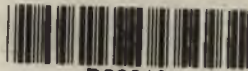

*Development
of Education
in India
1993-94*

NIEPA DC



D08319



Department of Education
Ministry of Human Resource Development
Government of India
New Delhi
India
1994

54
370.115
IND-I

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016
Date 11-11-94

This report was prepared by a team comprising of Shri S.R. Tayal, Director, Ms. Namita Unnikrishnan under the guidance of Dr. R.V. Vaidyanatha Ayyar, Joint Secretary in the Department of Education, Ministry of Human Resource Development. The team was greatly benefitted by extensive consultations with different Bureaus in the Ministry and with NCERT and NIEPA.

Cover and page layout was designed by Ms Venu Sandal.

Graphic Depiction and Typesetting was done by Vision Wordtronic.

Assistance of UNICEF in the production of the Report and of NCERT in its printing is gratefully acknowledged.

Education in the Indian Constitution

The Directive Principle contained in Article 45 of the Constitution enjoins that "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". The expression "the State" which occurs in this Article is defined in Article 12 to include the Government and Parliament of India, the government and the legislature of each of the states and all local or other authorities within the territory of India or under the control of the Government of India.

Article 29(1) of the Constitution provides that "any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same." Article 29(2) lays down that "no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion race, caste, language or any of them."

Article 30(1) enjoins that "all minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice," while Article 30(2) lays down that "the State shall not in granting aid to educational institutions discriminate against any educational institutions on the ground that it is under the management of a minority, whether based on religion or language." Article 350-A lays down that "it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups..."

Special care of the economic and educational interests of the under-privileged sections of the population is laid down as an obligation for the State under Article 46. As per this Article "the State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation."

“Education For All is not a mere question of literacy. It is an empowerment of people. What is it that we are seeking? We are striving to achieve a world in which peace and harmony reign, a world free of poverty and malnutrition. Education is the path that leads to that world.”

— P.V. Narasima Rao

*Prime Minister of India
at the Education For All Summit of
Nine High Population Countries,
New Delhi, (16 December, 1993)*

Contents

2	An Overview	1
2	Education for All and the EFA-9 Summit	9
3	EFA in India	19
4	Current Trends in Educational Policy	31
5	Sector-wise Developments	47
6	Resources for Education	71
7	International Cooperation	79
	Acronyms and Abbreviations	84
	Glossary	86

An Overview

An Overview

The historic event of the years 1992-94 for education was the hosting of an EDUCATION FOR ALL (EFA) Summit of Nine High Population Countries in New Delhi on 16th December 1993. These countries are Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. These countries account for more than half the world's population and 70% of the world's illiterates. The Heads of three UN agencies viz. UNESCO, UNICEF, and UNFPA also participated in the Summit. **The Nine High Population Countries adopted the Delhi Declaration and Framework of Action.**

The Declaration calls for ensuring a place for every child in a school or an appropriate education programme according to his or her capabilities, consolidating efforts, towards basic education for children, youth and adults from public and private sources, improving and extending literacy and adult education programmes within the context of an integrated strategy of basic education for all people, for eliminating disparities of access to basic education, for improving the quality and relevance of basic education and in all actions to accord to human development the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education and improving the management of existing resources for education.

An important land mark at the Summit was the announcement by the Prime Minister Shri P.V. Narsimha Rao that the country would redeem the pledge to spend 6% of the GNP on education before India enters the next century.

The National Policy on Education (1986) (NPE) and the Programme of Action (1992) (POA) had in fact in essence anticipated the provisions of the Delhi Declaration and Framework of Action. The NPE resolved to ensure that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before the 21st Century. Action for intensification of the NPE/POA implementation programme is already on. Some of the specific steps taken in pursuance of the Delhi Declaration include developing a collaborating mechanism for Distance Education among the nine countries, periodic consultations among

the nine countries with a view to sharing experiences, introduction of decentralised management of structures in education with a view to giving greater authority to communities and parents and making the school more accountable to the community for its performance, development of performance norms and code of conduct for teachers and development of district specific District Primary Education Programme.

The Prime Minister convened a **Special Conference of Chief Ministers of all States and Union Territories** on February 15, 1994 to consider the follow up of the Education For All Summit, Literacy and Decentralised Management of Education. The Chief Ministers decided that coordinated and concerted action will be needed on the part of local community, State Governments and the Central Government in the mobilization of resources for education and to accord higher priority to primary and adult education.

The NPE, 1986, as updated in 1992, provides for several key strategies. These include :

- (i) decentralisation with the District as the unit of planning for implementation of elementary education and adult literacy;
- (ii) increasing reliance on social mobilisation to promote basic education and
- (iii) integration of adult literacy and non-formal education programmes with vital national concerns such as small family norms, health care, environment and nutrition.

In the context of universalisation of elementary education the strategies adopted for the VIIIth Plan are :

- ◆ a disaggregated approach, with the focus on preparation of district-specific, population-specific plans for UEE within the broad strategy of micro-planning through people's participation; and
- ◆ introduction of Minimum Levels of Learning (MLLs) in schools to improve learner's achievement. Micro-planning will provide the frame-work of universal access and universal participation while MLLs would be the strategy for universal achievement.

The focus shall be two fold: firstly, achieving universal access through opening of new schools in unserved habitations, expanding the non-formal learning centre network to cater to those who cannot attend formal schools. Secondly, universal retention and achievement by improving the school environment through better

infrastructure and activity based, child centred, competency-oriented teaching learning process.

The existing institutional framework is to be made fully functional and work at a higher level of efficiency. Given the centrality of teacher training, the focus would be on operationalizing District Institutes of Education & Training, and other teacher training institutions as quickly as possible and ensure they are manned by professionally sound and highly motivated personnel. The scheme of Operation Blackboard would be implemented in right earnest. Location of NFE centres, monitoring and supervision of their functioning would be given attention so that the disadvantaged groups derive maximum advantage from the scheme.

A two pronged approach of Universalisation of Elementary Education and Universal Adult Literacy is being adopted for achieving total literacy. District specific programmes have been evolved both in Primary Education and in Adult Education. A major new initiative to achieve UEE is the **District Primary Education Programme (DPEP)** launched in 1993-94 which seeks to operationalise the strategy of district level planning. The programme takes a holistic view of Primary Education development and lays great emphasis on participatory planning and management. It has a marked gender focus and seeks to enhance school effectiveness through inputs in teacher's training and decentralised management. The programme emphasises capacity building at all levels, be it national, state or local, and seeks to evolve strategies which are replicable and sustainable.

The Total Literacy Campaign has now emerged as the most favoured strategy and also as an effective and viable model for eradication of adult illiteracy. The Total Literacy campaign has made increasing strides by taking into its fold areas which are educationally very backward. The focus of these campaigns is now being increasingly concentrated in the northern states where the bulk of the illiterate population resides.

To assess the present position of school education facilities in the country, the Sixth All India Educational Survey is being conducted through NCERT, NIC and State level agencies during this financial year with 30th September, 1993 as the reference date. The National Advisory Committee under the chairmanship of Prof. Yashpal submitted its Report in July to suggest ways and means to reduce the academic burden on school students.

In pursuance of the 73rd and 74th Constitutional Amendments regarding *Panchayati Raj* and *Nagar Palika* institutions guidelines are being prepared for states for introduction of decentralised management structures in education. It is expected that the introduction of decentralised management structures would enhance community participation in education. This will definitely result in higher participation in education by all sections of society and improved quality of education.

Vocationalisation of Secondary Education has been a major thrust area in school education. The scheme of Vocationalisation of Secondary Education at Plus Two level was started in February, 1988 with the objective of providing diversification of educational opportunities so as to enhance individual employability, reduce mismatch between demand and supply of skilled manpower and providing an alternative for those pursuing higher education without particular interest or purpose.

It is hoped that by the end of 1995 it will be possible to achieve NPE target of 10% diversion. In addition a scheme of pre-vocational education at the lower secondary stage has been started from 1993-94 to prepare students in class IX and X for participation in work as a desired dimension of academic education. It is proposed to cover 1000 schools during the VIIIth Plan.

Women's education has always been a priority area and NPE envisages the entire educational system to work for women's education and empowerment. It has been emphasized that gender concerns must be built into all educational processes. Emphasis has been laid on enrolment and retention of the girl child in formal and non-formal schooling, requirement of rural women as teachers and removal of gender bias in the curriculum.

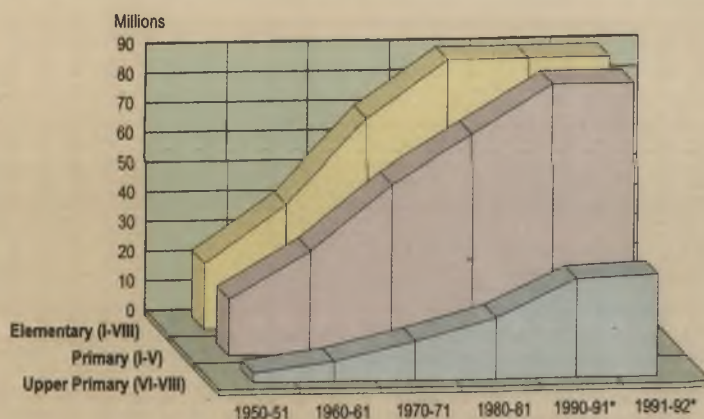
In higher education and technical education the emphasis during this period has been on improvement of quality of education, upgradation of facilities, modernisation of curriculum and introduction of new courses. A big World Bank assisted project is underway for re-equipping the laboratories and bringing state of the art technology in the Polytechnics all over the country.

A new policy measure has been initiated to mobilize funds particularly for higher and technical education from non-governmental sources. In tune with the economic liberalization of the economy the institutions are being encouraged to generate resources, raise fees — which often had not been revised in the last three or four

decades — and embark on judicious financial management with an overall objective of reducing government subsidies.

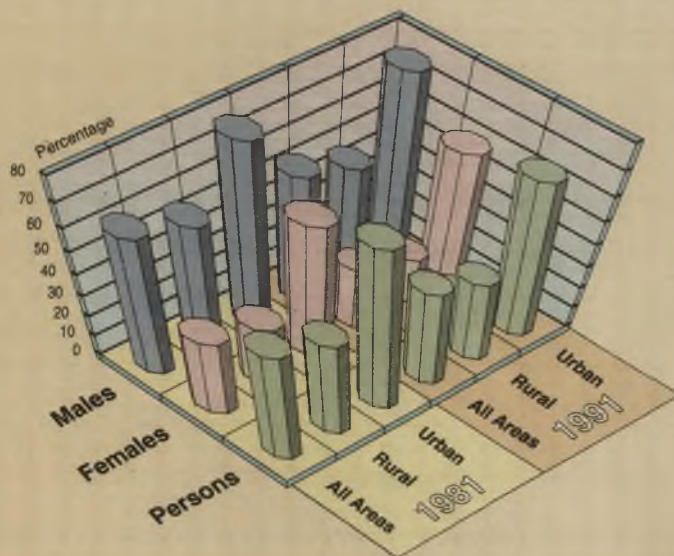
Education, as the centerpiece of human resources development in the overall paradigm of development, has now secured national priority. There is national commitment at the highest levels among policy makers, educationists, community and all concerned persons that education is the key to balanced socio-economic development of this vast sub-continent called INDIA.

Progress in Universalisation of Elementary Education Enrolment of Boys and Girls

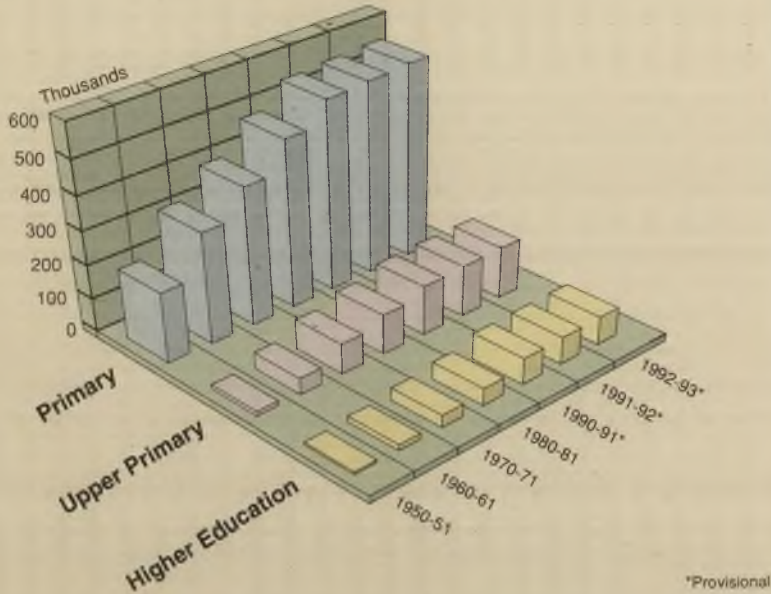


*Provisional Figures

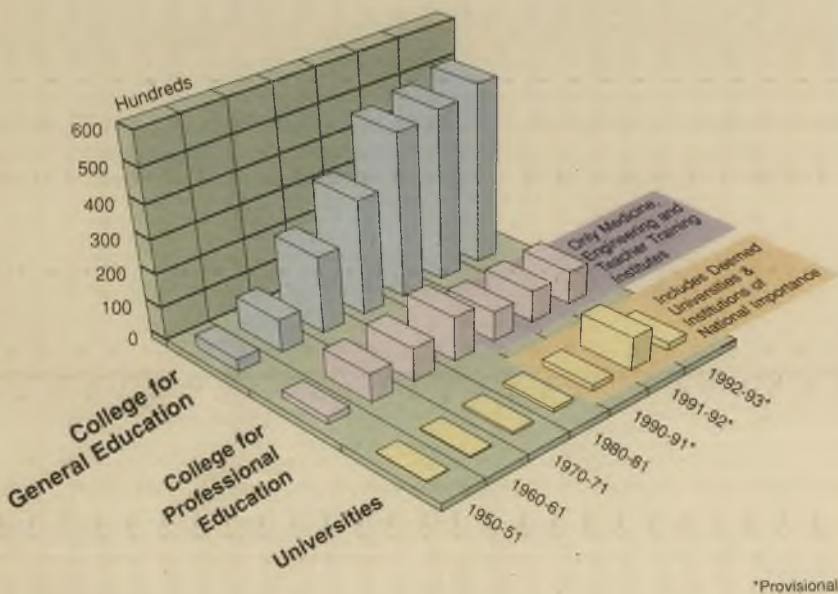
Distribution of Literates by Sex and Area



Growth of Recognised Educational Institutions



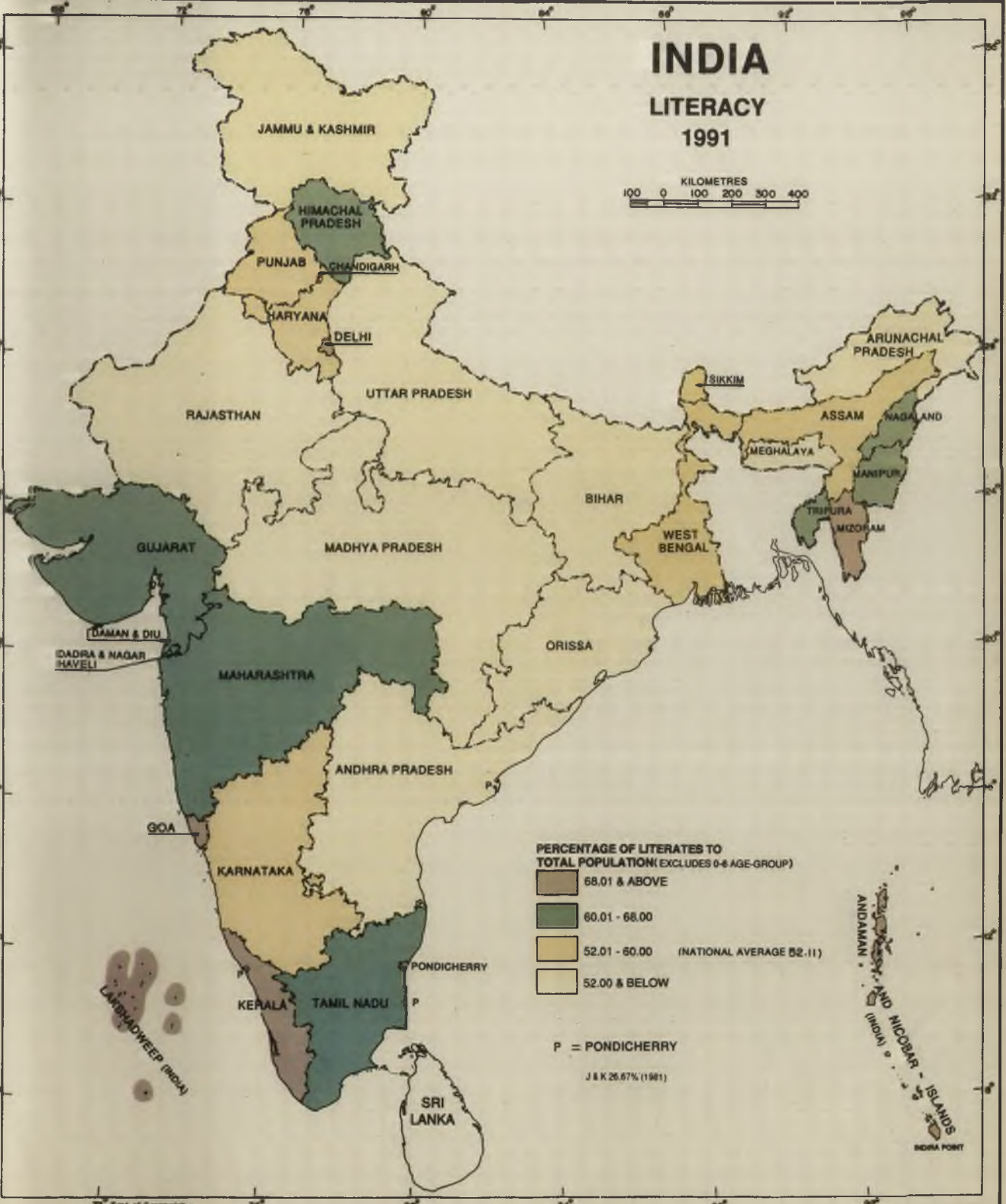
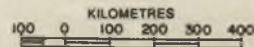
Growth of Recognised Educational Institutions



INDIA

LITERACY

1991



PERCENTAGE OF LITERATES TO TOTAL POPULATION (EXCLUDES 0-6 AGE-GROUP)

- 68.01 & ABOVE
- 60.01 - 68.00
- 52.01 - 60.00 (NATIONAL AVERAGE 52.11)
- 52.00 & BELOW

P = PONDICHERRY
J & K 26.67% (1981)

Reference: "Education for All", A graphic presentation, NIEPA—August, 1991

Education for All and the EFA-9 Summit

- The Delhi Declaration
- Priority Areas
- Meeting of the International Consultative Forum
- The Goals of EFA in India

Education for All and the EFA-9 Summit

*I*n December 1993, the first ever Education For All Summit was hosted by India. Attended by leaders of nine high population developing nations of the world, the Summit reaffirmed the global commitment to providing basic learning opportunities to all people. The countries represented at the summit (Bangladesh, Brazil, China, India, Indonesia, Mexico, Nigeria and Pakistan) account for more than half the world's population and together are home to 70 per cent of the world's illiterate people.

