.56 (82.3)	267.24 (64.2)	174.76 (36.9)	57.33 (24.7)
1979-80	709.49 (83.6)	271.86 (65.9)	194.83 (40.2)	65.28 (27.7)
1984-85	846.38 (91.0)	339.85 (74.0)	273.83 (51.0)	97.46 (37.0)

26. Under non-formal education for the age group 9-14, the coverage by the end of the Sixth Five Year Plan is expected to be of the order of 35 lakhs as against 80 lakhs envisaged in the Plan. With the introduction of the centrally-sponsored scheme of non-formal education under which 90 per cent assistance will be given for centres exclusively meant for girls, the coverage may increase.

27. The above position relates to the country as a whole. There is, however, great disparity in the enrolment ratios among different States and within the States among districts and blocks. Enclosed statements 1-2 indicate the Statewise position of the likely enrolment and coverage of population in the age group 6-11 and 11-14 in 1984-85. While 91 per cent of the children in the age group 6-11 - 106 per cent boys and 74 per cent girls - is likely to be enrolled in classes I-V in the country, enrolment in the most populous State of Uttar Pradesh would be only 70 per cent. In respect of enrolment of girls, at the primary stage, the proportion varies from over 100 per cent in States of Kerala, Maharashtra, Manipur, Meghalaya Nagaland, Punjab, Sikkim, Tripura and most of the Union Territories to 47 per cent in Uttar Pradesh. Enrolment of girls in classes I-V will be below the all India coverage in the States of Andhra Pradesh, Haryana and Orissa.

28. At the middle stage, 51 per cent of the children in the age group 11-14 would be attending classes VI-VIII in 1984-85. Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and Union Territories of Arunachal Pradesh and Dadra and Nagar Haveli would be below the all India average level. Enrolment of girls would be only 37 per cent in the country. Enrolment in Andhra Pradesh, Bihar, Haryana, Karnataka, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh will be below the all India average. The position in Bihar, Madhya Pradesh, and Uttar Pradesh is very distressing in this regard. Special attention is required to be paid to the enrolment of girls at the middle school stage in these States.

29. Disparities within the States are even larger than the disparities between the States. The table below, for instance, indicates the average enrolment ratio in Andhra Pradesh, in the most educationally advanced and most educationally backward district in 1976-77.

	<u>Classes I-V</u>			<u>Classes VI-VIII</u>		
	<u>6-11 age group</u>			<u>11-14 age group</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
State average	77.0	54.2	65.8	34.3	16.3	25.4
Distt. Krishna (Advanced Distt.)	98.0	89.7	93.7	52.3	38.4	45.6
Distt. Karimnagar (Backward Distt.)	58.4	24.5	31.3	21.0	7.4	14.3

The type of situation indicated in the above table is to be found in almost all the States. In respect of enrolment of girls, particularly at the middle stage in the educationally backward States, the disparities between different districts within the State are far wider than at the primary stage. For instance, in Jammu & Kashmir, while the enrolment of girls in classes VI-VIII as percentage of the age group 11-14 in 1976-77 was 43 in District Jammu, it was only 9 in District Ladakh.

30. Scheduled Castes/Scheduled Tribes constitute about 15 per cent and 7.5 per cent respectively, of the population in the country. According to Article 46 of the Constitution the State shall promote with special care education and economic interests of the weaker sections of the population, and in particular, of SC and ST, and shall protect them from social injustice and all forms of exploitation. To fulfil this Constitutional Directive in the field of education, efforts have to be made to promote education among them by taking special steps. The table below indicates the expansion of Education among general population as compared to expansion of education among SC/ST.

Expansion of Education among Scheduled Castes/
Scheduled Tribes

State	<u>Enrolment in 1964-65</u>			<u>Enrolment in 1977-78</u>		
	Total	SC	ST	Total	SC	ST
Primary classes	482.18	56.55	22.82	673.61	93.06	41.14
Middle classes	97.94	9.16	2.59	173.04	18.40	5.51
	<u>Percentage increase</u>					
	Total	SC	ST			
Primary classes	40	64	80			
Middle classes	77	101	115			

31. In spite of rapid growth of education among these classes, they are still lagging behind general population in enrolment at the elementary stage. Table below indicates

the population of SC/ST to the total enrolment in 1977-78.

Percentage of total Enrolment

	<u>Scheduled Castes</u>		<u>Scheduled Tribes</u>	
	Total	Girls	Total	Girls
Classes I-V	14.6	10.6	6.3	3.5
Classes VI-VIII	13.2	8.7	5.4	2.9

32. Enrolment of SC and ST, particularly of girls, is lagging behind the general population. The situation differs from State to State. While the co-efficient of equality of SC at primary and middle school stages in the country in 1977-78 was 94.7 and 70.4 respectively, in Bihar, it was 68 and 46. Co-efficient of equality of SC at primary and middle school in 1977-78 was 83 and 43 respectively but in Tamil Nadu, it was 37 and 18. In Tamil Nadu, which is an educationally advanced State, tribals, who constitute only 1 per cent of the total population, are lagging behind in the educational facilities. In Madhya Pradesh, which has the largest concentration of ST population, co-efficient of equality at the primary and middle school stages was 65 and 31 respectively in 1977-78.

Retention

33. Students taking more than the required period to complete a grade and/or their dropping out of the system without obtaining minimum basic education reduces the effectiveness of elementary education to contribute to the eradication of illiteracy. Global calculations of drop-out rates have indicated that out of 100 students entering grade I only 40 reach grade V and only 25 reach grade VIII. These calculations, however, tend to magnify the drop-out rates because they do not take into account the inflation in enrolment of grades that takes place because of large number of children repeating them. Some carefully conducted studies have indicated repetition of grades (stagnation) is as serious as the premature withdrawal of children from schools.

34. Using a rough and ready method of comparing enrolment in grade V to enrolment in grade I four years earlier the drop-out rates at the primary and middle stages during the years 1977-78, 1978-79 and 1979-80 are as under:

	1977-78			1978-79		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Primary stage (Classes I-V)	56.9	66.7	62.7	58.7	65.5	62.6
Middle Stage (Classes VI-VIII)	73.9	81.7	76.9	74.0	81.2	76.8

	1979-80		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Primary stage (Classes I-V)	57.3	63.7	59.8
Middle Stage (Classes VI-VIII)	73.5	81.5	76.6

The above table indicates only a very marginal reduction in the drop-out rate.

Attainment

35. No systematic effort has been made to measure attainments of students completing specified years of schooling. There is a view that wherever no detention policy has been followed, it has resulted to a large extent in dilution of standards, particularly because no regular assessment of students is made to either determine the progress that he/she has made or the difficulties that he/she experiences. The implications of this policy have also not been made clear to implementing agencies.

36. The efficiency of the school system has to be improved by enhancing their holding power. Quality of education has to be improved. The major activities to be pursued for improving quality in education will include curricular changes, upgradation of the competencies of teachers, effective administration and supervision, mechanisms for inter-institutional support and promotion of innovation.

37. The number of teachers has increased over the years. At the moment, primary and middle schools have a total of 2.9 million teachers. A welcome development has been the increase in the proportion of women teachers - their percentage having increased from 18 in 1951 to 25 in 1981 in the case of primary schools and from 18 to 30.3 in the case of middle schools. The expansion of facilities had not necessarily

led to the employment of less qualified teachers in elementary schools. In fact, the percentage of both trained and qualified teachers has shown considerable increase. The percentage of trained teachers has risen from 58 in 1951 to 88 in 1981. Similarly, the percentage of elementary school teachers who had completed education of secondary school level or more increased from 15.4 in 1951 to 77.3 in 1978.

Value Orientation and Quality Improvement

(1) Teacher Training

38. One of the weakest aspects of elementary education has been teacher training. There are teacher training institutions under the State Governments which are responsible for the training of primary school teachers after their matriculation. The curriculum of the training institutions is, by and large, out of date. In order to meet the contemporary needs of elementary education, it is necessary to reform teacher training. It is the primary school teacher, who is expected to improve the quality of primary education, bring in, environmental and health education, national integration and other values. The teacher is expected to motivate the children as well as their parents for enrolment and retention in schools. All these, a teacher can hardly be expected to do, unless his/her competence is of a higher order. Hence, the Working Group strongly recommends that a concerted attempt be made during the seventh plan to upgrade the thousand and odd elementary teacher training institutions, and the preservice programme of teacher training be improved forthwith. Additional inputs may be necessary in order to modernise these institutions, increase the library facilities, introduce educational technology etc. Whenever possible, linkages with secondary level training institutions, colleges, and other institutions should be established in order to break their isolation.

