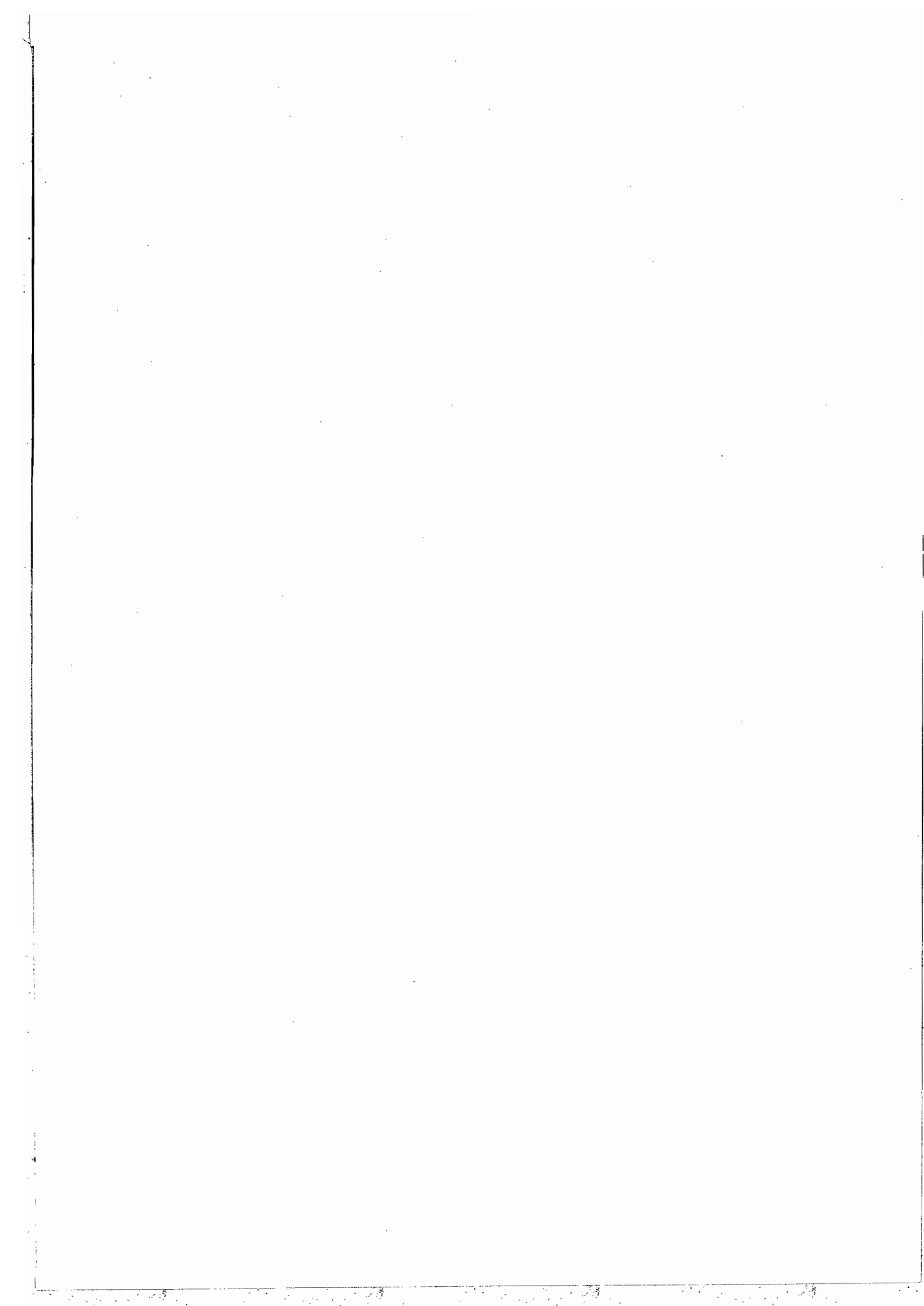


REPORT OF THE STEERING COMMITTEE  
FOR  
FORMULATION OF NINTH PLAN (1997-2002)  
ON  
EARLY CHILDHOOD EDUCATION  
ELEMENTARY EDUCATION (FORMAL)  
NON-FORMAL EDUCATION  
SECONDARY EDUCATION  
VOCATIONAL EDUCATION  
DISTANCE EDUCATION  
ADULT EDUCATION



सत्यमेव जयते

EDUCATION DIVISION  
PLANNING COMMISSION  
JANUARY 1998



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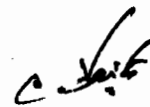
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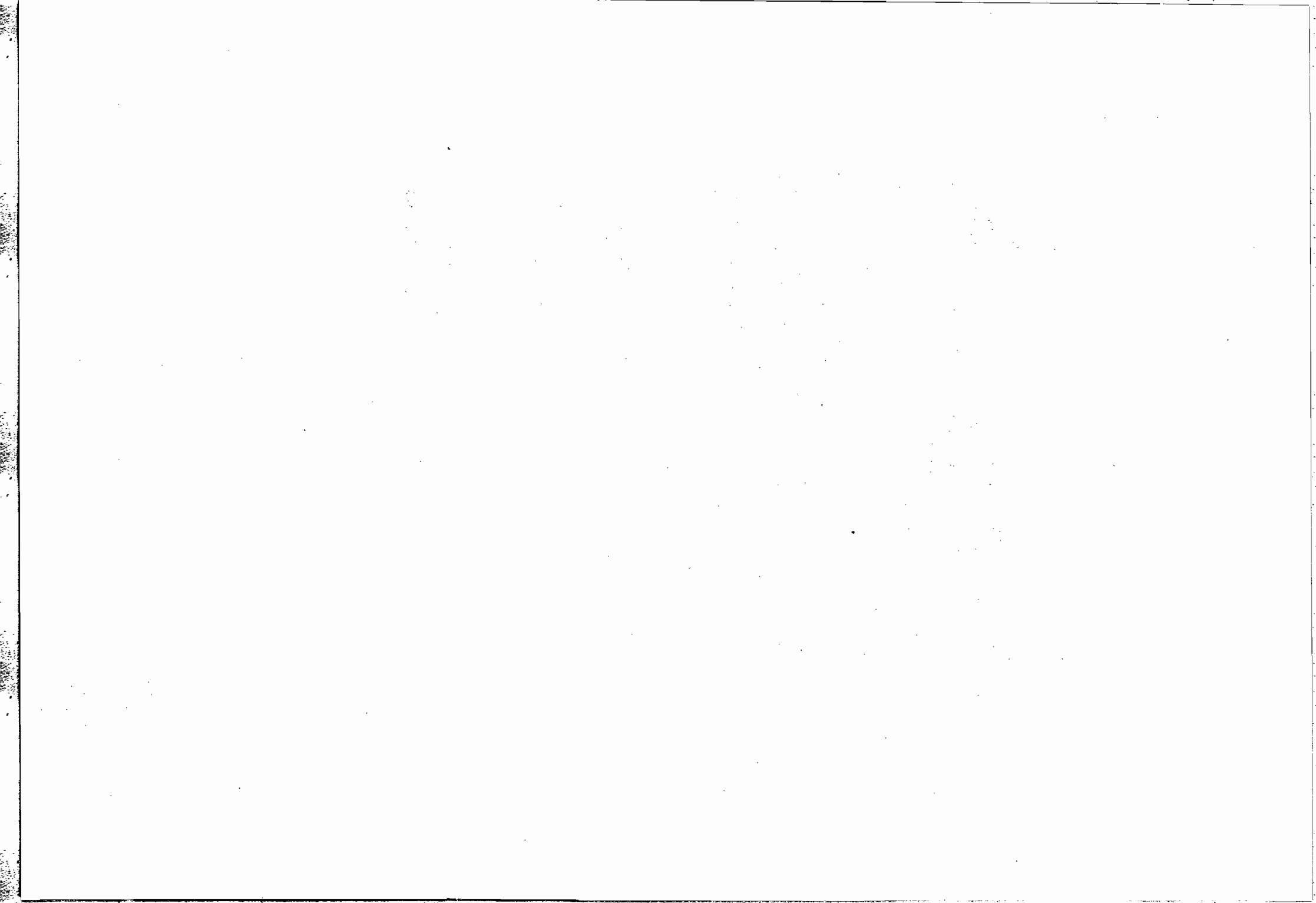
## FOREWORD

The Steering Committee constituted by the Planning Commission to deliberate upon the policies and plans for the Education Sector in Ninth Five Year Plan, held deep and extensive discussions, perceiving problems both against the backdrop of events in India's fifty years of independence and from the standpoint of the future of the Indian society. The issues which received keen attention were mainly six, viz. Universalization of primary education, eradication of adult illiteracy, vocational education, democratic decentralization, disaggregated educational planning and implementation, and diversification of strategies and programmes for ensuring equality of educational opportunity for all, regardless of age, gender, place of residence, physical disability, financial constraints, or any other factors. By and large, greater participation of the people, especially the corporate sector and voluntary agencies, was visualized as promotive of educational development of the future. Stress was also laid on integrated development-planning at the local level where education, health, welfare and other related sectors could be so dovetailed as to enhance their cumulative impact on the betterment of the people's overall living conditions.

The detailed contribution made by the Working Groups on various sub-sectors of education had provided adequate material for the deliberations of the Steering Committee. As a result, the discussions could touch upon all relevant points essential for finalizing the Ninth Five Year Plan in Education. It is with great hope and pleasure that we place this Steering Committee Report in the hands of all those who are interested in India's educational development.



**(Dr. Chitra Naik)**



## **PREFACE**

1.0 Planning Commission constituted a Steering Committee on Early Childhood Education, Elementary Education, Secondary Education, Non-formal Education, Adult Education, Vocational Education & Distance Education for the formulation of Ninth Plan under the Chairpersonship of Dr. Chitra Naik, Member, Planning Commission vide Order No. M-12015/1(A)/95-Edn. dated December 19, 1995. Planning Commission also constituted five Working Groups for this task :

- (i) Working Group on Adult Education for the formulation of Ninth Five Year Plan vide Order No. M-12015/6/95-Edn. dated January 22, 1995;
- (ii) Working Group on Secondary and Vocational Education for the formulation of the Ninth Five Year Plan vide Order No. M-12015/7/95-Edn. dated January 22, 1995;
- (iii) Working Group on Open Learning System at School Stage for the formulation of the Ninth Five Year Plan vide Order No. M-12015/8/95-Edn. dated January 22, 1995;
- (iv) Working Group on Elementary Education (formal system) for the formulation of the Ninth Five Year Plan vide Order No. M-12015/4/95-Edn. dated January 24, 1995; and
- (v) Working Group on Early Childhood Education and Elementary Education (non-formal) for the formulation of the Ninth Five Year Plan vide Order No. M-12015/5 /95-Edn. dated January 24, 1995

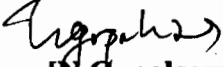
2.0 The Steering Committee had the task of laying down the policy and direction of activities during the Ninth Plan in this important sector which is closely connected with provision of one of the basic human needs namely education and literacy. With the able guidance of the Chairperson, Dr. Chitra Naik, the Committee's Report was finalised in its meeting held on July 9, 1997 essentially reflecting the views of the Members of the Steering Committee and after taking into consideration the recommendations of the Working Groups.

3.0 As the Member Convenor of the Steering Committee and Chairman of the Drafting Committee, I place on record my sincere thanks to the Chairpersons and Members of the Working Groups and the Steering Committee for their lively and informed participation and contribution and to the Members of the Drafting

Committee but for whose help, the task of drafting of the Steering Committee's Report would not have been possible.

4.0 I shall be failing in my duty if I do not place on record my gratitude to Dr. Chitra Naik, the Chairperson of the Steering Committee who guided the deliberations of the Steering Committee and the Drafting Committee. Last but not the least, I express my sincere thanks to Dr. V.P. Garg, Joint Adviser and the staff of the Education Division but for whose able support, this onerous task could not have been completed.

New Delhi.  
December 11, 1997

  
[N. Gopaldaswami]  
Adviser (Education) &  
Member-Convenor



## **EXECUTIVE SUMMARY**

### **Education and Human Resource Development**

1.0 The role of education in economic development and all the more in human resource development is well recognised. Educational planning should address this linkage between economic development and human resource development.

### **Review of Progress of Eighth Plan**

1.1 The Integrated Child Development Services (ICDS) has been universalised covering 5,320 community blocks and 310 major urban slums.

1.2 Primary schools increased by 4.18 per cent and upper primary schools by 9.8 per cent from 1991-92 to 1995-96.

1.3 The programme of Minimum Levels of Learning has been introduced in most States.

1.4 The Non-Formal Education Programme now covers around 70 lakh children, majority of them girls in 21 States/UTs in about 2.79 lakh centres.

1.5 Operation Blackboard, Minimum Levels of Learning and Re-organisation and Restructuring of Teacher Education, District Primary Education Programme (DPEP), Mahila Samkhaya, Lok Jumbish, Bihar Education Project, U.P. Education Project, Shiksha Karmi Project were positive interventions for qualitative improvement and innovative approach for universalising elementary education in the country.

1.6 A major initiative taken by the Central Government was the National Programme of Nutritional Support to Primary Education.

1.7 Under the Total Literacy phase and the Post Literacy phase, 428 and 188 districts were covered respectively.

1.8 The growth of secondary schools between 1991-92 and 1995-96 was 13.36%, enrolment in them 10.44% and teachers 10.15%. The corresponding growth in senior secondary schools including pre-university and junior (intermediate) colleges was 25.47%, enrolments 23.55% and teacher 15.65%.

1.9 Pre-vocational courses for classes IX and X were introduced in the year 1993-94. Nearly 11.5% students of the cohort are enrolled in vocational stream at +2 stage.

1.10 State Open Schools have come up in Andhra Pradesh, Tamil Nadu, Haryana, Madhya Pradesh, Karnataka and Punjab besides National Open School (NOS) at the national level.

(vii)

1.11 The Scheme of Strengthening of Boarding Hostel Facilities for Girl Students of secondary and senior secondary schools started in the Eight Plan which has covered 31 hostels.

1.12 Scheme of Computer Literacy and Studies in Schools (CLASS) was modified and continued to benefit additional schools.

1.13 Other schemes like Education Technology, Improvement in Science Education in Schools, Environmental Orientation to School Education, continued during the Plan.

## II

### **Education in the Ninth Five year Plan - Approaches and Strategies**

1.14 Primary Education is to be given an over-riding priority. The goal of Universalisation of Elementary Education (UEE) will be realised through (i) the political commitment to make the right to elementary education for the 6-14 age group a Fundamental Right and enforcing it through necessary statutory measures, (ii) through decentralisation and a significantly enhanced role for urban local bodies, Panchayati Raj Institutions, community organisations as well as voluntary agencies.

1.15 In order to meet the concerns for equity, the focus will be upon educational needs of (i) girls, (ii) SC/ST groups, (iii) working children, (iv) disabled children, (v) minority groups and (vi) educationally backward pockets, particularly in the North-Eastern region, Andhra Pradesh, Bihar, Jammu & Kashmir, Rajasthan, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal.

1.16 'Cooperative Federalism' as a key principle will guide all programmes and policies with respect to finance and development and governing the Centre-State relations.

1.17 Convergence in management and delivery of education development programmes is to be achieved by (I) discouraging parallel structures for implementation of the same or similar educational programmes (ii) re-examining the norms and patterns of operation specified under different schemes, (ii) encouraging states to reorganise their education management structures and delivery systems for purpose of achieving greater coordination in planning and effective convergence in the implementation of the programmes.

1.18 Quality improvement will continue. It will be pursued through :

- qualitative improvement in content and process of education;
- re-orientation and strengthening of teacher education, both pre-service and in-service;
- provision of appropriate infrastructural facilities; and

(viii)

- establishing a fresh and reliable system of learning assessment to replace conventional examinations.

1.19 National Elementary Education Mission as recommended by the Saikia Committee on Fundamental Right to Education is to be an over-arching agency.

1.20 State Elementary Education Mission is to be constituted at the State level. Promotion of alternative delivery system will be emphasised in a flexible framework by offering part-time formal or non-formal education, seasonal learning centres for children of migrant labour, voluntary schools by NGOs, post primary 'open' learning system.

1.21 The Open Learning System (OLS) will form an important dimension which will be strengthened at the elementary stage and above as an option to the full-time institutional system.

1.22 Partnership between public and private sectors will be enhanced by a process of private sector contribution in (a) monetary terms, (b) undertaking experimental and innovative programmes, (c) organising vocational training with hands-on-experience for trainees, (d) adopting a block or cluster of villages or parts of an urban slum for providing elementary education, (e) offering or supporting expertise in re-organising the management of education for convergence of delivery systems.

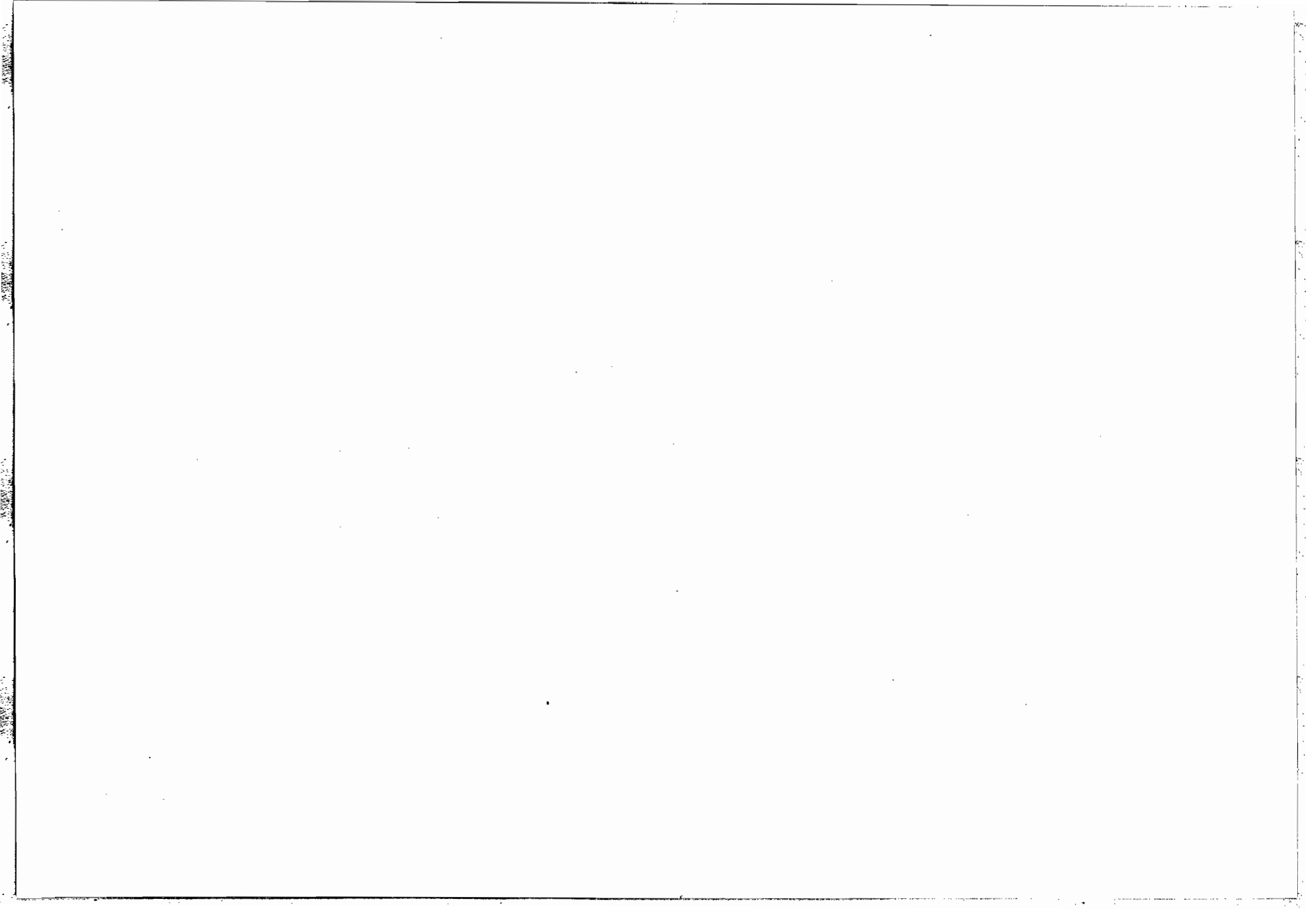
1.23 There will be increased role of NGOs.

1.24 The secondary education will be renovated through a process of modification and diversification of curricula. Development of vocational courses through the OLS, state-wise, will be an important aspect. In order to provide skill-training support of the corporate sector and the community will be enhanced. In this task Community Polytechnics and other institutions will be involved.

1.25 Literacy and Continuing Education will receive increased attention. The focus of Adult Education programmes will be two-folds :

- (a) the Post Literacy and Continuing Education needs of the neo-literates will be taken care of through provision of opportunities for self-directed learning, equivalency programmes based on open schooling, job-oriented vocational education and skill development programmes.
- (b) out of school children will be covered by coordinating the programmes and combining the strengths of the National Literacy Mission and the National Elementary Education Mission.

1.26 A number of schemes have been proposed at school stage to achieve the desired goal. A brief description of these schemes appear in the relevant chapter.



# CHAPTER I

## INTRODUCTION

### I

#### **Education and Human Resource Development**

1.0 The role of education in economic development and all the more in human resource development is well recognised. The Central message of Human Development Report, 1996 (UNDP) is very clear about this fact. For improving the quality of life, education plays an important role which in ultimate analysis enhances human capability for productive work and employment. It is in this context, that policy formulation should take cognizance of this message. Educational planning should address this linkage between education and human resource development in explicit term.