The coming together of their Heads of State heralds a unique solidarity in the common endeavour to fulfill the dreams and aspirations of millions of people by laying the foundations for a better future for them, and for the generations to come.

The Summit, sponsored by UNESCO, UNICEF and UNFPA, saw the participation of 23 other international organisations and carried forward the vision of the 1990 World Conference on Education For All held at Jomtien. The deliberations focused on mobilisation, people's participation, decentralisation, internal and external financing and resources, education for girls and women, empowerment of women, population issues and education and society.

The Summit called for a dynamic action-oriented holistic approach to education. It also highlighted the need for a spirited, participatory involvement of communities and for greater financial resources to be mobilised towards achieving EFA goals to create a better, more informed global environment in which universal human values, the quality of human resources and respect for cultural diversity can be upheld. The 1993 Summit deliberations bear testimony to education taking centre stage on the world's agenda.

*"It is no more a question
of lighting a candle here
or there; it is a total
electrification. The whole
world has to glow with
the light of literacy."*

— Mr P.V. Narsimha Rao
Prime Minister of India

The Delhi Declaration

The Delhi Declaration, signed by the leaders at the Summit, signalled the need to match dreams with reality. It recognised that unprecedented unity, common purpose and action within and across countries alone can make the global faith and commitment to 'All For Education' and 'Education For All' a reality.

Likewise, EFA holds out the larger promise that if the nations of the world succeed in their educational endeavours this will contribute in large measure to solving the grave problems of disease, poverty and ignorance that prevent the full realisation and use of the potential, talent and energies of the peoples' of the world.

The focus of the Declaration and the Programme of Action adopted to implement the pledge taken by nations and organisations at the Summit, rests on universal primary education and universal literacy with a special emphasis on removing gender disparities.

Priority Areas

The priority areas where cross-country cooperation and sharing are envisaged in the race to achieve EFA goals by the year 2000 A.D. are :

- 1) Ensuring a place for every child in a school or appropriate education programme according to his or her capabilities;
- 2) Consolidating basic education efforts within the framework of an integrated education strategy for children, youth and adults from public and private sources;
- 3) Eliminating disparities of access to basic education;
- 4) Improving the quality and relevance of basic education;
- 5) Ensuring that a growing share of national and community resources is dedicated to basic education and to improving the management of existing resources for education;
- 6) Promoting the new 9-nation initiative to collaborate in the development of distance education.

THE DELHI DECLARATION

1. WE, the leaders of nine high population developing nations of the world, hereby reaffirm our commitment to pursue with utmost zeal and determination the goals set in 1990 by the World Conference on Education for All and the World Summit on Children, to meet the basic learning needs of all our people by making primary education universal and expanding learning opportunities for children, youth and adults. We do so in full awareness that our countries contain more than half of the world's people and that the success of our efforts is crucial to the achievement of the global goal of education for all.

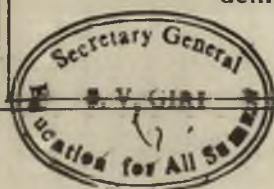
2. WE recognize that:

2.1 the aspirations and development goals of our countries can be fulfilled only by assuring education to all our people, a right promised both in Universal Declaration of Human Rights and in the constitutions and law of each of our countries;

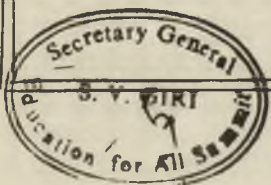
2.2 education is the pre-eminent means for promoting universal human values, the quality of human resources, and respect for cultural diversity;

2.3 the education systems in our countries have made great strides in offering education to substantial numbers, and yet have not fully succeeded in providing quality education to all of our people, indicating the need for developing creative approaches, both within and outside the formal systems;

2.4 the content and methods of education must be developed to serve the basic learning needs of individuals and societies, to empower them to address their most pressing problems--combating poverty, raising productivity, improving living conditions, and protecting the environment--and to enable them to play their rightful role in building democratic societies and enriching cultural heritage;



- 2.5 successful education programmes require complementary and convergent actions on adequate nutrition, effective health care and appropriate care and development of the young child, in the context of the role of the family and the community;
- 2.6 the education and empowerment of girls and women are important goals in themselves and are key factors in contributing to social development, well being and education of present and future generations, and the expansion of the choices available to women for the development of their full potential;
- 2.7 the pressure of population growth has seriously strained the capacity of education systems and impeded needed reforms and improvements; moreover, given the age structure of the population in our countries, it will continue to do so throughout the coming decade;
- 2.8 education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organizations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions.
3. CONSCIOUS of the vital role that education must play in the development of our societies, we hereby pledge that, by the year 2000 or at the earliest possible moment:
- 3.1 we will ensure a place for every child in a school or appropriate education programme according to his or her capabilities, in order that no child be deprived of education for lack of a teacher, learning material, or adequate space; we pledge this in fulfillment of our commitment under the Convention of the Rights of the Child, which we have ratified;
- 3.2 we will consolidate efforts towards the basic education of youth and adults from public and private sources, improving and expanding our literacy and adult education programmes within the context of an integrated strategy of basic education for all our people;



3.3 we will eliminate disparities of access to basic education arising from gender, age, income, family, cultural, ethnic and linguistic differences, and geographic remoteness;

3.4 we will improve the quality and relevance of basic education programmes by intensifying efforts to improve the status, training and conditions of teachers, to improve learning contents and material and to carry out other necessary reforms of our education systems;

3.5 we will, in all our actions, accord to human development the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education, and improving the management of existing resources for education;

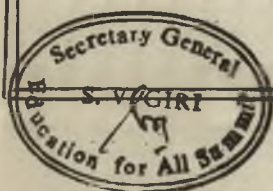
3.6 we will rally all sectors of our society towards education for all, as we hereby endorse the Framework of Action accompanying this Declaration and undertake to review our progress at the national level and to share our experiences among ourselves and with the global community.

4. WE therefore call upon:

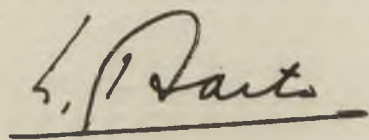
4.1 international collaborators to raise substantially their support for our efforts to expand our national capacities for expanding and improving basic education services;

4.2 international financial institutions, in the context of structural adjustments, to recognize education as a critical investment without imposing predetermined ceilings on such investments, and to promote an international environment to enable countries to sustain their socio-economic development;

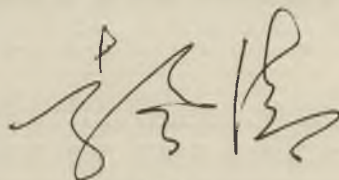
4.3 the community of nations to join with us in reaffirming the commitment to the goal of education for all and in intensifying their efforts to achieve it by the year 2000 or at the earliest possible moment.



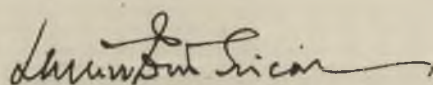
IN ACCORD with the approval by acclamation at New Delhi on the 16th of December 1993, and in witness of our pledge and commitment, we have individually affixed our signatures to this Declaration.



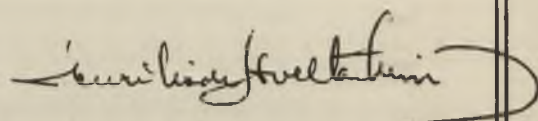
(Indonesia)



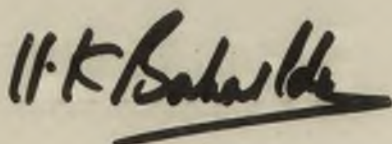
(China)



(Bangladesh)



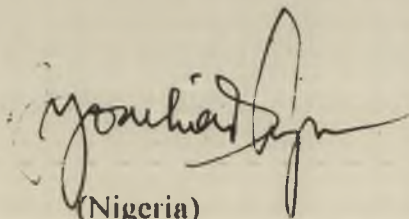
(Brazil)



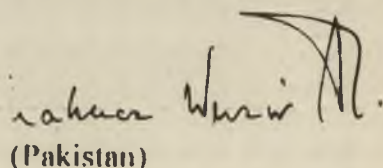
(Egypt)



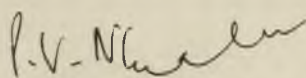
(Mexico)



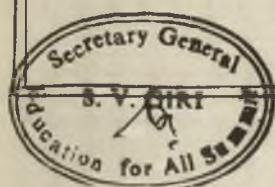
(Nigeria)



(Pakistan)



(India)



Meeting of the International Consultative Forum on EFA

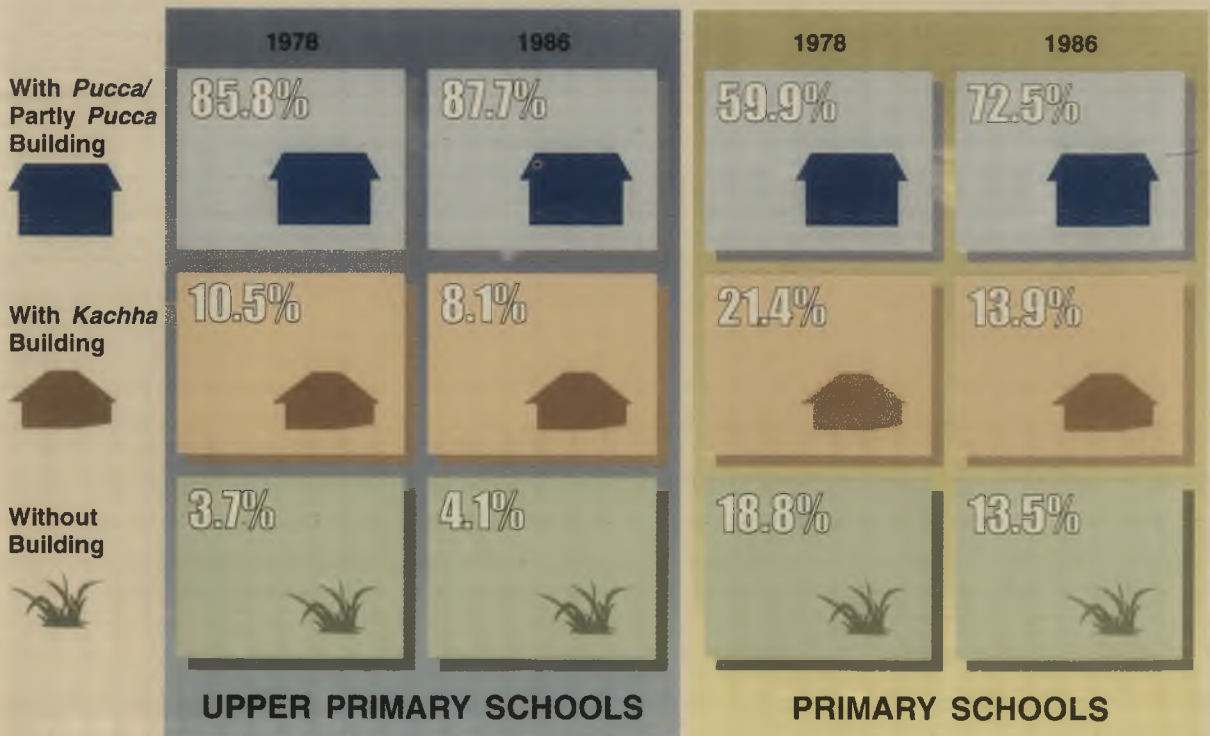
The 1990 World Conference on Education For All in Jomtien had set up an International Consultative Forum on Education For All to periodically review the progress towards global EFA goals. The second meeting of the Forum was hosted by India in New Delhi in September 1993 shortly before the 9-nation Summit was held.

The four broad areas within the main theme — the quality of Education For All — discussed at the meeting were:

1. Early Childhood Education.
2. Improving schooling
3. Improving non-formal education programmes
4. Financing quality education

The meeting provided an opportunity for 80 principal invitees from all over the world to share experiences and ideas related to improvements in the quality of education.

Kind of buildings for Primary and Upper Primary Schools in India (1978 and 1986)



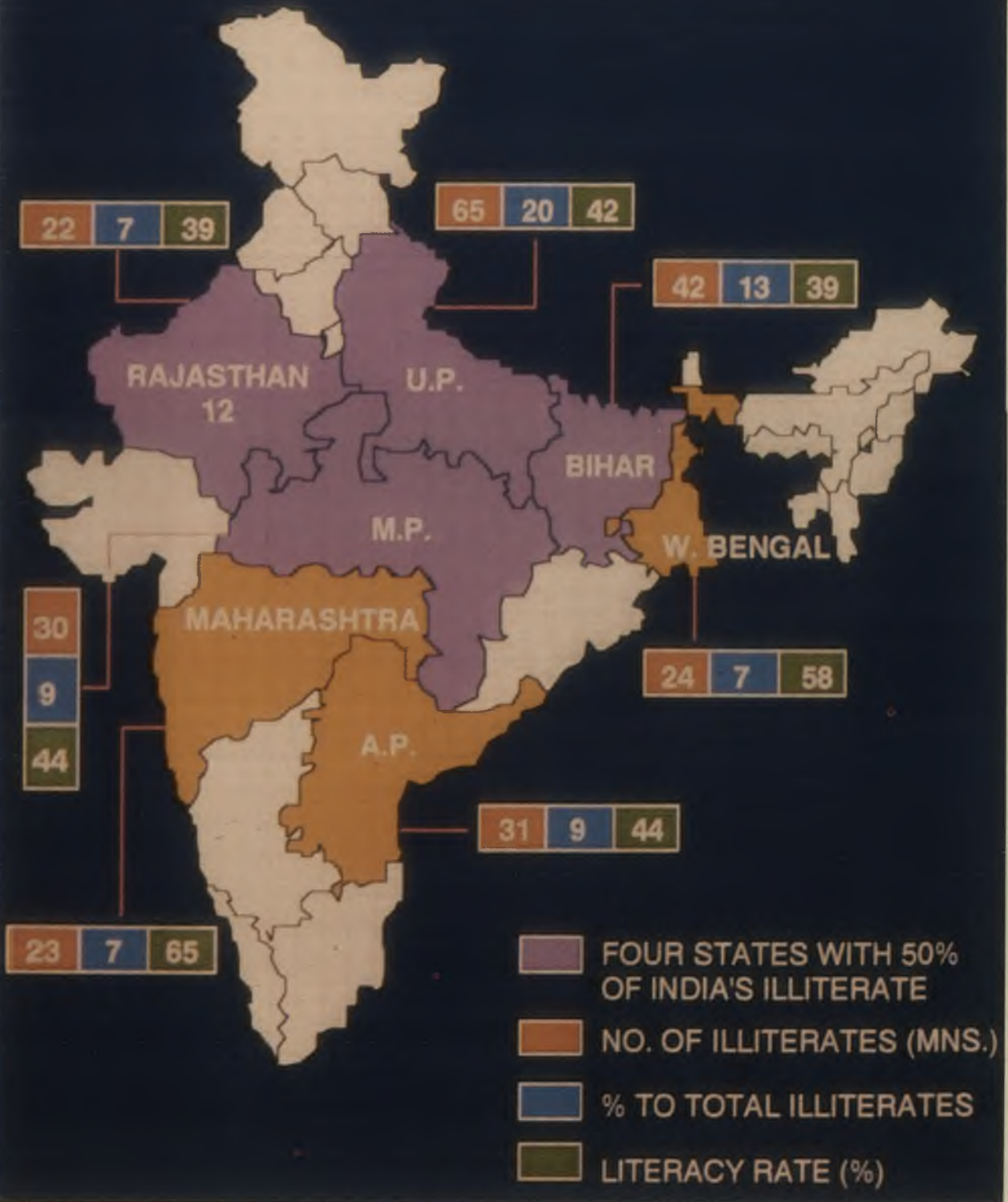
The Goals of EFA in India

Against the background of the demographic implications and the complex ground realities of the Indian scene, the goals of Education For All (EFA) in India constitute:

- 1. Expansion of early childhood care and development activities especially for poor, disadvantaged and disabled children, through a multi-pronged effort involving families, communities and appropriate institutions.*
- 2. Universalisation of Elementary Education (UEE), viewed as a composite programme of :*
 - ♦ access to elementary education for all children upto 14 years of age;*
 - ♦ universal participation till they complete the elementary stage through formal or non-formal education programmes;*
 - ♦ universal achievement at least of minimum levels of learning.*
- 3. Drastic reduction in illiteracy, particularly in the 15-35 age group, bringing the literacy level in this age group to at least 80 percent in each gender and for every identified disadvantaged group, besides ensuring that the levels of the three R's are relevant to the living and working conditions of the people.*
- 4. Provision of opportunities to maintain, use and upgrade education, and provision of facilities for development of skills to all persons who are functionally literate and those who have received primary education through formal and non-formal channels.*
- 5. Creation of necessary structures, and the setting in motion of processes which could empower women and make education an instrument of women's equality.*
- 6. Improving the content and process of education to relate it better to the environment, people's culture and with their living and working conditions, thereby enhancing their ability to learn and cope with the problems of livelihood and environment.*

THE CHALLENGE

7 STATES WITH 70% OF INDIA'S ILLITERATE



EFA in India

- **National Resolve : EFA by 2000 AD**
- **Increasing Outlay, Mobilising Financial Resources**
- **Joint Initiative on Distance Education**
- **A 'Home'-Grown Programme (DPEP)**
- **Adult Education**
- **Social Reform and Literacy Campaigns**

EFA in India

The attempt to place the human being at the centre of development has brought into sharp focus the urgent need to make literacy and lifelong learning a reality for every citizen of India. Therefore, while the nation's Constitution commits it to providing free and compulsory education to all children upto the age of fourteen, education policy is constantly being reviewed in order to extend opportunities for learning to all those - children and adults — who account for India's 320.41 million illiterate people (aged 7 years and above), more than 60 per cent of whom are female. Policy makers have been acutely aware that such statistics represent only the larger canvas, subsumed within which are linguistic, cultural, socio-economic and geographic complexities that require sensitive handling. The human angle to problems related to education can no longer be ignored in a world that is now demanding that every citizen enjoys equally the fruits of development. However, faced with amazing diversity and disparity, the ingenuity and flexibility of planners in India is often severely challenged.

"The words of Delhi Declaration will prove to be the foundations of a civilizational effort in the remaining years of this century and a magnificent cultural edifice in the forthcoming decades of the 21st Century."

— Arjun Singh
Minister of Human Resource
Development

India reacted with determination to the pledges made at the EFA Summit, and as part of the follow-up organised a conference of Chief Ministers in February 1994. The Chief Ministers expressed complete unanimity at awarding high national priority to Education For All and placing EFA at the centre of India's development agenda.

India : The Facts

Estimated population in 1993 : 896,567,000;

Annual population growth rate, 1980-93 : 2.0%;

GNP per capita in 1990 : \$350;

Duration of primary education : 5 years.

NATIONAL RESOLVE : EFA BY 2000 AD

The Chief Ministers Conference (February 1994) Reaffirmed that :

- ◆ HIGHEST PRIORITY WOULD BE GIVEN TO PRIMARY AND ADULT EDUCATION
- ◆ MAJOR EFFORTS WOULD BE MADE TO MOBILISE RESOURCES FOR EDUCATION
- ◆ OPTIMAL UTILISATION OF RESOURCES WOULD BE ENSURED



- ◆ OUTLAY FOR EDUCATION WOULD BE INCREASED FROM 3.7 % TO 6% OF GNP
- ◆ SPECIAL ATTENTION WOULD BE FOCUSED ON SEVEN HIGH POPULATION, LOW LITERACY STATES WHICH ACCOUNT FOR MORE THAN 70% OF INDIA'S ILLITERATE PEOPLE
- ◆ A SPIRIT OF DEMOCRATIC DECENTRALISATION AND COMMUNITY PARTICIPATION WOULD BECOME THE BASIS FOR EDUCATION DEVELOPMENT.

education
for all
SUMMIT

Major Initiative
Focus on 4 States with 50% of
India's Illiterate Population

Conference of Chief Ministers
July '94

The Strategy

- Decentralisation of educational administration and greater community participation
- Convergence of primary education with related services – ECCE, ICDS, school health and nutrition
- immediate increase in budget allocations
- Substantial increases in successive plans



Increasing Outlay, Mobilising Financial Resources

The nation's commitment to Education for All is exemplified in the Government's decision, reaffirmed by the Prime Minister at the February Conference, to raise the allocation for education to 6 per cent of the Gross National Product (GNP) from the IXth Five Year Plan onwards from its present level of 3.7 per cent.

The Chief Ministers felt that the economic reforms initiated in the country had created a favourable environment for enhancing the outlays for the social sector and noted that private enterprise was now displaying a greater interest in the development of infrastructure. Therefore, apart from budgetary resources, the opportunity for harnessing community resources and private initiative is now considerable.

Focus on Educationally Backward States

The conference deliberations on educational development in the country focused on the educationally backward states of Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and Andhra Pradesh. It was resolved that a group of Chief Ministers would undertake to periodically review the progress of education programmes in these states.

As a natural follow-up to the Chief Ministers Conference, a meeting of the Chief Ministers of four Hindi-speaking states - Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh — was held in July 1994. The following recommendations emerged from the discussions on education in these high population States of Northern India where the literacy rates are among the lowest in the country:

- a) Top priority to be assigned to primary education and literacy in the four states;
- b) The budgetary provision for education to increase each year during the current Plan period and with every subsequent Annual Plan.
- c) State Governments to strengthen primary education and literacy programmes by making the services of dedicated officers available to them for a sufficient duration.
- d) Procedures to be evolved to entrust responsibility for primary education to district *panchayats*.

As these recommendations suggest, education will be the major plank in those states of India where peoples' participation in education is very low. Rectifying the situation will require an unprecedented level of activism in support of the children, youth and adults who are the focus of education and development strategies.

Joint Initiative on Distance Education

One of the major outcomes of the 9-nation Education For All Summit was the decision to launch a collaborative initiative on distance education. Distance education, it was pointed out, has a vital role to play in promoting basic education in high population countries as it can reach out to populations not served by the formal education system. Distance education also has the potential for making vast improvements in the educational system by offering training and skill upgradation opportunities to teachers and administrators dealing with education.

Several initiatives have been taken in India since the 1993 Summit to extend the scope and reach of distance education. A national component on distance education has been included in the District Primary Education Project. The National Open School has also formulated an innovative project aimed at providing alternative schooling to:

- a) Neo-literates who have acquired functional literacy skills from the Total Literacy Campaigns.
- b) Early school drop-outs with rudimentary literacy skills.
- c) Drop-outs from the non-formal education system who have literacy skills.
- d) Learners who have attended non-formal programmes and whose literacy skills are marginally better developed.

The new Open School project is likely to be launched in January 1995 and is expected to benefit 2-3 million neo-literates, a majority of whom are expected to be in the 10-20 age group as well as women from both rural and urban areas.

D P E P

District Primary Education Programme

- A 'Home Grown Idea' which has attracted external funding.
- Based on the premise and concept of contextuality.
- Designed to promote a holistic approach and not a piecemeal implementation of educational schemes.

- Directed at a convergence with other developmental programmes — ICDS, ECCE, school health and nutrition.

- A unique planning initiative which is participative and rich in professional inputs.

Criteria for District Selection

- Districts where female literacy rates are below national average (1991 census).
- Districts where TLCs have successfully generated a demand for education.

DPEP

Main Features of Strategy

DPEP aims at :

- Enhancing access, retention and achievement
- Ensuring a gender focus.
- Promoting facility improvement.
- Emphasising non-formal education
- Producing in-service teacher training.
- Streamlining management to ensure :
Accountability
School effectiveness
- Creating a national core team for technical assistance and monitoring

A 'Home-Grown' Programme

District Primary Education Programme (DPEP)

The District Primary Education Programme (DPEP) launched in 1993 is another new initiative designed to promote a challenging, holistic planning and management approach to Universalisation of Elementary Education (UEE). DPEP is a 'home-grown' programme and its strategy is based on the premise that in a country like India planning must be contextual in nature.

The DPEP is intended as a gender sensitive project which can address the problems of children in difficult situations such as those living in comparatively inaccessible areas where formal education has been unable to establish a workable system. Thus the target group includes girls, working children, and children from disadvantaged groups.

Incorporating a concern for a wide range of educational issues, that relate to retention and achievement in primary education, the DPEP draws from the experience of other education intensive projects to promote local planning, an area-intensive approach, people's participation and greater focus on educationally backward districts, particularly those where the level of female literacy is lower than the national average.

The DPEP is expected to take the initiative in all areas, particularly in Total Literacy Campaign districts, where a demand for basic education is being raised by the population. DPEP aims at the reconstruction of primary education as a whole in selected districts rather than piece-meal implementation of educational schemes. The programme has been initiated in 42 districts in seven states and the target for 1993-98 is to extend DPEP to 110 districts.

Adult Education

As an essential component of human development, literacy is recognised as a pre-condition for the individual's participation in the process of national development.

The National Literacy Mission was launched in 1988 with the objective of imparting functional literacy to 80 million adults in the 15-35 age group by 1990-95. By February 1994, 258 districts across the country had been covered by Total Literacy Campaigns (TLCs) and 80 districts by Post Literacy Campaigns. The TLCs are delivered through volunteerism, are area-specific and time-bound, cost-effective and result-oriented. Several non-formal education (NFE) projects are now making an effort to cover the 9-45 age group, establishing a natural linkage between NFE and Adult education.

The focus on adult literacy stems not only from the need to empower productive adults so that they can enhance the quality of their own lives and contribute better to society but from the visible impact that adult literacy has on attitudes to all forms of education and to development. The direct influence that literacy and empowerment have on development indicators such as crude birth rate, age of marriage and fertility rates are vital pointers to the diverse gains from TLCs.

As the Indian experience highlights, not only do literacy campaigns tend to generate a positive attitude towards primary education and generate a demand from populations covered by literacy campaigns for basic education for their children, but this attitudinal change enhances the participation and retention of children in schools.

Adult literacy is inextricably linked to Post Literacy. Together they are part of a 'non-formal' basic education programme for adults. Adult literacy does not and cannot replace the literacy and post literacy functions of the formal school system which will continue to grow and improve, but strives to nurture an environment which supports and enlivens all learning systems.

The adult education programme is innovative and uses various cultural forms and inputs for its vital environment building phase. The programme has also developed the Improved Pace and Content of Learning (IPCL) technique effective in sustaining learner interest and enabling achievement within the 200 hours of learning provided during the teaching-learning period.

22,000 Post Literacy Centres called Jana Siksha Nilayams (JSNs) are being established to provide access to appropriate materials including books, periodicals and newspapers. A programme for remedial teaching, continued education and application of basic education skills now forms the core strategy for post literacy efforts.

Social Reform and Literacy Campaigns

The Total Literacy Campaign initiated in 1991 in Nellore District, galvanised village women to organise an agitation against the sale of country liquor, which became a statewide movement.

The Andhra Pradesh Women's agitation was prompted by the death of two men who had consumed country liquor in Doobagunta Village. Preceding this event women in the village had been discussing drinking as a social problem which adversely affected their lives.



A Post literacy primer developed subsequently used the incident and drew on it in a chapter entitled *Adavallu Ekamaithe* (If women Unite). This Primer introduced in the Post-Literacy Centres all over the state, had an amazing impact on women. In several villages women's committees were formed to eliminate and to end the sale of country liquor.

Gradually political parties, voluntary organisations, womens' groups, civil liberties organisations and many others joined the protest movement.

In February 1993, the State Government conceded to the women's demands and banned the sale of country liquor in Nellore District. The ban was extended to cover the entire State in October, 1993.

Achievements of Total Literacy Campaigns

Present Coverage

60 Million

Expected Coverage by 1997

100 Million

Number of TLC Districts

275

Number of PLC Districts

100

Achievements

41 million learners made literate
through the efforts of around
5 million volunteers

Current Trends in Educational Policy

- **India's Achievements in Education**
- **Basic Education : Meeting the Challenge**
- **A National Sense of Urgency**
- **National UEE Targets**
- **Common Education Structure**
- **Qualitative Improvements**
- **National Information Centre**
- **Microplanning**
- **Decentralised Planning and Management of Education**
- **Village Education Committees (VECs)**
- **School Complex**
- **Women's Education**
- **Disadvantaged Groups**
- **National Institute of Educational Planning and Administration**

Current Trends in Educational Policy

When India became Independent in 1947, only 14 per cent of the population was literate. To compound matters, the educational system inherited by the nation was too small to serve the quantitative needs of the country's people and its children. In addition to this were regional, economic and gender disparities which free India's reform and restructuring of the education system had to take into account. However, guided by the vision of leaders like Mahatma Gandhi, the nation struggled to make the goal of basic education an important area of state intervention.

Historically 1968, 1986 and 1992 are landmark years in the formulation of India's Education Policy. The 1968 Policy was based on the recommendations of the Education Commission (1964-1966). Subsequently the late Prime Minister, Shri Rajiv Gandhi, called for a comprehensive review of the existing educational system and the National Policy of Education came into effect in 1986. The NPE (1986) was based on an in-depth review of the whole gamut of the educational situation and was formulated on the basis of national consensus. While the comprehensive framework enunciated by the NPE (1986) continues to be relevant, the developments during the years since then and the experience gained in its implementation had necessitated certain modifications. These changes were introduced in the NPE (1992) and a revised Programme of Action — POA (1992) — has also been adopted.

The NPE provides both a comprehensive framework for the development of education up to the end of the century and a plan of action assigning specific responsibilities for organizing, implementing and financing its proposals. It gives unqualified priority to primary education and adult literacy programmes.

The NPE tempers idealism with realism, conceding for the first time that schooling cannot reach all children in the near future. Millions of girls and working children will be excluded. So it plans a large and systematic non-formal education programme combining flexibility with quality in order to reach them. School buildings are being made more attractive and incentive schemes such as school lunches are being widely implemented.

The 42nd Amendment of the Constitution empowered the Indian Parliament to legislate on education concurrently with the states. This concept of 'concurrency' is envisaged by the 1986 National Policy on Education as 'a meaningful partnership between the Centre and the States' with the Centre remaining responsible for the core characteristics of the system while the States are enabled to take decisions regarding the organisation and structure of education.

While India can claim to have developed one of the largest elementary education systems in the world, the real challenge of the day is to create flexible and innovative education and literacy programmes to ensure that the global goal of providing Education For All (EFA) is realisable.