39. While preservice teacher training at the elementary stage needs to be improved, it is necessary to emphasise the point that 2.9 million teachers are already working in the system, and that they need to be exposed to training. They have to deliver the goods immediately, if UEE is to be achieved. Their motivation has to be aroused; they have to be given the knowhow of child-centered and environment-centered education.

40. Inservice training of such a massive number of elementary teachers presents a real challenge in the seventh plan. But this challenge has to be met. Considering the importance of national integration and of a core of values that we cherish, the earlier the children are exposed to education in values, the better it is, because the foundations of character are laid very early in life, even earlier than the age at which elementary education begins. It is obviously

a task of highest importance in the hands of the teachers, and surely, no inservice education worth the name can neglect this. So, whatever the methods, inservice education of elementary teachers is a must during the 7th Plan period. Every institutional facility has to be utilised for this purpose and additional institutional facilities may have to be built, at the block level. Advance action on this should start immediately.

41. The teacher training institutions should be supported at the block level through multi-purpose resource centres which can provide to elementary schools technical and academic support. These centres could form part of the teaching-training institution or established separately according to local circumstances and could have the following functions:

- (a) Preparation of resource/learning materials for teachers/students;
- (b) Inservice training of teachers, particularly those of non-formal education centres;
- (c) Accreditation/certification of pupil achievement;
- (d) Facilities of learning centres - materials of diverse kind and type;
- (e) Pre-service training of shortage category teachers (for example, rural women to be given condensed content-cum-methodology course);
- (f) Planning and monitoring of elementary education at the block level (advisory function vis-a-vis local administrative machinery);
- (g) Monitoring of innovative projects.

Ultimately, the resource centre could become a nucleus for planning development of elementary education at the block level and also perform an advisory role for the block level administrative machinery.

42. The resource centre should have an academic staff component of about seven young persons which should include educationists; young scientists and child development specialists. Assuming that they will be established in a phased manner, the five year requirement of funds for setting up these centres in 5000 blocks would be Rs 323 crores.

The details are given below :-

<u>Non-recurring</u>	<u>Rs in crores for five years</u>
i) Building (4-5 room at the rate of Rs 1 lakh per building)	50.00
ii) Equipment (@ Rs 60,000/- per centre)	30.00
	<hr/>
Total :-	80.00
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<u>Recurring</u>	
i) Staff salaries (@ Rs 76,000/- per centre)	114.00
ii) Programmes (@ Rs 76,000/- per centre)	114.00
iii) Contingency etc. (@ Rs 10,000/-)	15.00
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Total :	243.00
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Grand Total :	323.00
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(ii) Curriculum

43. In this report, we have not gone into the details of a revision of the curriculum at the elementary level, but it needs hardly any argument that it needs revision. First, the burden on the child should be worked out carefully, after some trial. The temptation to give everything to the child at the primary stage has to be checked. Second, there has to be a core curriculum common throughout the country, consisting of minimum language competencies, arithmetical abilities and values like national integration, environmental care, health and sanitation, etc. There should be only two subjects, language and mathematics. The children should learn everything through language. Third, the learning experience provided by a school, should have 50% non-textbook dependent experiences i.e. through play, observation, activity recreation, sports etc.

(iii) Standard

44. A concern was expressed in the Working Group over low standards of elementary education in general, but more specifically of primary education. There are some studies, although dated, which show that children do not develop competence in reading and writing in their mother tongue at the primary stage. The learning of mathematics is equally poor. Irregularity of attendance on the part of both teachers and pupils has been pointed out as one of the prime factors in low achievement. Teaching methods have to improve in order to develop competence in language and mathematics. Absence of promotional examination from Class I onwards, it has been pointed out, is another reason for low achievement in primary education. There is a certificate examination in some states at the end of primary stage i.e. class IV or V, and also another certificate examination at the end of class VIII. These examinations should be improved so as to test the achievement of children in language and mathematics at the primary stage and also other subjects at the end of elementary stage. It is important to test for national integration at both the examinations in order to emphasise the importance of the values of national integration and also to fight prejudices, born of ignorance, in the formative years of childhood. The institution of a National level Merit Examination with which should be tagged a scholarship scheme should be a welcome move. It will also help in setting standards. It should not be compulsory but made available to all States and UTs which want to test their children and try for national scholarship. Such an examination will influence the primary certificate examination as well as the one after class VIII in due course, thereby helping in the raising of standards.

45. Value orientation and quality improvement are among the special thoughts of the Seventh Plan in education as recommended by the Working Group. While these objectives are not new, there has been in the past a certain lack or inadequacy of detailed action programmes which should concretise the objectives and elaborate the means of achieving them. We need hardly emphasise that the values of National Integration should form the core of value orientation.

46. The plan allocations/plan expenditure for elementary education are indicated below :

<u>Plan</u>	<u>Outlay/Expenditure (Rs in crores)</u>		
	Total Education	Elementary Education	Percentage on Elementary Education
First (1951-56)	153	85	55.6
Second (1956-61)	273	95	34.8

Third (1961-66)	589	178	30.2
Annual Plans (1966-69)	322	65	20.2
Fourth Plan (1969-74)	823	235	18.2
Fifth Plan (1974-79)			
(a) Draft	1726	743	43.6
(b) Final	1285	410	31.9
Sixth Plan (1980-85)			
(a) Outlay	2524	905	35.8
(b) Likely expenditure (1980-85)*	2900	900	31.0

The low priority given to elementary education is particularly indicated by the change that has taken place in the allocation for it in the Fifth Five Year Plan. The draft Fifth Plan proposed Rs 743 crores for elementary education within the total allocation of Rs 1726/- crores for education. In the finalised Fifth Plan, while the total outlay for education was reduced to Rs 1285 crores or by Rs 441 crores, the outlay for elementary education was reduced to Rs 410 crores or by Rs 333 crores. In other words, of the total reduction of Rs 441 crores under education, elementary education accounted for 76 per cent.

47. In the Sixth Five Year Plan (1980-85) an outlay of Rs 905 crores has been earmarked for elementary education. This represents 35.8 per cent of the total plan outlay on education, indicating a deliberate attempt to reverse the trend. The expenditure likely to be incurred during the Sixth Five Year Plan on elementary education as proportion of the total Plan expenditure on education is likely to be 31 as against 35.6 in the Plan which indicates that lower priority had been accorded to elementary education in the annual Plans.

48. A disturbing trend in expenditure on elementary education is the fact that bulk of it is incurred on teachers' enrolments. For instance, in 1978-79, 95.3 per cent of the current expenditure on elementary education was accounted for by teachers' salaries, with hardly any resources being available to such essential items as replacement of equipment, purchase of library books, contingencies etc. This has serious implications for the quality of education.

...17/

* Includes actual expenditure for 1980-1982, likely expenditure for 1982-83 and approved outlay for 1983-84.

SECTION V : RESUME OF IMPORTANT RECOMMENDATIONS
ON ELEMENTARY EDUCATION BY EARLIER
WORKING GROUPS

49. Since the initiation of social and economic planning, provision of free, universal and compulsory elementary education has been given the highest importance. The investments in each plan for elementary education have marked a considerable step up over the allocations for it in the previous plan. Consequently a large number of primary and middle schools have come to be established making it possible for the eligible children to take advantage of educational facilities without having to travel long distances.

50. The Working Group on Universalisation of Elementary Education, set up in 1977, laid emphasis on universalisation of elementary education as against universalisation of primary education, emphasized in earlier plans. The Working Group recommended a new strategy viz. "every child shall continue to learn in the age group 6-14 on a full-time basis, if possible, and on part-time basis, if necessary". Considering that nearly 74 per cent of the non-enrolled children in the age-group 6-14 were in the nine educationally backward States, the Working Group was of the opinion that the problem of universal elementary education was essentially a problem of enrolling children in the nine States. It also noted that about 2/3 of the non-enrolled children were girls.