#### **ECCE and UEE**

1.1 The Early Childhood Care and Education (ECCE) is considered a significant input both for life long development and specifically for facilitating attainment of the goals of UEE. Realising this crucial significance of ECCE, the National Policy on Education, 1986 (revised in 1992) supported the programme of ECCE in order to achieve universalisation of elementary education along with programme for women's development. ECCE is expected to provide the necessary maturational and experiential readiness to the child for meeting demands of primary curriculum. It also indirectly has an impact on enrolment and retention of girls in primary schools by providing substitute care facility for younger siblings. The Eighth Five Year Plan period from 1992-93 to date has seen an accelerated expansion of the ICDS scheme during the first three years of the Eighth Plan size viz. 1992-95, 911 new blocks were sanctioned bringing the total coverage of blocks under the scheme to 3072 as on March 31, 1995. The ICDS scheme has been universalised during 1995-96 through sanction of projects for all the 5320 community development blocks and 310 major urban slums thus increasing the total number of sanctioned anganwadis to about 7.98 lakh of which 4 lakhs are operational. At present, over 10.63 (DWCD July, 1996) million children in the crucial age group of 3-6 years from the disadvantaged groups are availing this pre-school education facility.

#### **UEE**

1.2 In keeping with the National Policy on Education, 1986 as modified in 1992, the Eighth Five Year Plan envisaged Universalisation of Elementary Education (UEE) to mean universalising access, retention and achievement. Concerted efforts have been made during the Plan period to expand access, increase retention and improve learning achievement of children in elementary schools. As a result, the achievements in the last four years have been significant. The number of primary schools has increased by 4.18 per cent and number of upper primary schools has increased by 9.8 per cent from 1991-92 to 1995-96.

1.2.1 The growth in enrolments both in primary and upper primary classes during the period from 1991-92 to 1995-96 registered an increase of 8.72 per cent and 15.2 per cent respectively. The Gross Enrolment Ratio at primary level has increased from 100.2 per cent in 1991-92 to 104.30 per cent in 1995-96. In case of upper primary classes, the Gross Enrolment Ratio was 79.5 per cent for boys and around 54.9 per cent in case of girls in the year 1995-96. The trend in the last four years indicate that gender and sectional gap in enrolment at the primary level are narrowing down, albeit gradually.

1.2.2 The drop out rates have shown declining trend during the first four years of the Eighth Five Year Plan. These declined from 42 per cent in 1991-92 to 34.5 per cent in 1995-96, showing an overall decrease of 7.5 per cent. In case of upper primary classes, the drop out rate was 58.7 per cent in 1991-92 and it declined to 51.6 per cent in 1995-96, showing an overall decrease of 7.1 per cent. The drop out rate for boys in primary classes declined by 6.2 per cent whereas for girls it declined by 8.4 per cent during the period from 1991-92 to 1995-96. In upper primary classes, the drop out rate has declined by 7.1 per cent both for boys and girls during the same period.

1.2.3 In order to improve learning achievement of children, the programme of Minimum Levels of Learning has been introduced in most States. States have successfully used the idea of Minimum Levels of Learning to launch a number of activities including revision of textbooks, changes in curricula and teaching methodologies as well as the content of teacher training.

1.2.4 There were positive interventions in elementary education during the Eighth Five Year Plan through Centrally Sponsored Schemes. The schemes were aimed at both qualitative and quantitative improvements in the elementary education system in the country. The schemes namely, Operation Blackboard, Minimum Levels of Learning and Reorganisation and Restructuring of Teacher Education were aimed at improvement of school environment and quality of education.

### **Non-formal Education (NFE)**

1.3 For providing alternative educational facilities to working children, school dropouts and over-age children, the Non-Formal Education Programme was extended and consolidated during the Eighth Five Year Plan. The programme now covers around 70 lakh children, majority of them are girls, in 21 States/UTs in about 2.79 lakh Centers, of these 118,000 Centers are being run exclusively for girls', 38900 Centers being run by over 590 voluntary agencies are provided 100 per cent central assistance under the programme. In case of girls' centers, 90 per cent of the total expenditure is provided as central assistance to the States, while in case of others, 60 per cent of the expenditure is provided as central assistance. During the last four years, the number of centers has increased by 42000 and number of voluntary agencies by 227. In a few States, Panchayati Raj Institutions and Village Education Committees are being actively associated with management and supervision of NFE Centers.

## **Strengthening of Teacher Education**

1.4 The National Policy on Education, 1986, as modified in 1992, resolves to make a substantial improvement in the conditions of work for teachers and the quality of the teacher education. The policy emphasises teacher's accountability to the pupil, their parents, the community and to their own profession. In keeping with these policy objectives, efforts have been made to restructure and reorganise teacher education in the country. 429 District Institutes of Education and Training (DIETs); 34 Institutes of Advanced Study in Education; and 73 Colleges of Teacher Education, have been set-up. In addition, 18 State Councils of Education Research & Training have been strengthened. These institutes have helped in improving the content, process and management of pre-service and in-service Teacher Education Programmes.

## **Externally Aided Elementary Education Schemes**

### **DPEP**

1.5 The District Primary Education programme (DPEP) is one of the latest initiatives aimed at achieving the yet unrealised goal of Universalisation of Elementary Education (UEE). The programme takes a holistic view of primary education development through district specific planning with emphasis on decentralised management, participatory processes, empowerment and capacity building at all levels. DPEP funding is an additionality over normal investment by State and Central Government in Primary Education Development. The programme was initially launched in 42 districts of seven States in 1994. It has already been extended to 59 districts of 11 States viz. Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa and Andhra Pradesh and is poised to expand to cover a total of 121 low female literacy districts in 13 States by end of 1996-97. DPEP is a Centrally Sponsored Scheme. 85% of the project cost is shared by Government of India and 15% by State Governments. Both the Central share and State share are passed on to State Implementation Societies directly as grant. The GOI share is resourced by external funding. Several bilateral and multilateral agencies are providing financial assistance for the DPEP. So far funding of about Rs.2285 crores by IDA, Rs.585 crores by European Community, about Rs.440 crores by ODA, U.K. and about Rs.90 crores by Government of Netherlands has been tied-up for the project. During the last three years, an amount of about Rs.435 crores has been released to the State Implementation Societies for the programme implementation.

### **Mahila Samakhya**

1.6 Mahila Samakhya Programme (Education for Women's Quality) is women's empowerment project which aims at creating an environment for women to seek knowledge and information with a view to bring about a change in their perception about themselves and that of the society. Mahila Samakhya is a Central sector scheme launched in 1989. The project is currently being implemented in 2574 villages in 16 districts of Uttar Pradesh, Gujarat, Karnataka and Andhra Pradesh with

Dutch assistance to the tune of about Rs.51 crores. The scheme is also extended to Bihar with funding from Bihar Education Project, and also in Assam and Madhya Pradesh with funding under DPEP.

### **Lok Jumbish**

1.7 An innovative project called "Lok Jumbish" (People's movement for Education for All) with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. The basic objective of the project is to achieve "Education for All" by the year 2000 through people's mobilisation and their participation. The project is funded by SIDA, GOI and Government of Rajasthan in the ratio of 3:2:1. The second phase of Lok Jumbish project was recently approved which will be implemented between 1994-97. In this phase, the project would be extended to 50 blocks. The revised total Project outlay is Rs.113 crores (Rs.18 crores for phase-I and Rs.95 crores for Phase-II).

### **Bihar Education Project**

1.8 The UNICEF - assisted Bihar Education Project (BEP) is a basic education project aimed at bringing about a qualitative improvement in the existing education system in the State of Bihar. In the 1st phase of BEP which was over in March, 1996, seven districts namely Ranchi, West Champaran, Rohtas, Muzaffarpur, Sitamarhi, Chatra and East Singhbhoom were covered. The cumulative expenditure in the 1st phase was approximately Rs.49 crores. The BEP has been extended into 2nd phase spanning over two years (1996-98) to consolidate the activities in the existing 7 districts and take preparatory action to launch DPEP in 17 additional districts. The project size under Phase - I is about Rs.360 crores and under Phase - II about Rs.62 crores. The funding pattern is 3:2:1 between UNICEF, GOI and Government of Bihar.

### **U.P. Basic Education Project**

1.9 In order to supplement the efforts of U.P., towards achieving "Education for All" a comprehensive State sector project has been initiated with financial assistance of the World Bank in 10 districts of the State (subsequently extended to two more Districts on account of administrative re-structuring). Against the estimated project cost of US \$193.9 million (Rs.7287 million) IDA credit would cover about 87% or US \$165 million equivalent, and the Government of U.P. would finance the remaining cost. The project duration is seven years, upto 2000 A.D. The Project became operational in October '93. The main focus of the U.P. Basic Education Project is on universal enrolment retention and qualitative improvement in basic education. In the 2nd phase of DPEP, it is proposed to take up 15 districts from Uttar Pradesh under IDA credit.

### **National Programme of Nutritional Support to Primary Education ( Mid-day Meal Scheme)**

1.10 A major initiative taken by the Central Government in the Eighth Five Year



Plan was the National Programme of Nutritional Support to Primary Education, popularly known as the Mid-day Meal Scheme. The programme is intended to give a boost to universal primary education by increasing enrolment, retention and attendance, and simultaneously impacting upon nutrition of students in primary classes. It envisages that over a period of three years i.e. by 1997-98, all children in primary classes in Government, local body and aided schools in the country will be covered. Upto 1996-97, 5.57 crore children in about 5 lakh schools spread over 4426 blocks in the country have been covered. According to initial report from States/UTs, the programme has had a favourable impact on enrolment and attendance of children in primary classes.

### **Unfinished Task**

1.11 While, there has been significant expansion of elementary schools and enrolments thereto, the task of Universalisation of Elementary Education by ensuring access to good quality learning environment for all children in the age group of 6-14 years remains the daunting task ahead. A large number of children in the age group of 6-14 years (estimated number 6.3 crore) are out of schools. Drop out rate both at primary and upper primary levels are still high. Education of girls, working children, disabled children, children belonging to SCs/STs, linguistic and religious minorities remain a cause of concern. The progress in educationally backward States, namely, Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal and Arunachal Pradesh has not been adequate to match their requirements.

### **Adult Education**

1.12 In the Adult Education Programme, the dominant strategy adopted by the National Literacy Mission Authority has been the campaign mode. Till date, 428 districts have been covered under the total literacy phase and 188 districts under the post literacy phase. 22 States and 4 Union Territories have been covered under literacy campaigns. The States of Kerala, Gujarat, Andhra Pradesh, Tamil Nadu, Karnataka, Himachal Pradesh, West Bengal, Goa, Madhya Pradesh, Maharashtra and Rajasthan have been fully covered under TLCs. Sixty million persons have been made literate under all programmes of NLM of which 62% are women, 23% Scheduled Castes and 12% Scheduled Tribes.

1.12.1 In the difficult areas of the North-East and borders where it is difficult to launch TLC, the revised scheme of Rural Functional Literacy Project was undertaken. To facilitate the work of total literacy campaigns and to take up innovative projects, voluntary agencies were assisted under Adult Education Programme. The scheme of Continuing Education was revised and the new scheme of Continuing Education was launched during this Plan period. During the Plan, an attempt was made to revitalise the State Directorates of Adult Education and Shramik Vidyapeeths.

## **Secondary Education**

1.13 During Eighth Plan period there was significant increase in the number of institutions, enrolments and teachers at secondary and senior secondary levels. The growth of secondary schools between 1991-92 and 1995-96 was 13.36%, enrolment in them 10.44% and teacher 10.15%. The corresponding growth in senior secondary schools including pre-university and junior (intermediate) colleges was 25.47%, enrolments 23.55% and teachers 15.65%. A national curriculum framework has been drawn for secondary education which includes core curricular areas and a need to reflect various newly emerging concerns such as human rights, value education, adolescent education, population education, etc.

## **Vocationalisation of Education**

1.14 The vocational bias in secondary education assumes greater importance for ensuring diversity to develop healthy attitudes amongst the students towards work and life, to build in them confidence and reduce the mis-match between supply and demand of the skilled manpower, providing the students to acquire usable skills for helping them to settle down in related vocations gainfully. Pre-vocational courses for Class IX and X were introduced in the year 1993-94. According to the available statistics nearly 11.5% students of the cohort are enrolled in vocational stream at + 2 stage.

## **NCERT**

1.15 The National Council of Educational Research and Training (NCERT) continued to play an important role in implementing various policies and major programmes in the field of school education. These, inter-alia, include (i) curriculum development leading to production of textbooks, work books, teachers guides, supplementary materials; (ii) organising both pre-service and in-service training programmes; (iii) promotion of educational research; (iv) conduct of educational surveys; and (v) national talent search, etc.

## **Distance Education**

1.16 The National Open School (NOS) at the national level was set-up during the Seventh Plan period with the mandate to cater to the educational needs up to pre-degree level, of large sections of the community who remain outside the formal school system due to many reasons. NOS also has the responsibility to support and encourage open schooling activities in the States. It is offering 30 academic and 40 vocational subjects of various academic disciplines and vocational areas at upper primary, secondary and senior secondary levels. Some of the courses cater to the continuing education and life enrichment needs of varied target groups. NOS has a network of 666 study centres located in almost all States and Union Territories in the country with an annual intake of approximately 93,000 students and has more than three lakh students in its rolls today. State Open Schools have come up in Andhra Pradesh, Tamil Nadu, Haryana, Madhya Pradesh and Karnataka, the latter three coming up with the technical and professional support of NOS. It has initiated an

Open Basic Education Programme in collaboration with the NLM to provide an equivalency programme of continuing education of the neo-literates.

### **Value Education**

1.17 The scheme relating to strengthening of culture and value in education at the secondary and senior secondary levels has continued to play a significant role during the Eighth Plan. Under the scheme, 140 governmental and non-governmental organisations have been supported. A few seminars were also organised for sensitisation.

### **Boarding Hostel Facilities for Girls**

1.18 The scheme of strengthening of boarding hostel facilities for girl students of secondary and senior secondary schools started during the Eighth Plan period has evoked a tremendous response. Thirty-one hostels have been assisted during the Eighth Plan and the number of girls boarders benefitted has been 4,386.

### **The National Population Education Project**

1.19 The National Population Education Project has entered the third cycle. This is a programme assisted by the UNFPA.

### **CLASS Project**

1.20 Computer Literacy and Studies in Schools (CLASS) was initiated as a pilot project and continued upto 1992-93 on ad-hoc basis and covered 2,598 schools. After the evaluation of the project by a number of agencies a modified scheme was prepared and implemented during 1993-94. An addition of 1,320 schools were identified and against this target, 1,203 schools have been selected for CLASS project after 1993-94.

### **Education Technology**

1.21 This is a Centrally Sponsored Scheme (CSS) which seeks to provide radio-cum-cassette player to the primary schools and 75% of the cost of colour TVs in the upper primary schools in order to enable the schools to have an access to quality education for the production of suitable programmes for the benefit of schools. Six autonomous State Institutes of Education Technology have been set up in the States of Uttar Pradesh, Bihar, Orissa, Maharashtra, Gujarat and Andhra Pradesh. The Government is extending financial support to the Central Institute of Educational Technology (CIET) in producing programmes for the school sector for telecast/products to Doordarshan and Akashwani.

### **Improvement in Science Education in Schools**

1.22 In order to improve quality of science education and promote scientific temper a CSS, Improvement in Science Education was initiated during 1987-88.

Under this scheme, assistance is provided to State Governments, Union Territories and voluntary agencies. Assistance for conduct of experimental and innovative programmes providing science kits to upper primary schools, upgradation of science laboratories in secondary and senior secondary schools, supply of books on science related subjects and training of science and mathematics teachers are main features of this scheme. It has been possible to cover 52% of the total existing schools by the end of the Eighth Plan.

### **Environmental Orientation to School Education**

1.23 National Policy on Education, 1986 envisages that protection of environment is a value which along with certain other values must form an integral part of the curricula at all stages of education. Keeping this in view the scheme was initiated in 1988-89. Under this scheme voluntary agencies are assisted for conduct of experimental and innovative programmes aimed at promoting integration of educational programmes in schools with local environmental conditions. Infusing environmental concepts in various disciplines, review strategy for imparting environmental education at upper primary level development of teaching-learning material, organisation of suitable innovative work experience are some of the important activities under this programme.

## **II**

### **Education in the Ninth Five Year Plan -Approaches and Strategies**

#### **Primary Education - An Overriding Priority**

1.24 Approaches to achieve the goal of universal elementary education in the IX Five Year Plan have to measure upto the magnitude and complexity of the task which has so far remained elusive. Efforts to pursue this goal during the IX Plan will be guided by three broad concerns:

- \* The national resolve, as stipulated in the National Policy on Education, to provide free and compulsory education of satisfactory quality to all children upto 14 years of age, by the beginning of the next century;
- \* The political commitment to make the right to elementary education for the 6-14 age-group a Fundamental Right and enforcing it through necessary statutory measures.
- \* Enactment of 73rd and 74th Constitutional amendments which have set the stage for greater decentralization and a significantly enhanced role for urban local bodies, Panchayati Raj Institutions, community organizations, as well as voluntary agencies, in the efforts towards UEE.

1.24.1 Further, recognizing the importance of the primary education sector, the Central Government has been working with the State governments on a principle of shared responsibility for achieving the goals of UPE/UEE. This becomes even more important in the context of the commitment to make the right to elementary education a fundamental one. With the magnitude of the unfinished task in this direction, the Centre will continue supporting the initiatives in primary education while promoting the capacities of the States to meet the challenges effectively.

### **Meeting the Concerns for Equity**

1.25 Efforts made during the last fifty years have resulted in tremendous overall expansion of the education system and educational provisions in terms of accessibility. Yet, as revealed by a closer analysis of basic statistics, certain sections of the population and certain geographical pockets in the country have still not benefited from the investments made in education. Keeping this in view, the approach during the IX Plan will be to specifically deal with the question of removal of such disparities by focussing upon the educational needs of (i) girls, (ii) SC/ST groups, (iii) working children, (iv) disabled children, (v) minority groups, and (vi) educationally backward pockets, particularly in the north-eastern region, Andhra Pradesh, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal.

### **Cooperative Federalism as a Key Principle**

1.26 As the Indian Union is a federal polity, the principle of 'cooperative federalism' governs the centre-state relations with respect to finance and development. This involves sharing of resources and accepting responsibilities as agreed upon between the Centre and the States, the Centre's emphasis being on matters of crucial national concerns and matters of equity and social justice. Programmes and policies related to education in the IX Plan will be guided by this principle.

### **Convergence in Management and Delivery of Education Development Programmes**

1.27 With the expansion of the education system in the country, the administrative machinery has also expanded tremendously at all levels (separate directorates for school education, higher education, technical education, adult education etc.) Separate administrative structures are found to be doing tasks which have a common goal and even a common set of activities. This is clearly evident in the case of formal primary education, non-formal education, and adult education. This trend towards creating parallel administrative structures has not only over-expanded the bureaucratic machinery, but the very burden of expansion and overlap has adversely affected its performance. During the IX Plan, therefore, the goal of integrated planning and convergence in delivery is visualized in a three fold manner:

- \* Creation of parallel structures for implementation of the same or similar educational programmes will be explicitly discouraged;
- \* Efforts will be made to re-examine the norms and patterns of operation specified under different Schemes to ensure greater convergence; and
- \* State governments will be encouraged by the Centre to reorganize their education management structures and delivery systems so as to achieve greater coordination in planning and effective convergence in the implementation of programmes.

The task of achieving convergence, being a change-process, may not be easy. We may, therefore, encourage and support national and state level institutions to experiment with possible alternatives for field-level integration in selected locales across the country and also examine the possibility of involving NGOs and private initiative in such area-specific explorations in management-change.

### **Quality Improvement**

1.28 Quality improvement will continue to be one of the major goals to be pursued during the Ninth Five Year Plan. It is recognized that quality improvement has a significant impact on enrollment, retention and possibilities of further education for increased productivity and exercise of citizenship rights and responsibilities. The task of quality improvement will be pursued through:

- \* qualitative improvement in content and process of education;
- \* reorientation and strengthening of teacher education, both pre-service and in-service;
- \* provision of appropriate infrastructural facilities; and
- \* establishing a fresh and reliable system of learning assessment to replace conventional examinations.

In spite of several large scale initiatives, the quality of the functioning of schools has remained far from satisfactory. Studies on the subject have highlighted the need for a more direct action to be initiated at the school level in a need-based manner. Keeping this in view, efforts in the Ninth Plan will be to strengthen the internal management of schools; to improve the quality of teaching-learning processes; and to involve in this task all the factors concerned, in an appropriate manner. The focus will be on 'institutional planning and monitoring mechanism,' for ensuring objective-based performance leading to qualitative goals. Locally based support services in pedagogic, planning, and management dimensions, will be emphasized for this purpose.

## **Decentralized Planning and Management**

1.29 The National Policy on Education 1986 had proposed decentralization as a fundamental requirement for improving the efficiency of the educational planning and management system and creating a meaningful framework for accountability. This has not been an easy task because of deeply entrenched centralized mechanisms. The IX Plan will attempt to achieve the goal by initiating processes of community involvement and gradually shifting the locus of decision-making from State to district level and downwards, through Panchayati Raj Institutions. This shift in strategy will require a vast effort to train and continually give support to educational bodies constituted under the urban local governments and PRIs. Efforts will be made to involve various resource institutions at national and state levels in this challenging task.

1.29.1 Pursuing the goal of decentralization along with the principle of partnership between the centre, the States, urban local bodies and PRIs, demands careful orchestration of policies and programmes particularly in the area of elementary education. As envisaged by the National Policy on Education and reiterated by the Saikia Committee on 'Fundamental Right to Education', such coordination can be achieved only in the mission-mode and has to be entrusted to the National Elementary Education Mission (NEEM) as recommended by that Committee. NEEM will not be an administrative structure but a collaborative, coordinating organization of States, NGOs, media persons and so on. It will act as an overarching agency to stimulate and monitor and systematically guide the process of achieving the national goal of elementary education as a Fundamental Right.