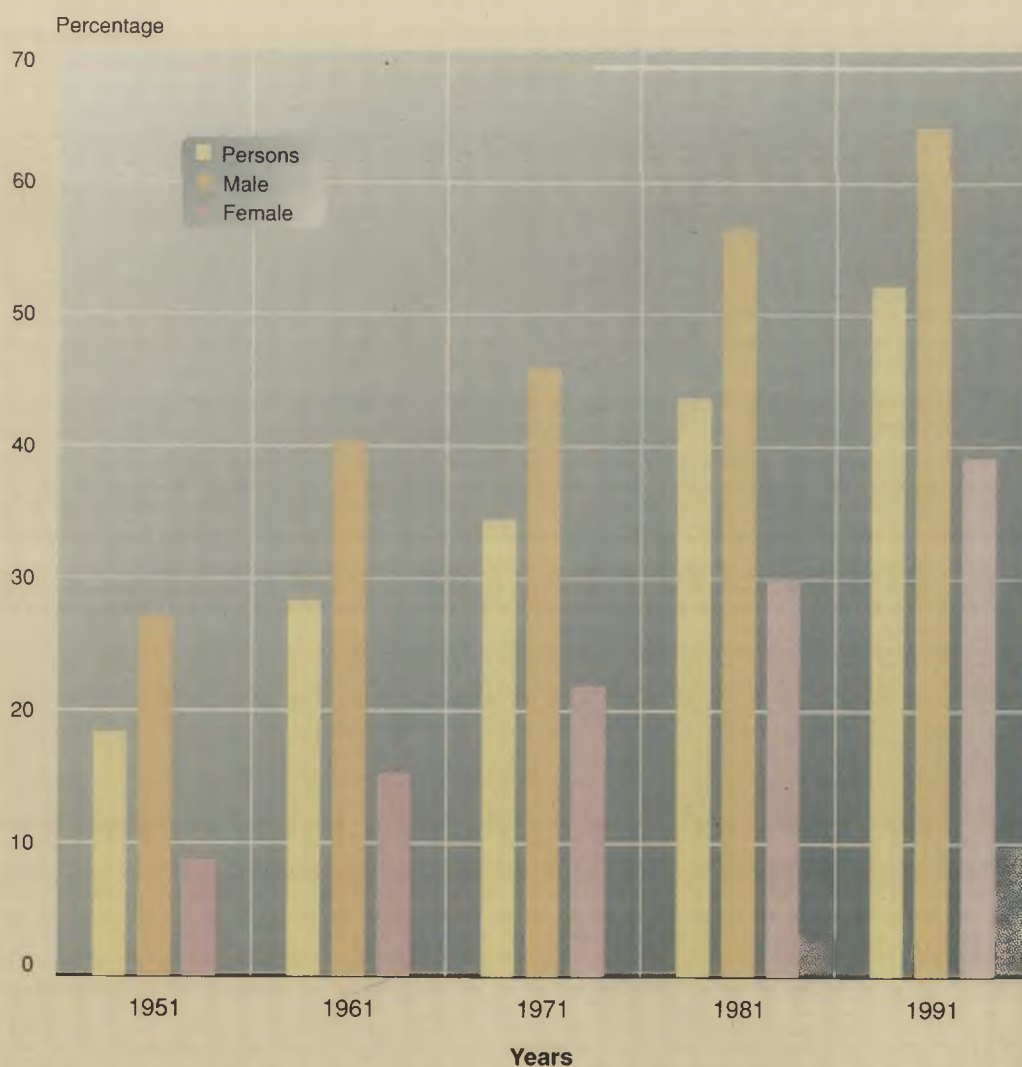
INDIA'S ACHIEVEMENTS IN EDUCATION

- ◆ *LITERACY RATE IN 1991 UP TO 52.19 — ALMOST THREE TIME HIGHER THAN IN 1951 WHEN IT STOOD AT LESS THAN 19 %*
- ◆ *INCREASE IN THE NUMBER OF PRIMARY SCHOOLS FROM 209,671 IN 1951 TO MORE THAN 565,786 IN 1992*
- ◆ *95 % OF INDIA'S POPULATION PROVIDED ACCESS TO PRIMARY SCHOOLS WITHIN A WALKING DISTANCE OF ONE KILOMETER*
- ◆ *ENROLMENT OF CHILDREN IN ELEMENTARY EDUCATION UP FROM 22.3 MILLION IN 1951 TO 136 MILLION IN 1991.*
- ◆ *ENROLMENT OF GIRLS IN PRIMARY SCHOOL UP FROM 28 % IN 1951 TO 42 % IN 1991.*

India's current EFA targets include 19 to 24 million out-of-school children aged 6-14 (of whom 60 per cent are girls) and approximately 122 million illiterate adults in the 15-35 age group (of whom 62 per cent are women).

For the first time since Independence the country can also claim to have a larger number of literate citizens than illiterate (349.76 million literate people to 320.41 million illiterates - 1991 census).

Literacy Rates (1951 to 1991)



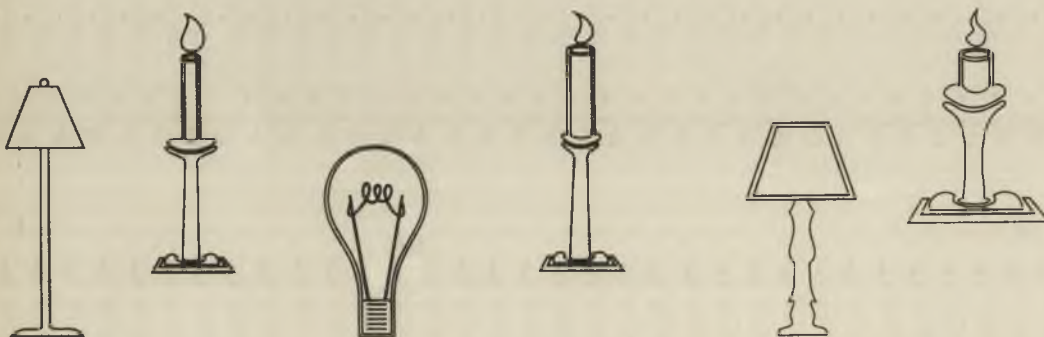
Basic Education : Meeting the Challenge

Given the historical background to education in India and its current resolve to meet the challenge of providing Education For All, the priorities of the National Policy on Education are three pronged and include: Universalisation of Elementary Education (UEE), Adult Literacy and Education for Womens' Equality. Within this overall directive, it is the special focus that rests on girls and disadvantaged groups that forms a crucial component of educational policy.

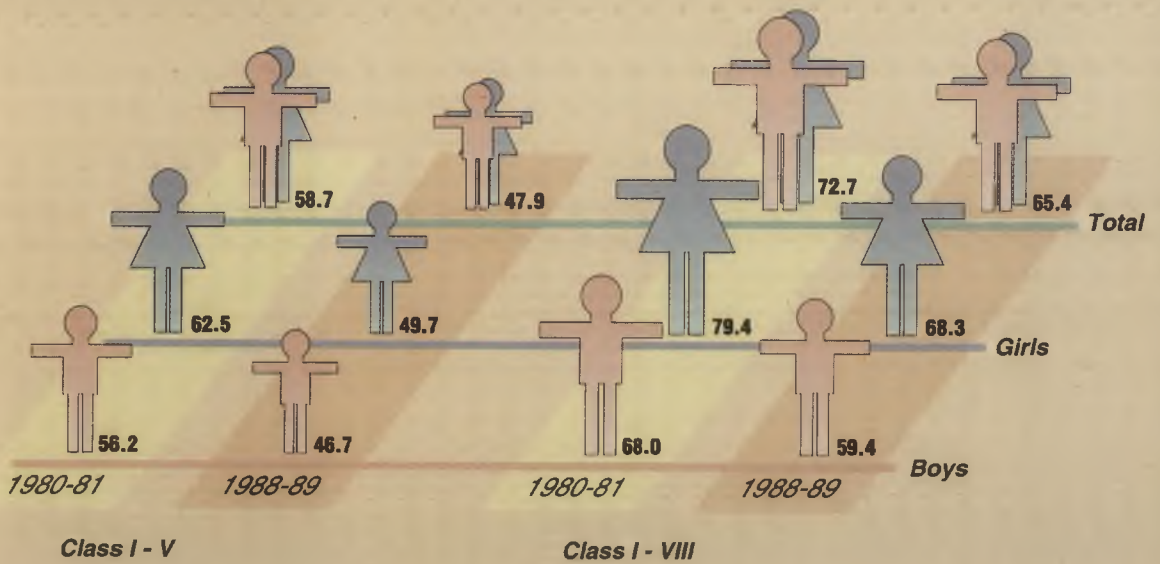
A National Sense of Urgency

Policy initiatives since the National Policy on Education (1986) was formulated have served to create a sense of urgency by focusing attention on the twin goals of achieving Universal Elementary Education and Universal Literacy. The key strategies embodied in this policy represent a significant break with past approaches and include:

- (1) further decentralisation with a shift from State to district as the essential unit for planning and implementation of elementary education and adult literacy programmes.*
- (2) greater reliance on social mobilisation and people's participation in promoting basic education.*
- (3) integration of, and creating linkages between vital development strategies such as health care, nutrition and environment and adult literacy and non-formal education.*



Drop-Out Rates
1980-81 and 1988-89



The NPE emphasises that enrolment alone is insufficient and that attention must be paid equally to retention and achievement. An estimated 95 per cent of India's rural population now has access to primary schooling facilities within a walking distance of 1 km; 84 per cent of the population is served by middle or upper primary schools within a distance of 3 kms, and gross enrolment for the 6-11 year age group has crossed 85 per cent (while in the 11-14 year age group the figure is 48.9 per cent). The NPE however, looks beyond this at the drop-out rates which indicate that only 50 per cent of all students enrolled in Class 1 reach Class V. Positive discrimination is urgently required to promote retention of girls and children from rural and tribal areas who constitute a majority of school drop-outs. Sensitive strategies based on microplanning under the Non-Formal Education programme (NFE) will therefore form an integral aspect of UEE policies.

National UEE Targets

National UEE targets concentrate on access, enrolment and retention. The targets are:

A. ACCESS

1. Universal enrolment of all children — with a focus on girls and children from scheduled castes and tribes.
2. Establishment of primary schools within a walking distance of one kilometre for all children and of non-formal education facilities for working children and girls who cannot participate in formal schooling.
3. Improvement of the ratio of primary to upper primary schools from 4:1 to 2:1 in order to expand participation particularly of girls, at the upper primary level.

B. RETENTION

4. To work towards a sharp reduction in the drop-out rates for Class I-V and Class VIII from the existing 45% and 60 % to 25% and 20 % respectively.
5. To aid retention by improving school facilities under the reworked Operation Blackboard scheme, with efforts to extend the scheme to upper primary schools.

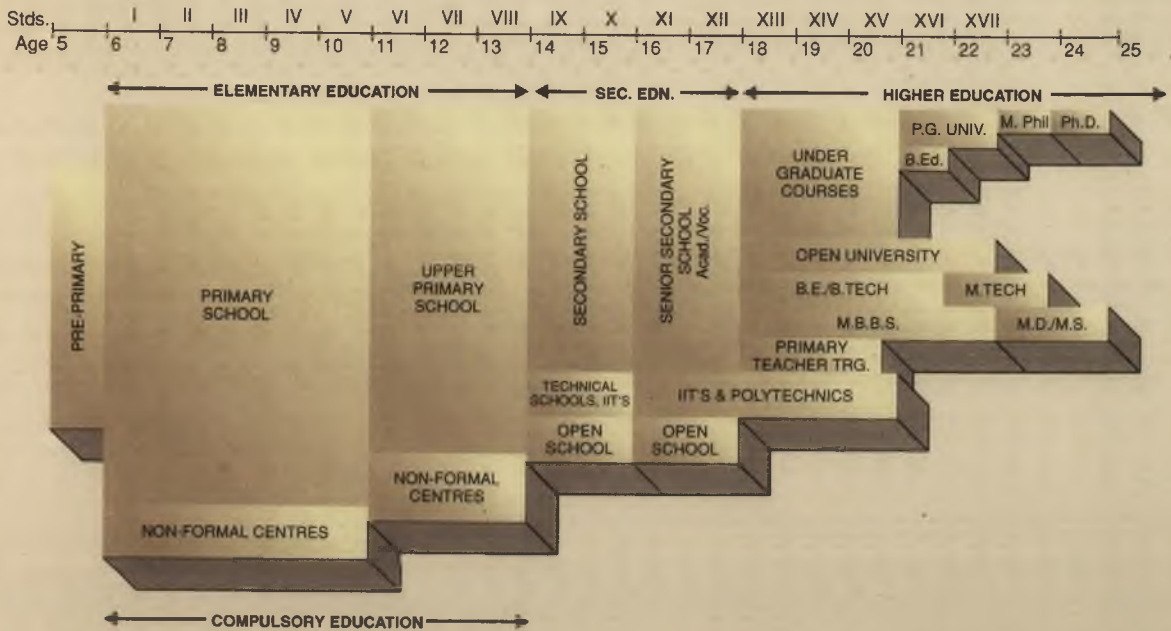
C. ATTAINMENT

6. To ensure that almost all children attending primary school achieve the set Minimum Levels of Learning and to introduce the MLL concept at the upper primary stage.

D. MONITORING

7. To establish local committees to oversee and assist the functioning of primary schools with adequate representation of women and teachers.
8. To improve and systematise the monitoring of elementary education and enhance its efficiency.

Structure of Education in India



Reference : Development of Education in India 1990-92

Common Educational Structure

The most significant development since the National Policy on Education was formulated in 1986, has been the acceptance, across the country, of a common structure of education and the introduction by most States of the 10+2+3 system. Accordingly, a child who joins Class 1 at age six goes through five years of primary school, and three years of primary/middle schooling to complete 8 years of elementary education. Two years of Secondary education and two of Higher Secondary education bring schooling to an end, followed by three years of further studies enabling the child to obtain the first degree.

Qualitative Improvements

Qualitative improvement in school education being an important aspect of the new policies, towards which decentralisation is expected to contribute significantly, efforts are being made to encourage the adoption of a curriculum structure, content and methodology that is child-centred and has effective monitoring support. The introduction of user-friendly software developed by the Computer for Education (COPE) Project of the National Institute of Educational Planning and Administration (NIEPA) and district level computerisation are expected to generate accurate and relevant data, linked to a national network through which up-to-date feedback can be obtained.

National Information Centre

To help develop a Management Information System (MIS) at District, State and National levels, the services of the National Information Centre (NIC) have been used. The NIC has established a computer system for all State and District headquarters linked to its satellite-based computer communication network, NICNET. This system will provide an invaluable data base for education which will feed into the Management Information System. NICs facilities are also being employed by the VIth All India Educational Survey, now well under way, which, among other things is assessing availability of schooling facilities at each level or stage of teaching/learning.

Microplanning

Microplanning is defined by the Programme of Action as a process by which to develop "a family-wise and child-wise design of action to ensure that every child regularly attends school or an NFE centre and completes 8 years of schooling at a pace suitable to him/her and attains essential levels of learning." The NPE envisages that microplanning would be operationalised through teachers and field workers dealing with education. The Government has circulated guidelines for formulating microplanning projects to all State governments. While three microplanning projects have already received Government support, similar projects have now been sanctioned for four more States.

Decentralised Planning and Management of Education

Decentralisation of planning and management of education is considered by planners as an important and necessary move particularly in the context of achieving UEE. A decentralised structure is expected to be more responsive to the challenges within education.

An adequate professional and technical support base at the grassroot level, and institutional capacity building are the essential support systems which need to be developed for district/block level functionaries to depend on while planning, monitoring and implementing education programmes.

These are now the focus areas of the revised policy and nation-wide efforts are on to strengthen and expand these structures. In order to ensure that the education system at the local level is, indeed, meeting the targets set for UEE and Universal Literacy, infrastructural facilities are also required for data collection, compilation and analysis.

The Central Advisory Board on Education (CABE) has set up a **Committee on Decentralised Management of Education** to provide detailed recommendations on the creation of educational structures at district, taluk/mandal and village levels. The new Panchayati Raj Act provides an enabling framework for intervening in the local education situation.

District level organisations will be vested with wide ranging responsibilities extending beyond planning to include area development, spatial planning, institutional planning, administrative and financial control and personnel management for primary, middle, secondary and higher education programmes.

The proposed decentralisation is aimed at inculcating a participatory spirit and envisages the active involvement of Village Education Committees, associations of parents and teachers, non-governmental organisations and members of the community in educational supervision.

“Real self rule will come not by the acquisition of authority by a few, but by the acquisition of the capacity by all. True democracy cannot be worked by 20 men sitting at the Centre. It has to be worked from below by the people of every village.”

— Mahatma Gandhi

Village Education Committees (VECs)

The Central Government has made statutory provisions which call on all State governments and Union Territories to take immediate action towards introducing decentralised management structures in education in pursuance of the 73rd and 74th Constitutional Amendments related to Panchayati Raj and Nagar Palika institutions.

The Panchayati Raj Act envisages the formation of panchayats for a village or a group of villages with each panchayat constituting a Village Education Committee (VEC). The VECs would administer educational programmes at the village level and would operationalise microplanning and school mapping to ensure that every child can make use of primary education facilities. This innovation would help focus on area-specific situations, foster greater community participation and eventually improve the efficiency of the education system. Most importantly they will galvanise individual and collective responsibility and action to bring alive the vision of an India free from illiteracy.

"It is only when planning is based upon the perceptions and propositions of the Panchayati Raj Institutions, that it will begin to respond to the felt needs of our population, to their perspectives, to their aspirations, to their wants, and to their requirements."

— Rajiv Gandhi

School Complex

The 1992 Programme of Action for the NPE revived the concept of developing the School Complex as the 'lowest viable unit of area planning'. The clustering of 8 - 10 institutions in order to encourage a group cooperative effort to improve standards in schools by sharing resources, personnel, materials and training facilities would also, it is envisaged, promote better management of schools.