51. Since the establishment of formal education facilities had not resulted in commensurate increases in enrolment, the Working Group recommended introduction of non-formal part-time education as an important strategy of providing education to children, particularly those belonging to the weaker sections, like Scheduled Castes and Scheduled Tribes and those in hilly areas, tribal areas, urban slums, and other economically backward rural areas. Similarly, this approach was suggested for educating girls who were not attracted by the existing programmes of education offered in the formal system and for boys and girls who were employed in professions like, cattle grazing, carpet-weaving, pottery etc. The Working Group was convinced that the goal of universal elementary education can and should be achieved through full-time schooling and part-time education; in both, the quality of education, emphasizing basic minimum of literacy, numeracy and inculcation of social and civic responsibilities, was not to be sacrificed.

52. As a concrete evidence of Centre's concern to bring the educationally backward States to all-India level, the Working Group suggested a special provision of Rs 50 crores for non-formal part-time education programme in the Central Plan. It also made recommendations for improving various aspects of formal education, girls' education and education of SC/ST.

53. The Working Group on Education & Culture set up for the formulation of the Sixth Five Year Plan (1980-85) recognised the crucial role of pre-school education in supporting universalisation of elementary education and suggested that its development should be carefully planned and provided for. It recommended that universal elementary education must continue to receive the highest priority and be part of the Minimum Needs Programmes. The Working Group recommended continuance of financial assistance to educationally backward States for the organisation of non-formal education. It laid emphasis on enrolling target groups, like children belonging to Scheduled Castes/Tribes, girls, landless labourers and simultaneously, improving the internal efficiency of the system to retain students. Other recommendations made by the Working Group included, laying down targets for each State according to the groups whose educational needs have to be met rather than for the State as a whole, development of a monitoring system, getting feedback on the enrolment of children belonging to target groups, adequate allocation of funds for provision of classrooms and facilities, exploring the possibilities of utilising the media facilities, including INSAT to reduce the load on class-room instruction and for development of teacher training.

SECTION VI : APPROACH IN THE SIXTH FIVE YEAR PLAN

54. The components of the approach to universalisation of elementary education, indicated in the Sixth Five Year Plan include :

- i) intensified use of the existing facilities including adjustment of schooling hours which should not be more than three hours a day - according to local conditions;
- ii) provision of new facilities which would be economically viable and educationally relevant;
- iii) promotion of non-formal system of learning organised and oriented towards target groups and decentralised in regard to content, course duration, place and hours of learning and pattern of instruction;
- iv) emphasis in both formal and non-formal education to be on the retention of children and effective delivery of services to them;

- v) promotion of appropriate incentives;
- vi) development of curriculum with the goal of imparting necessary levels of literacy, numeracy, comprehension and functional skills related to local socio-economic factors and environment needs;
- vii) establishment of special monitoring arrangements at the centre and the State levels to review progress, particularly of the target groups;
- viii) development of programmes which promote earning while learning particularly for overcoming economic handicaps in the case of poverty affected groups;
- ix) construction of satisfactory primary and middle school buildings, by increasing use of locally available building materials and functionally suitable designs, supply of physical facilities and kits;
- x) enhancing the teachers' competence and for up-dating and extensive use of educational techniques for higher efficiency and greater effectiveness.

55. The Sixth Five Year Plan also recognised the importance of pre-school education including early childhood education which promotes the school-going habit among children. It recognised that a preparatory programme of early childhood education would contribute towards universalisation of elementary education and retention of children in elementary education in course of time.

Brief Resume of the schemes formulated and implemented during the Sixth Five Year Plan

56. In accordance with the guidelines given by the Working Group on Elementary Education, and subsequent discussions held in various forums, a scheme of non-formal education in the nine educationally-backward States viz. Andhra Pradesh, Assam, Bihar, J & K, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal, was drawn up and implemented. The scheme aims at providing basically the institutional infrastructure necessary both for coverage of non-enrolled and non-attending children and for strengthening the academic inputs of the entire programme of non-formal education. Following the decision taken in the National Development Council, Central sector plan outlay on the scheme was halved i.e. brought down to Rs 25 crores. The scheme is being implemented on a 50:50 sharing basis between the Centre and the State Governments.

Considering the role of voluntary organisations in the field of non-formal education, a sub-scheme of financial assistance on 100% basis to voluntary organisations for running non-formal education centres in the nine educationally-backward States was formulated and put into operation. To promote experimentation and innovation, including pilot projects in the field of non-formal education for the elementary age-group children, another sub-scheme for experimental/innovative projects applicable for the entire country was formulated and put into operation.

57. To increase the enrolment of girls, the Centrally-sponsored scheme was liberalised during 1983-84 under which financial assistance is given to the nine educationally-backward States on 90:10 Centre-State sharing basis for establishment of non-formal education centres exclusively for girls.

58. To increase the enrolment of girls in the formal schools, a centrally-sponsored scheme of financial assistance to the nine educationally-backward States for appointment of women teachers in the primary schools on a 80:20 sharing basis has been formulated and put into operation during 1983-84.

59. To give a further boost to the programme of universalisation of elementary education, and to accord recognition for excellence in performance for spread of girls education both in formal schools and in non-formal education centres, a scheme of incentives/awards was formulated and implemented during 1983-84. Under this scheme, a sum of Rs 6.21 crores was sanctioned as awards to 16 States and 5 UTs at different administrative levels i.e. Panchayats, Blocks, Tribal Development Blocks, Districts and States/UTs.

60. A scheme of financial assistance to voluntary agencies to run early childhood education (pre-school) centres as adjuncts of primary/middle schools run either by Government, local body or private management, particularly for the disadvantaged sections in rural/tribal/backward areas in the nine educationally backward States was formulated and put into operation from 1982-83. An amount of Rs 1 crore was earmarked for early childhood education during the Sixth Five Year Plan.

61. Under an Indo-Swedish Agreement of January, 1980, for a period of 5 years, 1979-84, Sweden is giving cash assistance for India's non-formal education programme to the tune of 75 million Swedish kroners or Rs 14 crores. The total central sector outlay for the scheme is Rs 28 crores, half of which represents the total expected cash assistance from Swedish International Development Agency (SIDA), the other representing duties, handling, servicing and storage charges etc. So far, a total quantity of 12650 metric tonnes of paper has been procured and supplied to the States/UTs/NCERT.

62. Although efforts have been made to provide for and implement the various strategies proposed in the Plan, their coverage including the non-formal education is still limited. Facilities for early childhood education have yet to cover any appreciable proportion of eligible children. Effective monitoring mechanisms have yet to be established with the result that information available is neither timely nor accurate.

63. Keeping in view the progress made earlier and the feasibility limits of accelerated growth, particularly in educationally backward States, the Sixth Five Year Plan fixed the target of additional enrolment of 180 lakhs children for the age-group 6-14. The Plan assumed that, by the end of the Sixth Five Year Plan, 95.2 percent coverage will be achieved in the age-group 6-11 and 50.3 per cent in the age-group 11-14. In the field of non-formal education programme, it stated that it would be unrealistic to lay down any specific targets; it, however, expected that about 80 lakh children would be covered during the plan period under non-formal education.

SECTION VII : MAGNITUDE OF THE TASK OF ADDITIONAL ENROLMENT

64. According to the present assessment the total enrolment in elementary classes (6-14) both under formal and non-formal systems would be of the order of 1160 lakhs including 35-40 lakhs in non-formal education by the end of Sixth Five Year Plan. As the estimated population of 6-14 age group, on the basis of 1981 census, would be, around 1400 lakhs in 1984-85 the number of non-attending children in this age group would be 240 lakhs.

65. The population in the age group 6-14 is estimated to increase to 1630 lakhs in 1989-90. At present about 22 per cent of the children in classes I-V are either below 6 years of age or over 11 years. In classes VI-VIII, this percentage is as high as 40. Although attempts are being made to restrict entry to elementary education to children of the appropriate age group, it would be difficult to envisage that the phenomenon of under and overage children will be completely eliminated from the system in the near future. Assuming even a modest 10 per cent under-age and over-age children, facilities would have to be provided by 1990 for 1793 lakh children (1630 lakhs + 163 lakhs). With the base enrolment of 1160 lakh enrolment in 1985, additional facilities will have to be provided/created for 633 lakh children. This would mean that on an average, about 126 lakhs more children would have to be enrolled in each of the five years of the Seventh Five Year Plan.

