



Redeeming a Pledge

Status Report

Second Ministerial Conference, Bali
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Department of Education
Ministry of Human Resource Development
New Delhi
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Introductory

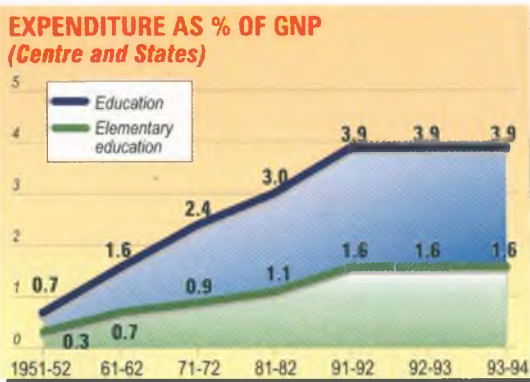
Since the EFA-9 Summit in New Delhi, primary education has been high on India's political agenda and is backed by a national consensus. While India's efforts to reform the economy are well known, the simultaneous efforts to reform education are largely unknown. In 1991, the very year when the economic reforms were launched, the government decided to review and update the National Policy on Education, 1986 and to implement it with renewed vigour.

As a follow-up to the EFA Summit, a Conference of Chief Ministers of all the states was held in New Delhi on 15th February, 1994. The Chief Ministers were unanimous that EFA should be given high priority in the country's developmental plans. The Prime Minister, Shri P.V. Narasimha Rao, reaffirmed that allocation for education

would be raised to 6% of GDP by the turn of the century from the present level of 3.7%, a declaration which was reiterated by the President in his address to the Parliament in 1994.

Specific efforts are being initiated in the education sector in the five educationally backward states in the country. A meeting of the Chief Ministers of the four states of this group — Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh — was held in Bhopal on 1st July, 1994 where the participants agreed to give top priority to primary education and literacy. The political consensus that has evolved through these

efforts has helped India become one of the few countries where during the stabilisation phase of structural adjustment, expenditure on education has been stepped up. Rather than cut expenditure of key social programmes during adjustment, the



“Universalisation is a feasible task, given the political commitment of the central and state governments, the enhanced allocations being provided to elementary education, the new ambience created by the Panchayati Raj legislation, the Total Literacy Campaigns and new initiatives like the District Primary Education Programme.”

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Union Government in India has shown how countries can use the adjustment process to try to possibly “adjust” public expenditure on social programmes as well as to adjust macro-economic imbalances. Public expenditure on education by education departments in the Centre and in the States/Union Territories increased from Rs.213,699 million in 1992-93 to Rs.239,089 million in 1993-94, an increase of nearly 12 per cent. Primary and adult education received a proportionally higher share of the enhanced investment. The plan allocation for elementary education doubled during the period 1991-95, from Rs.9,666 million in 1991-92 to Rs.19,402 million in 1994-95. This aspect has been highlighted by many including the World Bank in its report on Social Safety Net Adjustment Credit.

A two pronged approach of Universalisation of Elementary Education (UEE) and Universal Adult Literacy is being adopted for achieving total literacy.

A heartening feature is the steep decline in the proportion of never enrolled children, boys as well as girls, in all states, including the educationally backward.

A major step to improve efficiency and effectiveness has been the

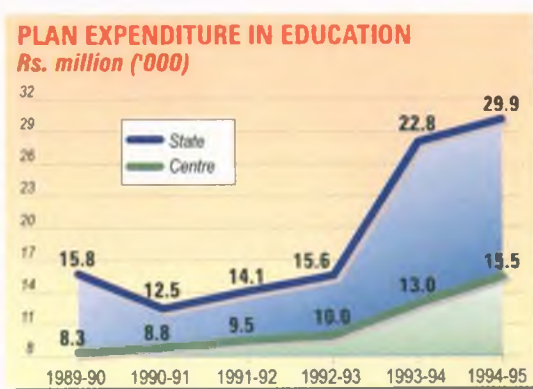
collective exercise between the Government of India and states to develop a time-bound action plan to reduce drop-outs and to remove systemic deficiencies in the implementation of schemes like Operation Blackboard and Non-formal Education.

