

DRAFT DOCUMENT

State Education Policy

(BASIC AND SECONDARY EDUCATION)

EDUCATION DEPARTMENT
GOVERNMENT OF UTTAR PRADESH

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This is a proposed document of State Education Policy (Basic and Secondary Education). In the process of its development, first of all a three-day workshop was organized under the Chairmanship of Sri R. Ramani, IAS Principal Secretary (Education) in October 1999 at SIEMAT, Allahabad to identify the problems and areas of weaknesses of Basic and Secondary Education in U.P. It was mainly attended by Directors of Education (Basic, Secondary and Non-Formal Education, Urdu and Oriental Languages) Director, SIEMAT, Director, SCERT, other Senior Officers of Education Department and faculty members of SIEMAT Staff. In this workshop a document entitled "Uttar Pradesh, Basic and Secondary Education: Diagnostic Scenario - 1999" was prepared.

The issues raised in the above document were discussed in detail in the seminars organized at the regional level. A three-day workshop was organized from November 3 to 5, 1999 at SIEMAT to prepare the provisional document of State Education Policy in the light of the suggestions collected from the reports of seminars, under the competent guidance of Secretary, Basic Education and Secondary Education. All the above-mentioned Directors participated in this workshop. On the basis of detailed deliberation, the present document has been prepared and it is ready for further consideration.

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Part - I

INTRODUCTION

- 1.1 The clarion call of the day for our country is to have citizens who should imbibe the qualities of love, harmony, goodwill, compassion, coordination and cooperation. They should be above all the prejudices based on caste, creed, region, language, gender etc. For them "India" should be above all. They should also have deep faith in universal brotherhood.
- 1.2 The basic objective of education is to ensure the maximum development of individual abilities and potentials so as to make him a worthy and competent citizen of society. Keeping this fact in view, every nation determines its own system of education, facilitating the fulfillment of its political, social and economic aspirations. In conformity with the needs and aspirations of the people, the system of education is changed/modified from time to time.
- 1.3 In fact education protects the civilization and culture on the one hand and it enriches them on the other. Education is an over all instrument of shaping the present as well as the future.
- 1.4 After the attainment of political freedom, India adopted the democratic form of government and ideals of socialism and secularism were enshrined in the constitution. An urgent need was also felt for giving a new direction to the task of fulfilling constitutional obligations and facing the challenges posed by the explosion of population and knowledge, enhanced expectations and rapid advancement of technology.
- 1.5 In accordance with the commitments made in the National Policy on Education, well-planned efforts were made at national level in general and in Uttar Pradesh in particular with a view to bringing about improvement in various aspects of elementary and secondary education. Achievements have been satisfactory but much has to be done, especially in view of specific conditions/circumstances of the state.
- 1.6 In the history of state education this is the most crucial time when we strongly feel that a new view-point and a new direction is urgently required for the state system of education so that pre-determined objectives of education may be

achieved. An effective campaign is needed especially in the sectors of elementary and secondary education.

- 1.7** Keeping these facts in view, first of all problems/concerns/constraints/gaps related to Basic and Secondary levels of education were identified. A document containing all the problems and entitled "Uttar Pradesh Basic and Secondary Education : Diagnostic Scenario, 1999" was prepared. Issues raised in this document were discussed in the regional level seminars, arranged all over the state. Suggestions and views from the reports of these seminars and other sources are collected, compiled and are being used in policy formulation.

PRESENT EDUCATIONAL SCENARIO

- 1.8 Universalization of elementary education is our basic goal. In order to achieve this goal, concerted efforts were made towards establishing new schools, enhancing the enrolment, retention of students and imparting quality education to pupil. Under the education guarantee scheme a policy decision has been taken to provide one education center for 30 children provided that there is no school within a radius of 1 Km. The scheme of non-formal education is in operation in 596 blocks of 83 districts for the children deprived of the facility of school education. Despite all this, large number of children are deprived of the benefit of primary education. Most of these children belong to weaker sections, especially girls, children of slumdweller and nomadic clans. All these children are to be provided school education.
- 1.9 In the rural area there is a norm of providing one Upper Primary school within radius of 3 Kms. for the population of 800. According to this norm about 2000 schools are needed. At present only about 60% children are getting enrolled in the Upper Primary Classes. Thus, providing the facility of Upper Primary Education for all the children is a challenge for us.
- 1.10 For the attainment of the goal of universal elementary education "Education for All Project" in 17 districts, and District Primary Education Programme in 22 districts are being run with the financial assistance of external agencies. Further District Primary Education Programme is to be started in 38 more districts in U.P. We have to ensure that the state must get maximum benefit from these projects/programmes.