66. The Sixth Five Year Plan proposed an additional enrolment of 180 lakh or an average of 36 lakh being enrolled each year during 1980-85. Even granting that towards the end of the Plan about 40-45 lakh more children were enrolled in each year, the task visualised for the Seventh Plan is indeed stupendous, requiring that annual additional enrolment be almost threefold than the peak reached in the Sixth Plan. On the face of it, this target seems difficult to achieve.

67. The problems become particularly difficult to tackle in view of the fact that new enrolments will have to come from the poor and disadvantaged sections of the population, where poverty of the household has been found to be the major reason for non-enrolment and premature withdrawal. Further, bulk of the non-enrolled children being girls, social prejudices will make it difficult to ensure cent per cent enrolment on their part. It may also not be realistic to assume hundred per cent enrolment in blocks where the existing percentages are very low.

SECTION VIII : NEW DESIGN

68. The programme of universal elementary education has to be planned in relation to the needs of specific areas/communities, particularly those which have so far remained outside the reach of elementary education, either because of the lack of facilities or because of their inability to take advantage of the facilities. Global planning, either at the national level, or at the State levels, does not help in the identification of handicaps faced in specific communities and, therefore, prevents development of programmes which could meet specific requirements of the communities/areas. In the Seventh and subsequent Five Year Plans a conscious effort should be made to identify blocks - and within blocks specific areas/groups - which are educationally back-ward, and provide for intensive effort in them to ensure that children enrol and are retained in the system. Support from the centre to remove educational disparity should, in the Seventh Plan, be in relation to educational backwardness of specific blocks rather than, as was done in the Sixth Five Year Plan, in terms of the educational backwardness of the States.

69. Children employed in semi-organised sectors constitute a major segment of the non-enrolled children. Rough estimates indicate that nearly 13 million children are unable to take advantage of schooling because they work for wage employment. Their educational needs have to be met, preferably in places of their employment. All establishments employing child labour should be under an obligation to provide for the education of children of school-going ages. Opportunities for continuing, non-formal education organised on a part-time basis should be provided by the employing organisations.

70. That further extension of formal schooling would be required, hardly needs to be emphasised. This becomes necessary in areas where schooling facilities are not still within easy reach of students. In this context, a reference has already been made to unserved habitations, the number of which is particularly large, in so far as the availability of educational facilities for middle school education is concerned. In the Seventh Five Year Plan period, it would, therefore, be necessary, to earmark funds for the establishment of primary and middle schools in communities where they are not at present available. Funds should be provided for improving physical facilities like buildings, provision of furniture and equipment, drinking water facilities, toilet rooms for girls etc. In the case of sparsely populated habitations, it would be difficult to think of any other alternative than a school even in the form of a single teacher school. While efforts will continue to be made to convert single teacher schools into two teachers schools, efforts have to be made to equip teachers of single-teacher schools to deal with the present situation effectively. Particular attention has to be paid to the strengthening of teacher training programme vis-a-vis single-teacher school. With the teacher costs having gone up considerably due to periodic revision of pay scales, State Governments are finding it difficult to add to the strength of teachers, particularly in the context of converting single teacher schools into two-teacher schools. In such a situation, it would be advantageous to think in terms of appointment of teachers on part-time basis and mobilisation of community education workers/education volunteers. Some States have set example in this direction.

71. It would also be necessary to think of alternative arrangements of formal type for providing education to children in unserved areas. Grouping of schools, creation of central and residential schools, arrangements for transportation of children are some of the measures which need to be thought of and provided for.

72. At the same time, there is increasing realisation that the existing system and structure do not motivate children and their parents to take benefit of the facilities that are already available. This is partially borne out by the fact that even in areas where schooling facilities are available within reasonable walking distance, all the eligible children are neither enrolled nor do they stay in the system for the full period of elementary schooling.

73. In areas where facilities are available, it should be possible to increase enrolments in existing institutions by identifying and dealing with problems which prevent children from entering schools. For instance, adjustment of school timings, the provision of textbooks and clothing, mid-day

meals, compensating families for the loss of income etc. would enable parents to send their children to schools.

74. Various incentives have been in operation in the formal school system. These include free supply of textbooks and stationery, provision of free dresses, especially for girls, attendance scholarships especially for girls, and mid-day meals programme. These are intended to increase enrolment of target groups like girls and children belonging to SC and ST and other weaker sections of the society. There has not been a systematic evaluation of these incentives. The coverage under the schemes is also not very significant. All the incentive programmes are in the States Sector. Particularly, the scheme of Mid-day meals which has proved its effectiveness in increasing enrolment and retention, is sustained to a great extent through assistance of external agencies like CARE. CARE have already announced gradual reduction in the coverage of school children under their Mid-day meals programme. In such an eventuality, the States will have to step in and fill the gap. Provision of incentive is bound to cost a lot of money to the exchequer. Agencies operating the incentive schemes should do well to evaluate their real impact and see whether they should be continued in the present form or not. It would be worthwhile to think in terms of new and more effective incentives.

75. Alternative arrangements for educating those children who, in spite of adopting the measures that promote enrolment, attendance and retention, will not take benefit of existing formal system should, therefore, be a part of the new strategy for universalising elementary education. Some important aspects of the alternative arrangements are mentioned here:

Open Learning System

76. There is a need for designing an open learning system where children are able to get education that their parents can afford - partly by not allowing their education to interfere with their daily chores - and which they see as relevant to their learning needs. In an open learning system children learn on their own, in a variety of situations and utilising a variety of learning resources. The minimum level of learning, in terms of abilities, for each of the age groups specified for elementary education should be laid down and then allow the children to reach these levels by choosing the type, time and sources of learning. Under this system, it would not be necessary for a child to formally enrol in a school, although an open learning system includes the formal school as well as the out of school arrangements of learning, and then should be flexibility in the matter of time and utilisation of resources. Such an open learning system could be promoted by developing a new conceptual framework which suggests, among other things, what is significant to learn to enable a person to function creatively and productively in a particular social milieu.

77. While advocating open learning systems it will be necessary to insist that the "minimum learning continuum" is not advocated only for those who, because of certain social and economic handicaps, are unable to take advantage of the formal system. The effort should be to lay down the minimum abilities which should be promoted among all the children through formal system or through other non-formal approaches and suggest the quantum of learning that is necessary for the purpose. These learning abilities should be expected of every child, although the modes through which they are attained may vary. If this is done, it would be possible to ensure an equivalence of what is done in the formal system and what is promoted in non-formal arrangements.

Non-formal Education

78. Non-formal education would be one of the important components of this new design. Non-formal education centres have been set up in different states for out-of-school children, particularly with central assistance. Although most of these centres provide education which is basically a condensed form of what is taught in schools, some experimental approaches, where content of education is derived from different sources, are at present being implemented. NCERT's project on Comprehensive Access to Primary Education, visualises the development of textual materials in relation to problems faced in specific communities, establishment of learning centres where out-of-school children can study these materials and certification of the competencies attained by students to facilitate their entry into the formal system if they so desire. It would be necessary to promote in the Seventh Five Year Plan a variety of non-formal approaches to education, covering a much larger number of out-of-school children at present.

Linkages with Development

79. It is assumed that the content of elementary education if we think in terms of abilities to be attained - must be derived, broadly speaking, from roles and functions that a person has to perform in a given social situation. Since most of the children after leaving school will assume participatory roles in the development process, it will be necessary to develop linkages between elementary education - both formal and non-formal - and development programmes in specific areas. A point to consider would be whether the content of elementary education should not be derived, to a substantial extent, from the analysis of the roles that a child plays or is expected to play in a given community situation. The question of non-formal education centres being run by employing/developmental agencies with educational authorities giving pedagogical support could also be considered.

80. One would have to think of multi-faceted approaches to developmental problems in contrast to the segmentary approaches adopted by different developmental agencies as at present. Time and again, it has been demonstrated that development requires integrated approach and the problems of communities, be they social, concerned with productivity or health and hygiene, are basically educational in nature. Unless people are provided with knowledge and skills which make them self-reliant, development would be difficult to promote on a continuing basis. Education, particularly elementary education, has from this point of view, to be the central element in the development process. The experience provided by the UNICEF aided project : Development Activities for Community Education and Participation (DACEP) provides an approach for making a primary school the focal point for a variety of educational services to the local community.