A major initiative to achieve UEE, the District Primary Education Programme (DPEP), has been launched. It adopts a holistic view of primary education and seeks to operationalise the strategy of UEE through district-specific planning and disaggregated target setting. It has emerged as the main vehicle for UEE as well as for international assistance. A National Elementary Education Mission has been established in August 1995 with DPEP as its core.

Great strides in adult literacy are being attempted by the Total Literacy Campaigns and the Post Literacy Campaigns.

Distance education is emerging as a major vehicle for improving teacher education and as an alternative school. A significant development is the emergence of the National Open School as the node of a network of state open schools.

Another significant initiative that has been launched recently is the National Programme of Nutritional Support to Primary Education.



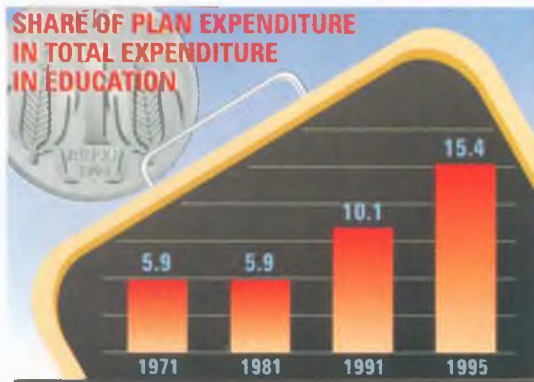
Financing Education

The Central Government's Plan outlay on education nearly doubled during 1991-95, from Rs.9,530 million in 1991-92 to Rs.18,250 million in 1995-96. Primary and adult education have a proportionately higher share of the increase in these allocations; 50% of the Centre's Plan outlay devolves on the states for implementation of key centrally sponsored schemes like Operation Blackboard and Teacher Education. In spite of financial constraints, expenditure by states has increased from Rs.170,440 million in 1991-92 to Rs.247,570 million in 1994-95. Even in real terms, the per capita expenditure on education has increased in 1994-95 in many states compared with 1993-94.

The Government has been enhancing the Plan outlays even

as fiscal correctives have been set in motion. The Plan expenditure is increasingly becoming more important in elementary education. The share of Plan expenditure in total expenditure/outlay has increased from about 10.1 per cent in 1990-91 and to 15.4 per cent in 1994-95. Further, the Government of India now supports about 50 per cent of the total Plan expenditure on elementary education by Centre and States. To a certain extent, this tries to reverse the unhealthy trend of almost the entire expenditure on elementary education being spent on teachers' salaries.

Expenditure by all Central and State departments of education in 1992-93 was equal to 3.34 per cent of GNP. When expenditures across departments other than education were included, the share was 3.9 per cent.



Elementary Education

The Indian school system is now the second largest in the world, enrolling 148 million children constituting 82 per cent of the children in the age-group of 6-14. Of these, 108 million children were enrolled in 573,000 lower primary schools and another 40 million in 156,000 upper primary schools. There are 1.7 million teachers in primary schools and 1.08 million in the upper primary schools. 94.5 per cent of the rural population living in 8.26 lakh habitations has a school within walking distance of 1 km. and 83.98 per cent have an upper primary school within a walking distance of 3 kms. Today, 43 out of 100 primary students are girls as compared to 28 in 1950. Growth in enrollment in the decade of 80's showed an acceleration that has now brought enrollment rates to more than 100 per cent at primary stage. The total number of children enrolled is 144.08 million. Primary education is imparted in 50 languages.