- 1.11 In post-independence era there has been unprecedented increase in the number of students of elementary and secondary levels - but the increase in the number of institutions and teachers could not commensurate with the same. Consequently classes are over crowded. The teacher pupil ratio has been adversely affected. The scheme of "Shiksha Mitra" is being introduced at the primary level to maintain according to the norm.
- 1.12 Even today there is only one secondary school for girls in 54 blocks of the state. Availability of Upper Primary and Secondary schools for girls will have to be ensured.
- 1.13 There is lack of minimum essential facilities and resources at elementary and secondary levels. The level of teaching learning and co-curricular activities is not upto the mark. We shall have to take effective measures for ensuring the collective participation of students in co-curricular activities such as games, sports, activities with audio-visual aids, application of educational technology etc.
- 1.14 Changes were brought about in the curricula, text-books and system of evaluation at Primary, Upper Primary and Secondary levels as required by the National Policy, on Education 1986. The ten years curriculum of general education was introduced in 1988, still much is to be done in the areas like incorporating local specifics in the curriculum of primary level, planning continuity in the curricula from class I to XII, availability of text books and their quality, implementing the programme of games, physical education and socially useful productive work effectively. We have to effectively adopt the system of continuous and comprehensive evaluation and ensure reliability and validity in examinations.
- 1.15 The amount of 13.93% of the total state budget is spent on Basic and Secondary education. Only 4.5% of the budget said education is made available for the developmental activities of education. Education upto class XII has been made free. There is provision for fee in the private recognized elementary schools and unaided recognized secondary schools but fee related to boys fund could not be revised in the schools under Basic Shiksha Parishad and Secondary schools during the preceding years. Our immediate attention should be to make the alternative sources of resource development available, solid financial planning, effective management of financial resources and control.
- 1.16 Under the system of Basic Education, Asstt. Basic Education Officers have been made responsible for supervision/control at the block level. Village Panchayat Block Panchayats and District Panchayats have been entrusted the responsibility

of managing and controlling basic education under the Panchayati Raj System. Special efforts will be needed for making this decentralized system effective.

- 1.17 Though there are essential acts/rules/regulations for the selection, appointment and promotion of teachers, it is being noticed that sometimes the posts of officers/teachers remain vacant for a long period which affects the system adversely. Special attention is required towards this matter.
- 1.18 It is also being realized that in spite of the instructions issued by the Govt. for the effective inspection/supervision of schools, the expected results are not coming out. What is needed, is a deep analysis and review of the entire system of inspection/supervision. This aspect cannot be ignored at any cost.
- 1.19 In a way there is a dual system of management and control in respect of recognized secondary schools. As a result of this, a number of deformities and defects are coming to light and corrective measures will be needed for improving the conditions.
- 1.20 Taking education for all into consideration, multipronged strategies were made for the eradication of social barriers based on local conditions, class wise distinctions and gender bias but still there are gaps and lapses in the areas of integrated education for disabled children, girl's education, education for children belonging to SC/ST, education for minority groups, weaker and deprived sections of society. We have to adopt an effective strategy for removing these constraints.
- 1.21 Though educational qualifications are prescribed for different posts, yet in view of the changing environment and needs of society, there is need for re-fixing them and deciding the direction of planning with a new perspective.
- 1.22 The pioneer institutions of research and training like State Council Educational Research and Training and State Institute of Educational Management and Training were established in the State for bringing about qualitative improvement in education and its management. District Institutes of Education and Training (DIETs) have been established in 62 districts of the state. The State Training Policy has been approved for developing sense of commitment, confidence and competency in the functionaries of all categories. Now delay can not be allowed in making the institutes of research and training of the state and departments/institutions affiliated to them more dynamic and ensuring the well-planned and well-organized programmes of induction/in-service training for all the educational functionaries.