81. Block level planning and implementation would be essential for achieving universal elementary education since national and state aggregates, either in the form of availability of facilities or enrolment ratios do not indicate tellingly the disparities that exist spatially and/or in respect of various segments of the population. These disparities can be removed only by identifying at micro-levels the specific handicaps which prevent certain section from taking advantage of educational facilities, and by implementing programmes in relation to them.

82. It is essential that appropriate linkages are established in the programmes of preschool education, elementary education both formal and non-formal, secondary education, and adult education. While preschool education enables the children to move into the formal system at the elementary stage and continue in the secondary stage, spread of adult education will influence the parents to send their children to schools or non-formal education centres. Integration of administrative and supervisory levels in respect of elementary education both formal and non-formal and adult education will result in more effective utilisation of limited resources.

83. One would have to think increasingly of some form of community involvement and control on elementary education, for ensuring that schools function regularly. Teachers absenteeism is reported to be quite substantial. Administrative machinery, the growth of which has not been in proportion to the expansion of educational facilities, is not able to keep track of schools and the teaching learning process. While safeguards will need to be provided for, particularly to prevent harassment of teachers, communities must be allowed to have some decision making authority vis-a-vis elementary education. Without such an arrangement, it is not fair to expect the communities will be forthcoming to support the local institution. Launching of national campaigns for universalisation

of elementary education during the 6th Plan should be continued in the 7th Plan also.

84. Some voluntary organisations have done pioneering work in the field of education. During the Seventh Five Year Plan, effort should be made to involve such organisations for the spread of pre-primary education and elementary education including non-formal part-time education.

Technology Support

85. In recent years substantial progress has been made in communication technology which has made it possible to reach isolated and distant populations. India is one of the countries where pioneering work has been done in the utilisation of mass-media for education. While radio support to education has been available in some form or the other for over 40 years, the SITE as well as the availability of INSAT has provided experience in the utilisation of television for educational purposes. It would be necessary to build upon this experience and ensure that the technology that has now become available is increasingly harnessed for achieving the goal of universal elementary education.

86. Radio and television can play an important role in providing support to class room instruction, enrichment of the learning of children, providing information on national concerns/issues, upgradation of the knowledge and professional experience of teachers. While these roles will continue to be performed, it would also be necessary to consider whether television and radio programmes cannot in some specific subject areas substitute the utilisation of an intermediary, like the teachers. It should, for instance, be possible to identify in the school syllabus topics which need not be dealt with through classroom instruction. As media literacy grows, children should on their own be in a position to interpret messages that are transmitted to them through radio and television.

87. Radio and television would be particularly useful as sources of learning for those children who are unable to join regular full-time classroom instruction. Community viewing sets can be utilised for providing useful education and training to out-of-school children. With basic skills of literacy and numeracy having been attained, one can also think of utilising distance learning techniques for providing further education to children without necessarily requiring them to attend schools. It would, however, be necessary that, apart from correspondence materials, supported by radio and television broadcasts, there should be some provision for personal contact. This could be provided by existing schools and learning centres that are proposed to be set up.

88. Schools and learning centres would need to be provided with facilities essential for utilisation of the new technology. Apart from radio and television receiving sets, it would be desirable to provide elementary schools equipment for projection of films, film strips, tape slides, etc., and also a library where, apart from printed materials, non-print materials, like audio-tapes, films-strips, etc. are available for use by teachers and students.

89. Computers have become common place in most of the developed countries. With reduction in cost of equipment one can visualise that the school system in India will also increasingly begin to use computers as aids to instruction. The decision to make a small beginning for providing computer literacy/education to students in selected secondary schools has already been taken. The programme will no doubt be expanded. It will be necessary to provide computer literacy to children in elementary schools as well and for that purpose provide in the plan funds for purchase of equipment and software training of teachers etc.

Quality of Education

90. In the Seventh Five-Year Plan and in subsequent plans, increasing emphasis needs to be given to the enhancement of the quality and efficiency of elementary education. As has been indicated earlier, the ultimate success of the programme of universalisation of elementary education can be determined in terms of knowledge, attitudes and skills of school leavers and how they are able to utilise them in actual life situations. In our concern for enrolling the non-enrolled children, we tend to understress the needs of those children who are already in schools. The large scale deficiencies from which elementary schools suffer is indicative of the inadequate attention that has been given to the provision of quality education. The Seventh Five Year Plan needs to rectify the position and provide earmarked funds for those programmes which will enhance the efficiency of the system. It should be possible to identify inputs which improve/enhance the efficiency of the system.

91. The elements of the new design for elementary education which have been discussed above would require to be integrated into a systematic plan of action. From this point of view, it is desirable to identify specific areas where the total strategy required for universalising elementary education can be implemented. Various institutions - NCERT, NIEPA, SCERTs etc. - could be asked to develop a comprehensive plan of action and implement it in selected blocks. The Planning Commission should earmark funds for implementing, on a pilot basis, the integrated programme of elementary education in these blocks. For monitoring and coordinating the activities of various agencies, the Planning Commission should set up a separate unit for elementary education.

92. Wide-spread disparities that prevail in the provision of facilities and/or enrolment have been discussed earlier. There is need to identify for concentrated attention those areas and segments of the population which have remained outside the reach of elementary schools. The identification of States for Central support in the field of non-formal education for universalisation of elementary education was the first step in this direction. This exercise needs to be taken a step further. Considering that States represent very large entities and that consideration of the problems at State level tends to make it difficult, if not impossible, to appreciate the specific concerns of communities, it is necessary to identify districts and within them the blocks which have remained educationally backward. Intensive programmes of educational development need to be undertaken in them so that they reach the levels of development attained by the State and the country. Without such intensive effort in backward blocks it will not be possible to reach the goal of universal elementary education. Central assistance should be at enhanced rate.

93. The significant growth in the facilities for teacher training has resulted in unplanned increase in the number of trained teachers. Unfortunately, the deployment of teachers is not on the desired lines. Trained teachers are not willing to take up appointments in remote, inaccessible, and rural areas where they are needed most. State Governments are not in a position to deploy such teachers in the needed places. This is resulting in a de-facto over-crowding of qualified teachers in the urban areas to the detriment of rural areas. To meet the situation, perhaps, a two-pronged approach is called for. On the one hand, recruitment should be decentralised and localised with the condition that the teachers will have to take up work in specified areas at least for some years. Secondly, formal educational qualifications and training requirements may have to be relaxed in the case of appointments in tribal and remote areas. This is particularly relevant in the case of women teachers in view of the low literacy rate among females. The State authorities should be able to appoint even untrained persons as teachers in such areas and provide suitable short duration/condensed training courses at a later stage. Simultaneously, some concrete steps are called for, for regulating admissions to teacher training institutions.

94. Suitable monitoring mechanisms need to be developed, so that remedial action can be taken without delay. A major deficiency of the planning process in India has been the lack of reliable information and at a time when needed, with the result that appropriate programming has been difficult. Arrangements for monitoring must be developed at block level where ultimately planning and implementation of programmes must be undertaken.

SECTION IX : INSTITUTIONALISATION OF INNOVATION

95. As has been indicated earlier, work has been done by NCERT as well as SCERTs/STEs and other institutions in developing innovative approaches that would help to universalise elementary education and enhance its quality and relevance. The various projects being assisted by the UNICEF and also those undertaken by governmental and non-governmental agencies have provided experience which can now be usefully utilised in the early realisation of the goal of universal elementary education. These innovations need now to become a part of the system. For this purpose it is necessary to think of a mechanism which will ensure institutionalisation of innovative approaches.