PANCHAYATI RAJ

Democratic Self Governance

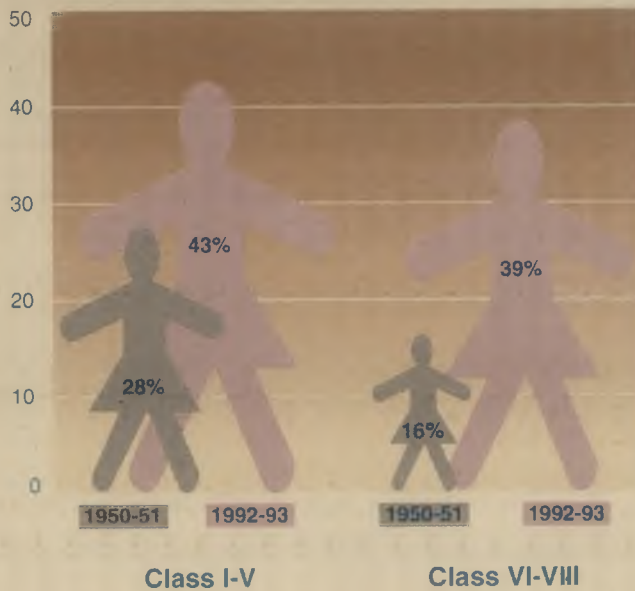
- Constitutional status for locally elected self governing institutions from village to district levels
- 30% representation earmarked for women
- Devolution of powers and responsibilities
- Panchayati Raj institutions to play a major role in education and other developmental initiatives
- Revival and strengthening of Village Education Committees (V.E.Cs)

Women's Education

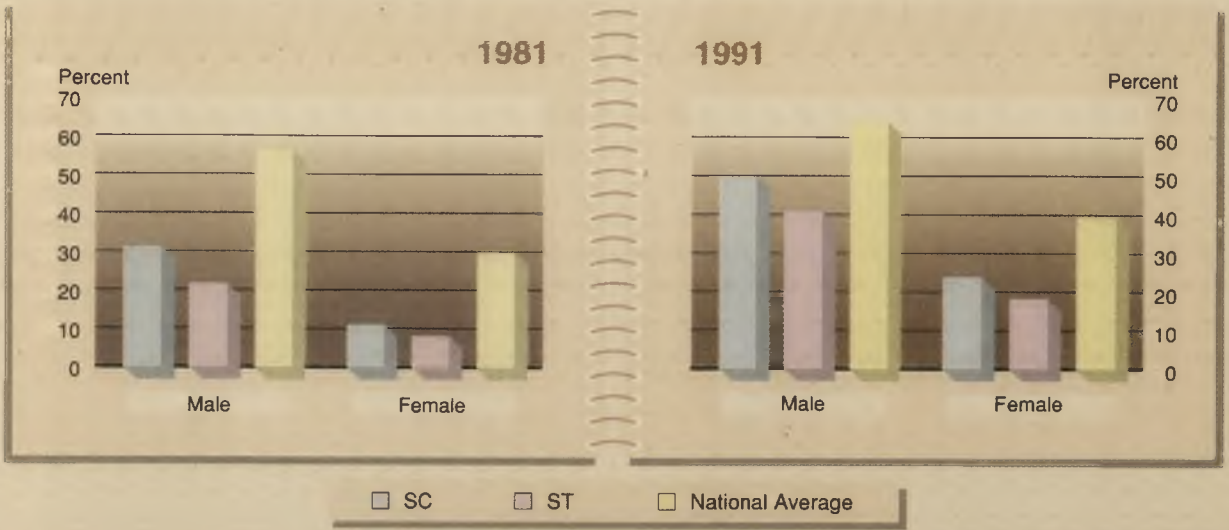
The NPE expresses greater determination to ensure that the national education system plays a vital, interventionist role aimed at the empowerment of women. Taking the current goal beyond that of equalising educational opportunities for women, the NPE presses for greater emphasis on women's literacy and on efforts to enhance access and retention of girls in elementary education. In 1993-94 a Central Sector Scheme was launched for improving and expanding hostel/boarding facilities for girls attending higher\ higher secondary schools.

Girls' enrolment at the primary stage has grown appreciably from 6 million in 1950-51 to 43 million in 1991-92 and at the upper primary stage from 0.5 million. The growth rate of girls' enrolment has been higher than that of boys but disparities still remain.

Girls as percentage of students



Literacy Rates among SCs and STs



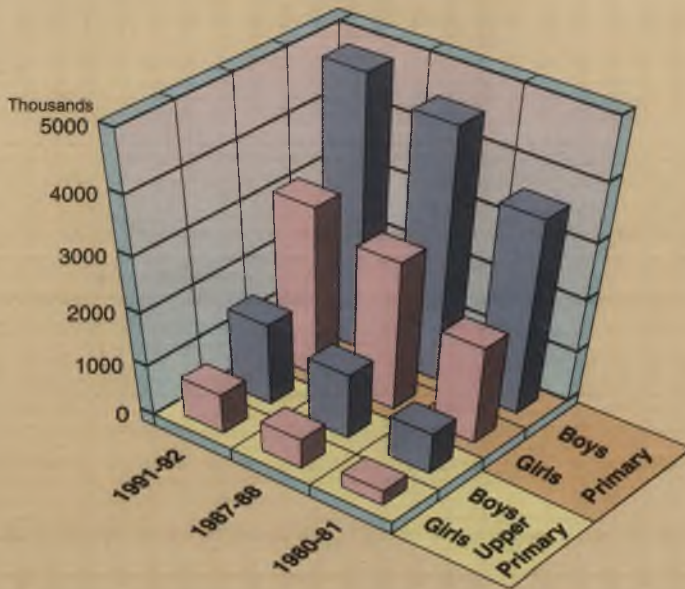
Disadvantaged Groups

The NPE provides policy directives for special efforts to be aimed at educationally disadvantaged groups, particularly the scheduled castes (SCs), scheduled tribes (STs) and the physically and mentally disabled.

The Scheduled Castes comprise roughly 17 per cent of the nation's population and are amongst the most deprived both in educational and economic terms. The NPE suggests that monetary and other incentives, recruitment of more teachers from deprived communities and greater vigilance to ensure and support enrolment, retention and achievement must be among the strategies adopted towards the larger task of reaching educational and literacy facilities to all Scheduled Caste people who remain outside the fold of the educational system.

Scheduled tribes constitute 8 per cent of India's population and tend to be concentrated in identifiable regions and areas across the country. As these groups have a distinct identity linked to the special kind of social organisation, traditions, customs and value systems evolved by them, the education system is called upon to recognise these and adapt to them.

Enrolment of Scheduled Tribes



The NPE lays stress on the need to open schools in tribal areas on a priority basis, develop materials and curricula in tribal languages (until it is possible to build a bridge with the local regional language), provide monetary and other incentives such as residential schools for tribal children known as Ashram schools, and to encourage young, educated members of their community to participate in attempts to rectify educational disparities amongst the STs, be it through adult literacy or other non-formal education schemes.

For the physically and mentally handicapped, the NPE envisages special efforts to integrate them with the larger community while expanding facilities such as residential institutions for those whose handicap is severe. Greater sensitivity will be expected in teachers training to deal with such students and more opportunities to impart vocational training to the handicapped are among the measures suggested by the NPE.

National Institute of Educational Planning and Administration

NIEPA is the apex institution concerned with educational planning and administration. Set up as an autonomous body by the Government of India, NIEPA conducts research, organises training, provides consultancy services, and disseminates important information on innovations, changes and developments in the areas of planning and management.

NIEPA, which has been actively involved with the District Primary Education Project and assists the CABE committee on decentralisation, organises seminars, workshops and training programmes for educational functionaries at all levels to acquaint them with modern education management techniques and enhance their ability to participate in educational planning and administrative processes. Thirty such programmes were organised in 1993 upto December including diploma courses in planning and administration attended by district level administrators, field level functionaries and officers working on DPEP. NIEPA also organised a UNICEF-sponsored national seminar in 1993 on Management of Education under Panchayati Raj.



Sector-wise Developments in Education

- **Pre-Primary Education**
- **Primary Education**
- **Mission Mode for UEE**
- **Operation Blackboard**
- **Non-Formal Education**
- **National Open School**
- **Education : Secondary, Vocational, Science**
- **Educational Technology**
- **Technical Education**
- **Integrated Education for Disabled Children**
- **National Curricular Framework**
- **Teacher Education**
- **National Population Education Project**
- **University and Higher Education**
- **University Grants Commission**
- **National Technical Manpower Information System**
- **Management Education**
- **Environmental Education**

Sector-wise Developments in Education

Pre-Primary Education

The importance of Early Childhood Care and Education is recognised as a crucial preparatory aspect of a child's development, especially as learning begins at birth and the early formative years are vital to all future learning.

The National Policy on Education, 1986, defined the objective of Early Childhood Care and Education (ECCE), as being the total development of the young child in the age group 0-6, and added that the stress must be on children from underprivileged groups and those who were first generation learners.

In a country like India where inequalities are so extreme that thousands of children require, in addition to educational facilities and exposure to a learning environment, support in terms of health care and nutritional inputs, ECCE has evolved as a programme which seeks to provide such a holistic service. The ECCE programme is designed to further the three objectives of:

- a) preparing children for primary school,
- b) providing a support service for girls in Universal Primary Education (UPE), and
- c) acting as a support service for working women in low-income groups.

Convergence of Services

The content of ECCE programmes extends beyond health care and nutritional inputs to encompass structured and unstructured play activities and is equipped to provide materials and learning experiences to promote the social, emotional, mental, physical and aesthetic development of children. The effort is also to establish effective linkages between ECCE and other development programmes to ensure a convergence of services. These include the

Integrated Child Development Scheme (ICDS), *balwadis / anganwadis* or day-care centres and schemes which are run by Government and non-governmental organisations and pre-primary schools managed by local organisations and State governments.

With ECCE becoming an important component of the Education For All strategy in India, the number of pre-primary schools has increased from 303 in 1951 to an estimated 13,515 in 1991-92 while the enrolment in these has gone up from 28,000 to 3.9 million for the corresponding years. Approximately 15 million children have benefitted from ICDS alone, which runs 339,000 centres in rural, tribal, and urban (slum) areas.

The University Grants Commission has sponsored a 13-episode TV serial for pre-schoolers which has been transmitted over the National TV Network — Doordarshan. The serial is aimed at introducing pre-school children to the alphabet, to numbers, geometric shapes, health care concepts, sanitation and food. The serial makes use of songs, animation and puppetry.

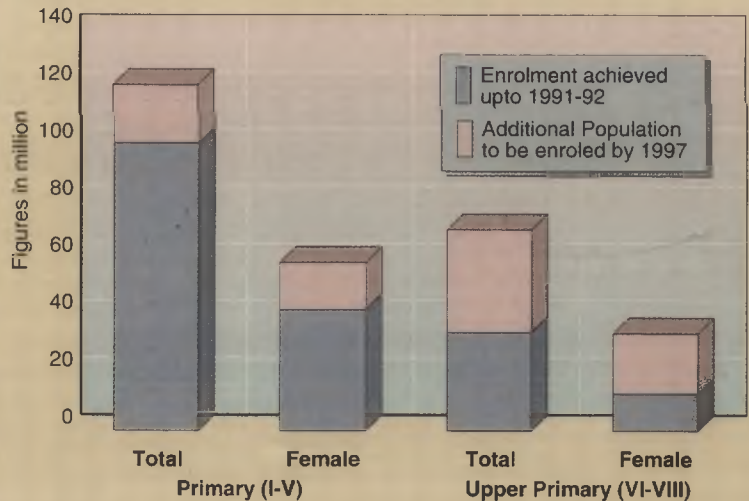
Primary Education

The National Policy on Education and the Programme of Action have placed Universalisation of Elementary Education (UEE) in a position of top priority. The focus of the UEE strategy will rest on girls and children from disadvantaged groups. The essential features of the revised POA, 1992, related to UEE are:

1. An emphasis on retention and achievement rather than merely on enrolment to overcome the problem of school drop-outs.
2. The introduction of a wide-reaching, systematic Non-Formal Education programme as an integral component of the UEE strategy. The target groups for NFE include working children, girls and children from other disadvantaged or marginalised sections to whom NFE can offer flexibility in timing and pace of learning.
3. A new perspective for planning which calls for a shift in focus from educationally backward States to educationally backward Districts.

The revised NPE stipulates that UEE targets must be met by the turn of the century. These targets include an estimated 153 million children in the 6-14 age group, or 18 per cent of the population, (as of March 1991). Disparities in elementary education — between regions, rural and urban areas, girls and boys, affluent and deprived sections of the population, and between minority groups and others — would have to be overcome to reach this target group.

Elementary Education: Projected Enrolment for Eighth Plan (1992-97)



Mission Mode for UEE

The revised National Policy on Education (1992) envisages the establishment of a National Mission for achieving UEE by the year 2000 A.D. The Mission will mobilise human and other resources, create effective partnerships and conduct intensive result-oriented campaigns in the tradition of literacy campaigns.

Operation Blackboard

Operation Blackboard was first introduced in 1987-88. Aimed at creating visible improvements in school facilities, the scheme has three inter-dependent components which together provide a composite approach to the problems faced by schools. The scheme aims at:

- a) ensuring that all school buildings have at least two all-weather rooms, a verandah and separate toilets for girls and boys
- b) two teachers, and, wherever possible, one of them a woman
- c) essential teaching/learning equipment such as blackboards, maps, charts, toys and so on.

By 1992-93 Operation Blackboard had already covered 91 Per cent of all primary schools. The remaining schools are expected to be brought under the scheme by the end of 1994. In addition to this, Operation Blackboard will, during the VIIIth Plan, also be directed at increasing the number of classrooms and teachers to three each for every school which has an enrolment of over 100 students. The scheme is also likely to be extended to cover upper primary schools.

Minimum Levels of Learning (MLL)

The Minimum Levels of Learning is a strategy that lays down the learning or achievement outcomes expected from basic education. The strategy applies to both the formal and non-formal streams and takes into account the realistic, relevant and functional aspects of learning.

The introduction of MLL in schools is preceded by:

- a) an assessment of existing levels of achievement in learning
- b) a definition of relevant MLLs for the area and the time-frame within which these can and should be achieved
- c) an attempt to reorient teaching practices to become competency-based
- d) the introduction of a continuous, comprehensive evaluation of student learning

e) a review and, if required, a revision of textbooks and

d) an upgradation of physical and other facilities including teacher training, supervision methods and evaluation to improve the teaching/learning environment and make it conducive to achievement-oriented learning.

The MLL strategy, although essentially designed to improve the quality and performance of the elementary education system, introducing and equalising standards, and providing an up-to-date data base created by effective monitoring. The Central Government is funding 15 agencies to conduct MLL projects in 2,000 schools. These projects, supported by a team of resource persons are expected to involve 10,000 teachers and about 3.86 lakh students.

Non-Formal Education

The NFE is seen as a vital aspect of India's current strategy on education as it can reach out to working children, girls and children living in areas not covered by the formal education system. The NFE programme is designed to offer learning opportunities to children in the 6-14 age group who, because of several socio-economic factors, have remained outside the fold of the formal education system.

A curriculum relevant to learners needs, interests and to the local environment has been developed and varies from area to area. It remains however, comparable to the teaching/learning requirements of the formal system and achievement is tested and certified to enable learners to gain entry into the formal stream. Part-time instructors are recruited locally and trained according to NFE requirements.

A proposal for revising and continuing the NFE programme under the VIIIth Plan, became effective in October, 1993 and a budget of Rs.110.16 crore was set aside for the year 1993-94. The revised scheme calls for an intensified project approach, greater decentralisation in financial and administrative management, more effective training, development of teaching/learning materials of high quality and the introduction of a semester system in NFE courses. To enhance motivation, a cash incentive is proposed to be introduced for instructors (in 1994-95) and a substantial increase in the expenditure on NFE centres is envisaged. Significantly, the number of NFE centres for girls as opposed to co-educational centres is to be increased from a ratio of 25:75 to 40:60.

Implemented through State governments assisted by voluntary agencies, the NFE programme draws on a high level of community participation, and is characterised by flexibility and a decentralised administrative structure.

Learners are organised into small groups and the learning condensed to a 2-year period.

National Open School

The Government, in pursuance of its objective of providing school education opportunities to disadvantaged sections of Indian society through flexible, comparable, open learning and distance education facilities, has, in 1990, vested the National Open School with the authority to examine and certify students upto a pre-degree level. The Open School was first begun in New Delhi in 1979 and today these schools have an estimated 2.5 lakh students.

The 1993-94 target of enrolling 60,000 students was exceeded by September 1993. Given this response, the target for the year 1994-95 is 1,00,000 students. There are 302 such schools and accredited institutions offering general education and 39 for vocational studies. These institutions play a vital role in enabling people in rural areas, the urban poor, women, SC/STs, working adults and school drop-outs to avail of flexible schooling that permits them to learn at their own pace, time and convenience.