## **Early Childhood Care and Education (ECCE)**

1.30 It is now globally recognized that systematic provision of ECCE helps in the development of children in a variety of ways such as group socialization, inculcation of health habits, stimulation of creative learning processes, and enhanced scope for overall personality development. In the poorer sections of the society, ECCE is essential for countering the physical, intellectual, and emotional deprivation of the child. ECCE is also a support for universalisation of elementary education and indirectly influences enrollment and retention of girls in primary schools by providing substitute care facilities for younger siblings.

1.30.1 At present, ICDS (Integrated Child Development Services) is the most widespread ECCE provision. Besides, there are preschools, balwadis and so on under the Central Social Welfare Board, in addition to some State government schemes and private interventions. Efforts have to be made to achieve greater convergence of ECCE programmes implemented by various government departments as well as voluntary agencies by involving urban local bodies and Gram Panchayats in this reorganization. ECCE need to be looked upon as a holistic input for fostering health, psycho-social, nutritional, and educational development of the child and, therefore, it requires convergence of the programmes of various Ministries and Departments, with integrated delivery at the client-level. Further, there is need to regulate content and process of the ECCE to prevent unnecessary burden on the pre-school child.

## **Promotion of Alternative Delivery System**

1.31 Although the school system has expanded multifold at all levels during the last five decades, it has not been able to meet the educational needs of all, as seen from the present scene of disparities. This is particularly true of the elementary education sector where the 'single-track' approach of formal primary schooling has failed to achieve the national goal of universalization. The primary education programme has to readjust itself in a flexible framework by offering part-time formal or non-formal education, seasonal learning centres for the children of migrant labour, voluntary schools by NGOs, post primary 'open' learning system, and so on, as a well-designed integrated system possessing comparable norms of quality.

1.31.1 The Open Learning System (OLS) will form an important dimension of the efforts during the Ninth Plan to reach school education to all, by adopting both the conventional ladder-based and ladder-divergent approach for completing the course-offerings. The OLS will be strengthened at the elementary stage and above as an option to the full-time institutional system, with assured equivalence in terms of certificates, diplomas; etc. The OLS channel will strive to bring more academic and vocational areas into its fold so as to cater to the varied academic and employment needs of a larger student population from various segments of society and removing the conventional space and age barriers in their educational progress.

## **Partnership between Public and Private Sectors**

1.32 The task of implementing educational programmes in the country is so stupendous that it is difficult to expect the public sector to meet the burgeoning needs of the society effectively. Even though private initiative has always been a part of the education endeavour, it is often felt that the country has not been able to fully tap the potential of the private sector. Possibilities in this regard will have to be actively explored during the Ninth Plan. The private sector can contribute in (a) monetary terms, (b) undertaking experimental and innovative programmes, (c) organizing vocational training with hands-on experience for trainees, (d) adopting a block or cluster of villages, or parts of an urban slum, for providing elementary education, (e) offering or supporting expertise in reorganizing the management of education for convergence of delivery systems with a view to achieving efficient and client-oriented performance of varied educational and related social sector programmes, and so on.

## **Increased Role of NGOs**

1.32.1 The Ninth Plan endorses the policy to promote the role of NGOs at all levels in the social sector with a view to achieving participatory development and unburdening the administration which is unduly loaded with implementation of development programmes and thus releasing it for its regulatory and facilitatory roles. Enhancing the role of NGOs in education development beyond the limited role of running NFE programmes and implementing small scale innovative experiments in schooling, will release their creative potential and contribute to better implementation of education programmes. While continuing with existing programmes of NGO involvement, efforts will be made to identify technically competent NGOs and enable them to assume a larger role alongside government agencies, in a significant manner.



## **Renovating Secondary Education**

1.33 The fast changing economic scenario of the country with market forces operating in much freer manner than earlier, it is imperative that the education sector preparing the youth for the world of work adapts itself to the changed circumstances effectively. Therefore, the major issue in secondary education is one of modification and diversification of curricula so as to provide skill-training through well structured vocational courses, planned with involvement and support of the corporate sector as well as the community, and also enlisting community polytechnics and agricultural polytechnics in the task. The focus of effort during the Ninth Plan will be to review the programmes of study offered at the secondary stage in order to make it more relevant to the demands of the production sector on the one hand and exploit the potential of the unprecedented developments taking place in the communication field on the other. Development of vocational courses through the OLS, statewise, will be an important aspect of renovating secondary education.

## **Literacy and Continuing Education**

1.34 Literacy and Continuing Education for personal and socio-economic development will continue to receive increased attention so as to achieve the goal of complete eradication of illiteracy in the age group 15-35 and to enable the neo-literates to retain, improve, and apply the newly acquired literacy skills for improvement of the quality of life. The emphasis will be on consolidation and sustaining of the adult education processes through increased participation of NGOs, PR Institutions, women's organizations, youth organizations, teachers, student volunteers and social workers.

1.34.1 The focus of the adult education programmes will be two-fold. While the post-literacy and continuing education needs of the neo-literates will be taken care of through provision of opportunities for self-directed learning, equivalency programmes based on Open Schooling, job oriented vocational education and skill development programmes, will give a fresh momentum to basic literacy programmes. This is essential in order to take care of the backlog of non-literates viz., those who are the drop-outs and left-outs of the literacy campaigns. Out-of-school children who constitute new accretions to the adult illiterate population will be covered by co-ordinating the programmes and combining the strengths of the National Literacy Mission and the National Elementary Education Mission.

## CHAPTER 2

### EARLY CHILDHOOD CARE AND EDUCATION

#### INTRODUCTION

2.0 Research has consistently indicated that the first six years of a child's life are critical for its physical and mental development. Recent neurological research on the brain development has further endorsed this finding. Early Childhood Education (ECE) is therefore, significant for all children and especially as a compensatory measure for those affected by early environmental deprivation at home.

2.1 This significance of ECE is reflected in the National Policy on Education (NPE-1986/1992) which has recognized it as a support programme for universalization of elementary education and also as a component in women's programmes. It is also contributory to the enrolment and retention of girls in primary schools since it can relieve them from looking after younger siblings.

#### **Review of Progress of Early Childhood Care and Education During the Eighth Plan**

##### **Integrated Child Development Services (ICDS)**

2.2 ICDS is the largest intersectoral programme which attempts to directly reach out to children from vulnerable and remote areas. Its package of services includes supplementary nutrition, immunization, health check up, referral services, non-formal pre-school education, along with nutrition and health education for children below six years and for pregnant and nursing mothers. The nodal agency for co-ordination and monitoring of the scheme at the central level is the Department of Women and Child Development, Ministry of Human Resource Development, with counterpart departments at the state level. The scheme is centrally funded.

2.3 During the first three years of the VIII plan (1992-95), 911 new blocks were sanctioned for the ICDS. As on March 31, 1996, the total coverage of blocks under the scheme was 3072. The scheme has been universalized during 1995-96 through sanction of projects for all the 5320 community development blocks and 310 major urban slums. The total number of sanctioned anganwadis is 7.98 lakhs of which 4 lakhs are operational. By June 1996, the scheme covered over 10.63 million children in the 3-6 age-group.

## **Other Schemes for ECE**

2.4 Besides ICDS, the other schemes in operation are : Creches and Day Care Centres and Early Childhood Education. Started in 1975, the Creches and Day Care Centre Scheme caters mainly to children below age 5 years, belonging to casual labour, migrants, agricultural and construction labourers. It is sponsored by the Central Social Welfare Board. The Early Childhood Scheme, introduced in the Sixth Plan, was designed to reduce dropout rates and improve retention of children in primary schools. Under this scheme, Central assistance is given to voluntary organizations for running pre-school education centres. It is run by the Department of Women and Child Development. In addition, Programmes of Early Childhood Education are conducted by the Municipal Corporations of Delhi and Bangalore. The Municipal Corporation of Delhi runs more than 600 pre-school sections attached to primary schools, covering approximately 20,000 children. Private, fee-charging, nursery schools abound in urban areas. A few are found in rural areas. In the absence of a registration system, it is difficult to estimate the numbers of these pre-schools.

## **ISSUES FOR THE NINTH PLAN**

2.5 In the Ninth Plan ECE requires attention to the following issues :

- (a) Strengthening the educational component of ICDS.
- (b) Its linkage, as pre-school education, with universalization of primary education.
- (c) Promotion and management of ECE under the decentralized system of Panchayati Raj institutions and urban local bodies.
- (d) The role of the private sector and NGOs in ECE.
- (e) Convergence of health and other services at the local level, in the interest of ECE.
- (f) Social mobilisation for ECE, through mass media and other advocacy measures.
- (g) Need to regulate content and process of the ECCE to prevent unnecessary burden on the pre-school child.

## **PROPOSALS FOR ECCE IN THE NINTH PLAN**

2.6 The main issues will be addressed in the Ninth Plan as follows :

- (a) Combining pre-school and primary-level methodologies, along with health and nutritional concerns, in teacher-training programmes, pre-service as well as inservice.

- (b) Encouraging adaptation of ECE to the environment and home-conditions of the children, through innovative alternatives.
- (c) Orienting PRIs and ULBs for provision of community-supported creches and day care centres attached to Anganwadis/Primary schools.
- (d) Mobilisation of local women's groups to set up and manage ECE centres.
- (e) Production of play materials for children inexpensively through local artisans and primary school-children engaged in socially useful productive work.
- (f) Strengthening resource groups at the NCERT and SCERTs as also Research Institutes, NGOs and other such organizations to conduct research training, material production and extension activities for ECE.
- (g) Establishing appropriate linkages between ECCE, primary schools and non-formal education (NFE) centres as also interaction between the aganwadi workers and school teachers/NFE instructor will be encouraged and suitable space will be provided for ECCE close to primary school wherever possible.

### **Media**

2.7 Media support will be utilized for publicizing the significance of ECCE. Concerted efforts by concerned organizations will be encouraged for preparing essential software in regional languages.

### **Technical Resource Support to ECCE Programmes**

2.8 Greater technical resource support to ECCE programmes will be expected from NCERT, SCERTs, SRCs and DIETs. A pivotal role for technical resource support to ECCE programmes by DIETs will be emphasized. Resource capabilities of NGOs and voluntary agencies will be extensively utilized.

## CHAPTER 3

### ELEMENTARY EDUCATION

#### INTRODUCTION

3.0 Universalisation of Elementary Education (UEE) has been accepted as a National goal since 1950. The Constitution of India lays down in its Directive Principles, that the State shall endeavour to provide free and compulsory education to all children up to the age of 14 years within a period of ten years. In pursuance of the Constitutional directive, the National Policy on Education, 1986 as revised in 1992, states that free and compulsory education of satisfactory quality should be provided to all children upto 14 years of age before the commencement of the 21st Century. The targets for VIII Five Year Plan were set in keeping with these policy objectives. Universal access, universal retention and universal achievement are broad parameters under which the targets were defined. The efforts made in VIII Five Year Plan to achieve UEE have yielded good results, both in expansion and quality. The elementary education system in India is now the second largest in the world. Ninety five per cent of the country's rural population is served by a primary school within a distance of 1 Km. and 85% with an upper primary school within a distance of 3 Kms. But much remains to be done to achieve both quantity and quality as a whole and especially removing the State-wise imbalance in achieving the UEE goal.

#### Review of Progress of Elementary Education in Eighth Plan

3.1 During 1992-93 to 1995-96, the number of primary schools increased by 4.18% and of upper primary schools by 9.8%. The growth in enrolments was 8.72% in primary classes (Classes I-V) and 15.2% in upper primary classes. The gross enrolment ratio at primary level has increased from 100.2% to 104.30%. The gross enrolment ratio at primary level was around 114.5% for boys and around 93.3% in case of girls in 1995-96. In the case of upper primary classes, the gross enrolment ratio was 79.5% for boys and around 54.9% in the case of girls. Recent trends indicate that gender and sectional gaps in enrolments at the primary level are gradually narrowing down. The drop-out rates have also shown a declining trend during VIII Five Year Plan. These declined from 42% in 1991-92 to 34.5% in 1995-96 in the case of primary classes, and from 58.7% to 51.6% in 1995-96 in the case of upper primary classes. The programme of Minimum Levels of Learning aimed at specifying the competencies which children are required to attain in language, mathematics, and environmental studies at the primary stage has been introduced in most States for qualitative improvement.

## **Operation Blackboard**

3.1.1 Under Operation Blackboard, 5.23 lakh primary schools have been covered. One lakh forty seven thousand single teacher schools have been converted into two-teacher schools. Construction of 1.74 lakh class rooms has been undertaken with Central assistance under JRY and contributions from the States concerned. Since 1993-94, the scheme has been expanded to cover upper primary schools. Central assistance of Rs.40,000/- each for purchase of teaching-learning materials has been granted to 47000 upper primary schools. For schools in tribal areas, the amount is Rs.50,000. A third teacher has been provided in primary schools with enrolment exceeding 100. In such primary schools, 33,600 posts of teachers have been created. The total expenditure under the scheme from 1992-93 to 1995-96 has been Rs.816.26 crore and the outlay for 1996-97 is Rs.279.00 crore.

## **The National Programme of Nutritional Support to Primary Education**

3.1.2 The National Programme of Nutritional Support to Primary Education, launched in August, 1995 is being implemented in 4426 blocks and urban slums of the country. Nearly 5.57 crore children in primary classes in Government, Government aided and local body schools are getting the benefit of this programme. During 1995-96, a sum of Rs.441.21 crore was spent on the programme and the outlay for 1996-97 is Rs.1050.00 crore.

## **Externally Assisted Programmes/Projects**

### **District Primary Education Programme**

3.1.3 Initiated in 1994, the District Primary Education Programme was implemented during the remaining period of Eighth Plan. DPEP has entered the third year of implementation. The first phase of the programme was launched in November 1994 in 42 districts in the States of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu and Madhya Pradesh. As the Central share (85% of the project cost) is to be resourced by external funding, the coverage under the programme has expanded in accordance with the availability of such funds as grants/soft loans. In 1996, the programme was launched in 17 districts of Orissa, Himachal Pradesh, Andhra Pradesh, and Gujarat. The programme is to cover additional 63 districts in the States already covered as well as in Uttar Pradesh and West Bengal, for which funding has been firmed up. Currently, district plan formulation exercises are going on and implementation is likely to commence in the next few months. The position regarding availability of external funds for these projects is as under :

<b>Funding Agency</b>	<b>Amount</b>	<b>Period</b>	<b>States and no. of districts covered</b>
World Bank	US \$260 million (Rs.806 crores)	1994-95 to 2001-02	<i>DPEP Phase I</i> Assam (4) Haryana (4) Karnataka (4) Kerala (3) Maharashtra (5) Tamil Nadu (3)
European Community (EC)	ECU 150 million (Rs.585 crores)	1994 to 1999	DPEP - Madhya Pradesh (19)
World Bank + Co-financing of Govt. of Netherlands	US \$425 million (Rs.1480 crores)  US \$25.8 million (Rs.90 crores)	1996-97 to 2001-02  "	<i>DPEP Phase II</i> Gujarat (3) (Dutch funded) Himachal Pradesh (4) Orissa (5) Expansion in DPEP States already covered (43) UP (15)
ODA (UK)	£ 42.5 million (Rs.220 crores) £ 39.7 million (in pipeline)	1996 to 2003	<i>DPEP Phase II</i> Andhra Pradesh (5) West Bengal (5) (in the pipeline)

The programme is actively networking with academic resource institutions and non-governmental organisations for capacity building at decentralised levels. The programme has set up decentralised academic support institutions like Block Resource Centres and Cluster Resource Centres to provide teacher training, academic supervision and peer learning opportunities nearer to schools and primary school teachers. DPEP has also invested in strengthening SCERTs, DIETs and augmenting planning capacity at State and district levels.

### **Mahila Samakhya**

3.1.4 Mahila Samakhya Programme (Education for Women's Equality) is a women's empowerment project which aims at creating an environment for women to seek knowledge and information with a view to bringing about a change in their perception about themselves and of society. Mahila Samakhya was launched in March 1989 as a pilot project through Dutch assistance in 10 districts of Uttar Pradesh, Gujarat and Karnataka. In 1992 the programme was extended to Andhra Pradesh. The programme is spread over 5000 villages in 35 districts in 7 States. The coverage under Dutch funding is 2574 villages in 16 districts of Uttar Pradesh, Andhra Pradesh, Gujarat and Karnataka. The rest are covered by funding through respective State Basic Education Projects. The Mahila Samakhya approach and strategy has been further extended through other basic education programmes in the country like the Bihar Education Project covering seven

districts and the District Primary Education Programme in three districts each of Madhya Pradesh and Assam. The programme has been expanded to a total of 35 districts including 6 new districts during 8th Five Year Plan with Dutch funding. An independent National Evaluation of Mahila Samakhya programme was conducted in 1993 and has shown that the programme has been able to lay a foundation for women's empowerment at the grass-root level and to establish women's issues in the public domain. MS village women manage 529 NFE centres and 147 ECCE centres. Another innovative intervention in MS has been the " Mahila Shikshan Kendras" (MSKs) for illiterate women and adolescent girls who have never joined the formal school system or are school drop-outs seeking to get back into the educational system. 18 MSKs have been established so far. MSKs have specially been designed to provide condensed quality education courses with innovative methodologies and skill development programmes to equip women and adolescent girls to continue their education and attain life skills.

During the 8th Five Year Plan, against approved outlay of Rs.51.29 crore, an amount of Rs. 15.66 crore has been utilised. The 9th Plan requirement for the project has been projected at Rs.44.00 crore.

#### **Lok Jumbish Project (LJP)**

3.1.5 The Lok Jumbish Project was launched in 1992 with an outlay of Rs.18.00 crores. The first phase of the project was implemented between 1st June, 1992 to 30th June, 1994 and incurred an expenditure of Rs.14.03 crores. The second phase of the project is being implemented between 1994-98 with a revised outlay of Rs.95.65 crores subject to the approval of the Cabinet. LJP has so far covered 58 blocks. It has undertaken environment building activities in 2491 villages and has completed school mapping exercises in 1800 villages while 344 new schools have been opened, 275 primary schools have been upgraded. An innovative and successful NFE programme launched by LJP has spread to 1502 centres.

#### **Bihar Education Project (BEP)**

3.1.6 Initiated in 1991, the 2nd phase of BEP will be completed by the end of the year 1997-98. The outlay on the project will be shared between UNICEF, Government of India and Government of Bihar as per the existing funding ratio of 3:2:1. The estimated Central Outlay for 1997-98 will be Rs.10.77 crore.

#### **U.P. BASIC EDUCATION PROJECT**

3.1.7 In order to supplement the efforts of U.P. towards achieving Education For All, a comprehensive project has been initiated with financial assistance from the



World Bank in ten Districts of State (subsequently extended to two more Districts). The estimated project cost is US \$ 193.9 million (Rs. 7287 million). IDA credit would cover about 87% amounting to US\$ 165 million equivalent, and the Government of Uttar Pradesh would finance the remaining costs. The project duration is 7 years, up to 2000 AD. The project became operational in October 1993. The components of the project include :

- (I) Building Institutional Capacity to plan, manage and evaluate 10-15 year perspective education development programme.
- (ii) Improving Quality and strengthening community participation.
- (iii) Undertaking the civil works.

3.1.8 The Mid-term review of Uttar Pradesh Basic Education Project was conducted in December, 1996. The IDA Mission which conducted the review, observed that project has done well in two areas, i.e. enrolment and expenditure. There has been 30/40 per cent increase in enrolment in primary / upper primary stages in the 10 Project districts. There has been 100 % achievement in the targets of expenditure.

### **Shiksha Karmi Project**

3.1.9 Shiksha Karmi Project is being implemented in Rajasthan from 1987 with assistance from SIDA on 1:1 basis. As on 30.9.96 Shiksha Karmi Project is functioning in 28 districts, 94 blocks, 1590 villages in Rajasthan.

### **NON-FORMAL EDUCATION**

3.2 The National Policy on Education (NPE), 1986 and the Programme of Action, 1992, call for a large systematic programme of Non-Formal Education (NFE) as an integral component of the strategy to achieve universalisation of elementary education. The NFE programme is alternative schooling for children who cannot go to the conventional primary school for some reason or the other. NFE is thus decentralised, flexible, primary education which permits such children to study at a convenient place, pace and time. NFE centres are usually provided in rural areas and urban slums with average enrolment of 20 learners under the charge of a local instructor who is paid an honorarium of Rs. 200/- p.m. for part-time work. The community is expected to provide space and make other arrangement for running these centres. NFE centres run for 2 to 3 hours per day for about 300 days per year, the holidays depending on seasonal and cultural factors in a given community.

3.2.1 States are being given 60% of Central assistance for co-educational centres and 90% for girls centres. Voluntary Agencies are given 100% assistance.

3.2.2 While the NFE programme saw a major expansion during the Seventh Plan, it has been extended and consolidated during the VIII Plan. At present, there are 2.79 lakh NFE centres covering about 70 lakh children in 21 States/UTs.

Of these, 2,40,787 are being run by State Governments and 38,900 by 590 Voluntary Agencies. The scheme of NFE was revised so as to provide greater financial and administrative decentralisation of management. In some States, powers have been delegated to Panchayat Raj Institutions and/or Village Education Committees for planning, locating, running and overseeing NFE centres; selection of instructors; payment of honorarium to instructors; and supply of teaching-learning materials to NFE centres.

## **TEACHER EDUCATION**

3.3 The Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education continued as in the earlier plan period. The scheme provides for setting up of :

(a) District Institutes of Education and Training (DIETs) to provide training and resource support to elementary education (both formal and non-formal) and adult education systems at the grass-roots level. The target of establishing 425 DIETs has been met in the year 1996-97.

(b) Upgradation of selected Secondary Teacher Education Institutions (STEIs) into Colleges of Teacher Education (CTEs)/Institutions of Advanced Study in Education (IASEs) to provide similar training and resource support to secondary education: One hundred and eight STEIs have so far been upgraded into CTEs/IASEs against the target of 135 CTEs/IASEs at the end of Eighth Five Year Plan. During 1995-96, 20 CTEs/IASEs were sanctioned.