96. Among others the following steps would be necessary to ensure that innovations become part of the total system:

- (a) Dissemination of information about innovative ideas and experiences has to be undertaken. Information must be provided to all those concerned with universal elementary education planners and administrators, supervisory personnel, teachers and communities.
- (b) The capability of counterpart institutions to adapt innovations to local situations needs to be substantially strengthened. In spite of their having been in existence for some years, most of the State Councils of Educational Research and Training and State Institutes of Education continue to be understaffed and with meagre resources making it difficult for them to undertake meaningful research, development and extension work. Teachers training institutions which have and can develop closer links with schools also do not have enough resources to undertake any worthwhile extension work.
- (c) There must be a large programme of training functionaries who are expected to utilise the experience from innovations. Training of these personnel must include an understanding of the innovation, participation in its implementation and assistance to incorporate the experience on a system-wide basis.
- (d) The implementation of new approaches will depend to a great extent on decision makers, particularly the administrators who play a key role in identifying and providing for different programmes. It is, therefore, necessary to make systematic effort to make decision makers aware of the

innovative ideas and practices, how they can be incorporated in the system and the resources - manpower and materials - which would be required for the purpose.

- (e) There is urgent need to coordinate the work done under experimental projects with on-going activities of the State Departments of Education and State level institutions. For instance, while substantial work has been done by SCERTs/SIEs in decentralised formulation of curriculum and the development of textual materials in relation to specific community needs, the ongoing exercise of revising syllabi and preparation of textbooks does not seem to incorporate the experience gained from these projects. Without such coordination, the two exercises seem to be going on parallel lines rather than converging into one major programme of syllabus revision and development of textual materials.
- (f) The adoption of innovative projects requires funds. Most of the plans of elementary education have been concerned primarily with the establishment of facilities with very meagre resources being available for research and development work. In the Seventh Plan, it would be desirable to earmark funds for implementing on a system basis some of the new approaches which have been demonstrated to be useful.

97. Demonstration is an important method to help implementing agencies to adopt innovation. Agricultural extension, which depended substantially on demonstration of the utility of new practices, is illustrative of how innovation can be incorporated. From this point of view it would be desirable to select a few areas and experiment with the approaches that have already been shown to be of great utility. Blocks could be selected where, for instance, the approaches demonstrated by UNICEF-assisted projects could be implemented in an integrated manner.

98. It is also necessary to encourage networking of institutions so that institutional facilities are shared. Networking would also ensure continuous support to first level institutions - for instance, in the upgrading of teachers' knowledge - from institutions providing second and third level institutions.

SECTION X : TARGETS FOR THE SEVENTH FIVE-YEAR PLAN.

99. The Sixth Five-Year Plan and the new Twenty Point programme have envisaged universalisation of elementary education by 1989-90, i.e., by the end of the Seventh Five-Year Plan. The Working Group on Elementary Education reiterated that this goal should not be postponed any further.

100. At the end of the Sixth Five-Year Plan, the enrolment in classes I-VIII would be 1,120 lakhs (846 lakhs in classes I-V, and 274 lakhs in classes VI-VIII) in formal schools. At present, about 1/4th of the children enrolled in classes I-V, as already mentioned earlier, belong to age-groups other than 6-14. Though efforts have been made to eliminate under-aged and over-aged children by admitting children at the age of 6+ in class I and by introduction of ungraded school system, this phenomenon is still persisting. Efforts to eliminate under-aged and over-aged children at the elementary stage would be continued in the Seventh Plan. Some proportion of the enrolment will, therefore, be of age-group other than 6-14 even by the end of the Seventh Plan. This figure has been assumed to be 10 per cent by the end of the Seventh Plan. By 1990, facilities have, therefore, to be created for an extra 10 per cent of the children in the age-group 6-14.

101. It is estimated that population in 1989-90 in the age-group 6-14 would be about 1630 lakhs. Facilities therefore, have to be created for about 1800 lakhs children by 1990 (1630 Lakhs + 163 lakhs).

102. As mentioned earlier, about 1160 lakhs (1120 in full-time schools and about 35-40 lakhs in non-formal centres) may be enrolled by the end of the Sixth Five-Year Plan. Facilities, therefore, have to be created for additional 640 lakh children (1800 lakhs minus 1160 lakhs) in the next five years if the goal has to be realised by 1990.

103. This is a task which would require substantial stepping up of resources and of administrative effort. The magnitude of the task can be visualised by a comparison of the additional enrolments achieved in earlier plans and that projected for the Seventh Plan. The table below illustrates:

<u>Plan</u>	<u>Additional Enrolment</u> (in lakhs)		
	<u>Classes I-V</u>	<u>Classes VI-VIII</u>	<u>Classes I - VIII</u>
First Plan	60	12	72
Second Plan	98	24	122

Third Plan	155	38	193
Fourth Plan	69	14	83
Fifth Plan	79	35	114
Sixth Plan (estimated)			
Formal	137	79	216
Non-formal			40
Seventh Plan (proposed)			
Formal	100	150	250
Non-formal			390

Considering that the enrolment in the schools during the VI Plan are likely to exceed 200 lakhs, it would not be realistic to plan for an expansion in school enrolment beyond 250 lakhs during the VII Plan period. The additional enrolment proposed for the Seventh Plan, therefore, is 250 lakh in the formal system and 390 lakh in the non-formal system. While additional enrolment of 250 lakh may be possible, the step up proposed under non-formal education, from 40-45 lakhs in 1985 to 390 lakhs in 1990, would call for a variety of alternate strategies, support and provision of central funds.

104. Bulk of the new enrolment would consist of girls and of children belonging to weaker sections of the population. This makes the task particularly difficult. Further, with the achievement of nearly 100 per cent enrolment in classes I-V, most of the enrolment would have to be in classes VI-VIII where because of the age-group involved, social prejudices operate against the enrolment of girls, and where economic potential of the child increases requiring his/her greater participation in economic activities.

105. The Sixth Five-Year Plan envisaged the establishment of at least one early childhood education centre in every community development block. Except for giving grants to some voluntary organisations for establishment of ECE centres in rural areas and urban slums not much progress was made in this direction. The recommendation of the Sixth Five-Year Plan should be implemented in the Seventh Five Year Plan. It should be our endeavour that every primary school in backward areas should have a pre-primary school attached to it. This is important in view of the supportive role that early childhood education plays in the process of universalising elementary education.

SECTION XI : MANPOWER NEEDS

106. In the Seventh Five-Year Plan, it is proposed to enrol 250 lakh additional children in formal schools, 100 lakhs in classes I-V, and 150 lakhs in classes VI-VIII. On the basis of teacher-pupil ratio of 1 : 40 in classes I-V, and 1 : 35 in classes VI-VIII, 6.78 lakhs more teachers would be required

during the Seventh Five Year Plan. At present there are 29 lakhs teachers at the elementary stage of education. The replacement needs at the rate of 2 per cent per annum of these teachers would be 2.9 lakhs teachers during the Seventh Five Year Plan. Thus, the total fresh appointment of teachers to be made during the Seventh Plan period would be of the order of 9.68 lakhs (6.78 lakhs for additional enrolment and 2.90 lakhs for replacement).

107. For meeting the requirement of enrolment in non-formal education centres at the elementary stage, 15.6 lakhs instructors would be required. This would be mostly part-time instructors who will need pre-service training. While more of them will be drawn from the teaching force, in many cases instructors of non-formal education centres could be community leaders, unemployed but educated youth, voluntary workers etc.

108. In 1981-82 enrolment in teacher training institutions at the elementary stage was 81,000. The duration of teacher training courses varies in the States. Taking one year course also into consideration, one could assume an annual availability of 60,000 trained teachers. The total output from existing teacher training facilities would, therefore, be of the order of about 3 lakhs in the five years of the Seventh Plan.

109. At present, about 2 lakh trained teachers are on the live registers of the employment exchanges. It is difficult to know whether all of them are unemployed, or whether some of them are employed but registered with the employment exchanges for better jobs. One could, however, assume that all these 2 lakh teachers will be available for teaching in elementary schools in the Seventh Five Year Plan.

110. In middle schools some of the States are recruiting graduate trained teachers. About 1 lakh trained teachers may be available from secondary teacher training institutions also, where the teacher training facilities are more than the estimated requirement. Thus, total availability of trained teachers in the Seventh Five Year Plan from existing sources will be about 6 lakhs (3 lakhs from existing institutions, 2 lakhs unemployed, and 1 lakh from teacher training colleges). Facilities will, therefore, have to be created for training 3.68 lakhs teachers during the Seventh Five Year Plan. For instructors of non-formal education centres special training arrangements will have to be organised.

111. For additional enrolment envisaged in the Seventh Plan, about 12,000 additional inspectors of schools/Education Extension Officers would be required for strengthening administration/supervision of elementary education.