Secondary Education

The revised NPE (1992) has proposed educational reforms and a restructuring at the secondary education stage aimed at an improvement of curriculum content and systemic efficiency. The two main areas of focus are:

- a) Vocationalisation and
- b) Greater use of educational technology.



OPEN LEARNING IN BASIC EDUCATION

National Open School Emerging as an alternative school for:

- Neo-literates from TLCs
- School Drop-outs
- Successful non-formal education learners

Major Beneficiaries

- Young people in the 10-20 age group
- Women
- Urban Poor

Strategy & Features

- A 3-level curricula with a learning continuum
 - * Preparatory – equivalent to grade III
 - * Primary – equivalent to grade V
 - * Elementary – equivalent to grade VIII
- A variety of courses and options
- Multi-channel delivery.



Vocational Education

The revised NPE, 1992, sees the vocationalisation of secondary education (at the higher secondary stage, i.e. Classes IX-XII) as an important new strategy. It sets a target of 10 per cent students to be diverted to the vocational stream by 1995 and 25 per cent by the year 2000 A.D.

Vocationalisation at the +2 level was first introduced in 1988 and is anticipated to serve individual employability, create a bridge between the demand for and supply of skilled manpower and provide an alternative to higher education for those not inclined to academics. In addition to this, from 1993-94 pre-vocational education is being introduced at the lower secondary stage (Classes IX and X).

The scheme aims at covering 1,000 schools during the VIII Plan. Non-formal vocational education and training programmes are also being introduced through Non-governmental Organisations which receive financial assistance for innovative projects especially in backward\rural areas and those intended for girls in the 14-18 age group.

The University Grants Commission (UGC) has decided to introduce vocational courses in an estimated 100 institutions throughout the country. Thirty-five courses in science, technology, humanities, social sciences and commerce have already been formulated for all Indian universities.

A Joint Council of Vocational Education (JCVE) and a Central Institute of Vocational Education (CIVE) have already been established at the national level. The CIVE which is situated in Bhopal, Madhya Pradesh, will be the focus of an international project on technical and vocational education involving UNESCO and the Government of Germany.



Central Institute of Vocational Education (CIVE)

The Central Institute of Vocational Education was set up in Bhopal, Madhya Pradesh on July 1, 1993 to serve as the apex research and development institute for vocational education in the country. The CIVE's main concerns and current activities revolve around the review and standardisation of curriculum/text-books/instructional materials; teacher training programmes, and inter-state interaction to facilitate and share information and experiences related to vocational education. The CIVE has been identified as the focal point in India for UNESCO's International Project on Technical and Vocational Education (UNEVOC).

The National Council of Educational Research and Training (NCERT) has developed 82 competency-based curricula for six identifiable subject-areas for vocational education. General education and foundation courses as well as language development will form 30 % of the teaching/learning requirement in addition to vocational theory and on-the-job training which will account for 70 % of course time.

By the year 1992-93 vocational education opportunities and facilities had been created for 8.22 lakh students in 16,450 sections in 5701 schools. However real enrolment and utilisation figures are expected to be somewhat lower. Efforts are now in progress to improve quality and efficiency rather than a further expansion of the scheme.

Linkages are being established with private industry, insurance companies, and the banking sector, to extend training facilities for students and teachers from the vocational stream; create apprenticeship training opportunities after course completion, and in order to encourage industry to contribute actively to developing curricula and learning materials for vocational studies.

The UGC has made concerted attempts to maximise its use of the 'Countrywide Classroom' — the TV slot awarded to higher education on the National TV Network. The Commission supports 7 Educational Media Research Centres (EMRCs) in the country and eight more such centres are likely to be established during the VIIIth Plan period. Indigenous programming now accounts for 85 Per cent of the TV time available to higher education. In addition to this, the UGC has initiated a project to develop video lectures using some of the best teachers in the country. These would be viewed by undergraduate students including those in semi-rural and rural areas.

Science Education

The Centrally sponsored scheme for 'Improvement of Science Education in Schools' was introduced towards the end of 1988. Aimed at developing quality science education, the scheme will strengthen laboratory and library facilities in schools, enhance teacher motivation by providing for in-service training of teachers dealing with science and mathematics and will support campaigns conducted by voluntary organisations to popularise and demystify science education. States\Union Territories and Voluntary Organisations receive funding to promote this scheme.

Funding for science education is directed essentially to voluntary organisations, sponsored to conduct innovative and experimental programmes and to State governments/UTs for facility improvement. State governments use the resources to provide science kits to upper primary schools, strengthen laboratories and libraries in secondary and senior secondary schools, and lastly, for teacher training. The scheme has already come into operation in all States of the country.

Environmental Orientation

In keeping with the recommendations of the 1986 NPE, the scheme for creating an 'Environmental Orientation to School Education' was introduced in 1988-89. The objective of providing this orientation is to sensitise students to the environmental hazards faced today and to promote an awareness about the need for conservation.

Under the scheme State governments and voluntary organisations are sponsored to undertake project-based activities which encompass the need to review and develop teaching strategies,

curricula, textbooks, materials and innovative activities for different areas and disciplines at all stages of school education.

Integrated Education for Disabled Children

An estimated 35,000 children in over 9,000 schools benefit from the scheme for the integrated development of disabled children. A much larger number in fact receive the attention of special teachers and learning materials. The scheme offers complete financial assistance to State governments/Union Territories and Voluntary Organisations for creating required facilities in schools. The UNICEF-assisted project, Integrated Education for the Disabled (PIED) is designed to intervene similarly.

Stressing the need to integrate children who have handicaps, with mainstream education, the 1992 POA calls for concerted attempts to ensure that all educational institutions provide for the special needs of the disabled and handicapped. It also recognises the need for widespread efforts to sensitise administrators, teachers, children and the public to the special needs of these children.

Navodaya Vidyalayas

The 1986 NPE proposed the establishment of special schools which could cater to children with special talents and give them the opportunity and environment to progress at a faster than normal pace irrespective of their economic constraints. The scheme aims at setting up one such co-educational, residential school in every district of the country. An estimated 339 Navodaya Vidyalayas have come into existence and the government plans to open 50 more every year. The current strength of these schools is 1,20,000 students. The schools have a positive bias in favour of girls and children from rural areas.

National Curricular Framework

The National Curricular Framework in keeping with which the national system of education is designed, comprises a common core and other, more flexible, components. The common core cuts across subject areas to inculcate in all students a sense of national identity. It serves to uphold the secular values that are embodied in the Nation's Constitution and therefore includes in its brief a

familiarisation with the history of India's freedom movement, Constitutional obligations, the country's cultural heritage, the values of egalitarianism, democracy and secularism, equality of the sexes, environmental protection, observance of the small family norm and promotion of a scientific temper.

Reducing Academic Burden The Yashpal Committee Report

The urgent need to reduce the academic burden on school students was highlighted by the Yashpal Committee in its October 1993 report.

The recommendations of the Committee have met with agreement from parents, teachers and officials.

Among the Committee's recommendations are: the creation of appropriate legislative and administrative measures to regulate the opening of pre-schools and the abolition of admission tests and interviews for these, the abolition of homework at the primary stage and the introduction of non-textual homework for the upper primary and secondary school stages, reduction in the number and ratio of children to teachers and greater use of the electronic media.

Several aspects of the National Curricular Framework and the Guidelines for its implementation relate directly or indirectly to Human Rights, which has become an issue of national and international concern. Several recommendations have been made to encourage a sensitive handling of human rights education.

Scheme to Assist Stengthening of Culture and Values in Education

*A revised scheme to assist in strengthening culture and values in education, which forms a core area of the national curriculum, was circulated in May 1993 to provide assistance to government and non-governmental organisations. Earlier in January 1992, the Planning Commission set up a core group on **Value Orientation of Education**. Among the aims of the scheme is the fulfillment of the NPE objective to enrich the curricula and process of education to make it a forceful tool for the cultivation of social and moral values and to enhance the reflection of India's rich and varied cultural traditions in the formal system of education.*

Teacher Education

The performance of teachers and their ability to carry new, vital alterations in strategy and practice are seen as essential to the success of India's current-day policy formulations on education. The NPE calls for major improvements in the working conditions of teachers and for better quality teacher education opportunities.

A Centrally sponsored scheme for Restructuring and Reorganising Teacher Education introduced in 1987-88, and revised in 1993-94, envisages steps to provide greater academic and resource support to teachers at the grassroot level, upgradation of about 250 Secondary Teacher Education Institutes (STEIs) to Colleges of Teacher Education (CTEs), and the development of 50 of these into Institutes of Advanced Study in Education (IASE). Under the scheme, State Councils of Educational Research and Training (SCERTs) would also be strengthened and mass orientation programmes organised for teachers.

Distance learning for upgradation of knowledge and skills has become one clear avenue by which teachers can continue their education. The Indira Gandhi National Open University for instance, runs a course entitled 'Guidance for primary school teachers' but also has courses on food and nutrition, valuable to pre-school and primary teachers, and courses on management which teachers wishing to upgrade their managerial skills could benefit from.

The NPE has put forward new perspectives and introduced several strategies and ideas with which school teachers need to be familiarised. A Programme of Mass Orientation of School Teachers (PMOST) has since been conducted to carry forward this task and to contribute to upgrading the teachers professional competency. The PMOST involved as many as 1,762 million teachers.

In order to eventually provide for all teachers to receive in-service training once every five years, the existing Teacher Education scheme has been somewhat modified. The concept of conducting a Special Orientation Programme for Teachers (SOPT) was introduced in 1993 and is designed to address 0.45 to 0.50 million teachers each year.

The Elementary Education teacher education programmes will now focus increasingly on new pedagogical inputs; incorporate an emphasis on vocationalisation of education and technical education, and aim at sensitising teachers to the need for flexibility especially in relation to such target groups as girls, working children and other socially and economically disadvantaged children.

Shikshak Samakhya Project

- Launched in September 1992 in 5 districts in Madhya Pradesh.
- Centrality of teacher to educational process.

Key Features

- Teacher motivation and involvement in decision making.
- Development of competence, skills.
- Evolution of effective teaching learning materials, through a participative process.
- Making the classroom attractive.

National Council of Teacher Education (NCTE)

The NPE has awarded statutory status to the National Council for Teacher Education (NCTE) and ensured that it has enough resources and powers to accredit teacher education institutions. The NCTE is expected to:

- a) suggest mechanisms to determine and maintain standards for teacher education programmes
- b) to regulate the functioning of teacher education institutions
- c) emphasise and facilitate the continuing education of teachers
- d) to streamline the demand/supply situation for trained personnel.

District Institutes of Education and Training (DIETs)

The Programme of Action (POA) for the NPE took note of the need to provide institutional support to teacher education programmes and recommended the establishment of District Institutes of Education and Training (DIETs). DIETs have since been set up in 260 districts out of a total of 468 districts and are expected to offer excellent pre-service and in-service training facilities for school teachers and adult education/NFE personnel. These institutions will also be responsible for lending academic and resource support to educational programmes and will conduct action research and innovative experiments in their areas of operation.

National Population Education Project

Since the 1986 Policy on Education was formulated, project activities at the National and State levels have been directed at integrating population education into training courses particularly at the elementary teacher education level. Between 1986 and 1990 this approach was more widely adopted and 11,73,426 key resource persons, teacher educators and elementary and secondary school teachers received population education.

National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training was established as an autonomous institution in 1961. Among its major objectives was promoting qualitative improvements in school education and teacher education. The NCERT conducts research, development and training programmes and also plays a role in dissemination of information through its constituent departments — the Central Institute of Educational Technology (CIET), the Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore and 17 field offices.

The NCERT develops the curricula, syllabi and textbooks for schools and has provided invaluable assistance in the implementation of the District Primary Education Programme being conducted in several states. The NCERT also maintains close links with state level education authorities, provides important inputs to the school system and coordinates activities related to UNICEF and UNESCO assisted projects.

University and Higher Education

The Higher Education system has grown steadily since Independence. From 25 universities in 1947 the number has increased to 221 (including 34 institutions deemed universities) while the number of colleges has gone from 700 to 8,000 by 1993-94. Enrolment figures for the same years show an increase from 2 lakhs to 48 lakhs students of whom 9.5 Percent are registered for post-graduate and research programmes and 15.90 lakhs are female students. The preference continues to rest with the Arts and Humanities which claim 40.4 Percent of these enrolment figures. Commerce courses attract an estimated 21.9 Percent of the enrolment, Science courses 19.6 Percent, Engineering and Technology 4.9 Percent, Law 5.3 Percent and other faculties 5.6 Percent.

During the VIIIth Five Year Plan, the major thrust will be on encouraging enrolment in open university and distance education institutions, which have in the last 3-4 years proved popular in the country. The Indira Gandhi National Open University (IGNOU) estimates that for the year 1993-94 its enrolment figures would be as high as 80,000. The target is to achieve an additional enrolment of 1 million students in these institutions.

A New Milestone

Babasaheb Bhimrao Ambedkar University

Lucknow

1. *The Constitution of India provides for special safeguards for the deprived and disadvantaged sections of the society. The proposed Babasaheb Bhimrao Ambedkar University, named after the architect of India's Constitution, would pay special attention to the welfare of the Scheduled Castes and the Scheduled Tribes and play a positive interventionist role in the empowerment of underprivileged sections of society. The University would be open to all persons of either sex and of whatever caste, race, class or place of domicile.*
2. *The University shall endeavour to promote advanced knowledge by providing instructional and research facilities in science and key and frontier areas of technology and other allied disciplines and offer appropriate courses relevant for the development of socially and economically depressed sections of the people. It would also promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his lifetime, namely national integration, social justice and a democratic way of life and the study of Constitutions of the world.*
3. *The Ambedkar University which is to be located on the outskirts of Lucknow, the capital of Uttar Pradesh, would be a unitary, teaching and residential University. The University is likely to become functional from the 1995 academic session.*

Female Participation in Higher Education

The 1993 enrolment figure for women students stood at 15.90 lakh with the level of their participation in post-graduate programmes accounting for 34.9 Percent of the total enrolment in these programmes. The enrolment of women students is highest in the state of Kerala where it stands at 53.3 Percent and lowest in Bihar where it is 16.1 Percent.

Indira Gandhi National Open University (IGNOU)

The recent emphasis in higher education has been on widening access to higher education especially through the recently introduced concept of distance education. The Indira Gandhi National Open University (IGNOU), established in 1985, offers innovative and flexible university education targetted specifically at disadvantaged groups, women and people living in difficult areas.

IGNOU enroled over 80,000 students in 1993-94 and the total enrolment is approximately 2.30 lakhs. In May 1993, IGNOU was conferred the distinction of Centre of Excellence in Distance Education by the Commonwealth of Learning.



University Grants Commission

The University Grants Commission is the apex body responsible for funding and laying down standards for higher education. Lately it has been granting greater autonomy to universities. Already an estimated 107 universities have become autonomous institutions.

The UGC has, in keeping with the education policy's thrust on vocationalisation, sought to introduce vocational studies courses in several universities during the 1994-95 academic session for which course curricula require to be developed and infrastructural facilities provided.

The UGC also assists 314 universities which run a College Science Improvement Programme (COSIP) and 784 colleges which have introduced the College Humanities and Social Science Improvement Programme (COHSSIP).

In addition to this the UGC has focused on restructuring under-graduate courses to make these more relevant and to provide a work experience/productivity component for them. The UGC proposes to make environmental education part of the foundation course at the undergraduate level. Efforts are also being made to develop a curriculum for women's studies at the undergraduate and post-graduate levels. Financial support is offered to universities seeking to conduct research in women's studies.

The UGC, to help step up the efficiency of universities and colleges, has been sanctioning computer facilities to them. Such facilities were already in place in 116 universities and 1,522 colleges by the end of 1993.

A total of 115 university departments had, by the end of 1993, benefitted from the Scheme for Strengthening Infrastructure in Science and Technology Education and Research which has been developed to improve the teaching process and enable experimentation.

In addition to a wide range of fellowships and scholarships awarded by the UGC for students and meritorious teachers, special financial assistance is set aside for Scheduled Caste and Tribe students.

Technical Education

In keeping with the recommendations of the 1986 policy on education, an upgraded scheme for technical education came into being in 1987-88. The scheme takes into cognisance the rapid changes in technology and industrial growth being witnessed in India and the world. The scheme has identified for a start, 46 new areas of technology and will support programmes and courses related to these.

This scheme along with two others — a scheme for improving facilities and another for creating infrastructure, will together, under the current Plan, comprise the major thrust areas for developing modern, relevant technical education. Aside from this, the All India Council for Technical Education (AICTE) has developed norms and standards for technical education applicable to diploma, degree and post graduate courses.

All India Council for Technical Education (AICTE)

Statutory status was awarded to the All India Council for Technical Education through an Act of Parliament passed in 1987. The AICTE, which was set up in 1945, is now involved in a major planning and coordination effort related to the development of technical education in the country.