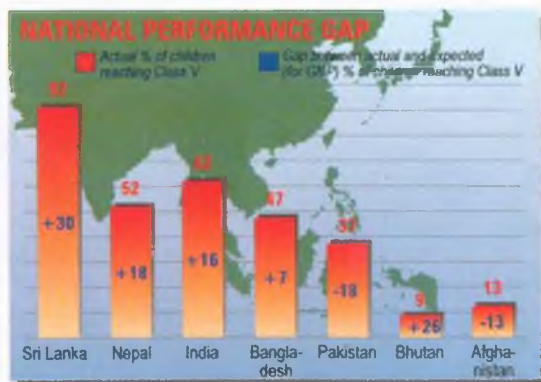
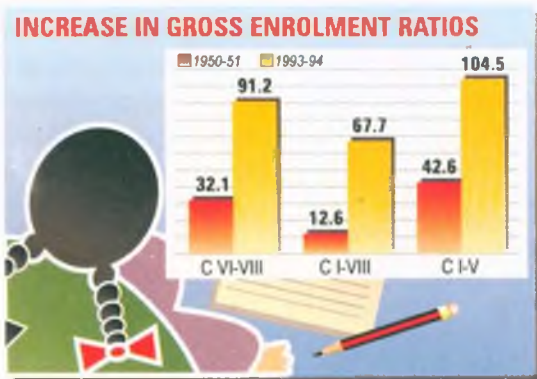
In the endeavour to increase enrollment and achieve the target of UEE, all state governments

have abolished tuition fees in the government, local body and aided schools upto the upper primary level.

In states like Tamilnadu and Kerala, almost every child completes 5 years of schooling and many states like Gujarat, Maharashtra and West Bengal are on the verge of a similar achievement. A silver lining has been the significant decline in the proportion of never enrolled children, boys as well as girls, in all states, as brought out by the NCAER study (1993).

Population trends in Indian states largely reflect the differences in primary education coverage at the state level.

According to the *Progress of Nations, 1995* brought out by UNICEF, India shows a positive national performance gap in retention levels. The estimated retention of 62 percent of children reaching Class V is 16 percentage points more than the average retention for countries with the same level of economic development as India.



Source: Progress of Nations' Unicef 1995

Decentralisation



A renewed emphasis on democratic decentralisation and the Government's commitment to "planning from below" and "people's participation" led to the 73rd and 74th amendments of the Constitution giving recognition to local self-governing institutions called Panchayats. A three-tier structure at the district, sub-district and village level has been established and many items have been earmarked for the administration of the elected district bodies.

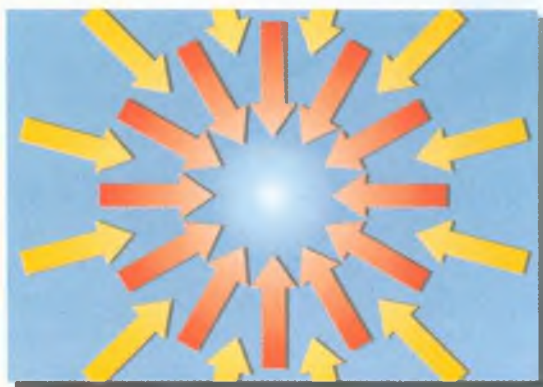
These Panchayats which are to have adequate representation of women, Scheduled Castes and Scheduled Tribes, minorities, representatives of parents, educationists and appropriate institutions will have the responsibility of preparing development plans and implementing educational programmes besides dealing with those subjects closely related to education such as health, social welfare and women and

child development. Each Pañchayat would constitute a Village Education Committee (VEC) which would be responsible for the administration of education programmes at the village level.

It is envisaged that these fully functioning local bodies would give momentum to the literacy movement. Earlier, they were perceived in the role of watchdogs; today they are expected to play a more dynamic and proactive role — in mobilising volunteers for the mass literacy movement, in playing a supportive role in women's empowerment and in assuring that the gains of literacy spread to the weaker sections. In this regard, decentralisation of school management to grass roots level bodies is an important policy initiative.

So far, over a million women have been elected to office and this shift in political power is expected to ensure greater accountability of the school system to the local community.

District Primary Education Programme



“The problem in India is one of vast regional disparity which is compounded by the fact that we have to impart education in 50 languages. Therefore, any strategy for universalisation has to be contextual. We should think nationally and act locally.”