© Under the Scheme of Restructuring and Reorganisation of Teacher Education, eighteen State Councils of Educational Research and Training (SCERTs) were further strengthened.

(d) Strengthening and establishment of University Departments of Education through UGC. The UGC has selected Departments of Education in five universities under the Special Assistance Programme at the level of Departmental Research Support (DRS). These Universities are Kashi Vidyapeeth, M.S. University Baroda, Osmania University, Rohilkhand University and Punjab University. The UGC, has also decided to assist some distinguished university departments on regional basis for taking up M.A. courses in Education.

3.3.1 The District Primary Education Programme (DPEP), which provides institutional support by strengthening State resource organisations like SCERT and the district level institutions like DIET has also taken initiative for decentralised academic resource support at the block and cluster level. Block Resource Centres have been set up in a few States for the purpose of planning, management, supervision, of inservice training of Primary School teachers and other functionaries at the grass-root level, which has received encouraging response.

3.3.2 Special Orientation Programme for Primary Teachers (SOPT) has been taken up since 1993-94 to provide orientation to primary teachers in the use of teaching-learning materials supplied under Operation Blackboard and also to train them in the Minimum Levels of Learning Strategy with focus on teaching of language, mathematics and environmental studies. Under the Special Orientation Programme for Primary Teachers, a total of 4.5 lakh primary teachers have so far been oriented.

3.3.3 A significant innovation in reaching out to teachers in remote areas through satellite based interactive technology has been tried successfully in Karnataka and Madhya Pradesh. A National Action Plan (NAP) for providing in-service training to primary teachers through interactive distance education has also been developed with the assistance of ADB and UNESCO under the guidance of a National Steering Committee chaired by Vice-Chancellor, IGNOU. The NAP contains a 10 years perspective and is proposed to be dovetailed into the 9th Five Year Plan.

### **National Council for Teacher Education (NCTE)**

3.4 The National Council for Teacher Education (NCTE) has been established as a national level statutory body by the Government of India vide its notification dated August 17, 1995 with the objectives of achieving planned and coordinated development of teacher education, regulation and proper maintenance of norms and standards of teacher education and for matters connected therewith. The mandate of the NCTE is quite wide and includes regulatory as well as developmental functions. Some of the major functions are laying down norms for various teacher education courses, recognition of teacher education institutions, laying down guidelines in respect of minimum qualifications for appointment of teachers, surveys and studies, research and innovations, prevention of commercialisation of teacher education, etc.

3.4.1 As per the provisions of the Act, four Regional Committees for the Northern, Southern, Eastern and Western regions have been set up with headquarters at Jaipur, Bangalore, Bhubaneswar and Bhopal respectively. These Regional Committees have to consider the applications of institutions of teacher education for recognition/permission in accordance with the provisions of the Act. The NCTE has taken a decision that the education for the first degree/diploma should be only through face to face institutional course of teacher education of minimum of one year academic duration. However, with a view to providing avenues for professional growth of in-service teachers and to clear the backlog of untrained teachers in some regions of the country, B.Ed. through correspondence/distance education is being continued on a limited scale. For this purpose, NCTE has issued regulations laying down guidelines.

## STATES' POSITION IN PRIMARY EDUCATION<sup>1\*</sup>

### Issues in States' Overall Finances

3.5 Education which figures in the concurrent list makes it a subject of shared responsibility between the Centre and States. In managing and financing education at the school-level, the role of the State is more important. The Central Government shares its responsibility through plan reviews and such Centrally Sponsored Schemes as Operation Blackboard, National Nutritional Programme for Primary School Children (popularly known as Mid-Day Meal Scheme) and so on, to meet emergent needs for qualitative improvement. Over the years, the share of the Centre has increased in financing of elementary education. However, the main responsibility to expand and improve this sub-sector has to be borne by the States through financial support and social mobilization.

### Resource Allocation to Elementary Education

3.6 Elementary Education occupies a priority position in all the States in so far as sub-sectoral resource allocations are concerned. In most States, elementary education covers 8 years of schooling while some follow the 7 year pattern. Assam, Karnataka, Kerala and Maharashtra are in the latter category. Elementary Education is sub-divided into primary and upper primary schooling stages. While the former covers 4/5 years of schooling, the latter consists of 3 years.

3.7 In the education sector as a whole, and particularly in the sub-sector of elementary education, the non-plan expenditure is very substantial while plan expenditure is very moderate. This is because the system is large and has been running over a long period with continual growth. More than 90% of the total expenditure on this sub-sector consists of teachers' salaries. Buildings, equipment, teaching aides, textbooks, incentives as well as costs of administration and supervision are covered by the remaining 10%. In some States, the expenditure on teachers' salaries goes up to 96% of the total expenditure. Studies undertaken by Ministry of Human Resource Development reveal that even States with high SDP are not investing adequately in education in general and elementary education in particular. However, State Government policies differ in this respect and some States with a low SDP are seen to be funding elementary education with greater generosity.

### Incentives

3.8 Incentives are an important item of non-salary expenditure in all the States. Incentives are important in view of the large number of out of school children and

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<sup>1\*</sup> The material for this Section has been drawn from background material for DPEP Studies undertaken by MHRD as well as State Plan documents of the States in the Planning Commission.

also the inter-regional and inter-group disparities that exist in most of the States. Various schemes are targetted to enhance the demand for education leading to increased enrolment and retention.

### **Free Teaching Learning Material**

3.8.1 Assam and Karnataka have schemes to provide free text-books to all children in grades I-IV. The provision of free text-books to all children exist for upper primary children (Classes V-VII) also in Assam, whereas it is limited to children belonging to SC/ST families for these grades in Karnataka. Maharashtra and Haryana provide free text-books to children belonging to SC/ST and below poverty line families (Classes I-V in Haryana and Classes I-X in Maharashtra). All SC/ST students of primary classes in Maharashtra and all SC/weaker sections (below poverty line) children in Haryana receive free stationery. Kerala has a scheme of free readers and stationery for grade I students. Madhya Pradesh and Tamil Nadu also have some schemes of free text-books.

### **Free Uniform/School Bags/Footwear/Bus Passes**

3.8.2 Girl students belonging to SC/weaker sections are given free uniforms (two sets annually for children in Grade I-II and one set annually for children in Grade III-V) in Haryana. Maharashtra provides free uniforms to all SC/ST students in primary sections. Tamil Nadu has a provision for providing free uniform to all children in Grade I-VIII. The State has also a programme for free footwear and bus passes. Kerala, which has reached outstanding success in UEE, does not have any scheme of free uniform or bag or footwear.

### **Financial Sustainability**

3.8.3 The financial sustainability of Universalisation of Elementary Education is the primary concern at this stage. Inter-sectoral resource distribution makes it clear that elementary/primary education does receive a significant share of total expenditure within education but the inter-State scenarios vary considerably. For example, Assam was spending a high percentage of its total education expenditure to elementary education. Most other States spent about 40-45% except Kerala where this percentage is about 50. Non-plan expenditure occupies a large share in the Education sector. This varies between 80% in Karnataka to 95% in Kerala. Almost similar trends can be observed elsewhere. No clear linkage emerges between the strength of the State Domestic Product and relative emphasis on education/elementary education. For example, a richer State like Haryana allocates much less of its SDP to education as compared to a poorer State like Assam. In States where the financial position is sound it should not be difficult to make for larger investments in the Education sector, particularly for achieving UEE, by inter-se adjustments. In other States, Central share has to be of assistance for funding elementary education.

## ISSUES FOR THE NINTH PLAN

3.9 According to the available information, the estimated number of out of school children is 6.3 crore (including drop-outs). The majority of out of school children are girls and children belonging to SCs and STs. Gender, caste and regional disparities in elementary education are conspicuous. The gross enrolment ratio for girls in Class I-V in 1995-96 was 93.3% as against 114.5% for boys. For classes VI-VIII, the GER was 79.5% for boys and 54.9% in case of girls. The disparity is even more conspicuous in rural areas.

- According to the available information, 75% of the estimated out of school children are in the educationally backward States, namely Andhra Pradesh, Assam, Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh. The States of J&K, Orissa and some districts of West Bengal also face this problem.

- VIII Five Year Plan had envisaged that the ratio of upper primary schools to primary schools would be improved from the existing 1:4 to 1:2. However, there has been marginal improvement and the ratio was 1:3.45 in 1995-96.

- The drop out rates which were expected to fall to 20% in the case of primary classes and 40% in the case of upper primary classes were still high at 34.5% for primary classes and 51.6% for upper primary classes in 1995-96.

- UEE implies access to good quality education for all children in the age-group of 6-14 years. By the turn of the century, we have to take primary education to all children, retain them in school and achieve at least the Minimum Levels of Learning (MLL). In doing so, greater attention is needed to girls, SC/ST children, working children, disabled children, children belonging to religious and linguistic minorities and children from educationally backward areas. In this daunting task, it is essential to prioritize the 6-11 age group and also provide upper primary education for the 11-14 age group.

## APPROACH TO THE NINTH PLAN

3.10 Approaches to achieve UEE in the IX Plan have to measure up to the magnitude and complexity of the task. These have to keep in view such important factors as :

(i) Universal access :

(a) Universal enrolment of all children of 6-11 age group with special emphasis on girls, disabled children and children belonging to SCs and STs in primary education, and universal enrolment of all children of 11-14 age group thereafter.

- (b) Provision of quality-based NFE and other effective alternatives for out of school children (age group 6-11) and children in remote and inhospitable geographical locations.
  
- (ii) Universal retention :  
  
Prevention of drop-out in Classes I-V and reduction of drop-out in Classes VI-VIII from the existing rate.
  
- (iii) Universal achievement of Minimum Levels of Learning
  - (a) Extension of the Minimum Levels of Learning (MLL) through the primary system.
  
  - (b) Improvement of school-infrastructure, teacher education, and in the quantity and quality of teaching learning material.
  
- (iv) Implementation of the Constitutional provisions of fundamental right to elementary education by enforcing it through necessary statutory measures.

## **PROPOSED PROGRAMMES/SCHEMES**

### **Operation Blackboard**

3.11 The existing scheme of Operation Blackboard (OB) will be continued and expanded in order to achieve quantitative and qualitative improvement in primary and upper primary schools. The existing components namely (i) provision of additional teachers for primary schools with enrolment exceeding 100; and (ii) provision of teaching learning equipment and additional teachers for the remaining two-third upper primary schools will be continued. Two new components namely, opening of upper primary schools and provision of a headmaster in primary schools are proposed to be added.

### **Decentralised School Mapping and Micro-planning**

3.12. It is proposed to initiate a scheme of Decentralised School Mapping and Micro-planning intended to ensure direct involvement of community in assessing the educational needs of the community and planning strategies for achieving universalisation of elementary education through formal, non-formal and other modes of alternative schooling.

### **National Elementary Education Mission**

3.13 Pursuing the goal of universalisation of elementary education with the accepted approach of decentralised management structure, the National Elementary Education Mission (NEEM) will be constituted as an over-arching agency to stimulate and monitor and systematically guide the process of achieving the national goal of elementary education as a Fundamental Right. The Panchayati Raj Institutions (PRIs) now in position in most States would be entrusted with the systematic functioning of elementary education through Block Resource Centres (BRCs). It would be the responsibility of NEEM and National Literacy Mission (NLM) to work in a coordinated manner to help BRCs function for primary/upper primary education and adult education through formal and non-formal arrangements. The creation and functioning of Cluster Resource Centres (CRCs) would be on similar lines.

### **State Elementary Education Mission**

3.14 State Elementary Education Mission (SEEM) will be established as a linkage and enabling agency between NEEM, PRIs and Urban Local Bodies at the State level.

### **Scheme of Computerisation and Management Information System (CMIS)**

3.15 To streamline the process of data collection and analysis at district and block level, a new scheme of computerisation and MIS is proposed to be introduced.

### **National Programme of Media Publicity and Advocacy of UEE**

3.16 In order to build up public opinion and mobilise support for UEE, a National Programme of Media Publicity and Advocacy is proposed.

### **Primary School Quality Improvement Programme (PS-QIP)**

3.17 A programme titled as PS-QIP is intended to be introduced with the main objective of strengthening internal management of primary schools and improving the quality of teaching learning processes in primary schools. The programme will have two components, namely, strengthening the role of the Headmaster in primary schools and establishment of resources support mechanisms at cluster and block levels.



### **Central Support for Development and Improvement of Instructional Material**

3.18 The scheme is intended to support development of reading material targeted to rural primary school children in regional languages, assist in the establishment of State Text Boards in States/UTs where such boards/corporations have not been set up and assist NGOs in development of text books and teaching learning material.

### **National Programme of Nutritional Support to Primary Education (Mid Day Meals Scheme)**

3.19 The scheme will be continued and extended to 12 crore children in primary classes in Government, local bodies and Government aided schools.

### **School Health Programme**

3.20 School Health Programme will be a direct intervention to facilitate improvement of health status of children in primary schools and NFE centres. The major components of the scheme will be as follows:

- (i) arrangement for periodic health check up of all children in primary school and NFE Centres.
- (ii) provision of medical kits and user manuals to targeted primary schools.
- (iii) orientation in First-Aid and use of medical kit to at least one teacher in targeted primary schools.
- (iv) supply of micro-nutrients to children in particular to those in rural areas and girls.

### **Scheme of Construction, Development and Maintenance of school buildings**

3.21 This new scheme is aimed at designing primary school buildings in remote rural areas. States will be supported to establish an engineering cell within the primary education department to strengthen the maintenance mechanism.

## **EXTERNALLY ASSISTED PROGRAMMES/PROJECTS**

### **District Primary Education Programme (DPEP)**

3.22 During the IX Plan, the focus of DPEP will be on ten educationally backward States on the basis of such criteria as State Domestic Product and low female literacy. In addition to this, it is also considered desirable to give attention to North-Eastern districts for expansion of DPEP during the IX Plan in view of the Government of India's directives to earmark 10% of the funds for the North-Eastern States.

### **Mahila Samakhya**

3.23 Mahila Samakhya Programme will be expanded and its institutional mechanism will be further strengthened.

### **Lok Jumbish Project**

3.24 Lok Jumbish Project is proposed to be continued in the IX Five Year Plan with the existing funding pattern and assistance from Swedish International Development Authority (SIDA) .

### **Bihar Education Project**

3.25 Bihar Education Project (BEP) will be merged with the DPEP.

### **Shiksha Karmi Project**

3.26 Shiksha Karmi Project (SKP) will be expanded to 4,000 more villages during IX Plan.

### **UP Basic Education Project**

3.27 UP Basic Education Project will continue to be in operation during IX Plan.

### **Scheme of Experimental and Innovative Programmes for Education at the Elementary Stage.**

3.28 It is proposed to constitute a Core Group of representatives of reputed voluntary organisations to assist and advise the Ministry for promoting the scheme of Experimental and Innovating Programmes of alternative schooling at the elementary stage.

### **Linkages with Vocational Education at Upper Primary Level.**

3.29 Suitable vocations would be introduced at the upper primary level as per the specific needs of the area and on demand by parents/community. The area specific emphasis of this scheme would necessitate greater involvement of Voluntary Agencies, PRIs and Urban Local Bodies.

### **Monitoring, Evaluation and Research**

3.30 A strong Management Information System (MIS) would be evolved to monitor the programme. Besides that regular supervision at all levels will be ensured

through greater mobility, study visits, field inter-actions, better reporting and monitoring procedures. Programme evaluation (both internal and external) will be attempted through suitably devised research methods.

## **TEACHER EDUCATION**

3.31 The scheme of restructuring and re-organisation of teacher education will be continued for different types of teacher education institutions with special support for teacher education in the North-Eastern region. Norms will be further upgraded appropriately.

3.31.1 During IX Plan it is proposed to sanction 100 new DIETs, 125 new CTEs, 15 IASEs. It is proposed to revise the norms and Central assistance for DIETs/CTEs/IASEs appropriately.

### **National Action Plan for Inservice Education of Primary Teacher through Distance Education**

3.31.2 The National Action Plan for Inservice Primary Teacher Training (NAP) will provide an institutional framework for inservice education and sustainable renewal of primary teachers and capacity building of the system through interactive distance education.

### **Role of NCERT and NCTE in Teacher Education**

3.32 It is visualised that the NCERT and NCTE will function to supplement and complement each other for their defined roles and functions to provide effective teacher education to school education system. One of the foremost task of NCTE would be to develop strong and credible accreditation machinery for curbing the proliferation of sub-standard institutions, preventing commercialization of teacher-training and enforcing standards.

3.33 Efforts would be made to strengthen the partnership between government and non-government organisations for promotion and delivery of contextually relevant, innovative and experimental programmes for teacher education. It is expected that this would have a positive impact on teacher morale, motivation and performance. It is envisaged that in backward pockets and tribal areas, where qualified and trained teachers especially women, are not available, services of NGOs could be utilised to provide education and training in a residential situation to local youth to enable them to serve as para-teachers.

### **Redressal of Teachers' Grievances**

3.34 For the formulation and adoption of efficient and rational policies for recruitment and deployment of teachers, it would be appropriate for States to

adopt the recommendations of the CABE Committee on Transfers and Postings of Teachers.

3.34.1 Creation of a mechanism for continuous review, feedback and upgradation of teacher performance is also essential.

## **NON-FORMAL EDUCATION**

3.35 The effort during IX Five Year Plan would be to expand the existing programme of Non Formal Education to the extent necessary and also to consolidate and improve the programme by enhancing investments, increasing operational efficiency, revamping organisational structures and providing for decentralisation as well as greater NGO and community participation. It is envisaged that a larger responsibility would be entrusted to NGOs for promotion of non-formal and alternative primary/elementary education. During the IX Plan a system of testing and certification of NFE learners will be introduced so as to make lateral entry from NFE to the formal system and vice-versa, rational and convenient. Such evaluation certification would also facilitate further institutional or open education of persons passing out from NFE in various types of academic/vocational learning programmes.

### **State Resource Centres**

3.35.1 State Resource Centres (SRCs) which were originally envisaged for providing technical resource support to the Non-formal Primary Education Programme have shifted their responsibility over the years in supporting the Adult Literacy Programme only for the age group above 15 years under TLC and, in some places, for the out-of-school 9-14 age group to some extent. It is obvious that the pedagogy and teaching learning material, as also teacher-training, for this elementary-level age group cannot be offered by the primers and volunteer instructors meant for adult learners. The SRCs may henceforth provide NFE cells within their structure to provide technical and academic support to NFE as a distinctly separate activity in the interest of primary education as a fundamental right of children up to age 14.

### **MOUs with States Incorporating Non-negotiable Principles and Postulates for Quality Improvement in NFE**

3.35.2 It is proposed that Memoranda of Understanding(MOU) on the lines of the non-negotiable principles and postulates developed by Lok Jumbish Project may be signed by the Central Government with State Governments for safeguarding the interests of the NFE clientele.