NEW CONTEXTS, NEW CHALLENGES

- 1.23 Multi-pronged strategies were definitely made for giving practical shape to the aspirations expressed in National Policy on Education, 1986 but we shouldn't hesitate in admitting the fact that still we lag far behind our goal. At this level we have to ponder over the matter seriously and we shall have to take into consideration the challenges of our future.
- 1.24 On the one hand we have to provide the facility of universal, free and compulsory qualitative education for children upto the age of 14 years while on the other hand we have to manage the system of science, technology and vocational education in such a way that students of our state may make their distinct identity at the national and international level. This is a very big challenge.
- 1.25 At +2 level, significant number of students are to be directed towards vocational education. The facility of secondary education is also to be made available to the students of far-off regions. Improvement of the quality of education is to be ensured.
- 1.26 The coming years will witness a limitless explosion of information technology. In this perspective we shall have to frame the policy on the system of education with careful consideration.
- 1.27 We shall have to start an aggressive campaign without delay for facing the state specific challenges and problems with determination. For this purpose we have no alternative but the formulation of State Education Policy and its effective implementation.

Part-II
SCHOOL

- 2.1 Those places/sites of the state will be identified through survey where primary, upper primary and secondary schools are to be established according to the present prescribed norms. Survey work will be completed by some reputed institutions with-in-a period of one year.
- 2.2 In order to remove the area-wise disparities. Schools of different levels will be established on priority basis in the rural and inaccessible spots.
- 2.3 Schools will be established at the identified places in district plans. Simultaneously, interest in education will be encouraged to open non-govt. schools. In this connection essential steps will be taken in respect of relaxing the conditions for granting recognition of schools, financial assistance in one installment and relief from income tax.
- 2.4 Priority will be given to the establishment of girl schools at the upper primary and secondary level under the Basic Shiksha Parishad, Govt. and Non-Govt. management bodies.
- 2.5 After laying down appropriate norms for the establishment of primary, upper primary and secondary schools, these institutions will be opened.
- 2.6 In order to ensure an effective role of management bodies in running of private recognized schools of different levels, they will be given sufficient powers. For this purpose essential modifications will be made in the rules and regulations of basic and secondary level institutions. Provision will also be made for penalizing those management bodies, which violate the rules and along with this recognition to the schools working under them will be taken back.
- 2.7 Financial irregularity will be made a cognizable offence. For this purpose new rules will be framed.
- 2.8 Class wise/Section wise norms regarding admission of students will be re-fixed as needed. Similarly there will be re-fixation of teacher-pupil ratio.
- 2.9 A feasible scheme will be chalked out for developing schools as community centers so that it may be possible to ensure enrolment of students their retention in schools, effective teaching learning activities and community participation.

- 2.10 Provision will be made for laboratory and apparatus etc. in each school for the proper teaching of science subjects under the ten year course of general education. The schools through science fee will arrange materials of daily use in laboratory. Similarly, proper arrangements for laboratory, apparatus and materials will be made by the school concerned where science subjects are taught.
- 2.11 For hundred percent enrolments of children appropriate atmosphere will be created with the help of mass media of communication. The arrangement of educational and co-curricular activities at the school level will be ensured.
- 2.12 At least one teacher per school will be trained by the state institute of school games for organizing the activities of games, physical exercise and co-curricular programmes.
- 2.13 Games and other co-curricular activities will be made a part of the internal assessment. The system of including its grading in the result of annual examination of each student will be ensured.
- 2.14 For the effective use of the medium of distance education each school will be provided with the facility of electricity along with other materials with the help of the amount realized as development fee and arrangements will be made for their proper maintenance with its help.
- 2.15 Those non-govt. secondary schools will be accorded recognition for prescribed computer education/and/or vocational education at the secondary level in the state, which apply after fulfilling the prescribed conditions. At present the facility of recognized computer education and vocational education is being imparted only under the centrally sponsored scheme in the recognized schools of the state.
- 2.16 A well-planned scheme will be introduced for the effective teaching in aided secondary schools to fulfil the demand of increased number of students.
- 2.17 A definite system of effective utilization of the consolidated amount on the items of development aid and fees will be made operative in the elementary and secondary schools and essential steps will be taken for its' effective supervision. This will aim for requisite arrangements for maintenance of wooden material, drinking water, toilet, and maintenance of building and articles to be used in teaching learning process.
- 2.18 Bal-Melas will be organized twice a year for activities of games and other co-curricular areas in each elementary and secondary school with a view to associating the guardians with the schools.