The District Primary Education Programme is conceived as a beachhead for overhauling the primary education system in India. Building upon accumulated national experience as well as drawing from the best features of several state level initiatives, the programme is being implemented in the mission mode. The DPEP moves away from the earlier schematic, piecemeal approach and takes a holistic view of elementary education, emphasises decentralised management and community mobilisation and undertakes district and population-specific planning. It is a scheme sponsored by the Central Government and the Central share of funding has been raised from multilateral and bilateral sources. DPEP goes

beyond conventional packages such as opening of new schools and appointing teachers and addresses issues of content, process, quality and equity in education. The programme takes an integrated view of pedagogic issues in primary education development and seeks to build and strengthen institutional capacity in the states as well as local levels, so as to address the challenges of UEE.

The DPEP is not to be seen as an enclave project. It is a multi-faceted programme seeking to overhaul the primary education system in the country. In fact, it is envisaged that DPEP will be transformed into a National Mission for Elementary Education, thus meeting a major commitment of Programme of Action (POA), 1992.

Since December 1993, as a part of the planning process, about 1000 meetings have been held at the districts and blocks and over 70,000 people have participated in these meetings. Six extensive studies on different aspects of basic education were also undertaken. These include a baseline study which is the largest ever in the world covering about 100,000 students. This complex planning process which was done within India with local available expertise is a measure of the capacity and intrinsic strength that exists in the country.

The programme has been initially taken up in 42 districts spread over 7 states. Since then, the planning process has been initiated in 5 districts each in Andhra Pradesh and West Bengal where it would be funded by ODA. DPEP is shortly to be expanded to another 55 districts. During 1993-98, attempts are being made to cover 110 districts in a phased manner with an outlay of US \$650 million of which US \$423 million would be mobilised from external funding. Funding arrangement with European Commission for a grant of ECU 150 million has been concluded. An agreement with IDA for a credit of US \$260 million has also been concluded. IDA has offered to provide a second credit line of US \$425 million in the fiscal year ending June, 1996.

DPEP provides a well-defined process under which districts draw up plans on the basis of DPEP guidelines, informed by baseline studies, and with some support from state and national level institutions. It is recognised that this is an iterative process, with a clear objective to improve the quality of plans over the project period. There is provision for the assessment of alternatives as part of the planning process.

The programme builds upon the experience gained in the Bihar Education Project, the Uttar Pradesh Basic Education Project, Shiksha Karmi Project and Mahila Samakhya. (See Country Report for more details).

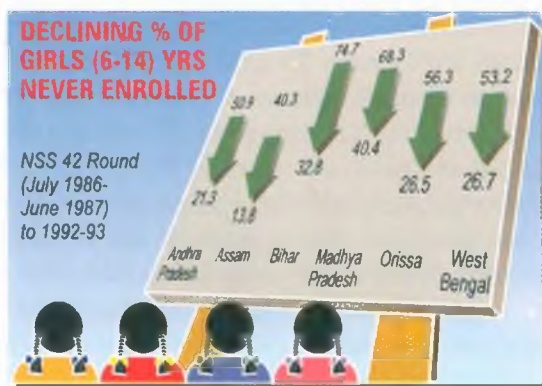
National Elementary Education Mission

Deriving inspiration from the success of the mission mode in adult education and in pursuance of the commitment made in the National Policy on Education, a National Elementary Education Mission (NEEM) is being set up with DPEP as its core. The macro objectives of the mission would be to bring to bear upon the UEE a sense of expedition and resolve and to take concerted action in partnership with states, local bodies, teachers and NGOs towards UEE.

A number of sub-missions would be established to address critical areas of elementary education such as non-formal education, teacher training, school effectiveness, learner achievement, community participation and management of education. The organizational structure for NEEM would largely follow the pattern of National Literacy Mission having due regard to the specifics of UEE.