**PROPOSED FINANCIAL OUTLAY FOR  
IX FIVE YEAR PLAN (1997-2002)  
ELEMENTARY EDUCATION SECTOR**

(Rupees in Crore)

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
1	2	3	4
	<b>OPENING OF NEW SCHOOLS</b>		
(I)	Opening of 11,574 new primary schools in school-less habitations	-	660.00*
(ii)	Opening of new upper primary schools or upgradation of primary schools to upper primary schools to reach a ratio of 1:2 between primary schools and upper primary schools : net additional required - 1,30,000 upper primary schools	-	7568.50**
	<b>Sub Total</b>	-	<b>8228.50</b>
	<b>Existing components to be continued</b>		
1.	Operation Blackboard		
(I)	Central Sector :		
	(a) 1.58 lakh third teacher posts to be sanctioned for primary schools with enrolment exceeding 100	1685.00	
	(b) Provision of TLE to 1,17,000 upper primary schools	526.50	

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
	© Provision of an additional teacher to 1,17,000 upper primary schools	1610.00	
(ii)	State's share		
	(a) Provision of a third room and a Headmaster room in Primary schools		
	(b) Provision of contingent expenditure @ Rs.1000 per upper primary school		
	© Provision of five rooms per school for upper primary schools		
	(d) Provision for salaries of teachers appointed during 8th Five Year Plan		
	(e) Replacement of Teaching Learning equipment		
	(f) Construction of Class-rooms under JRY		15731.50
(iii)	Concurrent Evaluation of Scheme	5.00	
(iv)	Media Publicity and advocacy	10.00	

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
	<b>New components proposed to be added during the Ninth Five Year Plan</b>		
(v)	Upper Primary Schools for girls (30,000) to be opened by the State Governments		
	(a) Construction of buildings (50:50) (Three rooms)	450.00	450.00
	(b) Provision of TLE @ Rs.40,000 per school, (Rs.50,000 for schools in tribal areas)	135.00	
	© Salaries of two additional teachers (Remaining teachers will be provided by the State Governments)	864.00	2160.00
(vi)	Provision of a Headmaster in Primary Schools as envisaged under PSQIP (25% of 6,00,000 primary schools to be covered during Ixth Plan (@5,000)	2700.00	
	<b>Sub-total (II)</b>	<b>7985.50</b>	<b>18341.50</b>
II.	NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY SCHOOL (MID-DAY MEAL SCHEME)		

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
(I)	Provision of Hot Cooked Meals to all Children in Primary Classes	12600.00	# 18000.00 # (@ Rs.1.00 per child per day, leaving aside the cost of cooking staff and shed, which can be availed under (JRY)
(ii)	Concurrent Evaluation of Scheme	5.00	
(iii)	Media Publicity & Advocacy	10.00	
	<b>Sub-total (III)</b>	<b>12615.00</b>	<b>18000.00</b>
IV	ON-GOING EXTERNALLY AIDED PROJECTS		
(I)	District Primary Education Project (DPEP)	8148.70 (3724.00 crores to be raised through external resources)	1437.90
(ii)	Bihar Education Project (BEP)	1.00	5.39
(iii)	Lok Jumbish Project	416.33	85.00
(iv)	Mahila Samakhya Project (MSP)	44.00	-
(v)	Shiksha Karmi Project	114.79	114.79
	<b>Sub-total (IV)</b>	<b>8274.82</b>	<b>1643.08</b>



Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
V.	NEW CENTRALLY SPONSORED SCHEMES PROPOSED FOR IXTH FIVE YEAR PLAN		
(I)	Primary School Quality Improvement Programme (PS-QIP)		
	(a) Provision of a Headmaster in Primary Schools	(2700.00 already added under OB)	-
	(b) Establishment of resources support Mechanisms at Cluster & Block levels*** (Covered under separate scheme)		
	<b>Sub-total (V)</b>	-	-
(ii)	<b>Central Support for Development and Improvement of and Instructional Material</b>	<b>125.00</b>	-
(iii)	School Health Programme (SHP)		
	(a) Provision of medical kits and users manual to targetted primary schools (3,00,000)	30.00	-
	(b) Orientation first aid and use of medical kit to at least one teacher in targetted primary schools (3,00,000)	15.00	-
	<b>Sub-total (VI)</b>	<b>45.00</b>	-

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
(iv)	Scheme of School Mapping and Micro-planning		
	(a) Provision of a tied grant @Rs.1000 per school to Village Panchayats (6,00,000)	300.00	-
	(b) Provision for training of Women members of village panchayats/VECs/PRIs (estimated number being 10,00,000)	50.00	
	<b>Sub-total (VII)</b>	<b>350.00</b>	
(v)	Project for improvement of Learning Achievements in Elementary schools		
	(a) Promotion and Adoption of MLLs at primary level	160.00	
	(b) Promotion and adoption of MLLs at upper primary level	160.00	
	<b>Sub-total (VIII)</b>	<b>320.00</b>	
(vi)	Programme for strengthening of Management of Primary Education		
	(a) Establishment of State Level Institutions to strengthen educational planning and management capacities	100.00	100.00

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
	(b) Creation of decentralise of management structure for primary education	-	-
	© Scientific studies by professional institutions and expert consultations with management specialists	5.00	-
	(d) Establishment of separate of Directorates of Elementary Education	-	-
	(e) Creation of separate cell at Directorate level for special attention to issues and problems in the education of girls and disadvantaged sections of the society	10.00	1.00
	(f) Modernisation and strengthening of offices of District Education Officers	50.00	-
	(g) Funding of study visits and training of educational supervisors, managers and senior administrators in other countries	5.00	-
	(h) Assistance for fellowships and professional interships and studies in the field of UEE in reputed institutions in India and abroad	6.25	-

Sl.NO.	Programmes	Estimated Financial Outlay	
		Central Sector	State Sector
	(I) Reward and Recognition at National Level for outstanding performance, sustained efforts, and innovations for achievement of UE (National Award for promotion of UEE)	2.00	-
	<b>Sub-total (IX)</b>	<b>178.25</b>	<b>101.00</b>
(vii)	<b>National Elementary Education Mission (NEEM)</b>	<b>225.00</b>	-
(viii)	<b>Scheme of Computerisation and MIS (CMIS)</b>	<b>73.00</b>	-
(ix)	Scheme for construction, development and maintenance of school buildings		
	(a) National Cell	1.00	-
	(b) State Cell	15.00	1.00
	<b>Sub-total (X)</b>	<b>16.00</b>	<b>1.00</b>
(x)	<b>Implications of the proposals to make the right to free and compulsory Elementary Education a Fundamental Right</b>	<b>40000.00</b>	-
	<b>GRAND TOTAL</b>	<b>70657.57</b>	<b>46315.08</b>

Notes :

- \* (I) State Government will have an option to provide alternative schooling facility and avail of grant-in-aid under the scheme of Alternative Schooling in Un-served and Under-served Areas.
- (ii) Cost estimates have been worked out in accordance with OB norms.

**\*\* (I)** It is expected that nearly 50% of new upper primary schools will be exclusively for girls. Grant-in-aid will be available under the new component of OB providing for upper primary schools for girls.

**(ii)** Cost estimates have been worked out in accordance with OB norms.

**\*\*\*** This component of the scheme will be funded under relevant scheme of Teacher Education.

## SUMMARY OF PROPOSAL FOR THE IX PLAN FOR NON-FORMAL EDUCATION

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### PROPOSAL

### PROPOSED ALLOCATION (Rs. In Crore)

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1. Cost of 2,80,000 NFE centres @ Rs. 23,670/- per primary Centre @ Rs. 34,670/- per upper primary Centre.	2520.08
2. NFE Programme for NGOs (50,000 NFE Centres)	639.44
3. NFE Programme for children of urban slums and street- children	10.00
4. Creation of NFE units in SRCs	20.00
5. Advocacy for NFE	20.00
6. Scheme of Experimental and Innovative programme for education at the elementary stage	21.72
7. Vocational input at the upper primary level of NFE	20.00
8. Monitoring, Evaluation & Research	10.00
9. 10% increase on certain items every year	218.00
<b>TOTAL</b>	<b>3479.90</b>

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## SUMMARY OF PROPOSAL OF NATIONAL BAL BHAVAN FOR IX PLAN

<b>PROPOSAL</b>	<b>PROPOSED ALLOCATION (Rs.in crore)</b>
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### **(I) Strengthening of National Bal Bhavan**

1. Purchase of land and construction	2.40
2. Construction of Open-air Theatre	0.50
3. Extension of hostel facilities	0.90
4. Strengthening of training facilities	3.25
5. Development of Audio-visual programmes	0.25
6. Other activities for strengthening of National Bal Bhavan	31.95
<b>Total (I)</b>	<b>39.25</b>

<b>(II) Strengthening of 60 existing State Bal Bhavans</b>	<b>7.25</b>
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<b>(III) Opening of 25 new Bal Bhavans in States/UTs</b>	<b>73.50</b>
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<b>Grand Total (I + II + III)</b>	<b>120.00</b>
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**PROPOSED FINANCIAL OUTLAY FOR IX FIVE YEAR PLAN (1997-2002)  
TEACHER EDUCATION**

(Rs. In Crore)

Sl.No	Programme	Central Plan	State Plan
1.	Consolidation and expansion of DIETs/CTEs/IASEs	1059.60	60.00
	a) Existing DIETs/CTEs/IASEs		
	Non-recurring	- 116.85(Adhoc)	
	Recurring	- 942.75	
	<b>Total</b>	<b>1059.60</b>	
	b) New DIETs/CTEs/ASEs	473.00	
	Non-recurring	- 299.00	
	Recurring	- 174.00	
	<b>Total</b>	<b>473.00</b>	
2.	Strengthening of SCERTs	65.50	
3.	Establishment of BRCs and CRCs	233.00	18.00
4.	Support to accredited - Teacher Training Institutions for Inservice Programmes	123.00	
5.	Strengthening of NCTE	57.00	
6.	Intensive education of Primary Teachers,(NAP)	671.14	
7.	SOPT	75.00	
8.	New initiative for Teacher Education in North-Eastern Region	10.00	
9.	Replication of SKP in other States	50.00	
10.	Teacher for the disabled children	10.00	
11.	Teacher Housing Scheme	250.00	
12.	Study visits in India and abroad	2.50	
13.	Evaluation and Monitoring	3.00	
14.	Strengthening of Teacher Education Division	2.50	
15.	Financial Assistance to NGO's/VA'sl	50.00	
	<b>Total</b>	<b>3135.24</b>	<b>78.00</b>



## CHAPTER 4

### SECONDARY\* EDUCATION

#### INTRODUCTION

4.0 Conceptually, secondary education is meant to prepare young persons both for the world of work and for entry into higher education. But traditionally, it has come to be looked upon as a bridge between the elementary and higher education stages. That is the main barrier which obstructs vocationalisation of secondary education. Because of its liberal curricula, its expansion has been relatively more in the urban than in the rural areas, and more for boys than for girls.

#### Review of Progress of Secondary Education

4.1 The Sixth All India Educational Survey\*\* gives the following picture of the quantitative aspects of secondary education:-

- There were 66,139 secondary schools in the country, of which 48,262 were in rural areas. The corresponding number of higher secondary schools were 23,524 of which 11,642 were in rural areas.
- The number of secondary schools has increased by 25.84% in 1993 after the 5th All India Educational survey (1986). The increase was comparatively lower than the increase (43.31%) from 1978 to 1986.\*\*\* The number of higher secondary schools has increased by 52.11% during the period 1986-1993 which is higher than the increase of 48.39% during the period 1978-1986. The growth of secondary education slowed down, relatively, during 1986-93.
- The total enrolment at secondary level (Classes IX and X) was 1,52,57,700 in 1993, thus registering an increase of 32.45% from 1986.

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\* Secondary includes higher secondary stage education as well.

\*\* NCERT, 1995. **Sixth All India Educational Survey - Provisional Statistics**. New Delhi: NCERT. Reference date 30.9.93.

\*\*\* NCERT 1990. **Fifth All India Educational Survey-A Concise Report**, New Delhi, NCERT.

Comparatively, this increase was lower (30.88%) in rural areas. At the higher secondary level (classes XI and XII), the increase in total enrolment (71,70,766) in 1993 was 37.72%. The number of girls in secondary and higher secondary levels is substantially lower than that of boys. In 1993, girls constituted only 36.15% of the total enrolment at the secondary. In rural areas, this proportion was still lower (32.04%). At the higher secondary level, the percentages were only overall 34.69% and for rural areas, only 28.85%.

- The number of teachers in secondary schools increased from 7,23,625 to 8,38,831 during the period 1986-1993, thus registering an increase of 15.92%. The percentage of female teachers was 31.27% in 1986 and 33.92% in 1993. The corresponding percentages for rural areas were 22.42% and 22.72% respectively. The total number of teachers in higher secondary schools during 1986 and 1993 were 4,26,199 and 5,97,202 respectively, indicating an increase of 40.12%. Of these, 27.79% and 31.57% were female teachers during 1986 and 1993 respectively. The percentage of female teachers working in rural areas was 12.92% in 1986 and 18.10% in 1993.
- According to the Selected Educational Statistics (1995-96), there were 633 teacher training colleges having a total enrolment of 1,22,085 - 71,833 boys and 50,252 girls. The percentage of trained teachers was 89% at the secondary level and 91% at the higher secondary level.
- Vocationalisation of higher secondary education continued in the 8th Plan with the coverage extending to 6,476 schools by the end of 1995-96. This created scope for diversion of 9.35 lakh students (i.e. 11.5% of enrolment at the +2 stage) to vocational courses. A programme for imparting pre-vocational education at the secondary stage was also started in 1993-94, with a modest target.
- Under the Improvement of Science Education in Schools Scheme, 29,540 science kits were provided to upper primary schools, 14,734 secondary/higher secondary schools were provided library assistance and 15,775 secondary/higher secondary schools were given laboratory assistance during the Eighth Plan (1992-93 - 1995-96).
- Computer Literacy and Studies in Schools (CLASS) continued to be implemented after some modifications during the Eighth Five Year Plan. An amount of Rs.146 crore were provided for maintaining 2,598 schools already covered under the old scheme as well as for including 2,290 additional schools during the Eighth Plan up to 1996-97.

## ISSUES FOR THE NINTH PLAN

4.2 The key issues in secondary education, apart from access, are quality, modernization and diversification. The norms developed by NCERT for minimum facilities required in secondary and higher secondary schools during the 8th Plan will require serious implementation. The concept of Minimum Levels of Learning (MLLs) has to be extended to the secondary stage as well.

4.3 Improving the quality of secondary education is essential for providing equality of opportunity for women, scheduled castes (SCs), scheduled tribes (STs) and other disadvantaged sections, to participate in the country's development process. Science, technology, vocational education, relevant commerce courses and other academic aspects require serious attention for upgradation and relevance of learning achievement at the secondary stage.

4.4 The report of the Task Force on the role and status of Boards of Secondary Education (Amrik Singh Committee : 1997 constituted by Ministry of Human Resource Development) has recommended remodelling of school education boards. As highlighted by the report these are :

- i) There is need that school education boards are re-organized, strengthened and diversified in their approach and functioning and made responsible for the entire spectrum of education from the primary to the higher secondary stage. In other words, from being mere examining bodies which they have been for more than half a century, they now become academic bodies which determine the direction and quality of education at the school level (para 1.39 of the report).
- ii) The States, particularly those in the South and the North-East would have to be helped more than others to restructure their school education boards.
- iii) Something like one-third of the students who pass out at +2 level join college. The secondary level of education is not looked upon as terminal in character. This is a serious distortion which needs to be corrected within the next decade or so.
- iv) A strong linkage of vocational training programmes at +2 stage with industry is recommended. For this purpose, it is desirable to involve both the Department of Industry of the State and any group/body of entrepreneurs at that level, provided they are willing to get involved. Memorandum of Understanding (MoU) need to be worked out. Technical colleges could be brought into the network for advice and guidance.

- v) To link unorganized sectors of the industry for vocational aspects of the secondary education.
- vi) To bring about reform in evaluation system by adopting continuous and comprehensive evaluation so as to improve the quality of school education.
- vii) Identifying and assessing scholastic areas of achievement of students in order to get a total picture of the student's ability and personality.
- viii) To ensure integrity in the conduct of examination by school boards with the help of Council for Boards of School Education in India (COBSE) so as to improve the situation and make examination affair trustworthy.

4.5 The norms developed by NCERT for minimum facilities that should be available in secondary and senior secondary schools during the Eighth Plan will require serious implementation.

#### **APPROACH TO THE NINTH PLAN**

4.6 The subject-wise status studies conducted during the 8th Plan on the status of implementation of the National Curriculum Framework for Elementary and Secondary Education, including the 'Core' elements defined in the NPE, show that various newly emerging concerns such as health, social justice, human rights, population concerns and so on need to be reflected in the framework suitably. Curricular changes would call for new teaching-learning materials and use of media. Organizations concerned with R&D in education would, therefore, require State support. Linkages between national and state level institutions would also be essential for the R&D related to curriculum development.

4.7 In the context of the country's changing economic environment and emerging technologies, the programme of vocationalisation at the secondary and higher secondary stages needs reorganisation, both conceptual and practical. School and industry linkages, availability of trained instructors, student support system in terms of hands-on training, recognition of courses, placement and vertical mobility require close attention. A new culture of vocationalisation has to be infused into the entire education system. Introducing pre-vocational courses at the eight plus level and encouraging students to opt for such courses has to be emphasized. For the purpose, hands-on-training by non-professional but trained instructors would be necessary. The question of management of such a change would have to be taken up. Vocational education would have to serve various interest groups in a diversified manner. Open learning, through distance education could promote vocational education at each level and has to be appropriately developed. In view of the complexities and magnitude of the task,

a multi-pronged strategy might be adopted with multiple entry and exit options for vocational as also academic courses. Innovative measures in this regard will be promoted through the collaboration of government and non-government sectors and institutions.

4.8 There has been a substantial development in the area of educational technology in the country with the advent of satellite and other modern communication technology in the recent past. Systematic efforts to strengthen these technologies for improving instructional choices and quality of secondary education, both academic and vocational will be attempted.

4.9 Some States/UTs which have not yet switched over to 10 (5+3+2)+2 pattern as an integral part of the school system will be advised to make further efforts in this regard.

4.10 Creation of a climate to enable the 'local community' to 'own' the responsibility for promoting school education through local planning and monitoring will be an important thrust towards decentralized development of education.

## **PROPOSED PROGRAMMES/SCHEMES**

### **Renewal and Modernisation of National Curriculum Framework**

4.11 NCERT will initiate action for reorganization of curriculum through SCERTs and research organizations. It will also undertake reviews and forming up of the national curriculum framework for secondary and higher secondary education.

### **Vocationalisation of Education**

4.12 As discussed earlier, the scheme of vocationalisation of education will be reorganised through diversification, open school programmes and employment-based innovative efforts. For this purpose, the following steps will be essential: (a) modernizing the management structure of education; (b) ensuring schooling and employment linkages in urban and rural situations; (c) enhancing participation of NGOs and research institutions at local/regional levels; (d) utilizing non-professional teaching resources such as entrepreneurs, technicians, progressive farmers, etc.; (e) evolving mechanism for performance-based certification of vocational skills so as to enhance employment possibilities and for accreditation of innovative courses organised by NGOs and other agencies; (f) networking with existing institutions like Krishi Vigyan Kendras, Primary Health Centres, ITIs, Polytechnics, etc.; (g) exploring possibilities at various levels through distance education strategies; (h) creating Network Interactive Television for sharing

experiences, expertise for training students in remote places with special focus on special groups particularly women and disabled.

### **Improving Teacher Education**

4.13 The facilities for inservice training of secondary teachers are still inadequate. In view of this, it is essential on the one hand to continue the existing scheme of upgradation of STEIs into CTEs/IASEs in the country and on the other to extend such in-service training programmes under other government/non-government training colleges. It implies strengthening of national resource institutions like NCERT and NCTE.

### **In-service Teacher Education Through Distance Mode**

4.14 There are more than 14 lakh teachers in the secondary and senior secondary schools in the country of which over 10% are untrained. Many of these teachers will also require special upgradation and pedagogical re-orientation on a recurrent basis. The National Council for Teacher Education(NCTE) will ensure provision of systematic training at least once in five years. As efforts were made in this direction through the Institutes of Advanced Study in Education (IASE) have not been effective, the distance-learning mode would have to be utilized with due planning.

4.14.1 The country now has enough capacity and expertise for organizing training programmes through the distance mode. The recent experiences of NCERT in collaboration with the Indira Gandhi National Open University (IGNOU) and the Indian Space Research Organization (ISRO), in using tele-conferencing mode for the training of primary school teachers have been encouraging. Agencies such as IASEs, SCERTs and SOUs (State Open Universities) and other teacher training institutions at the state level would be enabled to organize face to face experience at the regional level. These will be suitably linked with the training materials developed and interactive sessions organized by the national and State agencies. The regional institutions identified can also act as the learning ends in the proposed tele-conference programmes.

4.14.2 The on-going scheme of IASE's can be suitably dovetailed enabling these institutions to involve more effectively in the training programmes through the distance mode. It is also proposed that the NCTE may come out with accreditation procedures necessary for giving credits to teachers who undergo distance-mode training. Credit accumulation could lead to suitable certification by concerned agencies.

### **Ensuring Accountability of Teachers**

4.15 The Report of the Task Force "Teachers Service conditions and Redressal of their Grievances in Private Schools" (MHRD, 1997), has recommended as follows :

- (i) Self-discipline among the teachers and a sense of realization that teaching is a profession which demands professional ethics; ii) Modernising and strengthening the supervision system; iii) Introducing a scientific teacher appraisal system; and iv) Adopting other measures such as linking grant-in-aid with performance of the schools.

### **Strengthening of Pace-setting Schools : The Kendriya Vidyalayas**

4.16 It is proposed to develop 250 of Kendriya Vidyalayas into model schools having facilities at par with very good private schools and opening about 100 new schools during IX Plan. It may be necessary to improve their infrastructure in terms of buildings, play fields, guidance/counselling, vocational courses, etc. For strengthening of infrastructure facilities in the existing Kendriya Vidyalayas, the possibility of getting funds from clientele organization like Ministry of Defence and Ministry of Railways and Public Sector Undertakings would be explored during the IX Plan.

### **Identification and Nurturing of Talented Rural Children: The Navodaya Vidyalayas**

4.17 Commendable growth has been registered in respect of Navodaya Vidyalayas (NVs) as residential schools for talented rural children. It is proposed to open 52 new NVs and to improve the infrastructure of the existing ones.

### **Modernisation of Madarsas**

4.18 Modernisation of Madarsas to bring them into mainstream will receive all possible attention.

### **Integrated Education for the Disabled Children**

4.19 The recently enacted 'Persons with Disabilities' Act 1995, has placed on Government the responsibility to ensure that every disabled child gets access to free education until the age of 18 years. The composite area approach and substantial expansion of the existing schemes for the disabled children, will be adopted to cover 500 additional blocks in the country. Integration of disabled children in the ongoing and evolving schemes of Department of Education for

achieving the goal of 'Education for All' will also be necessary to achieve additional coverage.

### **National Population Education Project**

4.20 The redefined population agenda by the International Conference on Population Education, 1993 makes it necessary to reconceptualise the Framework of Population Education, the process of which has already been initiated. The area of Adolescence Education with a major component on HIV/AIDS is a serious concern of population education. It will be necessary to conduct various kinds of project activities for ensuring integration of elements of adolescence education in the content and process of school education as well as orientation of school teachers in adolescence education.

### **Improvement of Science Education**

4.21 NCERT would prepared two sets of laboratory requirements : for secondary and senior secondary levels respectively. Norms of assistance for upgradation and strengthening of laboratories of secondary and senior secondary schools would be so prescribed as to ensure that supply of equipment conforms to the curricular and physical needs of the system.

4.21.1 The implementing agencies would have to prepare suitable training designs, which should, inter alia, specify training content, duration, coverage, time slots, group size, practical work, methodology, experience of resource persons etc., before the proposals for training of science teachers could be considered under the Scheme.

### **Other Schemes**

4.22 Other schemes like Education Technology, Computer Literacy and Studies in Schools (CLASS), Environmental Orientation to School Education etc. will be strengthened and expanded through combined efforts of the Central Government and the State Governments. For the purpose of innovation and experimentation, the role of NGOs will get more attention than ever before.

### **Strengthening of Boarding and Hostel Facilities for Girl Students**

4.23 In order to provide wider access to girls at secondary stage, there is a scheme of Boarding and Hostel Facilities for Girl Students. The scheme was started in 1993-94 for girl students at the secondary and higher secondary stages. It will be further strengthened and expanded.