In May 1994 the AICTE issued regulations pertaining to admissions and fees for private, unaided professional institutions in pursuance of a Supreme Court judgement passed in February 1993.

Strengthening Facilities

In an identified set of technology areas for which existing institutions organise undergraduate courses, a scheme has been developed to strengthen facilities ranging from laboratories, equipment, space, faculty/supporting staff and to diversify courses to create a base for post-graduate programmes. The scheme for improving infrastructure in emerging areas of technology has been similarly redesigned and aims at providing facilities for education, research and training for 14 identified technology areas.

Modernisation

The existing scheme for modernisation and removal of obsolescence has been considerably reworked after the NPE 1986 placed greater emphasis on the need to update and upgrade technical education. The scheme, which now covers the Indian Institutes of Technology, Regional Engineering Colleges, and other institutions/polytechnics, aims at weeding out obsolete machinery and equipment from laboratories and workshops; introducing modern machinery and new equipment relevant to curricular needs; creating opportunities for a hands-on experience for students, upgrading teacher skills, and competence, introducing computers and setting up new laboratories.

Institutional Structures

A number of schemes and programmes have been developed to promote technical education in new areas of technology vital to the needs of modern-day India.

The premier technical education institutions in the country are the five Indian Institutes of Technology (IITs), the National Institute for Training in Industrial Engineering (NITIE), the Indian Institute of Science (IIS), the National Institute of Foundry and Forge Technology, the School of Planning and Architecture, four Technical Teachers Training Institutes (TTTIs) and 17 Regional Engineering Colleges (RECs).

The NPE's call to revamp existing technical education institutions encouraged the launching of a major World Bank assisted project which covers 17 States and 2 Union Territories. The project enables State Governments to upgrade the capacity, quality and efficiency of 539 polytechnics.

Community Polytechnics

The Central-sector Scheme for setting up Community Polytechnics was initiated in 1978-79 in 36 institutions offering diploma level courses. These polytechnics were expected to promote improvement in the socio-economic conditions of the rural people with an emphasis on poverty alleviation and employment generation. Therefore technical training, imparting vocational skills and transfer of technology to the rural areas were among the main objectives of the scheme.

National Technical Manpower Information System

The National Technical Manpower Information System (NTMIS) has been developed by the Government to monitor the absorption of trained engineering and technical manpower and thereby create a data base with which to streamline and plan the development of technical education in India.

Management Education

The encouraging policies of the Government to promote greater professionalism in Indian business and industry, the active role played by the public sector financial institutions in promoting small and medium entrepreneurs, the expanding economy and the changes in market conditions including the need to export for earning foreign exchange have greatly facilitated the expansion of business education. Currently, there are around 242 recognised management educational institutions in the country which offer about 356 courses and programmes in management. Out of these, nearly 200 institutions offer regular full-time programmes in management at the Post Graduate Level.

More than ever before, there is an increasing realisation that educated trained managers are the critical resources for organisational as well as economic development of the country. More and more organisations realise that it is the most important responsibility to develop managerial skills through systematic education and training. Gradually, they have come to accept that employees with formal qualification in management are valuable assets for realising organisational goals and achieving maximum productivity. The growing recognition of MBA Programmes is evident from the fact that the Institutes of Management and the ranking business schools receive applications for admission in relation to the available seats in the ratio of 80:1.

Resources for Education

- **Economic Liberalisation and Education**
- **Resource Allocation**
- **Mobilising Resources**
- **Funding Pattern in Education**
- **Allocation for Educational Sectors**
- **Funding of Central Universities**
- **Corpus Fund**

Resources for Education

India's commitment to achieving Education For All by the year 2000 A.D. and its emphasis on ensuring that the improvement in the quality and reach of its educational programmes is significant, demands that adequate financial resources be mobilised to fulfill these objectives.

Economic Liberalisation and Education

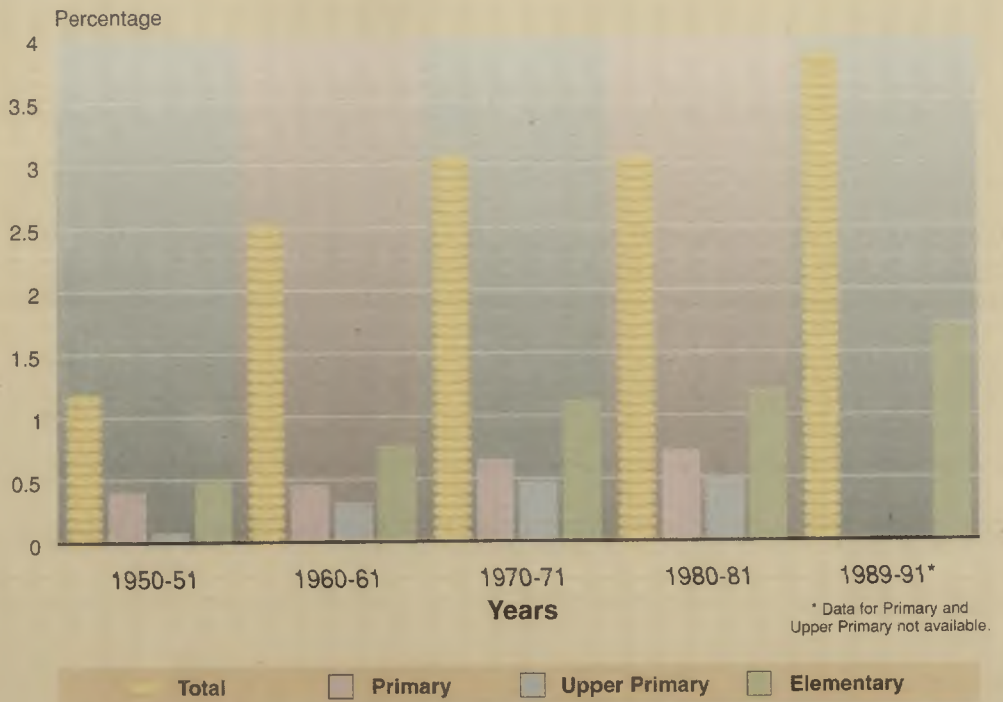
The education sector is also required to respond to new demands from the restructuring of India's economy and the process of liberalisation which has been set in motion. This process has generated the need for wide scale retraining and skill upgradation of the labour force to cope with new technological inputs and global market requirements.

Resource Allocation

The resource allocation for education has over the years seen an increase from Rs. 155 crore in the First Five Year Plan to Rs. 19,599.70 crore in the VIIIth Five Year Plan. The expenditure on education (as percentage of GNP), has like-wise gone up from 1.2 per cent in 1950-51 to 3.9 per cent in 1990-91. Per capita expenditure has recorded a rise from Rs 3.20 in 1950-51 to Rs. 217.15 (at current prices) in 1990-91.

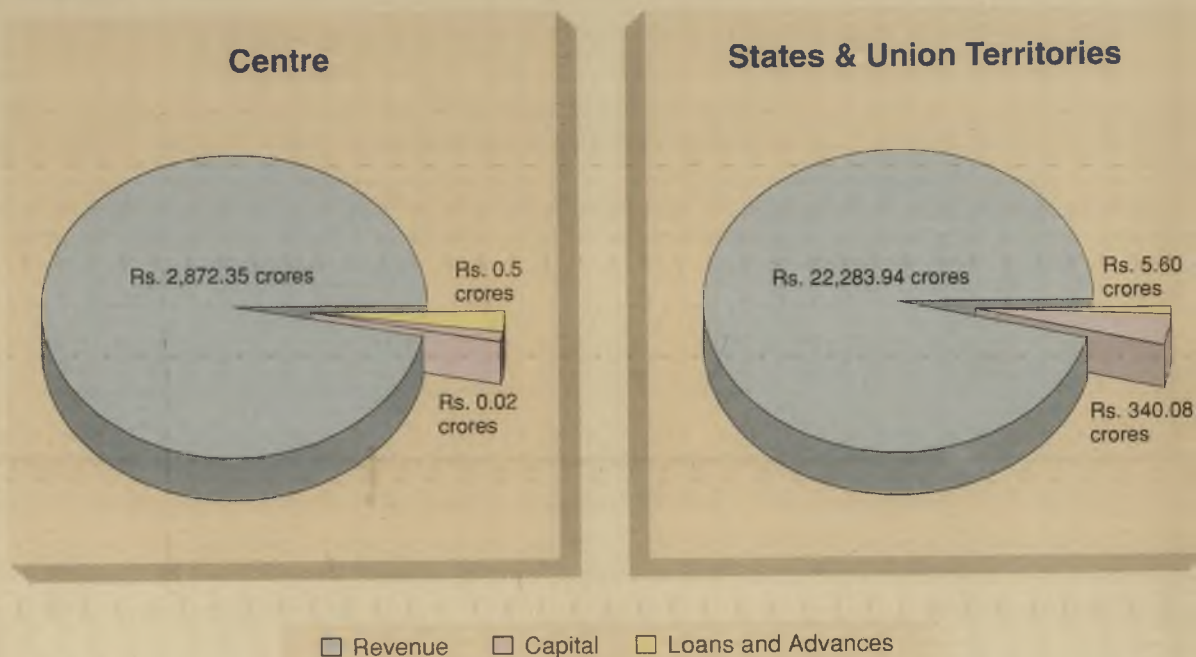
Although these increases are significant, the financial requirements today far exceed available resources. In 1964-66 the Education Commission foresaw the need to put aside 6 per cent of the GNP for education which the Prime Minister has now declared would be ensured by the year 2000 A.D. This would include resources from the Central Government, the State governments, private organisations and institutions, NGOs and the community.

Public Expenditure on Education as a share of GNP



Source : NIEPA, Education for All by 2,000, New Delhi, and Department of Education, MH

Budget Expenditure on Education by Education and other Departments 1992-93



Mobilising Resources

The NPE states that resources will be raised by mobilising donations, asking beneficiary communities to maintain school buildings, raising the fees at higher levels of education and by savings generated from a more efficient use of existing resources. It directs institutes involved with research and development of technical and scientific manpower to mobilise funds by levying a cess on user agencies. These measures, however, will contribute only marginally to the overall financial needs of the education sector, and, therefore financial policy will work towards generating funds from a wide range of sources. The possibility of levying education cess has been raised by the Committee on Literacy (1993).

Funding Pattern in Education

Education in India is funded by various sources which include the Central and State Governments, local bodies and private sector contributions.

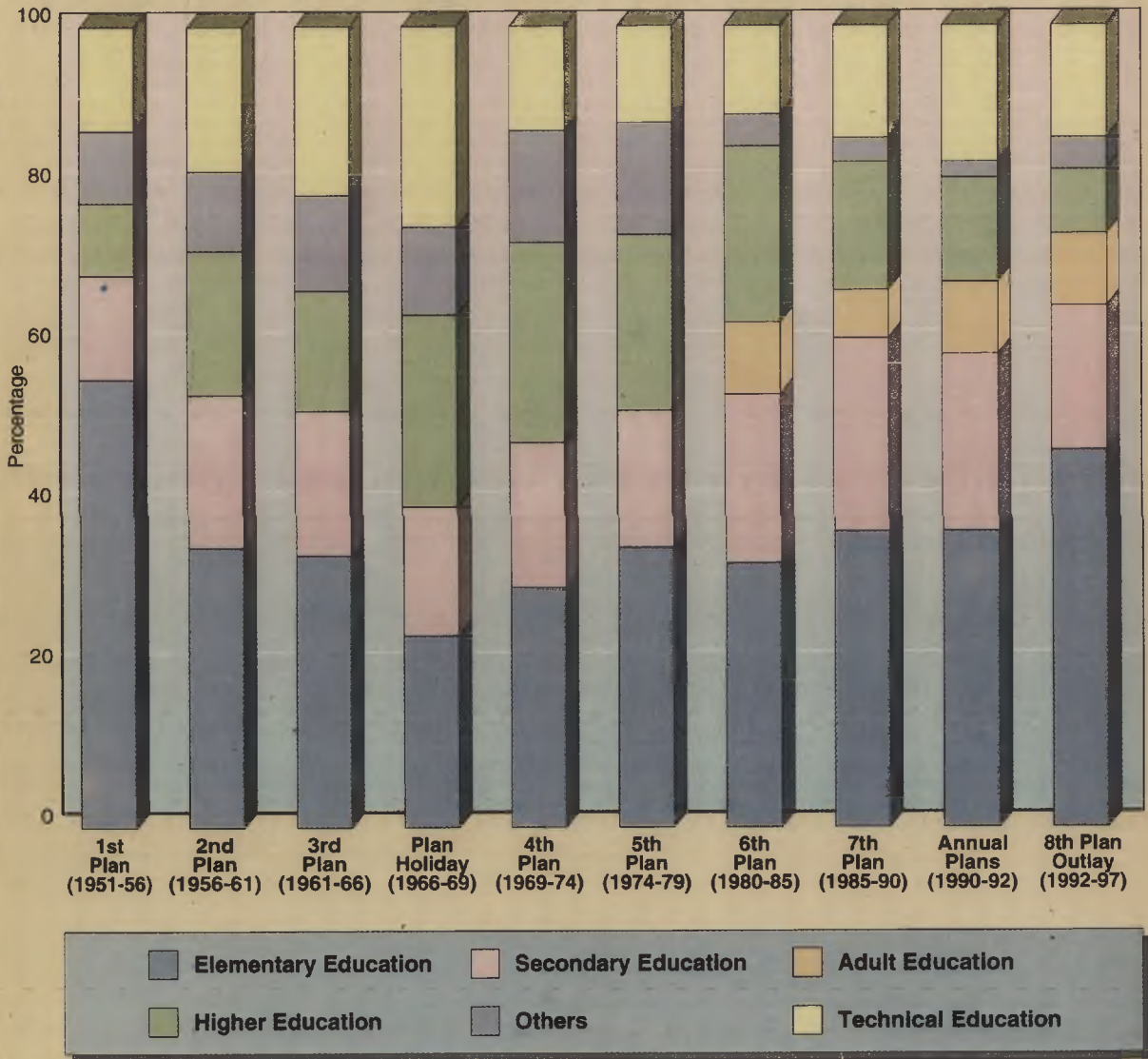
As the figures indicate, there has been an increasing dependency on Government funds over the years with contributions from other sources declining or stagnating despite the need for stepped-up spending.

Plan and non-plan outlays for education are set aside by the Government. The Plan outlay as percentage of total budget for the States/UTs has been rather small with the 1991-92 share standing at 8.26 per cent.

The share of Central Sector contribution to education has been substantially lower than that of State contribution until the VIIth Plan. When the Centre's share went up substantially to touch 40 per cent. During the VIIIth Plan it remained close to that figure recording a level of 38 per cent.

The Centre's share in Non-Plan expenditure which is largely earmarked for teachers salaries and maintenance has fallen from 11 per cent in the first Five Year Plan to 5 per cent in the VIIth Five Year Plan, whereas the state share has gone up to 95 per cent. The State share is accounted for by their funding of the extensive network of primary and secondary schools as well as colleges and universities.

Plan Expenditure on Different Sectors of Education (Percentage)

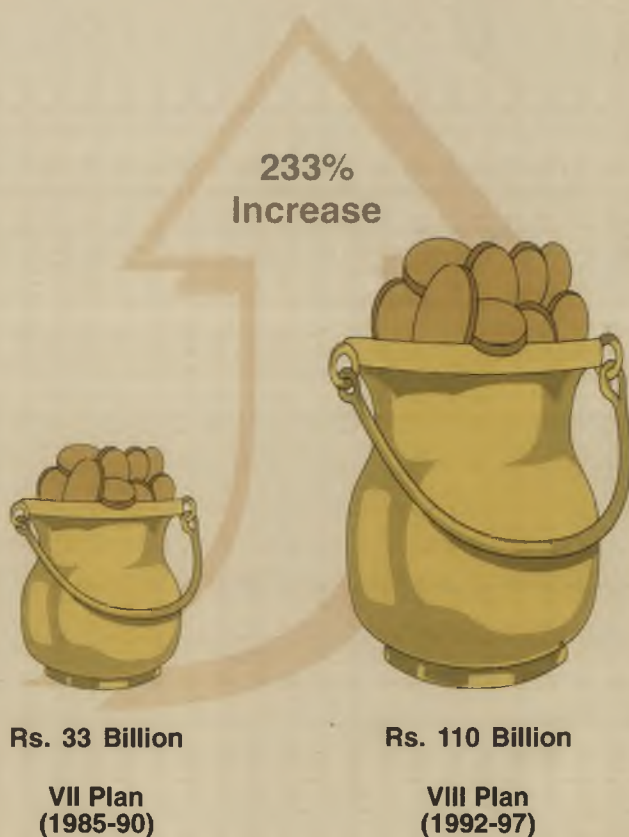


Allocation for Educational Sectors

Elementary Education under the VIIIth Five Year Plan has received an improved allocation which has touched the 46 per cent mark. The share for Secondary Education has been more or less the same with a marginal increase over the last three Plans.