- 2.19 Competitions in games, scouting, red cross etc. will be organized at the primary, upper primary levels and at inter-cluster and block levels so that inter block tournament may be organized at the district level on games, scouting red cross etc. in an effective way. Inter districts and inter regional competitions will also be organized at the regional and state level. Similarly such competitions for the secondary schools will be organised at the level of school, tahsil, district, regions and state and the programme for these competitions will be chalked out in the beginning of each academic session.
- 2.20 Student funds on games, Red Cross and scouting will be opened in each district for organizing co-curricular activities.
- 2.21 Formulation of a feasible strategy and its implementation will be ensured for providing minimum physical facilities e.g. water, electricity, toilet, etc. in primary, upper primary, secondary and higher secondary schools.

Part - III
TEACHER

- 3.1 The educational qualifications of the teachers of primary and upper primary schools will be re-fixed on the basis of the changing environment and programme of curricular activities.
- 3.2 As and when the posts of specific subject teachers become vacant in schools and special institute, the immediate posting of the respective subject teachers will be ensured.
- 3.3 The objectivity and transparency shall be maintained in posting and transfers of prishad and government schools.
- 3.4 The promotion of the teachers will be ensured timely and an effective arrangement shall be made for the fulfillment of vacant posts.
- 3.5 The present rules regarding the service conditions of the non-government schools shall be examined to remove the enamulies. So that unnecessary dispute may not arise. A better co-ordination will be established between the Education Department and the private management. It will also be ensured that the private management should follow the provisions concerned strictly.
- 3.6 A feasible code of conduct will be made for teachers and strict measures will be taken for its observance.
- 3.7 The norms will be made for the teachers on the basis of the periods they teach and an arrangement will be made to ensure that the norms are followed.
- 3.8 The teachers doing good works will be encouraged and rewarded.

Part - IV

CURRICULUM

- 4.1 The heaviness of the curriculum will be reduced at the primary level and it will be made compatible with local specific needs of learners.
- 4.2 In the process of the development of curriculum the participation of teachers, teacher's educators, educationist and the guardians will be ensured.
- 4.3 The curriculum of the upper primary level will be made competency based and the needs arising as per changing environment will be incorporated in it. Simultaneously, retaining their ten years pattern of general education some local specifics of different regions will be included.
- 4.4 At the secondary level of education there will be uniform pattern of subject classification for boys and girls in the ten-year course of general education.
- 4.5 The curriculum of the higher secondary level will be modernised.
- 4.6 The continuity will be ensured in the curricula starting from primary level to higher secondary level. For this purpose a core committee of the experts of Basic Shiksha Parishad and Madhyamik Shiksha Parishad will be constituted.
- 4.7 The curricula of the primary and the secondary level will be reviewed after a definite time interval.
- 4.8 An effective system for implementing the three language formula will be ensured.
- 4.9 At the primary and secondary level emphasis will be laid in the development of competency in the curricula of science and mathematics.
- 4.10 Special stress will be laid on development of human value in curricula at both level.
- 4.11 The curricula of Sanskrit schools/colleges and Maktab and Madersa will be linked with the main stream of education.
- 4.12 A system will be evolved to introduce socially useful productive work (S.U.P.W) at the primary level, work experience at the upper primary level and prevocational education at the secondary level.
- 4.13 Teaching of suitable trades will be ensured in the schools in accordance with the interest and needs of students maintaining proper coordination with self employment and industrial organisations/management institutes under the scheme of vocational education at the higher secondary level. Under this scheme candidates in prescribed numbers will be admitted according to the need of industrial organisation concerned.

TEXT BOOKS

- 4.14 The textbooks of the primary and secondary level will be made attractive, comprehensible and simple with colourful pictures.
- 4.15 The supplementary reading materials will be developed at the primary and secondary level.
- 4.16 The gender inequity will be eradicated from the text books of the primary and secondary levels.
- 4.17 An effective alternative arrangement will be ensured for printing of the text books according to the prescribed curriculum of secondary level by the private publishers.
- 4.18 The textbooks will be reviewed from time to time to make them more relevant in the new context.
- 4.19 The present system of printing and developing the text books at the primary level will continue as usual.

TRAINING

- 4.20 A system will be evolved for the regular training of all educational functionaries of the state. For this purpose, one percent of total education budget of the state will be allocated.
- 4.21 The teachers will be acquainted with the modern techniques of teaching by arranging the regular training programme.
- 4.22 An arrangement of regular training of the organisers and managers will be ensured at the district level.
- 4.23 To facilitate the Community Participation in education, the programmes for imparting training to the guardians and Village Education Committee (VEC) members will be organised at the local level.
- 4.24 The responsibility of the identification of training needs will be assigned to the respective organisation.
- 4.25 To ensure the quality of training the SCERT Institutions and State Institute of Educational Management and Training (SIEMAT) will be strengthened.
- 4.26 For the modernisation of the education, an arrangement will be made to train all the education functionaries of different level in information technology (Computer etc.). For this purpose two percent of the total education budget will be allocated.