**Scheme wise Approved Outlay for 8th Plan and Proposed Outlay for the 9th Plan  
Period for Secondary Education (Central Sector)**

(Rs.in Crores)

Sl. No.	Name of the Scheme	8th Plan (1992-97) Approved Outlay	9th Plan (1997-2002) (Proposed)
1	Computer Education in School (CLASS)	146.00	100.00
2	Integrated Education for Disabled Children (IEDC)	25.00	78.00
3	Vocationalisation of Education	410.00	300.00
4	Environment Orientation to School Education	10.00	12.00
5	Improvement of Science Education in Schools	120.00	120.00
6	Educational Technology including Media	108.00	80.00
7	NCERT	24.00	48.00
8	Navodaya Vidyalayas	650.00	984.00
9	Assistance to NGOs for strengthening Hostel Facilities for Girls	2.00	30.00
10	Population Education Project (Externally Aided)	5.00	6.00
	<b>NEW SCHEMES</b>		
11	Kendriya Vidyalayas	-	347.00
12	Introduction of Generic Vocational Courses	-	5.00
	<b>TOTAL</b>	1500.00	2110.00

## CHAPTER 5

### OPEN LEARNING SYSTEM FOR MEETING NINTH PLAN REQUIREMENTS

#### INTRODUCTION

5.0 Since independence, the increase in educational facilities in the country has been impressive, both in higher and school education. However, due to several para-educational factors, nearly more than half the enrolled children drop out before completing primary education and two-thirds drop out before completing secondary education. Adult illiteracy is still high, nearly 45 per cent. Institutional expansion of education does not seem to help the majority of young Indians meet their educational needs. Apart from being costly for the learners as well as for the State, the relevance and efficiency of a monolithic education system are now being questioned. A serious search is on for finding alternatives which can offer need-based educational programmes whether in formal or non-formal arrangements so as to supplement and complement each other within or outside the institutional set up. Open schooling has been utilized in many countries so as to enable learners to pursue school education at their own time, place, pace, and convenience. This alternative, suggested in the National Policy on Education, has been in operation through the National Open School. Its success has been evident and requires further development of a still more flexible Open Learning System (OLS). The importance of OLS has been stressed by various national and international forums and was accepted at the Nine Countries Summit held in New Delhi in 1993. The Committee on Distance Education (1994) constituted by the Central Advisory Board of Education has reiterated the necessity of achieving Universal Elementary Education (UEE for grades V-VIII) and widening access to secondary education by strengthening open education facilities in all States so that courses could be offered through the media of instruction prevailing in them. Open schools have come up in Andhra Pradesh, Tamil Nadu, Haryana, Madhya Pradesh, Karnataka and Punjab with their own adaptations of the national model. West Bengal, Gujarat, Bihar and Kerala have also shown keen interest in the open learning system.

#### NATIONAL OPEN SCHOOL (NOS)

5.1 The Open School was set up in 1979 as a project of the Central Board of Secondary Education. It became autonomous in 1989.

5.1.1 Programmes of the National Open School (NOS) have grown in relevance and diversity. It now offers (a) Foundation, (b) Secondary, (c) Senior Secondary, (d) Vocational and (e) Life Enrichment courses. There are five subjects at the Foundation Course level, 23 subjects (including regional languages & vocational courses) at the secondary level, and 28 subjects (including vocational courses) at the senior secondary level. The scheme of studies and examination requires one language and any four electives to be selected by a student. The vocational

courses are : Commerce and Business, Agriculture, Technology, Para-medical and Home Science. Vocational subjects can also be offered in combination with academic courses at Secondary and Senior Secondary levels. Currently NOS is offering two Life Enrichment Courses in Community Health (Janswasthya) and Empowerment of Women (Paripurwa Mahila). These courses are also on the vocational education pattern. Those completing the courses are entitled to NOS Certificate. Open Basic Education (OBE) programme has been launched to provide a learning continuum through graded (three levels) further education courses in order to meaningfully respond to the learning needs of neo-literates, non-formal learners, and school dropouts. Also, these courses provide an alternative channel for conventional schooling. Material development for basic education is in progress. There has been significant increase in the number of study centres during the Eighth Plan period. From 161 in 1990-91, the number of study centres increased to 522 in 1995-96 and 666 in 1996-97(as on 31st March'1997). Out of these 105 are vocational study centres. These arrangements help maintain good quality of learning. The Open Learning System is becoming popular with those whose economic or socio-cultural constraints prevent them from learning through the conventional schooling system. It also enables them to re-enter the institutional system if they so desire.

## **ISSUES FOR THE NINTH PLAN**

5.2 NOS has a cumulative enrolment of about 3.54 lakhs (1996-97 ). But there is regional imbalance since the State Open Schools are yet to develop. At present, 69.94 per cent students belong to the Northern region followed by 11.53 per cent to the Eastern region. The main issue is to spread the benefits of the Open Learning System in all the States during the Ninth Plan period.

5.2.1 OLS originated as an extension of secondary education and hence has been catering mostly to that stage. Henceforth, emphasis will also have to be placed on courses for the continuing education of neo-literates and providing elementary education courses (regardless of age-limits) also to meet the country's rapidly emerging need for (a) educated and skilled workers, (b) equality of educational opportunity for all marginalized segments of society, and © overcoming rural-urban and gender disparities in education.

## **APPROACH TO THE NINTH PLAN**

5.3 The OLS, with the National Open School as the apex institution, would be required to increase its capacity for catering to the enormous demands expected of the system to help educational expansion and relevance. Basic education, further education of all types, secondary and senior secondary education, vocational education, life enrichment education and continuing education and training, would have to be covered by the OLS. The target groups will include not only drop-outs, neo-literates and working people desirous of upgrading their knowledge and skills leading to certification, but special groups such as disabled children and adults. For the development, promotion and extension of a comprehensive Open Learning System in the country the following

perspective is envisaged : (a) Programme Delivery, (b) National Perspective, © International Perspective.

**(a) Programme Delivery**

5.3.1 In the programme delivery role, the following distinctive areas need to be strengthened both at the national and state levels (a) Organizing a delivery system for Open Basic Education, (b) Secondary and Senior Secondary Education, © Vocational Education with diversification and provision for re-entry into academic courses when desired, (d) Life-enrichment Education, (e) Continuing Education.

5.3.2 There is an urgent demand for strengthening of the following areas : (a) Arrangements for the development, design, revision and delivery of varied programmes/courses, (b) Emphasizing further education for neo-literate adults and upper primary education for non-school going children, education for special groups such as the disabled, SCs/STs and women; catering to education of NRIs; teacher education and training of other functionaries for participation in OLS, © Improvement in the quality of inputs and processes of OLS, (d) Fullest use of electronic media including generation of software and supporting technologies, (e) Establishment of various linkages (vertically and horizontally) between OLS and institutional systems through the involvement of cooperation of voluntary agencies, (f) Recognition and equivalence of programmes, (g) Improvement in the management and efficiency of the system nationally, regionally and locally, (h) Creation of a network of State Open Schools and conversion of existing Correspondence Schools (Patrachar Vidyalays) to the Open Learning System, (i) Revamping of the existing technologies and schemes, and (j) Establishing relationships with media-related institutions like the CIET, SIETs, IGNOU, CEC, ISRO etc.

**(b) National Perspective**

5.3.3 The National Open School (NOS) is to network with State Open Schools in the country. It will promote regional languages/regional media of instruction for region specific education. However, it will facilitate regional cooperation in transfer and adaptation of course materials, development of courses, and so on. The challenges for OLS consist of connecting secondary school education to the formal tertiary level on the one hand and also offering pre-vocational and vocational programmes at the secondary stage on the other. Guidelines for new distance and open learning courses and cooperating institutions will be developed. Conversion of existing correspondence courses to the distance education mode will be another challenge. Reviewing the content and quality of each programme along with mechanisms for quality control, monitoring, continuous and comprehensive evaluation, feedback, etc. are to be created and made functional with a sense of urgency.

**(c) International Perspective**

5.3.4 The Indian Open Learning System (OLS) has also to make specific efforts for globalization to share its experiences with the world in general and

with developing countries in particular. The Joint Initiative on Distance Education stated in the Framework for Action of the Delhi Declaration of E-9 countries will be focused upon. Collaboration, consultancy and expert support in design and development of open learning materials and mechanisms, offering professional programmes, enrolling international students and export/import of the multi-media inputs, etc. will require much concrete action.

## **PROPOSED PROGRAMMES/SCHEMES**

### **Setting up of State Open Schools**

5.4 Fifteen more State Open Schools would be established by 2002, for secondary and senior secondary level courses, in a phased manner. NOS would provide all technical and professional support in the designing, setting up and quality maintenance of SOSs. Appropriate financial support would be provided to the States in specific areas of open schooling, on project basis.

### **Setting up of National Consortium of Open School (NCOS)**

5.4.1 The apex role of the NOS will be systematised by setting up a National Consortium of Open Schools (NCOS). NCOS will facilitate cooperation among NOS and various State Open Schools and ensure maintenance of quality. NCOS will have members from NOS, State Open Schools, CBSE, COBSE, State Departments of Education and Distance Education Council of IGNOU. It will also tie up with the National Literacy Mission and National Elementary Education Mission for post-literacy and further education programmes. Networking of institutions at national, state, district and sub-district levels would be done for carrying out various aspects of distance education. A mechanism of credit transfer between institutions within OLS and with institutions/boards in the formal system would be evolved.

### **Open Basic Education Programme (OBE)**

5.4.2 During the next five years, NOS will focus on two major programme areas viz. (i) the basic education needs of non-school going children at the post-primary stage, and (ii) neo-literates. The Open Basic Education (OBE) programme, already initiated by NOS, will be further strengthened and diversified.

### **Open Vocational Education Programme (OVE)**

5.4.3 In view of the growing demand for a skilled work-force, Open Vocational Education (OVE) will be emphasized. A separate Department of Vocational Education will be set up within NOS to continually respond to the changing structure of employment opportunities, both urban and rural, with focus on self-employment and entrepreneurship. OVE will be incorporated at different levels including post-literacy, post-elementary, secondary and post-secondary stages. Linkages will be built-up with existing facilities of various government schemes for employment in urban, rural and tribal areas and such specialised institutions

as Shramic Vidyapeeths, State Resource Centres, University Departments of Adult Education and organizations in the voluntary sector as well as industrial units. The scheme will be initiated on an experimental basis in some rural secondary schools and also in some Navodaya Vidyalayas. Special courses will be offered to the disabled.

#### **Setting up of Regional Centres under National Open School**

5.4.4 NOS would strengthen 'student-support services' by establishing a Department of Student Support Services at the headquarters and operationalise the services through Regional Centres, in a staggered programme, in the light of the needs over the Plan period. A cautious beginning is proposed to be made in the first two years. An evaluation of this intervention would determine the further development and expansion of the scheme, according to regional needs. A total of 15 regional centres are visualized for effective organization of study centres which are crucial for the delivery systems of NOS. Selected Navodaya Vidyalayas are proposed to be developed into special study centres of NOS with media facilities and satellite receiving facilities. Support of governmental and non-governmental agencies will be sought in this regard.

#### **Networking of National Open School with Institutions meant for Physically Handicapped/Others**

5.4.5 NOS will also plan to identify special institutions providing education to the physically disadvantaged, slow learners and spastics for being accredited as special study centres.

#### **Using Multi-media and Interactive Technologies for Open Learning System**

5.4.6 OLS would use multi-media materials and interactive technologies for the purpose of education and training and take up the production of multi-media materials so as to develop capacity among the SOSs. OLS would also expand and strengthen the use of computer and information technology for monitoring and management purposes.

#### **Improving Quality of Learning Materials used by Open Learning System**

5.4.7 Improving the quality of human and media support to OLS is of utmost importance. The Instructional materials used by OLS would be reviewed in order to make them suitable for self-learning and also to accommodate variations in the target groups. Training and orientation of resource persons would be undertaken for this purpose.

#### **Strengthening Monitoring, Evaluation and Research**

5.4.8 The monitoring mechanism and management structure of OLS will be so evolved as to become effective in the proposed programmes. Activities related to research in OLS will be promoted.

**NATIONAL OPEN SCHOOL  
PLAN ALLOCATION  
STATEMENT OF BUDGET ESTIMATE OF FIVE YEARS**

(RUPEES IN LAKHS)

Sl.No.	Budget Head	1997-98	1998-99	1999-2000	2000-2001	2001-2002
1.	Salary of Staff	45.00	75.00	82.00	90.00	100.00
2.	Academic Programmes including OBE	75.00	75.00	100.00	100.00	100.00
3.	Vocational Programmes	25.00	50.00	75.00	100.00	125.00
4.	Media	25.00	40.00	50.00	60.00	75.00
5.	Student Support Services including Regional Centres	70.00	80.00	125.00	125.00	150.00
6.	National Data Base for OLS	1.50	2.00	2.00	2.00	2.50
7.	Setting up of National Consortium	6.00	7.50	9.00	9.00	9.00
8.	Human Resource Development Trng., Seminars, Workshops, Conferences, Staff Orientation	15.00	25.00	25.00	25.00	25.00
9.	Research, Evaluation, Development	5.00	15.00	15.00	20.00	20.00
10.	Technical and Professional Support for developing Open Schooling activities and maintaining quality therein	30.00	30.00	30.00	30.00	30.00
11.	Library	6.00	7.00	9.00	9.00	10.00
12.	Computers	5.00	10.00	15.00	15.00	15.00
13.	Advertisement & Publicity	60.00	60.00	65.00	65.00	65.00
14.	Vehicles	4.00	5.50	6.00	7.00	7.50
15.	Furniture & Equipment	10.00	15.50	15.00	20.00	20.00
16.	Land & Building	100.00	200.00	250.00	200.00	175.00
17.	Misc. Expenditure	6.00	7.50	15.00	20.00	25.00
18.	Postage	3.00	3.00	5.00	5.00	6.00
19.	Installation of Phone/Fax New Connection and Charges	3.00	3.00	5.00	5.00	6.00
20.	Staff Welfare Schemes hiring of Matadors, Taxies/Buses	4.50	3.00	5.00	5.00	6.00
	<b>Total</b>	<b>499.00</b>	<b>714.00</b>	<b>903.00</b>	<b>912.00</b>	<b>972.00</b>

## CHAPTER 6

### ADULT EDUCATION IN THE NINTH PLAN

#### INTRODUCTION

6.0 Adult Education has been a major concern of the Government of India since independence because (a) adult education is a significant means of poverty alleviation, (b) it enables people to acquire and use information and knowledge for life-improvement and (c) a well-literate and educated community is foundation to socio-economic development in the modern world. India's programme of rural development and social welfare can achieve true success if the literacy and education levels of the population are adequately high. India's National Adult Education Programme (NAEP) was launched in 1978 from this standpoint. It was a 'centre-based' programme. Seeing that its progress was moderate, it was decided to establish the National Literacy Mission. Set up in 1988, NLM has been promoting a nationwide literacy campaign with people's participation in all its aspects.

6.0.1 The success of the campaign mode in southern and western India has led to its adoption throughout the country. Bihar, Madhya Pradesh, Rajasthan and U.P. which have seriously lagged behind in literacy are the thrust areas for the campaign.

6.0.2 The literacy situation in the country has remained extremely uneven. While Kerala in the south is almost fully literate, Bihar in the north has a long way to go. Heavy drop-outs from the formal primary school system, rural-urban disparities, low status of women and consequent high population growth, have been inflating the ranks of illiterates. Variations in literacy conditions between the States and within the States call for a diversified approach to this problem. The two pronged strategy of universalizing elementary education and adult education in a mutually supportive manner is to be adopted to fulfil the goal of Education for All.

#### Review of Progress of Adult Education in the Eighth Plan

6.1 During the Eighth Plan, the main strategy in Adult Education was area approach with local planning and implementation in the campaign mode. So far, 429 districts have been covered under the Literacy Phase and 193 under the Post-Literacy Phase. Of the 140 million adult illiterates to be covered under the literacy programmes, about 93 million have been enrolled and approximately 64 million have been made literate. Of these, 62% are female and 38% male. Among these, there are 22% SCs and 12% STs. Twenty-two States and four Union Territories have been covered under the literacy campaign. In 1993, the adoption of the Total Literacy Campaign (TLC) strategy was reviewed by the Literacy Committee of the National Development Council. The outlay recommended by this Committee was endorsed by the National Development Council.



## **Cabinet Approval**

6.2 Some modifications in the Eighth Plan were approved by the Cabinet, as under :

- (1) Full literacy for India by 2005 A.D., with 100 million persons in 15-35 age-group to be covered by 1998-99, as part of the Common Minimum Programme.
- (2) The ratio of funding the Tribal Sub-Plan to be raised to 4:1 instead of the usual ratio of 2:1 and the enhanced ratio to be shared between the Centre and State Government.
- (3) Launching of Operation Restoration in those districts where the TLC had not taken off well due to natural calamities and other causes.
- (4) Funding of Voluntary Agencies on 100% basis and decentralisation of funding; through leading VAs or State Resource Centres, by setting up in them a VA Cell.
- (5) Funding of State Resource Centres (SRCs) on 100% basis by the Centre.
- (6) Devolution of the sanctioning powers to the States as soon as 50% of the population in half the districts in a State achieve NLM norms.

## **Arun Ghosh Committee**

6.3 In April 1993, an Expert Group was constituted under the Chairmanship of Prof. Arun Ghosh to evaluate the status-cum-impact of the literacy campaign. This Committee pointed out that, at the initial stages, there was a certain lack of clarity regarding literacy, education, social development, and the complex inter-relationship between them. The concept of 'Total Literacy' goal of 80% level of attainment would have to be given up. A success rate of 55-60% among identified illiterates should be considered quite good. The Committee recommended that the NLM, in collaboration with SRCs, reassess the content of literacy primers so as to remove material which patronized learners, sent messages which lowered their self-esteem and which showed a general bias against women. The Committee was emphatic that post-literacy/continuing education (PL/CE) should not be conducted in the campaign mode, since modalities of institutionalization, agencies, organizations, and new attitudes towards the PL/CE phase are fundamentally different from those related to the Literacy Campaign as such. The organizational structure for the PL/CE should be different from that for the Literacy Campaign. Mahila Mandals, women members of Panchayats and staff of primary and secondary schools should play a more prominent role than the traditional village hierarchy, in managing the PL/CE activity. Since the Literacy Campaign and PL/CE are to be simultaneously encouraged, the organizational structure for PL/CE must merge

and operate alongside the organizational structure for the Literacy Campaign. The Committee also advised quick follow-up of post-literacy campaigns to ensure that fragile literacy skills got consolidated.

### **Continuing Education**

6.4 Under the scheme of Post Literacy and Continuing Education (PL&CE) launched in March, 1988, the Jan Shikshan Nilayams (JSNs) were the main centres for implementation of post literacy and continuing education. The scheme was evaluated by the Operations Research Group, New Delhi. Based upon its findings, a new scheme of Continuing Education for Neo-Literates was formulated in 1995. This scheme provides for continuing education programme for (a) equivalency, (b) quality of life improvement, (c) income generation, and (d) individual interest development. Nodal Continuing Education Centre is visualized with a higher outlay both in terms of recurring and non-recurring expenditure. This scheme is yet to be implemented in most States. However, the scheme of JSNs stands discontinued.

### **Scheme of Strengthening of Administrative Structures**

6.5 The Scheme of Strengthening of Administrative Structure (1978) was continued during the Eighth Plan. Under this Scheme, State Government and UT administration are given 100% Central grant for creating necessary administrative structures for the National Adult Education Programme. The entire staff cost is met out of this scheme and State Government is expected to meet office expenses, travelling expenses, POL etc.

### **Rural Functional Literacy Project**

6.6 The Rural Functional Literacy Project (RFLP) was frozen from 1.4.1991 when TLCs covered more and more districts. However, a revised scheme of RFLP in the States of Jammu & Kashmir, Sikkim, North-Eastern States, border districts of Rajasthan and U.T. of Dadra & Nagar Haveli was allowed to continued because of the topographical situation of these States/UTs. During 1994-95, 142 projects were sanctioned in the States of Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland, Sikkim and Meghalaya.

### **Shramik Vidyapeeths (SVPs)**

6.7 The SVP represents an institutional framework for offering specially designed non-formal programmes by integrating literacy, general education and skill training with polyvalent approach to identified target groups in urban areas. They have been serving a very useful cause in developing employment/ self-employment/income generation skills in persons from urban deprived sections. During the Eighth Five Year Plan, the Scheme was expanded into five new SVPs per year in selected urban areas. The number of operational SVPs has expanded to 53. The Scheme was evaluated in the year 1993 by the Tata Institute of Social Sciences, Bombay. This shows that the present number of functional SVPs and

the scale of their operation have been inadequate to meet the needs of urban deprived sections. Therefore, the need to recast, strengthen and enlarge the scheme of SVPs in the Ninth Plan has become obvious.

### **Scheme of Assistance to Voluntary Agencies**

6.8 The Scheme of Assistance to Voluntary Agencies (VAs) in the field of Adult Education was designed and started in the First Five Year Plan and was continued with expanded scope in subsequent Plans. Under this Scheme, identification of suitable voluntary agencies and fixing the procedures of granting financial assistance to them had been the main tasks for government. With the creation of the National Literacy Mission, the need to involve voluntary agencies in programmes for eradicating illiteracy in well-defined areas increased substantially. The State Resource Centres established in 1976 and upgraded in 1978 to provide resource support to the National Adult Education Programme have been increased in numbers to give technical resource support to NLM programmes as from 1988. The SRCs undertake material preparation, training, evaluation and carry out research and evaluation studies. They have also been guiding District Resource Units to participate in motivational and environment building activities for Adult Education and also for multi-media activities including traditional folk media.

### **Directorate of Adult Education**

6.9 The Directorate of Adult Education (DAE) which is a subordinate office of the Department of Education under the Ministry of Human Resource Development has been providing administrative support to the adult education schemes of MHRD. It shoulders the responsibility of provision of technical resource support to the National Literacy Mission as regards (i) development of teaching-learning material; (ii) organization of training and orientation programmes; (iii) monitoring the progress and status of literacy campaigns; (iv) production of media materials and harnessing of all kinds of electronic, print, traditional and folk media; (v) provision of regular feedback to the NLM about the findings and recommendations of research and evaluation studies; (vi) co-ordination, collaboration and networking with all the State Resource Centres, Shramik Vidyapeeths and other institutions and agencies.