Girls' and Women's Education



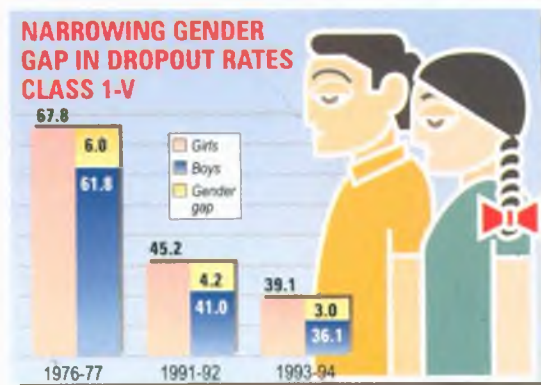
While UEE is the ultimate goal, no strategy can succeed without addressing its gender and regional dimensions specifically. Gender disparities are yet conspicuous in India. Though girls' enrollment has been outpacing that of the boys, girls still account for only 45.7 per cent of the enrollment at the primary stage. A closer scrutiny reveals a bigger chasm in gender achievements. In the south western state of Kerala, the gender differential in literacy rates is a comforting 7.45%. In the north western state of Rajasthan, it is a disconcerting 34.55%. Recognising this gender bias, most programmes

have specific components for ameliorating the condition of the girl child. In the DPEP, for instance, a gender perspective has been incorporated in all aspects of planning and implementation, and is an integral part of the programme. Free education is provided to girls upto Class VIII by various State Governments and UTs.

Mahila Samakhya (Women's empowerment), a Dutch assisted project, is a unique initiative operative in 22 districts spread over Bihar, Karnataka, Gujarat, Uttar Pradesh and Andhra Pradesh. With the aim of empowering women to take control of their own lives, the project provides the crucial conceptual and practical link

between empowerment and education. Unlike other projects, the emphasis of this initiative is not in service delivery but in bringing about a change in women's perception about themselves and that of society in regard to women's traditional roles. The Eighth Plan (1992-97) allocation is Rs. 513 million for this project.

The project has evinced international interest. The Government of India (GOI), in collaboration with the Royal Netherlands Embassy in India, organised a ten day International Conference on 'Women's Education and Empowerment' in March 1995 to share the experience of the Mahila Samakhya programme with various African and Asian countries. At the end of the Conference, members of the visiting teams were of the view that the exposure of the Mahila Samakhya programme would be a useful starting point in initiating similar programmes in their own countries.



State Level Initiatives

While the DPEP has been targeting backward districts with female literacy below the national average and where TLCs have stirred up a demand for elementary education, several State level initiatives have shown tremendous potential. These are directed at improving literacy levels in the five low literacy states of Andhra Pradesh, Bihar, Uttar Pradesh, Madhya Pradesh and Rajasthan.

The Shikshak Samakhya (Teachers' Empowerment) Project, is an initiative of the Madhya Pradesh Government in collaboration with the Government of India and UNICEF. In the difficult terrain of Rajasthan, a north-western state with huge tracts of desert land, two related projects have been progressing well. Both are assisted by the Swedish International Development Agency (SIDA). The Lok Jumbish (People's Movement) has extended its reach to more than 25 blocks (A block comprises about 100 villages with about 100,000 population) in 13 districts. The Shiksha Karmi (Educational Worker) project has been working to revitalise and expand primary education especially in the remote

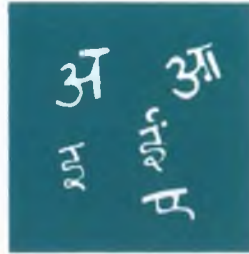


and backward villages of the state. The Uttar Pradesh Basic Education Project (UPBEP) funded by the World Bank covers 10 districts in the state. The fourth of the low literacy states, Bihar which has the highest drop out rate in the country is covered by the Bihar Education Project, a UNICEF supported scheme. So far

20 districts have been taken up for implementation. The estimated outlay of the project over the five year period (1991-92 to 1996-97) is Rs. 3,540 million with an agreed funding pattern of 3:2:1 between UNICEF, Government of India and the State Government of Bihar respectively.

The Andhra Pradesh Primary Education Project, practised in the south central state of Andhra Pradesh, with a female literacy of just 34 per cent, adopts a two pronged strategy of improving teacher training and giving a fillip to school construction activities. The project has trained an estimated 80,000 teachers in 23 districts and more than 3,000 teaching centres have become operational. The project is assisted by the ODA with an estimated outlay of Rs. 1,000 million in the Eighth Plan.