EVALUATION

- 4.27 To ensure the all round development of the children, a system of continuous and comprehensive evaluation will be developed at the primary and secondary level.
- 4.28 The system of examination at the primary and secondary level will be implemented more effectively.
- 4.29 An effective system of Evaluation of U.P. Board will be introduced to enhance the reliability of the examination.
- 4.30 More stress will be given on the objectivity of the evaluation.
- 4.31 A better process will be evolved in setting the question papers to ensure that all areas of the concerned subject should be covered and works should be allotted according to the content.
- 4.32 At both the levels, emphasis will be given on the development of the cognitive, affective and psychomotor aspects of the boys and girls.
- 4.33 Weaknesses of students will be identified with the help of evaluation and accordingly teaching encouraging will be done. Brighter students will be the integral part of the school education.
- 4.34 The Practical Examination at the Secondary level will be made more effective.
- 4.35 A decentralised system of evaluation will be established.

LIBRARY

- 4.36 A systematic arrangement will be implemented for community Libraries at primary level.
- 4.37 The school libraries at the secondary level will be strengthened and emphasis will be given on establishment of Reading Room with Library.
- 4.38 For the maintenance of these libraries one teacher and one office assistant will be trained.
- 4.39 A well-planned arrangement will be made for purchasing the relevant and useful books for the libraries at the primary and secondary level.
- 4.40 At the district level the libraries will be established and they will be connected with computer and internet.
- 4.41 The government branch libraries will be established at the Block level.
- 4.42 The schemes for giving aid to functionalise the public libraries will be consolidated.
- 4.43 The system of the mobil libraries will be established at the primary and secondary level.

- 4.44 Close linkages will be developed between the libraries of the different departments.
- 4.45 Library development policy cell, established for the development of libraries will be strengthened.

Part-V

TRAINING AND EDUCATIONAL RESEARCH

- 5.1 In order to bring about work efficiency and competency in all the functionaries, public representatives and the administrators/organizers of non-governmental organizations/institutions the State Government will give training to all the educational functionaries, representatives and others associated with the education department. To achieve this, the State Government following the guidelines of the State Training Policy, would develop a "Training Implementation strategy" to make sure its implementation at all levels.
- 5.2 Effective training arrangements would be made to provide induction training continuous in service training to the officers and functionaries of education department.
- 5.3 The pre-service teacher training curriculum and training arrangements will be revised at both Primary and Secondary levels, and will be modified/developed according to the social needs/expectations.
- 5.4 In the pre-service teacher training, the present recruitment process would be reviewed.
- 5.5 Innovations, educational experiments and action research would be encouraged in the field of education.
- 5.6 Efforts would be made to provide minimum human and physical resources in the established training institutes/organization of the State.
- 5.7 Autonomy would be provided to strengthen the functioning of apex institutions like State Council of Educational Research Training (SCERT) working in the area of primary and secondary education. The work areas of various departments of SCERT and District Institutions of Education and Training (DIET) would be critically reviewed and developed according to their new actualities and work responsibilities.
- 5.8 Keeping the autonomy of the apex institute in the field of Management and Planning State Institute of Educational Management and Training (SIEMAT) its permanency will be effectively ensured and efforts will be made to strengthen and expand its present status.

Effective measure would be under taken to established Coordination, Cooperation and Networking with special training institutions/organization, Universities, National and Inter state institutes and International educational institutions working in the area of primary and secondary education.