The financial allocations for Higher Education started during the First Five Year Plan at a low 9 per cent and went up during the Vth Five Year Plan to a record 28 per cent, coming down once again during the VIIth Plan to 14 per cent. This reflects the fact that the higher education system in the country is now sufficiently developed to meet the nation's requirements. The unmet demand for higher education is not considered economically viable.

Significant Budget increase for Basic Education



Justice Punnayya Committee Regarding Funding of Central Universities

The University Grants Commission has constituted a committee under the Chairmanship of Justice Dr. K. Punnayya to examine the financial situation in the Centrally funded Universities, Deemed Universities, and Colleges and make recommendations about appropriate methods to be adopted for determining their financial needs and changes, if any, to be introduced in the system of grants to these bodies in future.

Some of the major recommendations of the committee are :

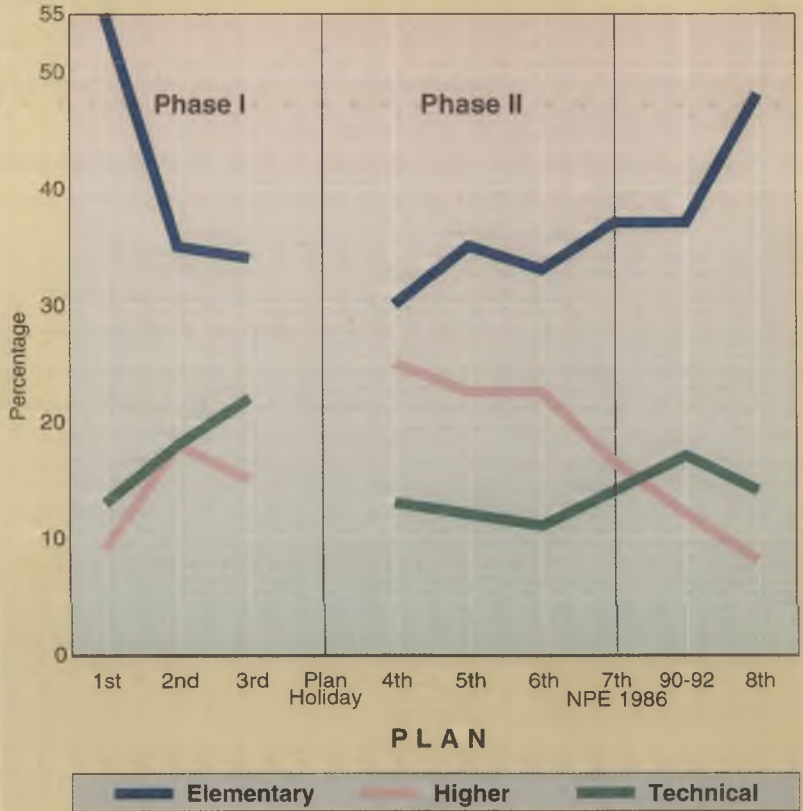
- i) Any additional resources generated by an institution may be kept in a separate fund and utilized for the furtherance of the objectives of the institution.
- ii) Financial incentives may be provided as matching parts to institutions generating additional resources.
- iii) Tax concessions should be given to contributions for institutions.
- iv) Institutions should be encouraged to recover the cost of education mainly from those who can afford these costs.
- v) State funding must continue to be an essential and mandatory requirement for support to higher education.

Corpus Fund

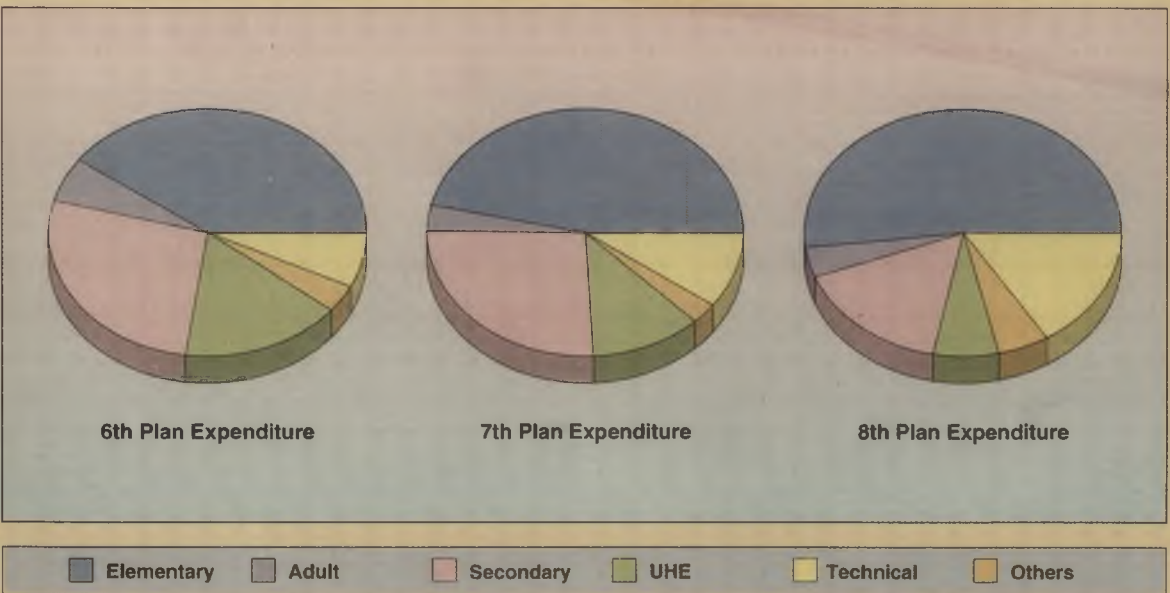
In the overall context of liberalisation measures in the various sectors of the country's economy, it has been decided to switch over to a system of block grants in place of the annual maintenance grants determined on the basis of a net deficit formula currently in vogue in the case of five Indian Institutes of Technology from the year 1993-94. The change is likely to create an atmosphere in which these institutions will feel free to manage their affairs within the overall parameters of Government policies and programmes without being inhibited in their day to day functioning. This will also encourage the Institutes to observe economy in their operation and claim incentive by way of matching contribution by the Government in case they are able to effect savings out of the present level of Non-Plan grant or earn revenues by way of consultancy and training programmes and transfer of such saving to an Endowment Fund.

Sector-wise Expenditure

(in Five Year Plans)



Sector-wise Outlay/Expenditure on Education (States/UTs)



International Cooperation

- UNESCO
- UNICEF
- UNFPA
- Bihar Education Project (BEP)
- Area Intensive Education Project (AIEP)
- Lok Jumbish
- Mahila Samakhya
- Shiksha Karmi
- Uttar Pradesh Basic Education Project (UPBEP)
- Project Integrated Education for the Disabled (PIED)
- Andhra Pradesh Primary Education Project

International Cooperation

Several important and innovative projects, especially directed at achieving the goals of basic education and womens' education and empowerment, are receiving the support of international funding agencies.

UNESCO

India actively promotes and supports international cooperation at the regional and sub-regional levels, on basic education through a number of UNESCO programmes. At the national level it is the Indian National Commission for Cooperation with UNESCO (INC) which is the apex coordinating and advisory body. As one of the promoters of the UNESCO Regional Programme of Educational Innovations for Development of Asia, (APEID), India actively participates in APEID programmes. The country also plays an active role in the Asia-Pacific Programme on Education For All (APPEAL), which was launched by UNESCO from New Delhi in 1987.

UNICEF

UNICEF works closely with the Government of India to support improvements in the area of basic education. UNICEF has provided financial and technical support to several important and innovative projects including the Minimum Levels of Learning (MLL), the project for evaluating Total Literacy Campaigns, and the Project Radio Education in Adult Literacy (PREAL).

Since 1992, UNICEF has helped develop and implement district specific projects in several states. These include the Madhya Pradesh Project for Teacher Empowerment, the Bihar Education Project, the Andhra Pradesh Project for Girls Education, PIED, AIEP and the Bombay Municipal Corporation project for improvement of the quality of primary education.

UNFPA

The UNFPA supports the National Population Education Programme (NPEP) and has, since its cooperation with the Government of India began in 1980, also supported several other projects on population education which have eventually formed part of the NPEP.

Bihar Education Project (BEP)

The Bihar Education Project (BEP), was launched in 1991, to operationalise a broad based Education For All programme in the state of Bihar, known for having the highest drop-out rate and a very low educational status. As India's first basic education project, BEP aims to cover 20 districts in the State by 1995. It seeks to improve the content and process of education; establish an elaborate system for training teachers and communities; work out wide ranging partnerships with political parties, activists, voluntary agencies, teachers and others; create conditions to maximise the involvement of teachers; make the village school and non-formal system accountable to the community served, and create a process for review, critical appraisal and innovation. BEP represents the first attempt in India to include a broad range of EFA issues and concerns in one large operational programme. The project is supported by UNICEF. The outlay of the project is Rs. 360 crores over the period 1991-96.

Area Intensive Education Project (AIEP)

Conceived as a holistic education programme the AIEP, which receives support from UNICEF, has transformed Krishnagiri (which is part of the Dharmapuri district of Tamil Nadu). The AIEP has evolved into a community development programme and successfully evoked the dedication of teachers, doctors, women's organisations and administrators who have linked their skills to the benefit of more than 75,000 villagers.

Lok Jumbhish

The Swedish International Development Agency supports the innovative Lok Jumbhish : Peoples' Movement for Education project in Rajasthan. Lok Jumbhish seeks to achieve the goal of Education for All by the year 2000 AD by focusing on Universalisation of Elementary Education, womens' education, Post literacy and continuing Education. Begun in five blocks in 1991 the project has extended its reach to more than 25 blocks in 13 districts. Phase I of the Project had an outlay of Rs. 18 crores over the period 1992-94. Phase II of the Project is under consideration with an outlay of Rs. 10 crores upto 1998.

Mahila Samakhya

The 1986 Policy on Education stated that "In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women." The Mahila Samakhya project is assisted by the Government of Netherlands and was formulated in keeping with this committment. It works towards womens' equality and empowerment through education. The project currently operates in 14 districts in four states of India and its nodal point is the village where *Mahila Sanghas* or women's collectives organise problem-solving initiatives and pursue the objective of helping women acquire a positive perception of themselves. This project has an outlay of Rs. 51 crores over the period 1989-97.

Shiksha Karmi

The Shiksha Karmi Project assisted by the Swedish International Development Agency (SIDA) has been working in Rajasthan since 1987 to revitalise and expand primary education, especially in remote and backward villages of the State. With teacher absenteeism being identified as a major problem area, the project aims at substituting teachers in single teacher schools with a team of educated local residents, known as *Shiksha Karmis*. As of September 1993, the project had established 740 schools in 64 block units in Rajasthan in which over 90,000 children have enroled. The project has an outlay of Rs. 20.8 crores in Phase I (1987-94) and Rs. 24 crores in Phase II (1994-97).

Not Negotiable

One of the most interesting aspects of Mahila Samakhya is the articulation of a 10-point agenda on which no compromise is entertained. These inviolable principles provide a guide which will underline evolving strategies and will be the basis for mobilisation for education. They are:

- ◆ The initial phase, when women are consolidating their independent time and space is not hurried or short-circuited.*
- ◆ Women participants in a village determine the form, nature, content and timing of all the activities in their village.*
- ◆ The role of project functionaries, officials and other agencies is facilitative and not directive.*
- ◆ Planning, decision-making and evaluation is understood as a process which enables women to question, conceptualise, seek answers, act, reflect on their actions and raise new questions. Education is not to be confused with mere literacy.*
- ◆ Acceptance that as an "environment of learning" is being created what women decide to learn first may not be reading or writing. Women's priorities for learning must always be respected.*
- ◆ Acceptance that given the time, support and catalysts for such reflection, women are of their own volition seeking knowledge, with which to gain greater control over their lives.*
- ◆ The educational process and methodology must be based on respect for women's existing knowledge, experience and skill.*
- ◆ Every intervention and interaction occurring in the project must be a microcosm of the larger process of change; the environment of learning, the respect and equality, the time and space, the room for individual uniqueness and variation must be experienced in every component of the project.*
- ◆ A participatory selection process is followed to ensure that the project functionaries at all levels are committed to working among poor women and that they are free of caste/community prejudices.*

*(From the Revised Project Document :
'Mahila Samakhya Education for Women's Equality')*

Uttar Pradesh Basic Education Project (UPBEP)

The Uttar Pradesh Basic Education Project, funded by the World Bank covers ten districts in the State. Among its other objectives is the attempt to operationalise the concept of the 'school complex', and to provide research and other support to primary schools. The State Institute of Management and Training, in collaboration with NIEPA and NCERT is expected to contribute significantly to the training component of the project. The project envisages an outlay of Rs. 728 crores over a period 1993-2000).

Project Integrated Education for the Disabled (PIED)

The PIED was launched in 1988 to provide appropriately designed educational services to children who have disabilities and are under-served by basic education opportunities. The PIED is being conducted in eight states of India where the objective is to integrate disabled children into existing schools.

Andhra Pradesh Primary Education Project

The APPEP was begun in 1989 to improve primary education in the State of Andhra Pradesh, with a two-pronged strategy of intervening through improvements in teacher training and through school construction activities. The project has trained an estimated 80,000 teachers. More than 3,000 Teacher Centres have become operational. During its next phase the project is expected not only to continue with on-going interventions but also to develop further into a District Primary Education Programme which will take on selected districts. The project is assisted by the Overseas Development Administration (ODA). In phase-I the project had an outlay of £1.3 million for the period from 1983-87 and in phase-II the project has an outlay of £27.90 million for the period from 1989-1994.

Acronyms and Abbreviations

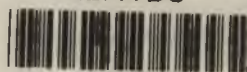
AE	Adult Education
AEC	Adult Education Centre
AIEP	Area Intensive Education Project
APEID	Asian Programme for Educational Innovations for Development
APPEAL	Asia Pacific Programme on Education for All
APPEP	Andhra Pradesh Primary Education Project
BEP	Bihar Education Project
CABE	Central Advisory Board of Education
CIEFL	Central Institute of English and Foreign Languages
CIET	Central Institute of Educational Technology
CIIL	Central Institute of Indian Languages
CIVE	Central Institute of Vocational Education
CTE	College of Teacher Education
DAE	Directorate of Adult Education
DIET	District Institute of Education and Training
DRU	District Resource Unit
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education For All
GER	Gross Enrolment Ratio
GNP	Gross National Product
GOI	Government of India
HRD	Human Resource Development
IASE	Institute of Advanced Study in Education
ICDS	Integrated Child Development Science
IDA	International Development Agency
IEDC	Integrated Education for the Disabled Children
INGOU	Indira Gandhi National Open University
IPCL	Improved Pace and Content of Learning
JSN	Jana Shiksha Nilayam
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MLLs	Minimum Levels of Learning
NAEP	National Adult Education Programme
NCERT	National Council of Educational Research and Training

NCTE	National Council of Teacher Education
NCD	National Development Council
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NIEPA	National Institute of Educational Planning and Administration
NIH	National Institute of Handicapped
NLM	National Literacy Mission
NOS	National Open School
NPE	National Policy on Education
NPEP	National Population Education Programme
OB	Operation Blackboard
ODA	Overseas Development Administration
PIED	Project on Integrated Education for the Disabled
PL	Post Literacy
POA	Programme of Action
PREAL	Project Radio Evaluation in Adult Education
PROPEL	Promoting Primary and Elementary Education
RCE	Regional College of Engineering
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SIDA	Swedish International Development Agency
SIET	State Institute of Educational Technology
SRC	State Resource Centre
ST	Scheduled Tribe
TLC	Total Literacy Campaign
TV	Television
UEE	Universalisation of Elementary Education
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
UT	Union Territory
VEC	Village Education Committee

Glossary

Anganwadis	Centres for delivery of package of services under ICDS in a village/urban slum
Ashram school	A residential school in a tribal milieu
Bal Bhawan	Literally, a 'Home for children'
Balwadis	Day care centres for pre-school children
Block	A spatial unit for developmental planning comprising about 100 villages and about 80,000 to 1,20,000 population
Doordarshan	Indian Television
Gram Sabha	An assembly of all citizens of a village
Gram Shikshan Kendra	Literally, 'Village Education Centre'
Jana Shikshan Nilayam	Centre for People's Education serving a cluster of about ten villages with a population of about 5,000.
Kachha	Temporary
Kendriya	Central
Lok Jumbish	People's Movement: Project aimed at Education for All in the state of Rajasthan.
Mandal	A spatial unit of developmental planning comprising about 15-20 villages and about 10,000 population in the state of Andhra Pradesh
Mahila Samakhya	Women's collectives: project on education for women's equality
Panchayat	Elected body responsible for local government of a village or a cluster of villages
Panchayati Raj	Generally a three-tier structure of local self government in rural areas at the village, block and district levels.
Puduvai Arivoli Iyyakam	A non-governmental organisation in the Union Territory of Pondicherry
Rashtriya	National
Sansthan	Institute
Shiksha Karmi	A local educational worker
Taluka	A sub-division of district
Zila Parishad	District Council

NIEPA DC



D08319