Operation Blackboard



Operation Blackboard is designed to provide minimum essential infrastructure in the primary schools. Launched in 1987, in pursuance of the National Policy on Education, 1986, it had three objectives: (a) to provide atleast two teachers in all primary schools; (b) to ensure that every school has essential teaching learning material; and (c) provide each school atleast a two roomed all weather building.

As of date, 522,902 primary schools have been sanctioned teaching learning material, 150,000 posts of teachers have been sanctioned, out of which 125,000 posts have been filled up. Approximately, half the posts have been filled by women. 150,000 school rooms have been constructed. An amount of Rs.1,280 million has been spent on the scheme till now. The scheme is be-

ing expanded to cover the upper primary stage and the implementation streamlined by addressing systemic issues. Appointment of teachers, ensuring their retention at the place of posting, expeditious construction of school rooms, making relevant and good quality teaching learning material available to the teachers and monitoring their utilisation are some of the key aspects being focussed upon. Recognising the need to link up the programme with teacher training, a special orientation programme has been launched in 1993 to cover all the primary school teachers numbering 1.8 million over a four year period. This programme would equip the teachers with necessary skills to optimally utilise the materials. During 1995, the programme would be strengthened through an interactive satellite linked module.

Teacher Training

The Centrally Sponsored Scheme (CSS) of Restructuring and Reorganisation of Teacher Education aims at providing an institutional framework for continuous teacher training. The District Institutes of Education and Training (DIET) intended to be setup in all the districts of the country by 1997 provide facilities for both pre-service and in-service training to all elementary school teachers. As of date, 394 DIETs have been set up. Recognising the need to supplement initial training with periodical recurrent orientation, sub-district level institutions like the Block Resource Centres, cluster level centres and school complexes are being set up in a phased manner. Use of distance mode with a strong interactive face-to-face component is expected to cover a large number of teachers. In addition, the Institutes of Advanced Study in Education (IASE) provide resource support to DIETs and undertake action research in identified critical areas of special relevance to elementary education. Simultaneously the State Councils of Educational Research and Training (SCERT) are being strengthened by equipping them with necessary infrastructure and staff.

Quality of Education



India is one of the few developing countries which has laid down Minimum Levels of Learning (MLL) to be achieved at primary stage. The MLL approach integrates various components of curriculum, classroom transaction, evaluation and teacher orientation. The first phase of the programme implemented through voluntary agencies, research institutions, SCERTs and DIETs has shown significant improvement in learning levels.

The programme is being upscaled through institutional mechanisms throughout the country. The national resource institutions like National Council of Educational Research and Training (NCERT), the Regional Institutes of Education (RIE), SCERTs and DIETs are being networked for the purpose. Currently, 12 states are implementing the programme through more than 200 DIETs. Curriculum revision, rewriting textbooks to make them competency-based enhancing their pedagogical value, training teachers in the new classroom processes, etc. form part of the entire gamut of activities under the programme.

Nutritional Support to Primary Education



In order to give a boost to universalisation of elementary education, improve enrolment, retention and attendance in primary schools and also the nutritional status of children, a nation wide mid-day meal programme has been launched from August 15, 1995. This would have a significant bearing on the nutritional status of children and hasten the country's march towards the long cherished objectives of UEE. The whole programme is being built around community participation, teachers empowerment, decentralisation and flexibility. The Central Government will support the local bodies in the implementation of the mid-day meal scheme in government, local body and private aided primary schools. Under this scheme, each student will be provided nutritious and wholesome cooked meal with 100 gms of foodgrains per day. The scheme will be fully op-

erational in three years. In the interim period and as a prelude to supply of cooked meal, 3 Kgs. of foodgrains will be distributed per month per student for 10 months in a year, subject to a minimum 80 per cent attendance of the student.