Part-VI

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- 6.1 High priority would be given to the reconstruction of Educational Administration and Management. To ensure this the following principles would be adhered to :-
- (a) To prepare a long term conceptual framework of educational administration and management and relate it to the developmental needs of the manpower.
 - (b) To decentralized administration and management and develop a feeling of autonomy in the community and institutions.
 - (c) To provide maximum opportunity and autonomy to associate with privately managed institutions and non-governmental organizations.
 - (d) To ensure transparency at all levels of administration and management
 - (e) To establish accountability of all the educational functionaries, managing bodies and guardian as regards to their work responsibilities in every field and level of education.
- 6.2 A State Education Advisory Board will be established which will keep a close coordination with the national Education Advisory Board and will work as an apex institution for the development of Basic and Secondary Education at state level.
- 6.3 Efforts will be made to review the existing Administrative Structure of School Education and the administrative/management process would be made active and effective at Block, Tahsil, District, region and state level. A co-ordinated system will be developed in the administration and control of overall school education.
- 6.4 The process of establishment of Regional Educational Directorates will be launched swiftly and decentralization of powers will be made.
- 6.5 It will be ensured that no vacancy will be vacant of officers and functionaries. For this an effective plan will be formulated so that the vacancies fallen vacant in case of promotion, retirement and for other sudden reasons could be filled timely.
- 6.6 The present rules and regulations will be changed in such a way that the management and control of recognized higher-primary and secondary schools is

carried out in an atmosphere of cooperation, co-ordination and uniformity. This would remove all kinds of obstacles in the work performance of privately managed bodies and educational functionaries. For this, necessary changes would be made in the rules and regulation concerning them.

- 6.7 Better mutual communication and co-operation would be established in the various existing basic and secondary education directorates.
- 6.8 Tangible and effective measures will be taken to reduce the increasing disputes and their pursuance in the education department. For this State Education Service Authority will be established. If needed Regional Educational Service Authorities will also be established.
- 6.9 The gaps in the present structure of effective school inspection/supervision will be removed and inspection/supervision of every school will be ensured. The system of Panel Inspection will be made more effective.
- 6.10 Educational Management Information System will be developed to make the information collection of Basic and Secondary Education more reliable and valid.
- 6.11 Only those persons would be appointed on the various posts who possess the requisite qualifications for the said posts. Care will be taken to maintain objectivity and transparency in their appointments, postings and transfers.
- 6.12 A well-planned system of pre-service and in-service training will be ensured to strengthen and enrich the work performance of the educational functionaries at all levels. A definite system of rewards and punishment will be implemented to make the performance of educational functionaries more effective and reliable. The reliability and validity of the necessary entries in the service records will be ensured and the updating would be carried out through a computerized system.
- 6.13 The restrictions in the State on the no objections given to external education boards will be re-evaluated and reviewed.
- 6.14 A pool of competent and capable retired education functionaries as well as other experts in the area will be organized to utilize their services, when needed.
- 6.15 The Secondary Sanskrit Board will be established. The proposed Board will grant recognition to Sanskrit Schools at secondary level and this Body will be entrusted with the total organization and conduction of their examinations.
- 6.16 Keeping in view the spirit of decentralization, evident in the 73rd amendment of the constitution, the Uttar Pradesh Government has given it shape by introducing as the first step of transferring to the Gram Panchayats, works associated with primary and upper primary education.

Tangible steps will be taken to make this system of panchayats more effective, active and result oriented. Active efforts will be made to take this process to the secondary education as well.

Part - VII
RESOURCES

PLANNING

- 7.1 All the Education Policies will be reviewed. If need, due modification and enrichment will be done.
- 7.2 Under decentralized planning the right to approve district plans will be vested at district level, The accountability for its implementation will be fixed. To ensure implementation of education programmes, effective monitoring system will be developed.

BUDGET

- 7.3 Taking commitment of the NEP 1986, to allocate 6% of National Income for education, as the basic principle the state will adopt effective measures to achieve the same at state level within next five years only.
- 7.4 At least 15% of total budget will be allocated to qualitative upgradation and development and expansion programmes of Primary and Secondary education development.
- 7.5 With the timely release of sanctioned amount, its timely utilisation and consumption will also be assured. For timely utilisation/consumption of released funds, responsibility at appropriate levels will be fixed.

SOURCES FOR RESOURCE MOBILIZATION

- 7.6 All the industrialists and capitalists, having interest in education would be encouraged to invest in field of education. Arrangements will be made to exempt the said amount of capital from income tax.
- 7.7 The establishment and organisation of privately managed schools will be encouraged and in this order appropriate organisational and managerial rights will be given to them. All the rules and sub-rules of basic and secondary education will be amended accordingly.
- 7.8 One time financial help will be given to the local people to establish schools in the remote villages and at the unapproachable areas. At such places, condition for school establishment will be relaxed and the existing rules will be amended accordingly.