### **APPROACH TO THE NINTH PLAN**

6.10 The Ninth Plan for Adult Education emphasizes decentralised and disaggregated planning and implementation of literacy, post-literacy and continuing education programmes. The proposed measures are :

- (a) devolution of power from the National Literacy Mission Authority (NLMA) to the State Literacy Mission Authority (SLMA) for financial sanction to projects under TLC/PLC;
- (b) empowerment of PRIs and Urban Local Bodies to take over and manage the programme of Adult Education in order to achieve universal literacy

in an expeditious manner by making it a people's programme and encouraging alternative models of planning and action;

- (c) decentralization of monitoring mechanisms at the post-literacy stage for designing further action;
- (d) meeting special needs of SCs/STs, minorities, and the disabled illiterates, as a priority;
- (e) reducing rural-urban and male-female disparities in literacy through local planning and the campaign-mode;
- (f) convergence of developmental programmes and literacy/post-literacy/continuing education at the level of the clientele;
- (g) ensuring community participation in decisions on various aspects of the literacy/post-literacy/ continuing education;
- (h) promoting arrangements for imparting income-generation skills to neo-literate adults by providing need-based/specific and localized learning facilities;
- (k) utilising electronic media for widening the reach of literacy and post-literacy/continuing education/open learning programmes and to develop software in various languages for that purpose.
- (l) increasing the range and depth of NGO involvement in literacy campaigns;
- (m) strengthening existing monitoring and evaluation systems with emphasis on concurrent evaluation for mid-term appraisal and on-course correction of literacy campaigns.

## **PROPOSED PROGRAMMES/SCHEMES**

### **Consolidation of existing TLCs**

6.11 The focus would be to consolidate the TLC projects which have already been sanctioned, for their successful completion.

### **Expansion**

6.12 Although TLCs and PLCs have been extended to 22 States and 4 Union Territories, States like Arunachal Pradesh, Nagaland, Mizoram and Sikkim and UTs like Lakshadweep, Andaman & Nicobar have yet to be covered. The focus would, therefore, be on the difficult areas of the North East and the gradual replacement of the centre-based approach, under the revised RFLP programme,

with the campaign approach adopted under the TLCs. During the Ninth Plan, it is proposed to cover the remaining districts in a phased manner. In all, 90 districts will be covered under Literacy Campaigns and 300 under Post Literacy Campaigns during the Ninth Plan. The norms of funding will be appropriately modified both for the literacy and post literacy phases.

### **Operation Restoration**

6.13 Operation Restoration will be carried out where the TLC has not taken off well, due to unavoidable reasons including natural calamities.

### **Skill Development under PLCs**

6.14 The PLC phase will emphasise an appropriate linkage between job-oriented skills and reading skills so as to enable the learners to realise the importance of their acquired literacy as contributory to their economic betterment, personal well-being and social equality. Therefore, efforts will be made to integrate the post literacy programme with skill development. To begin with, this programme would address neo-literates in the post literacy districts on the basis of local needs and resources.

### **Continuing Education Programme**

6.15 The main focus of the Ninth Plan would be Continuing Education (CE) through suitable arrangements. For those who wish to pursue further education, adequate acquisition of language and numeracy skills would be the basis for part-time and own-time education through non-formal, formal, extension, and open education courses. National/State Open Schools and Polyvalent education will be strengthened. Various rural development and agricultural extension schemes would be interlinked with post-literacy. For this purpose, SRCs will be strengthened. Research needs of the programme will receive due attention. It is proposed to cover about 105 districts under Continuing Education. It is proposed to set up Continuing Education Centres and nodal CECs. Zilla Saksharata Samities (ZSS) will be the main agency for planning and implementing the scheme. In addition, it is proposed to take up equivalency programmes termed as 'Open Basic Education Project' in collaboration with National Open School which will be the resource centre for this programme. The actual implementation will be done by the State Open Schools and other agencies as identified by the National Open School. Alternative community-based models will be promoted through extension services of government departments, NGOs, Panchayati Raj Institutions and Urban Local Bodies. Quality of life programme will also be organized similarly.

### **State Literacy Mission Authorities (SLMAs)**

6.16 State Literacy Mission Authorities (SLMAs) have already been set up in 15 States. The State Directorate of Adult Education is to act as the secretariat of SLMA. In order to help develop literacy, post-literacy, continuing education

programmes in a collaborative manner, the composition of the State Literacy Mission Authority has been made broad-based with inclusion of representatives of various development departments of the State Government and NGOs active in the field of AE and socio-economic development of the weaker sections of society. Powers to sanction projects and monitor their implementation are to be devolved to SLMAs. Necessary funds will be provided for this purpose.

### **Decentralised Management and Monitoring**

6.17 It is proposed to strengthen all administrative structures for AE. Alongside, it is proposed to classify the States into three categories of A, B and C depending on the illiterate population. The classification already existing at the district level will be substituted by this State-wise classification.

### **Institute for Polyvalent Adult Education (IPAE)**

6.18 With the rapid expansion of literacy and post-literacy programmes, the demand for skill development has increased. In the urban areas, polyvalent adult education will be provided by upgrading the existing Shramik Vidyapeeths into Institutes for Polyvalent Adult Education. Organisation of vocational training and skill-development programmes for neo-literates and other target groups will be a major task for the IPAE and it will also provide technical and resource support to Zilla Saksharta Samitis (ZSS) for providing job-oriented skills to urban neo-literates for income generation, self-employment or income supplementation under the Scheme of Continuing Education. It is proposed to expand the scheme to another 50 Districts so as to cover all metropolitan cities and major urban conglomeration. The resource capabilities and infrastructure of the SVPs will be improved to enable them to function as IPAEs.

### **Support to Non-Governmental Organisations**

6.19 During the Ninth Plan, more intensive participation by Voluntary Agencies is expected in the thrust areas of AE. Besides resource support for ZSS, programmes, and execution of area-specific/target-specific functional programmes, they would be expected to undertake innovations, experiments, and research activities for improvement of functional literacy and adult education programmes. Advocacy for and support to the implementation of Continuing Education Programmes for Neo-Literates would be another task for them. All such programmes undertaken by voluntary agencies will be entitled to suitable financial assistance.

### **State Resource Centres**

6.20 It is visualised that in the Ninth Plan the State Resource Centres will concentrate on planning and preparation of teaching learning material related to literacy activities, training of functionaries including sensitisation programmes for panchayat functionaries and collaborate extensively with the Zilla Saksharata Samitis, Voluntary Agencies, Development Departments, and other Departments for identification of literacy needs, and implementation and monitoring of programmes.

They will also have to participate extensively in evaluation and research studies pertaining to motivation and environment building strategies, impact of teaching-learning materials and so on. To cope with increased work, more new Resource Centres will be opened. Maintenance and infrastructural grants to SRCs will be increased.

### **Directorate of Adult Education**

6.21 As stated earlier, the Directorate of Adult Education will be adequately strengthened in order to help conduct the AE programme effectively.

### **National Literacy Mission Authority**

6.22 The role of NLMA will be redefined in the context of decentralised management. In view of the Supreme Court judgement which makes primary education a fundamental right for the 6-14 age-group and in view of the proposal to enable the country to ensure the enforcement of the legislation on that behalf, the NLM will coordinate its programmes with those of the National Elementary Education Mission.

### **National Institute of Adult Education**

6.23 The National Institute of Adult Education which has been on low profile is proposed to be revived with a clear mandate for its functions. It would need to develop research, training, and publications programmes in various aspects of Adult Education from the level of literacy to diversified further-learning opportunities, communication and information technologies in these processes, and establish high standards in conceptual and action-research in AE so as to serve the country and gradually, the SAARC region, as a resource-centre for professional growth of planners, administrators and academics in the field of AE.

### **New Schemes**

#### **Adult Learning through Institutions of Higher Education**

6.24 Although universities have played an important role in implementation of literacy in the past, under the Total Literacy Campaign mode they have not been able to contribute meaningfully in the literacy programme. These lacunae are sought to be redressed in the 9th Plan.

Some areas where the universities and other institutions of higher learning are expected to contribute are :-

- (a) Providing resource support of TL/PL & CE activities by organising short term courses for the benefit of Resource Persons/Master Trainers and Volunteer Trainers preparing resource material etc.

- (b) Resource support for Continuing Education through short term courses for neo-literates.
- (c) Evaluation, research and documentation of TL/PL & CE programmes by taking up evaluation, research and documentation relating to teaching and learning methodology and impact of literacy etc.
- (d) Facility for university staff to work in TL/PL & CE programme through secondment basis.

### **Literacy Exchange Programme**

6.25 The following types of literacy exchanges will be planned under this scheme:

- a) Visits by district core groups of fresh districts to two or three successful TL/PL and CE districts.
- b) Exchange visits between Master Trainers and Volunteer Teachers of two TLCs.
- c) Exchange visits between neoliterates of TL/PL districts in different States.
- d) Motivational trips by successful neoliterates to new districts in different States. These trips may be organised under the auspices of ZSS or agencies like the Bharat Gyan Vigyan Jathas which have done significant motivational contribution to TLC.



### Total Ninth Plan Outlay Proposed for Adult Education

(Rs. In crores)

Schemes	Amount
Literacy Campaigns and Operation Restoration	600
Continuing Education	600
Decentralised Management and Monitoring	50
Support to Non-Governmental Organisations	110
Institute for Polyvalent Adult Education	50
Directorate of Adult Education	50
Adult Learning through Institutions of Higher Education	5
Literacy Exchange Programme	5
National Literacy Mission Authority	9
National Institute of Adult Education	15
<b>Total</b>	<b>1494</b>

ANNEXURE-A

No.M-12015/1(A)/95-Edn.  
Government of India  
Planning Commission  
Education Division  
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Yojana Bhavan, Sansad Marg,  
New Delhi, the 19th Dec., 1995.

O R D E R

Subject: Formulation of the 9th Five Year Plan (1997-2002) -  
Constitution of Steering Committee on 'Early Childhood  
Education, Elementary Education, Secondary Education,  
Non-formal Education, Adult Education, Vocational  
Education and Distance Education'.  
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In the context of the formulation of the 9th Five Year Plan (1997-2002) for the Education Sector it has been decided to set up a Steering Committee on 'Early Childhood Education, Elementary Education, Secondary Education, Non-formal Education, Adult Education, Vocational Education and Distance Education'.

2. The composition of the Steering Committee is at Annexure-I.

3. Terms of Reference

(1) To formulate the broad objectives and thrust areas in the Education Sector for the 9th Five Year Plan;

(2) To decide the terms of reference and scope of Working Groups to be constituted to cover specific components in the sector;

(3) To guide and coordinate the deliberations of the Working Groups; and

(4) To consider the question of financial resources for the various components of the Sector and to suggest outlays based on Working Group recommendations.

4. The Chairman of the Steering Committee may constitute Sub-Groups and co-opt official and non-official members as may be deemed necessary.

5. The expenses towards TA/DA of the official members will be met by the respective Governments/Departments/Institutions to which they belong. TA/DA to non-official members will be paid by the Planning Commission as admissible to Grade-I officers of the Government of India.

6. The Steering Committee should submit their report within six months.

Sd/-  
(Gurjot Kaur)  
Director (Administration)

Copy forwarded to:

1. Chairman & Members of the Steering Committee.
2. PS to Deputy Chairman, Planning Commission.
  
3. PS to MOS (P&PI).
4. PS to All Members of Planning Commission.
5. PS to Member-Secretary, Planning Commission.
6. PS to Special-Secretary, Planning Commission.
7. PS to Secretary (Expenditure), Deptt. of Expenditure, Ministry of Finance (Plan Finance Division)/
8. Ministry of Home Affairs.
9. Advisers/Heads of Divisions.
10. I.F.A. Unit, Planning Commission.
11. Admn./Accounts/General Branches, Planning Commission.
12. US (Admn.), Planning Commission.
13. Information Officer, Planning Commission.
14. Library, Planning Commission.
15. Plan Coordination Division, Planning Commission.
16. PS to Director (Admn.), Planning Commission.

Annexure-I

1. Dr. (Mrs.) Chitra Naik,  
Member,  
Planning Commission,  
New Delhi-110001. Chairperson
2. Sh. P.R. Dasgupta,  
Secretary,  
Department of Education,  
Ministry of Human Resource Development,  
Shastri Bhavan,  
New Delhi-110001. Member
3. Sh. Anil Bordia,  
Chairman,  
Lok Jumbish Parishad,  
B-10 Jhalana Institutional Area,  
Jaipur - 302004.  
Jaipur (Rajasthan). ''
4. Sh. Abid Hussain,  
Vice-Chairman,  
Rajiv Gandhi Foundation,  
Jawahar Bhawan,  
Dr. Rajendra Prasad Road,  
New Delhi-110001. ''
5. Sh. P.K. Umashankar,  
Meenakshi `Block 857',  
13, Main Road, Annanagar (West),  
Madras-600040,  
Tamil Nadu. ''
6. Prof. Suma Chitnis,  
C/1, Palacimo Silver Oaks Estate,  
Bhulabhai Desai Road,  
Mumbai-400026, Maharashtra. ''
7. Sh. Sharad Chandra Behar,  
Chief Secretary,  
Government of Madhya Pradesh,  
Government Secretariat,  
Bhopal (Madhya Pradesh). ''
8. Mrs. Meena Swaminathan,  
M.S. Swaminathan Research Foundation,  
Project ACCESS,  
3rd Cross Street,  
Taramani Institutional Area,  
Madras-600113. ''

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|-----|--|--------|
| 9.  | Dr. Suman Karandikar,<br>C/o Indian Institute of Education,<br>128/2, J.P. Naik Path, Kothrud,<br>Pune-411029 (Maharashtra).                   | Member |
| 10. | Dr. (Mrs.) Radhika Herzburger,<br>Director,<br>Rishi Valley School,<br>P.O. Madanapalli,<br>District-Chittoor (Andhra Pradesh).<br>PIN-517001. | "      |
| 11. | Dr. Saiyid Hamid,<br>Secretary,<br>Hamdard Education Society,<br>Talimabad,<br>Sangam Vihar, Gali No. 15,<br>New Delhi-110017.                 | "      |
| 12. | Sh. Vinod Raina,<br>Ekalavya,<br>Bhopal (Madhya Pradesh).<br>PIN-462001.   | "      |
| 13. | Dr. (Mrs.) Maithreyi Krishnaraj,<br>Flat-53-58, A-6/3,<br>LIC Colony, Borivli (West),<br>Mumbai-400103 (Maharashtra).                          | "      |
| 14. | Dr. A.K. Basu,<br>Chief Executive Officer,<br>Society for Rural Industrialisation,<br>Bariatu, Ranchi-834009 (Bihar).                          | "      |
| 15. | Dr. A.K. Sharma,<br>Director,<br>NCERT,<br>Sri Arobindo Marg,<br>New Delhi-110016.   | "      |
| 16. | Prof. Kuldeep Mathur,<br>Director,<br>NIEPA,<br>17-B, Sri Arobindo Marg,<br>New Delhi-110016.  | "      |
| 17. | Prof. Mohan B.Menon,<br>Chairman,<br>National Open School,<br>B-31B, Kailash Colony,<br>New Delhi-110048.                                      | "      |

- |     |   |        |
|-----|---|--------|
| 18. | Sh. B.P. Khandelwal,<br>Chairman,<br>Central Board of Secondary Education,<br>Shiksh Kendra,<br>2, Community Centre,<br>Preet Vihar,<br>Delhi-110092.   | Member |
| 19. | Sh. J.S. Rajput,<br>Chairman,<br>National Council of Teacher Education,<br>16, Mahatama Gandhi Road,<br>I.P. Estate, New Delhi-110002.  | "      |
| 20. | Dr. Arvind Kumar,<br>Director,<br>Homi Bhabha Centre for Science Education,<br>Tata Institute of Fundamental Research,<br>V.N. Purav Marg, Near Anushaktinagar Bus Terminal,<br>Mankhurd,<br>Mumbai-400088. (Maharashtra) | "      |
| 21. | Sh. M.M. Mohanty,<br>Commissioner-cum-Secretary,<br>School and Mass Education,<br>Government of Orissa,<br>Government Secretariat,<br>Bhubaneshwar (Orissa).<br>PIN-751001.   | "      |
| 22. | Secretary,<br>Secondary, Primary & Adult Education,<br>Government of Bihar,<br>Government Secretariate,<br>Patna (Bihar).   | "      |
| 23. | Secretary (Education),<br>Government of Gujarat,<br>Government Secretariat,<br>Gandhinagar (Gujarat).<br>PIN-382010.  | "      |
| 24. | Secretary (Education),<br>Government of Andhra Pradesh,<br>Government Secretariat,<br>Hyderabad (Andhra Pradesh).<br>PIN-500001.  | "      |
| 25. | Secretary (Education),<br>Government of Mizoram,<br>Government Secretariate,<br>Aizwal (Mizoram).   | "      |

26. Adviser (Education), Member-Convenor  
 Planning Commission,  
 Yojana Bhavan,  
 New Delhi-110001.
- 27@ Dr. M. Mukhopadhaya, Coopt. Member  
 17-B, NIEPA,  
 New Mehrauli Road,  
 New Delhi-110016.
- 28# Prof. R.B. Takwale "  
 Vice-Chancellor,  
 Indira Gandhi National Open University,  
 Maidan Giri  
 New Delhi - 110068.
- 29\* Dr. R.A. Mashelkar, Addl. Member  
 Director General,  
 Council for Scientific & Industrial Research,  
 Rafi Marg,  
 New Delhi-110001.
- 30\* Prof. Yash Pal, "  
 National Professor attached to  
 All India Council for Technical Education,  
 Indira Gandhi Sports Complex,  
 New Delhi-110002.
- 31\* Shri Anil Sadgopal, "  
 Department of Education,  
 Delhi University,  
 33, Chatra Marg,  
 New Delhi-110007.
- 32\* Shri Alok Ranjan, "  
 Secretary (Basic Edn.),  
 Department of Education,  
 Government of Uttar Pradesh,  
 Lucknow (U.P.).
- 33\$ Dr. Pronab Sen, Invitee  
 Consultant,  
 Perspective Planning Division,  
 Planning Commission,  
 Yojana Bhavan,  
 New Delhi-110001.

- @ P.C. even Order No. dated 16-2-1996  
 # P.C. even Order No: dated 8-2-1996  
 \* P.C. even Order No: dated 22.1.1997  
 \$ P.C. even Order No: dated 10-4-1996

**Annexure-B**

Drafting Committee of the Steering Committee on Early Childhood Education, Elementary Education (Formal, Non-Formal), Secondary Education, Adult Education, Vocational Education and Distance Education

- |    |   |          |
|----|---|----------|
| 1. | Shri N. Gopaldaswami<br>Adviser (Edn.),<br>Planning Commission,<br>New Delhi.   | Convenor |
| 2. | Dr. A.K. Sharma<br>Director,<br>NCERT,<br>Sri Aurobindo Marg,<br>New Delhi.   | Member   |
| 3. | Shri Champak Chatterjee<br>Joint Secretary (Planning),<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi.      | "        |
| 4. | Shri Bhaskar Chatterjee<br>Joint Secretary (AE) & DG (NLM),<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi. | "        |
| 5. | Sh. Rudhra Gangadharan<br>Joint Secretary (KVs & NVs),<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi.      | "        |
| 6. | Dr. P.H.S. Rao,<br>Joint Educational Adviser (SE),<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi.          | "        |
| 7. | Sh. Abhimanyu Singh,<br>Joint Secretary (EE),<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi.               | "        |
| 8. | Sh. R.S. Pandey,<br>Joint Secretary (DPEP)<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi.                  | "        |



9. Prof. Mohan B. Menon  
Chairman,  
National Open School,  
B-31 B, Kailash Colony,  
New Delhi - 110048. Member
10. Dr. R. Govinda  
Senior Fellow,  
National Institute of Educational  
Planning & Administration (NIEPA),  
17-B, Sri Aurobindo Marg,  
New Delhi-110016. "
11. Prof. N.K. Ambashat  
Head,  
Department of Non-Formal Education,  
National Council of Educational  
Research & Training (NCERT)  
Sri Aurobindo Marg,  
New Delhi - 16. "
12. Prof. Vineeta Kaul (ECCE)  
Professor and Head  
Department of Pre-school and  
Elementary Education,  
National Council of Educational  
Research & Training (NCERT),  
Sri Aurobindo Marg,  
New Delhi - 110016. "
13. Dr. V.P. Garg,  
Joint Adviser (Edn.)  
Planning Commission  
New Delhi. "

Annexure-C

M-12015/4/95-Edn.  
Government of India  
Planning Commission  
(Education Division)

Yojana Bhavan, Sansad Marg  
New Delhi-1.

January 24, 1996.

ORDER

Subject: Constitution of the Working Group on Elementary  
Education (formal system) for the formulation of 9th  
Five Year Plan (1997-2002).  
-----

In the context of the formulation of the 9th Five Year Plan (1997-2002) it has been decided to set up a Working Group on Early Childhood Education and Elementary Education (Formal System) under the Deptt. of Education, Ministry of Human Resource Development.

2. The composition of the Working Group may be seen in Annexure-I.

3. The Terms of Reference of the Working Group may be seen in Annexure-II.

4. The Chairman of the Working Group, if deemed necessary, may constitute Sub-groups and / or may co-opt additional members. However, Convenor of the Working Group should concurrently keep Education Division of the Planning Commission informed about the same.

5. The Working Group will finalise its report by 31st of May, 1996.

6. The expenditure on TA / DA etc. of official members in connection with the meetings of the Working Group will be borne by the parent department / ministry / organisation to which the member belongs. Non-official members will be entitled to TA / DA as admissible to Grade I officers of the Govt. of India and this expenditure will be borne by the Convenor department.