Over a three year period, all government, local body and private aided primary schools (Class I-V) would be covered. By the time full coverage is achieved in 1997-98, over 600,000 primary schools and 120 million children would be covered. An outlay of Rs.6,100 million in 1995-96 and Rs.14,740 million in 1996-97 is envisaged. By 1997-98, the outlay is expected to increase Rs.22,260 million.

In 1995-96, the programme will commence in all the 2,368 economically disadvantaged, Revamped Public Distribution System (RPDS) and Employment Assurance Scheme (EAS) blocks and in forty low female literacy blocks.

Non-Formal Education (NFE)

NFE is seen as a vital aspect of India's current strategy on education as it can reach out to working children, girls and those children who cannot attend full time schools due to several socio-economic factors. Implemented through state governments and voluntary organisations, the NFE programme draws on a high level of community participation and is characterised by flexibility, relevance and a decentralised administrative structure.

So far, 260,000 NFE centres have been set up catering to 6.5 million children. About 1,00,000 centres are exclusively for girls. Over 450 NGOs are implementing NFE. Though the coverage has expanded, there is a need for considerable innovation and experimentation in the



variety of modalities so that relevant and effective models of NFE are developed and scaled up. A number of experimental or innovative programmes have been taken up by NGOs, providing experience that will be helpful for wider spread of NFE as an alternative channel for UEE.

PROPEL Project of Indian Institute of Education, Pune, Night School Project of SWRC, Tilonia, Rishi Valley Education Centre, Chitoor, Digantar, Jaipur, Open Learning Schools project of Institute of Psychological and Educational Research (IPER), Calcutta, Elimination of child labour through Education by M.V. Foundation, Secunderabad are some of the noteworthy programmes which are being tried out in different situations and contexts. (See Country Report for details).

Adult Literacy

Bringing the goal of total literacy from the realm of the impossible to the realm of the achievable has rested to a large extent on the Total Literacy Campaigns (TLCs). The National Literacy Mission set up for eradication of illiteracy was entrusted with the goal of imparting functional literacy to 100 million persons in the target age group of 15-35 through the mobilisation of 10 million volunteers by the end of 1997.

As of now, TLCs have been extended to 343 districts in 20 States and 4 UTs out of which 134 have graduated to the post literacy phase. Out of 121 million illiterates identified, 74 million have been already enrolled, and of them 46 million have been declared literate. An army of 7.5 million volunteers are involved in the campaigns. By the end of the Eighth Plan, 100 million illiterates, including all the illiterates in the age group of 15-35 in atleast 345 districts would have been reached through the TLCs. The focus is now on the four low literacy Hindi speaking states. Out of 53 TLCs sanctioned in 1994-95, 32 are in these states.

The TLCs are delivered through voluntarism, are area-specific and time-bound, cost-effective and result-oriented. This is a total departure from the traditional approach, which was honarium based, centralised and largely bureaucratically managed. Several Non-Formal Edu-

cation (NFE) projects are now making an effort to cover the 9-45 age group, establishing a natural linkage between NFE and Adult Education.

Great strides in equity are being attempted by TLCs. Of the registered learners, 62 per cent are women, 21 per cent belong to the Scheduled Castes and 10 per cent are from Scheduled Tribes. The campaigns have promoted social, cultural and linguistic integration of the community. Besides imparting skills in literacy and numeracy, efforts are being made to impart life, social and value skills too. It is in recognition of the social transformational effects of the campaigns, that there has been international recognition and commendation.

Significantly enhanced participation in Family Welfare and immunization schemes are noticed in several successful TLC districts. Abominable social evils like dowry, child marriage, beggary, alcoholism, etc. are getting minimised and better civic and environmental awareness like promotion of "green cover" are being witnessed.

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

Distance Education

In the EFA-9 Summit, it was resolved to launch a Joint Initiative on Distance Education for the marginalised groups. Before the EFA-9 Summit, India experimented and offered the programmes of basic education through distance education mode, through the National Open School (NOS). The NOS offers foundation courses which are equivalent to 7 years of education. It also offers a series of vocational courses for those who have acquired skills.