112. Upgradation of the knowledge and professional competence of teachers would be a major input for improving quality. Most of the 2.9 million teachers employed in the system seldom get an opportunity to upgrade their knowledge of subjects and become acquainted with the methodologies of teaching. An attempt should be made to expose these serving teachers to new knowledge and innovative practices at least once in five years.

113. Considering the numbers involved, institutionalised inservice education of teachers will be difficult to provide, not only due to costs involved but also due to lack of facilities for training. It is, therefore, necessary to think of a variety of training arrangements. Among others, these would include:

- (a) Inservice education by utilising mass media, as was done during SITE.
- (b) adoption of schools of lower level by institutions of higher for upgrading of teacher competencies.
- (c) despatch of teacher guidance notes by training schools.
- (d) publication of bulletin informing teachers of new developments.
- (e) correspondence materials supported by occasional contact.

SECTION XII : RESOURCE NEEDS

114. A rough estimate of expenditure for achieving the target of 640 lakhs of additional enrolment (250 lakhs in formal schools and 390 lakhs in non-formal education centres), establishment of 5000 pre-primary education centres and various other quality improvement programmes, provision of physical facilities, training of teachers, etc. is given in the table below:

Costing of Elementary Education :

<u>Item</u>	<u>Five year cost (Rs in crores)</u>	<u>Physical Target</u>	<u>Norms Assumed</u>
1. Expansion of facilities	630	Classes I-V 100 lakhs	Teacher-pupil ratio 1:40 Teacher Salary Rs 700/- p.m.
(a) Full time	1233	Classes VI-VIII 150 lakhs	Teacher-pupil ratio 1:35 Teacher Salary Rs 800/- p.m.

Total Teacher cost	1863	
Non-teacher cost	280	Non-teacher cost @ 15% of the teacher cost
Total	2143	
(b) Part-time/non-formal classes	936	390 lakhs children
(c) Pre-primary Education	11	Rs 80/- per student 5000 centres
2. School Buildings:		
(a) New Schools/ classes	1356	6.78 lakhs classrooms @ Rs 20,000/- Govt. contribution per class 4 lakh classrooms - 1/4 of the backlog
(b) Removal of backlog in buildings	800	
3. Equipment	162	Rs 1000/- per teacher for 6.78 lakh for full-time and Rs 500/- for non-formal education instructors.
4. Incentives	150	125 lakh children Rs 40 per student per annum ($\frac{1}{2}$ of the additional enrolment)
5. Teacher Training		
i) Improvement of existing teacher training institutions	10	
ii) Training of additional teachers	37	Training of 3.68 lakhs teachers @ Rs 1000/- per trainee
6. Media Support		
a) Equipment	80	4,00,000 schools Rs 2000/- for radio set, tape recorder, projector etc.

b) Software purchases/maintenance	20
7. Quality Improvement (Ad-hoc provision)	
i) Science Education	50
ii) Strengthening of State Institutes of Education/NCERT/SERT	30
iii) Socially useful productive work	50
iv) Administration and supervision monitoring and evaluation	50
v) Other misc. programmes	40
8. Establishment of Block level multipurpose resource centres	323

Total 6248 crores.

115. The estimated outlays mark a substantial step up over the outlays provided for elementary education in the Seventh Five-Year Plan. These estimates have been worked out on the basis of norms which, if anything, represent the minimum needs of schools. Bulk of the provision will be required for expanding educational facilities, formal and non-formal. Some provisions have been shown for removing the backlog, for instance, in respect of buildings.

116. Although the proposed outlays would seem large in the context of VI Plan provision, these would be the minimum necessary, commensurate with the tasks involved. It is time that the social and economic implications of mass education

are realised. The working Group is of the strong view that the future of this nation depends upon the extent to which we are able to eradicate illiteracy and guarantee basic education for all. It needs to be realised that education has been shown to have significant relationship with fertility rates. It also generates oneness of and capacity to use innovative practices in production processes, thus contributing to increased productivity and production. Education also enables a person to take benefit, without depending interpretation of intermediaries, of the facilities and services that have been created for the public. In this sense, it assists in increased participation through access and development inputs and in reducing exploitation.

117. While the major portion of resources for elementary education would be made available in the education sector, there are a number of other sectors of development which should be required to earmark funds for education. Programmes being implemented under Integrated Rural Development and National Rural Employment Programme (NREP) must make suitable provision, for instance, in respect of construction of school buildings, in particular. Similarly, agencies like the Khadi and Village Industries Commission, the Handloom Board etc., could assist schools in organising socially useful productive work on more meaningful lines by providing raw materials, assisting in the training of students and instructors and by arranging the sale of finished products. Ministry of Health and Family Welfare can assist in the introduction of school health programme.

118. So far allocations for elementary education have been made in the State sector. While the practice would have to continue, it seems necessary that there is central intervention in partial financing of elementary education. In what form and to what extent centre should provide financial support are points which require consultation. The Central Advisory Board of Education has, in one of its meetings, evolved a formula for central assistance for elementary education. The Board had proposed -

- (a) that for each State the magnitude of the task, in terms of the financial requirements to universalise elementary education, be determined;
- (b) that for each State its capacity to provide resources to achieve the goal be determined, and
- (c) that central assistance be given to State to fill the gap between its requirement of funds and the capacity to generate resources for elementary education.

This formula could be considered for adoption.

119. The other alternative would be to identify for Central support, certain key elements of the programme and meet the entire cost on them. For instance, these could include :

- a) strengthening of training institutions and SCERTs;
- b) inservice education of teachers;
- c) technology support;
- d) nonformal education;
- e) strengthening of administration and supervision;
- f) establishment of monitoring mechanisms;
- g) diffusion of innovation;
- h) early childhood education;
- i) implementation of pilot projects.

120. RECOMMENDATIONS :

- i) Elementary education should continue in the Minimum Needs Programmes of the Seventh Five Year Plan, and should be allocated a higher percentage of funds under the MNP than at present.
- ii) The Seventh Five Year Plan should increase investments for elementary education so that apart from expanding educational provisions, its quality and relevance are enhanced.
- iii) In the formal system of school education, the existing facilities should be utilised to the maximum extent by adjustment of school hours, introduction of double shifts, etc.
- iv) Efforts should be made to provide all school-less habitations with primary and middle schools by adopting flexible standards in case of sparsely populated, remote, and hilly areas.
- v) Strenuous efforts should be made for removal of the backlog in the physical facilities. In particular, construction of school buildings by increasing use of locally-available building materials and functionally-suitable designs, provision of essential equipment and furniture, construction of toilets (especially keeping in view increased enrolment of girls) and provision of drinking water in schools should receive priority.

- vi) While efforts to convert single-teacher schools into multi-teacher schools should continue, appointment of teachers on a part-time basis and employment of community education workers/educational volunteers in such schools may also be explored. Particular attention should also be paid to the strengthening of teacher training programme vis-a-vis single teacher schools.
- vii) Coverage under the various incentive programmes should be expanded to the extent possible. While doing so, the effectiveness of the existing incentives should be evaluated and, if necessary, new effective incentives introduced. Care should be taken that these are available for target groups like girls, children belonging to SC/ST, and other weaker sections of the society.
- viii) Non-formal part-time education programme for elementary age group children should be continued in a big way in the Seventh Five Year Plan. Central support for the scheme should be available at an enhanced rate. It should encompass not only educationally-backward States but even educationally-backward districts, regions in other States.
- ix) The Early Childhood Education programme initiated during the Sixth Five Year Plan should be substantially - expanded in the Seventh Five Year Plan so as to cover all the community development blocks.
- x) The scope of special central assistance schemes aimed at spreading education among girls, children belonging to SC/ST and other weaker sections of the society should be expanded in the Seventh Five Year Plan.
- xi) Community participation and control in the field of elementary education should be encouraged.
- xii) Inter-departmental coordination should be established between the various development agencies so as to ensure their active involvement in providing of facilities for education in respect of special target groups.