- 7.9 Effective working of parent teacher association will be assured in secondary schools. Limited and well thought financial rights will also be given. At primary level too, such parent teacher association will be established in addition to VECs and will be made responsible for the proper inspection of the school. They will also get certain limited financial rights.
- 7.10 All the employees, officers, advocates, medical practitioners, actors and artists, self employed people and other affluent persons will be encouraged to give financial help to educational institutes. Arrangements will be made to exempt these financial helps from income tax.

FEES

- 7.11 Considering the constitutional obligation, free and compulsory education to the children of the age of 14 years, the practice of no tuition fees will continue at primary and upper primary level but the other heads of fees will be reviewed.
- 7.12 Tuition fee will be charged at secondary and higher secondary level. The other heads of fee will also be revised.
- 7.13 Well conceived rules will be framed for realising tuition fee and fee on other item in the recognised private schools under the scheme of unaided self supporting scheme.

Part - VIII

EQUALITY OF EDUCATIONAL OPPORTUNITIES

- 8.1 It will be assured to provide effective formal, non-formal or alternative schooling facility to the kids of every deprived class of the society.
- 8.2 Facilities will be provided to encourage partially disable children along with normal children. For this purpose integrated education will be made more functional.
- 8.3 Effective policy will be launched to cater the needs of children of SC/ST/OBC and minorities. Considering the special needs of children of these classes, some resources will be made available separately.
- 8.4 NGO's will be encouraged to cater the needs of children of deprived classes.
- 8.5 Special programmes will be organised to encourage the education to girl child, cent percent enrolment of the girls, retention and quality education. It will be particularly assured that these programmes are effectively implemented, monitored and evaluated for the objective achievement.

Part - IX

ALTERNATIVE SYSTEM OF EDUCATION

- 9.1 The dominating pressure of population, knowledge explosion and the speedy development of science and technology etc. have necessitated the universalisation of education. In addition to formal education, alternative schooling programme will be made practical and activated to achieve the objectives of universalisation of education in next five years.

NON-FORMAL EDUCATION

- 9.2 Non-formal education programme will be implemented in all the slums of 904 Blocks of 83 districts. Every block of rural area will have a maximum of 100 centers of non-formal education while in urban area the number of centers will vary as per its needs.
- 9.3 The total responsibility of establishment and organisation of these centers will rest in VEC and town level education committee respectively.
- 9.4 Female candidates will be preferred while selecting the instructors. From amongst women candidates, the members of deprived class will be given extra preference.
- 9.5 Honorarium to instructors, Teaching learning material for the children and other expenses to be incurred at the center will be facilitated to the center in the form aid through VEC/Nagar Panchayat Samitte.

TOTAL LITRACY COMPAIN

- 9.6 The whole of tri-level Panchayat System will be activated to shoulder the responsibility of organising the total literacy Compton (TLC)
- 9.7 Active women participation will be assured in TLC
- 9.8 The participation of village panchayat will be assured in the basic activities of TLC like survey and environment creation etc. The new literates will also be covered under post literary and programme of continued education. The VEC will also bear responsibility of maintaining the library of village level, selection of trades for vocational education, selection and running of continued education center and nodel continued sector etc.

DISTANCE EDUCATION

- 9.9 The existing system of postal distance education at secondary level in the state would be reviewed and effective measures will be taken to extend the benefit horizon to the maximum possible students.
- 9.10 In order to consolidate the concept of distance education in the state, a State Open School will be established on the lines of National Open School. High School will also be covered under the umbrella of distance education.

SPECIAL SCHOOLS

- 9.11 Sanskrit schools and maktab, Madarsha will be modernized and be linked to the main stream of the education.
- 9.12 Voluntary organizations and individuals having special interest in education will be encouraged to open voluntary schools. Efforts will also be made to see that such voluntary organisations are more in special need areas live vocational and technical education for partially disabled children.
- 9.13 Migratory schools will be open, in village areas and some other specific areas through village panchayat and special attention will be paid for their effective organization.

Part - X

COMMITMENTS

- 10.1 From time to time we have prepared education policies based on the recommendations of education commissions/committees and deliberations/consultations at national level. Accordingly, programs have been made but due to lack of strong will and commitment, practical problems and financial constraints, the same could not be implemented effectively. We commit at this juncture to implement the policy and that no slackness will occur.
- 10.2 We also commit that the implementation of 'State Education Policy' will be reviewed and evaluated intermittently.

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SECRETARY, NATIONAL EDUCATION DEPARTMENT
National Education Commission
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