Since the EFA-9 Summit, there have been some major efforts to provide a new thrust in this area. The NOS has formulated an innovative project for providing alternative schooling to neo-literates from the TLCs, early school dropouts who have achieved literacy skills and non-formal education dropouts with literacy skills. The project is expected to benefit two to three million neo-literates. Al-

though there is no age restriction, it is assumed on the basis of social ethos, aspirations and ambitions, that young people in the age group of 10-20 will be major beneficiaries. The National Open School is the node for a network of state open schools that extends open learning facilities at the secondary level to all parts of the country.

India participated in the meeting of a small group of Distance Education specialists, representatives from the 9 countries and representatives of UNICEF, UNFPA and UNESCO held in Manila on 17th to 19th February, 1994. The meeting finalised a schedule of activities for the first year involving these countries and the sponsoring agencies. The work done was reviewed at the meeting of the EFA-9 countries in Geneva on 8th October, 1994 during the 44th session of the International Conference on Education.



Conclusion



The 1990s have been marked by a real breakthrough in attitudes and perceptions in education. It is fully realised that the unreached cannot be reached with more of the same. Hence, radical alternatives are being pioneered. The sheer scale of the task means that there are no short-cuts. With the initiatives that have been launched by the Government of India, the State Governments and voluntary agencies, steady, but probably unspectacular improvements are being achieved in teacher training, motivation and supervision, in learning materials and school facilities, in curriculum content, quality and relevance, and in catering to the special needs of disadvantaged children, especially girls. Since resources are a constraint, the Government is adopting differential rates of growth for primary vis-à-vis higher education. India plans to quadruple spending on primary education over the next five years, while increasing the budget for higher education by 50 per cent.

In attempting a fundamental reform of the education system, the basic conceptual shift has

been in decentralising planning and management and in social mobilisation of the teachers, community and voluntary agencies. Decentralisation has helped to evolve socio-economically and culturally consonant education programmes. Increased participation has strengthened the sense of ownership among the teachers, community and people's representatives, which in turn has led to a fresh look at the content and purpose of education.

Though there are major challenges ahead, universalisation is a feasible task, given the political commitment of the Central and State Governments, the enhanced allocations being provided to elementary education, the new ambience created by the Panchayati Raj legislation, the Total Literacy Campaigns and new initiatives like the District Primary Education Programme.

Using both conventional and unconventional methods, India is progressing towards the goal of Education for All with the awareness that success in educating its population will mean redeeming a pledge long unfulfilled.

Abbreviations & Glossary

CSS : Centrally Sponsored Scheme
DIET : District Institutes of Education and Training
District : A tier of administration within a state
DPEP : District Primary Education Programme
EAS : Employment Assurance Scheme
GDP : Gross Domestic Product
GNP : Gross National Product
GOI : Government of India
IASE : Institutes of Advanced Study in Education
IDA : International Development Agency
IPER : Institute of Psychological and Educational Research
Lok Jumbish : People's Movement
Mahila Samakhya : Women's Empowerment
MLL : Minimum Levels of Learning
NCAER : National Council of Applied Economic Research
NCERT : National Council for Educational Research and Training
NEEM : National Elementary Education Mission
NFE : Non Formal Education
NGO : Non Governmental Organisation
NOS : National Open School
ODA : Overseas Development Administration

Panchayat : Elected body responsible for local government of a village or a cluster of villages
Panchayati Raj : A three tier structure of local self government in rural areas
PROPEL : Promoting Primary and Elementary Education
RIE : Regional Institutes of Education
RPDS : Revamped Public Distribution System
SCERT : State Council of Educational Research and Training
Scheduled Caste and Scheduled Tribe : Economically and socially disadvantaged sections of people
Shiksha Karmi : A local educational worker
SIDA : Swedish International Development Agency
TLC : Total Literacy Campaign
UEE : Universalisation of Elementary Education
UNESCO : United Nations Educational, Scientific and Cultural Organisation
UNFPA : United Nations Population Fund
UNICEF : United Nations Children's Fund
UPBEP : Uttar Pradesh Basic Education Project
UT : Union Territory
VEC : Village Education Committee

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