- xiii) Curricular reforms in the field of elementary education should be pursued continuously so as to link curriculum to the local needs and situation.
- xiv) Mass-media facilities and distant-learning techniques should be used extensively for spreading and improving elementary education including teacher training. Schools and learning centres should be provided with facilities for utilisation of the mass media.
- xv) Concrete plans should be drawn up for provision of a five year cycle of inservice training so that every teacher is at least exposed once in 5 years.
- xvi) Administrative and supervisory mechanisms for elementary education should be strengthened. This would result in effective monitoring of various programmes.
- xvii) A number of experimental innovative projects in the field of primary education have been taken up in the country. The results of these should be diffused into the wider system, after appropriate evaluation.
- xviii) Recruitment of teachers should be decentralised and localised, and formal educational qualifications and training requirements may be relaxed, in the case of appointments in tribal and remote areas, as also in the case of female teachers.
- xix) The existing teacher training institutions should be improved forthwith, including their programmes of inservice and pre-service training.
- xx) The Inservice training programme should be given highest priority in the Plan period. Multipurpose resource centres, which would provide technical and academic support to elementary schools should be set up in each block.
- xxi) Curriculum at the elementary education should be revised so as to give due emphasise to value orientation and promotion of national integration.

- xxi) Efforts of the voluntary organisations for spreading elementary education should be encouraged.
- xxii) Block-level planning and implementation of various schemes is essential for achieving universal elementary education.
- xxiv) For monitoring and coordinating the activities of the various agencies, a separate unit should be set up for elementary education in Planning Commission.

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ANNEXURE-I

WORKING GROUP ON ELEMENTARY EDUCATION FOR THE
SEVENTH FIVE YEAR PLAN (1985-90)

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COMPOSITION

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4. Shri B.S.Bhatia, -Member
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5. Dr. T.N.Dhar, -Member
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6. Shri M.S.Dayal, -Member
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Department of Social Welfare,
Shastri Bhawan,
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7. Shri S.N.Dhaulakhandi, -Member
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State Institute of
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Education Secretary,
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9. Shri L.C.Jain,
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13. Dr. Chitra Naik,
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15. Shri S.Sathyam,
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Ministry of Education and Culture,
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17. Shri R.S.Uppal,
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22. Shri M. Lakshminarayana, -Convenor
Deputy Secretary, and Member-
Ministry of Education & Culture, Secretary
Shastri Bhawan,
New Delhi.

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TERMS OF REFERENCE :

- i) To take stock of the position in respect of this sector of education as is likely to be reached by the end of 1984-85; to identify problem areas and suggest remedial measures;
- ii) To suggest a feasible perspective of development upto 2000 AD particularly with a view to equalising educational opportunities for all sections of the people and to enable the national education system to make its maximum contribution to the development of a modern society;
- iii) To specify in clear terms the objective of educational development programmes in relation to national development goals as well as to inculcation of an appropriate value system, enrichment and propagation of the diverse Indian culture and the promotion of national integration;
- iv) To make recommendations regarding policies and programmes for ensuring the availability on an adequate scale of inputs, particularly suitably qualified teachers, functional buildings, scientific equipment, libraries, etc. in the concerned sector of education;
- v) To examine in detail the several aspects of making education relevant to developmental needs and to enhance the employability of the educated with particular reference to the need to develop extensively usable skills among the people;
- vi) To take note of innovative measures and opportunities to improve the existing facilities and facilitate low-cost alternatives to achieve various specified goals and objectives of educational plans;
- vii) To recommend measures for effective institutional linkage between education on the one hand and rural development, environment, health, industry and other developmental sectors on the other;
- viii) To explore the possibilities of introducing meaningfully long distance learning techniques particularly the utilisation of modern communication technology;
- ix) To assess ways and means of augmenting financial resources for educational development including extended local community participation in financing educational development programme;
- x) To formulate proposals for the Seventh Five Year Plan (1985-90) in the light of the above perspective indicating priorities, policies and financial costs.

STATEMENT NO. 1

PLANNING COMMISSION
(EDUCATION DIVISION)

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Sub: LIKELY ENROLMENT IN CLASSES I-V IN 1984-85

(Enrolment in 000's)

S.No.	States	Enrolment			Enrolment as percentage of the age-group		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	3601*	2710	6311	112	82*	97*
2.	Assam	1275	1112	2387	99	92	95
3.	Bihar	5041	2920	7961	110	68	89
4.	Gujarat	2696	2092	4788	126	98	110
5.	Haryana	905	605	1510	107	75	91
6.	Himachal Pradesh	346	274	620	107	85	96
7.	Jammu & Kashmir	433	275	708	122	72	95
8.	Karnataka	2295	1875	4170	97	78	88
9.	Kerala	1645	1553	3198	109	105	106
10.	Madhya Pradesh	4150	2150	6300	95	54	75
11.	Maharashtra	5127	4029	9156	121	100	111
12.	Manipur	109	110	219	113*	99*	106*
13.	Meghalaya	110	104	214	121	116	119
14.	Nagaland	64	57	121	129	116	123
15.	Orissa	1905	1253	3158	109	76	93
16.	Punjab	1064	907	1971	110	100	105
17.	Rajasthan	3040	1260	4300	125	55	91
18.	Sikkim	39	26	65	178	119	149
19.	Tamil Nadu	3733	3152	6885	104*	89*	97*
20.	Tripura	211	168	379	145	113	129
21.	Uttar Pradesh	7756	3561	11317	92	47	70
22.	West Bengal	4434	3223	7657	107	81	94
<hr/>							
Total States							
<hr/>							
<u>Union Territories</u>							
3.	A&N Islands	20	16	36	161	134*	147*
4.	Arunachal Pradesh	49	26	75	130	72	101
5.	Chandigarh	34	26	60	118*	87*	102*
6.	Dadra & Nagar Hav.	8	6	14	100*	87*	93*
7.	Delhi	396	345	741	108	90	97
8.	Goa Daman & Diu	76	65	141	119*	102*	111*
9.	Lakshadweep	4	4	8	177	150	168
10.	Mizoram	45	42	87	103	102	103
11.	Pondicherry	42	39	81	125	114	119
<hr/>							
Total Union Territories							
<hr/>							
Grand Total		50653	23985	84638	106@	74@	91@

* Relate to 1983-84
Estimated.

STATEMENT NO. II

PLANNING COMMISSION
(EDUCATION DIVISION)Sub: LIKELY ENROLMENT IN CLASSES VI-VIII in 1984-85

(Enrolment in 000's)

Sl. No.	States	Enrolment			Enrolment Ratio		
		Boys	Girls	Total	Boys	Girls	Total
1.	Andhra Pradesh	880	590	1470			
2.	Assam	626	442	1068			
3.	Bihar	1515	496	2011			
4.	Gujarat	912	520	1432	72	44	58
5.	Haryana	395	165	560	80	38	58
6.	Himachal Pradesh	164	94	258	89	51	70
7.	Jammu & Kashmir	150	80	230	74	49	58
8.	Karnataka	860	570	1430	48	31	38
9.	Kerala	967	921	1888	97	91	94
10.	Madhya Pradesh	1287	488	1775	53	21	38
11.	Maharashtra	1812	1115	2927	71	45	58
12.	Manipur	41	47	88	78*	88	71
13.	Meghalaya	25	21	46	55@	42@	50
14.	Nagaland	32	25	57	121	96	100
15.	Orissa	507	271	778	51	29	40
16.	Punjab	540	330	870	72	65	72
17.	Rajasthan	841	250	1090	72	20	41
18.	Sikkim	9	5	14	74	35	58
19.	Tamil Nadu	1369	895	2264	83*	54*	68
20.	Tripura	53	33	91	65	42	58
21.	Uttar Pradesh	2802	997	3799	59	24	44
22.	West Bengal	1515	1105	2620	66	51	58

Sl. No. Union Territories

23.	A & N Islands	7	6	13	101	96	99
24.	Arunachal Pradesh	11	6	17	52	30	41
25.	Chandigarh	21	15	36	102*	76*	90
26.	Dadra & Nagar Hav.	2	1	3	50*	26*	38
27.	Delhi	228	173	401	90	72	81
28.	Goa Daman & Diu	43	34	77	102*	77*	90
29.	Lakshadweep	2	1	3	127	94	111
30.	Mizoram	19	16	35	85	81	83
31.	Pondicherry	23	28	51	111	128	120

Total : 17637 9746 27383 64@ 37@ 51

@ Estimated
* Relate to 1983-84

NIEPA DC



001544

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Date..... 16/9/84