Sd/-  
(Gurjot Kaur)  
Director (Administration)

Copy to: Chairman and Members of the Working Group on Elementary  
Education (formal system)

Working Group on Elementary Education (Formal System)

- |     |   |             |
|-----|---|-------------|
| 1.  | Shri P.R. Das Gupta<br>Secretary<br>Department of Education<br>Ministry of Human Resource Development<br>Shastri Bhavan,<br>New Delhi - 110001. | .. Chairman |
| 2.  | Shri N. Gopaldaswami<br>Adviser(Education)<br>Planning Commission   | .. Member   |
| 3.  | Prof. A.K. Sharma<br>Director (NCERT)<br>Sri Aurobindo Marg,<br>New Delhi -110 016  | "           |
| 4.  | Dr. John Verghese<br>Senior Fellow<br>National Institute of Educational<br>Planning & Administration<br>Sri Aurobindo Marg<br>New Delhi.        | "           |
| 5.  | Secretary (Elementary Education)<br>Government of West Bengal<br>Calcutta.  | "           |
| 6.  | Secretary (Education)<br>Government of Meghalaya<br>Shillong.   | "           |
| 7.  | Secretary (School Education)<br>Government of Madhya Pradesh<br>Bhopal.   | "           |
| 8.  | Prof. Veena R. Mistry<br>Pro-Vice-Chancellor,<br>M. S. University<br>Vadodara - 390002 (Gujarat)  | "           |
| 9.  | Secretary (Primary Education)<br>Government of Rajasthan<br>Jaipur.   | "           |
| 10. | Principal Secretary (Education)<br>Government of Uttar Pradesh<br>Secretariat<br>Lucknow.   | "           |

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|-----|--|--------|
| 11. | Dr. Ragini Prembhai<br>Banavasi Sheva Ashram<br>Govindpur via. Tura<br>Distt. Sonbhadra 231 221<br>Uttar Pradesh.  | Member |
| 12. | Director of Teacher Education<br>Research & Training<br>Tamil Nadu<br>Madras.  | "      |
| 13. | Representative of Director General<br>Door Darshan<br>(Channel - III)<br>Mandi House<br>New Delhi.   | "      |
| 14. | Director (Education)<br>Municipal Corporation of Delhi<br>Kashmiri Gate<br>Delhi.  | "      |
| 15. | Director<br>Maharashtra State Council of<br>Education Research & Training<br>Sadashiv Path<br>Kumthekar Marg<br>Pune-411030<br>Maharashtra.                                    | "      |
| 16. | Respresentative of Department of<br>Women & Child Development<br>(Joint Secretary)<br>Ministry of Human Resource Development<br>Shastri Bhavan<br>New Delhi.                   | "      |
| 17. | Secretary (Education)<br>Government of Mizoram<br>Aizawl.  | "      |
| 18. | Dr. D.K. Chaddha<br>Professor of Education<br>M. D. University<br>Rohtak<br>Haryana.   | "      |
| 19. | Prof. M.N. Palsane<br>Director,<br>Board of College and University Development,<br>University of Pune,<br>Arts Faculty Building,<br>Ganeshkhind,<br>Pune-411007 (Maharashtra). | "      |

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|-----|---|---------------------|
| 20. | Ms. Vibha Parthasarathi<br>Principal<br>Sardar Patel School<br>Lodhi Estate<br>New Delhi.   | Member              |
| 21. | Director<br>National Institute of Public<br>Cooperation & Child Development<br>5, Siri Institutional Area<br>Hauz Khas<br>New Delhi.        | "                   |
| 22. | Representative (Joint Secretary)<br>Ministry of Rural Areas & Employment<br>Government of India<br>New Delhi.                               | "                   |
| 23. | Prof. R.H. Dave<br>(Formerly Director,<br>UNESCO Institute of Education)<br>NCERT<br>New Delhi.   | "                   |
| 24. | Dr. Raghav Prakash<br>Sandhan<br>B-104, Manu Marg,<br>Tilak Nagar,<br>Jaipur - 302004 (Rajasthan).  | "                   |
| 25. | Principal<br>Mother International School<br>Sri Aurobindo Marg<br>New Delhi-110016.   | "                   |
| 26. | Dr. V.P. Garg<br>Joint Adviser (Education)<br>Planning Commission<br>New Delhi.   | "                   |
| 27. | Joint Secretary (Elementary Education)<br>Department of Education<br>Ministry of Human Resource Development<br>Shastri Bhavan<br>New Delhi. | Member-<br>Convenor |



Terms of Reference of Working Group on Elementary Education (Formal System) - Ninth Five Year Plan (1997-2002)

1. To review the status of elementary education (Formal System) and to provide the focus for the development perspective for elementary education for the Ninth Five Year Plan period.

2. To make suggestions for the future direction of the sub-sector including the expansion of coverage and qualitative upgradation in terms of standards, facilities and attainments and with special reference to the backward States/regions/districts and weaker sections of the society viz., SCs/STs, women, special disability groups/backward communities.

3. To suggest measures to create effective linkage of elementary education with the development perspective of the sectors like rural development, environment, health, agriculture etc.

4. To suggest measures for the development of an effective system of distance education and also harnessing efficiently the modern communication technologies in the effort to achieve the goal of universalisation of elementary education.

5. To examine critically :-

(i) The resource requirement under different activities/programmes in elementary education;

(ii) The ways and means for a more active participation of the community/NGOs for the effective implementation of the elementary education;

(iii) The ways and means for involving the Panchayati Raj Institutions at the village/taluk/block and district levels and the municipal bodies in the urban areas with a view to attaining the goal of universalisation of elementary education.

M-12015/5/95-Edn.  
Government of India  
Planning Commission  
(Education Division)

.....

Yojana Bhavan, Sansad Marg,  
New Delhi-110001.

January 24, 1996.

ORDER

Subject: Constitution of the Working Group on Early Childhood Education and Elementary Education (non-formal) for the formulation of 9th Five Year Plan (1997-2002).  
-----

In the context of the formulation of the 9th Five Year Plan (1997-2002) it has been decided to set up a Working Group on Early Childhood Education and Elementary Education (non-formal) under the Deptt. of Education, Ministry of Human Resource Development.

2. The composition of the Working Group may be seen in Annexure-I.

3. The Terms of Reference of the Working Group may be seen in Annexure-II.

4. The Chairman of the Working Group, if deemed necessary, may constitute Sub-groups and / or may co-opt additional members. However, Convenor of the Working Group should concurrently keep Education Division of the Planning Commission informed about the same.

5. The Working Group will finalise its report by 31st of May, 1996.

6. The expenditure on TA / DA etc. of official members in connection with the meetings of the Working Group will be borne by the parent department / ministry / organisation to which the member belongs. Non-official members will be entitled to TA / DA as admissible to Grade I officers of the Govt. of India and this expenditure will be borne by the Convenor department.

Sd/-  
(Gurjot Kaur)  
Director (Administration)

Copy to: Chairman and Members of the Working Group on Early Childhood Education and Elementary Education (non-formal).



**Working Group on Early Childhood Education & Elementary  
Education (Non-formal System) for the Ninth Plan**

- |    |  |          |
|----|--|----------|
| 1. | Prof. A.K. Sharma,<br>Director,<br>NCERT,<br>Shri Aurobindo Marg,<br>New Delhi-110016.   | Chairman |
| 2. | Professor C.J. Daswani<br>Professor of Non-Formal Education<br>NCERT,<br>Shri Aurobindo Marg,<br>New Delhi-110016.                                 | Member   |
| 3. | Shri N. Gopaldaswami,<br>Adviser (Education),<br>Planning Commission.  | "        |
| 4. | Prof. Kuldeep Mathur,<br>Director,<br>National Institute of Educational<br>Planning & Administration,<br>Shri Aurobindo Marg,<br>New Delhi-110016. | "        |
| 5. | Shri Dwarka Sundarani,<br>President,<br>Samanviya Ashram,<br>Bodh Gaya, Bihar.   | "        |
| 6. | Shri T.K. Srivastava,<br>President,<br>Jana Kalyan Ashram,<br>Village Chandrapur,<br>Distt. Shahjahanpur,<br>Uttar Pradesh.                        | "        |
| 7. | Shri G. Muni Ratnam,<br>Rayal Seema Sewa Samiti,<br>9, Old Huzur Office Buildings,<br>Tirupati - 517501,<br>(Andhra Pradesh).                      | "        |
| 8. | Director,<br>Gram Bal Shikshan Kendra,<br>Vikaswati, Kosbad Hill,<br>Taluka Dahanu,<br>Distt. Thane-401703,<br>Maharashtra.                        | "        |

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|-----|---|--------|
| 9.  | Representative of Director,<br>National Institute of Public<br>Cooperation & Child Development,<br>5, Siri Institutional Area,<br>Hauz Khas,<br>New Delhi-110016. | Member |
| 10. | Mrs. Meena Swaminathan,<br>M.S. Swaminathan Research Foundation,<br>Project ACCESS,<br>3rd Cross Street,<br>Taramani Institutional Area,<br>Madras - 600113.      | "      |
| 11. | Head,<br>Deptt. of Education,<br>Kurukshetra University,<br>Kurukshetra (Haryana).  | "      |
| 12. | Shri S.S. Chakravarty,<br>Director,<br>Lok Shiksha Parishad,<br>R.K. Puram,<br>Narendrapur,<br>Calcutta.  | "      |
| 13. | Dr. (Mrs.) Geeta Bhavani Singh,<br>Associate Professor,<br>Zakir Hussain Centre for<br>Educational Studies,<br>Jawaharlal Nehru University,<br>New Delhi.         | "      |
| 14. | Director,<br>SCERT,<br>Kahilipara,<br>Guwahati-781006 (Assam).  | "      |
| 15. | Secretary (Education),<br>Govt. of Sikkim,<br>Gangtok.  | "      |
| 16. | Shri K. Vishwanathan,<br>President,<br>Mitra Niketan,<br>Valenad,<br>Thiruananthapuram,<br>Kerala.  | "      |
| 17. | Dr. Arif Hassan,<br>Associate Professor,<br>A.N. Sinha Institute of Social Studies,<br>Patna-800001 (Bihar).  | "      |

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|-----|---|--------|
| 18. | Project Director (NFE),<br>Indian Institute of Education,<br>128/2, J.P. Naik Path,<br>Kothrud,<br>Pune - 411029 (Maharashtra).                   | Member |
| 19. | Dr. (Ms.) Brinda Singh,<br>President,<br>Mobile Creche,<br>Sector IV, DIZ Area,<br>Raja Bazar,<br>New Delhi.                                      | "      |
| 20. | Director (Primary Education)<br>Govt. of Andhra Pradesh,<br>Hyderabad (Andhra Pradesh)  | "      |
| 21. | Director (Primary Education)<br>Govt. of Nagaland,<br>Kohima (Nagaland).  | "      |
| 22. | Director (Non Formal Education)<br>Government of Bihar,<br>Patna (Bihar).   | "      |
| 23. | Prof. V. Venkatiah,<br>Professor of Non Formal Education,<br>Deptt. of Education,<br>University of Mysore,<br>Mysore-570006.                      | "      |
| 24. | Dr. R. Govinda,<br>Senior Fellow,<br>National Institute of Educational<br>Planning & Administration,<br>Shri Aurobindo Marg,<br>New Delhi-110016. | "      |
| 25. | Dr. Sharda Jain,<br>Sanadhan,<br>Bapu Nagar,<br>Mangal Marg,<br>Jaipur (Rajasthan).   | "      |
| 26. | Shri Achyut Das,<br>Director,<br>Aragami,<br>P.O. Kashipur,<br>Distt. Rayagarh,<br>Orissa-765015.   | "      |

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|-----|---|---------------------|
| 27. | Dr. S.N. Methi,<br>Secretary,<br>Rajasthan Shiksha Karmi Project,<br>300, University Marg,<br>Bapu Nagar,<br>Jaipur (Rajasthan).          | Member              |
| 28. | Secretary (Education),<br>Govt. of Arunachal Pradesh,<br>Itanagar (Arunachal Pradesh).  | "                   |
| 29. | Dr. V.P. Garg,<br>Joint Adviser (Education),<br>Planning Commission,<br>New Delhi.  | "                   |
| 30. | Joint Secretary (Elementary Edn.)<br>Department of Education,<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi. | Member-<br>Convenor |

**Invitees**

- |    |  |                    |
|----|--|--------------------|
| 1. | Dr. (Ms.) Sadhna Raut,<br>Director (Non Formal Education),<br>Department of Education,<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi. |                    |
| 2. | Smt. Rugmini Parmar,<br>Deputy Adviser (Edn.),<br>Planning Commission,<br>New Delhi.   | "                  |
| 3. | Shri K.N. Pathak,<br>Sr. Research Officer (Edn.),<br>Planning Commission,<br>New Delhi.  | Liaison<br>Officer |

Annexure-II

**Terms of Reference of Working Group on Early Childhood Education and Elementary Education - (Non-Formal) for the Ninth Five Year Plan (1997-2002)**

(1) To review the status of Early Childhood education and non-formal education at elementary stage and to provide the focus for the development perspective for the two sub sectors for the Ninth Five Year Plan period.

(2) To make suggestions for the future direction of the programme including its expansion and qualitative upgradation in terms of standards, facilities and attainments and with special reference to the backward States/regions/districts and the weaker sections of the society viz. SCs/STs, women, special disability groups/backward and the weaker sections of the society.

(3) To suggest measures to create effective linkages between early childhood education and the non-formal education at elementary stage with the development perspective of various sectors and with special reference to child development programmes.

(4) To suggest measures to create effective linkages of non-formal education with open learning systems and for harnessing effectively the modern communication technologies in this task.

(5) To examine critically:-

(i) the resource requirement under different activities/programmes in NFE;

(ii) the ways and means for a more active participation of the community/NGOs for the effective implementation of the NFE; and

(iii) the ways and means for involving the Panchayati Raj Institutions at the village, taluka/block and district levels and the municipal bodies in the urban areas with a view to attaining the goals set up for non-formal education and the broader objective of universalisation of elementary education.

No.M-12015/7/95-Edn.  
Government of India  
Planning Commission  
Education Division  
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Yojana Bhavan, Sansad Bhavan,  
New Delhi, the 22nd Jan. 1996.

**O R D E R**  
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Sub:- Constitution of the Working Group on Secondary and Vocational Education for the formulation of Ninth Five Year Plan (1997-2002).  
.....

In the context of the formulation of the 9th Five Year Plan (1997-2002) it has been decided to set up a Working Group on Secondary and Vocational Education under the Department of Education, Ministry of Human Resource Development.

2. The composition of the Working Group may be seen in Annexure-I.
3. The Terms of Reference of the Working Group may be seen in Annexure-II.
4. The Chairman of the Working Group, if deemed necessary, may constitute sub-groups and/or may co-opt additional members. However, convenor of the Working Group should concurrently keep Education Division of the Planning Commission informed about the same.
5. The Working Group will finalise its report by 31st May, 1996.
6. The expenditure on TA/DA etc. of official members in connection with the meetings of the Working Group will be borne by the parent department/ministry/organisation to which the member belongs. Non-official members will be entitled to TA/DA as admissible to Grade I officers of the Government of India and this expenditure will be borne by the Convenor department.

Sd/-  
(GURJOT KAUR)  
DIRECTOR (ADMINISTRATION)

Copy to:  
Chairman and Members of the Working Group on Secondary and Vocational Education.

Copy also to :

1. P.S. to Dy. Chairman, Plg. Commission
2. P.S. to MOS ( P&PI)
3. P.Ss. to all Members, Plg. Commission
4. P.S. to Member-Secy., Plg. Commission
5. P.S. to Spl. Secretary, Plg. Commission
6. P.S. to Secretary (Expdr.), Deptt. of Expenditure, Ministry of Finance, North Block, New Delhi.
7. P.S. to Secretary (Home), Deptt. of Home, Ministry of Home Affairs, North Block, New Delhi.
8. All Heads of Divisions, Plg. Commission.
9. IFA Unit, Plg. Commission.
10. Admn./Accounts/Gen. Branches, Plg. Commission
11. Under Secretary (Admn.), Plg. Commission
12. Information Officer, Plg. Commission
13. Library, Plg. Commission.
14. P.C. Division, Plg. Commission
15. P.S. to Director (Admn.) Plg. Commission.

Sd/-  
(GURJOT KAUR)  
Director (Administration)

**WORKING GROUP ON SECONDARY AND VOCATIONAL EDUCATION**

- |    |   |          |
|----|---|----------|
| 1. | Prof. R.G. Takwale<br>Vice Chancellor<br>Indira Gandhi National Open University<br>Maidan Garhi<br>New Delhi-110016.                                    | Chairman |
| 2. | Prof. Saiyid Hamid<br>Former Vice-Chancellor<br>Aligarh Muslim University<br>Glen Villa, Kulri<br>Mussoorie (Uttar Pradesh)                             | Member   |
| 3. | Shri N. Gopaldaswamy,<br>Adviser (Education)<br>Planning Commission<br>New Delhi-110001.  | Member   |
| 4. | Mr. A. K. Sinha<br>Joint Director,<br>National Institute of Educational<br>Planning and Administration<br>17-B, Sir Aurobindo Marg<br>New Delhi-110016. | Member   |
| 5. | Director<br>Homi Bhaba Centre for Science Education<br>Tata Institute of Fundamental Research<br>Homi Bhaba Road<br>Colaba<br>Bombay-400005.            | Member   |
| 6. | Prof. A.K. Sharma<br>Director,<br>National Council of Educational<br>Research and Training (NCERT),<br>Sri Aurobindo Marg,<br>New Delhi-110016.         | Member   |
| 7. | Secretary<br>Department of Education<br>Government of Andhra Pradesh<br>Government Secretariat,<br>Hyderabad.   | Member   |
| 8. | Prof. B.P. Khandelwal<br>Chairman<br>Central Board of Secondary Education,<br>Shiksha Kendra,<br>2, Community Centre<br>Preet Vihar<br>New Delhi.       | Member   |



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|-----|---|--------|
| 9.  | Prof. A.K. Misra<br>Joint Director<br>Pt. Sunderlal Sharma Central Institute<br>of Vocational Education<br>Bhopal (Madhya Pradesh).                           | Member |
| 10. | Commissioner<br>Kendriya Vidyalaya Sangathan<br>Institutional Area<br>New Mehrauli Road,<br>New Delhi.  | Member |
| 11. | Ms. Neeru Nanda<br>Director<br>Navodaya Vidyalaya Samiti<br>New Delhi.  | Member |
| 12. | Prof. M. B. Menon<br>Chairman<br>National Open School<br>East of Kailash<br>New Delhi-110048.   | Member |
| 13. | Dr. A.K. Basu<br>Chief Executive<br>Society of Rural Industrialisation<br>Bariatu,<br>Ranchi - 834009 (Bihar)   | Member |
| 14. | Director<br>Board of Apprenticeship Training<br>(Western Region)<br>Mumbai.   | Member |
| 15. | Dr. S.S. Kalbag<br>Director<br>Vigyana Ashram, PABAL<br>Taluka Shirur<br>Distt. Pune (Maharashtra).   | Member |
| 16. | Representative of Deptt. of Health<br>(Medical Education)<br>Ministry of Health & Family Welfare<br>Government of India<br>Nirman Bhavan<br>New Delhi-110001. | Member |
| 17. | Director<br>State Council of Educational Research & Training<br>Guwahati (Assam).   | Member |

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|-----|--|--------|
| 18. | Prof. V.K. Sabharwal<br>Head<br>Department of Education<br>Delhi University<br>Delhi-110002.   | Member |
| 19. | Shri K.K. Mahendru<br>Principal<br>Air Force Bal Bharati School<br>New Delhi.  | Member |
| 20. | Dr. Smarti Swaroop<br>Professor and Head<br>Department of Special Education<br>SNDT Women's University<br>Bombay.  | Member |
| 21. | Chief Executive and Secretary,<br>Council for Indian School<br>Certificate Examination,<br>Pragati House, 3rd Floor,<br>47-48, Nehru Place,<br>New Delhi-110019. | Member |
| 22. | Dr. Y.K. Sharma<br>Deputy Director General<br>National Informatics Centre<br>New Delhi-110001.   | Member |
| 23. | Shri V.V. Rao<br>Senior Technical Director<br>National Informatics Centre<br>Block A, CGO Complex<br>Lodhi Road,<br>New Delhi-110003 (Ph-4363238)                | Member |
| 24. | Dr. V.P. Garg<br>Joint Adviser (Education)<br>Planning Commission<br>New Delhi.  | Member |
| 25. | Ms. Jai Chandi Ram,<br>Additional Director General,<br>Directorate General of Doordarshan,<br>Mandi House<br>New Delhi.  | Member |
| 26. | Secretary (School Education)<br>Government of Karnataka<br>Bangalore.  | Member |

27. Shri A.D. Jadhav Member  
Director  
Department of Higher and Technical Education  
and Employment, Mantralaya Annexe  
Mumbai - 400032,
28. Dr. J.S. Rajput Member  
Chairman  
National Council of Teacher Education  
16, Mahatma Gandhi Marg, Ring Road,  
New Delhi - 110002.
29. Dr. Santosh Chobey Member  
Society for Electronics and  
Computer Technology  
E-2, Shankar Nagar  
Shivaji Nagar  
Bhopal-462016.
30. Brother T.V.Mathew Member  
Technical Director,  
120, Mirpara Road,  
Bhattanagar,  
Don Bosco Self-Employment  
Research Institute,  
Howrah - 711 203  
(West Bengal)
31. Prof. K.A. Chandrasekaran Member  
President  
Faith India  
Mamala  
P.O. - Thiruvankulam-via  
Ernakulam (Kerala) - 682305.
32. Shri R.S. Pandey Member  
Joint Secretary (Schools)  
Department of Education  
Ministry of Human Resource Development  
Shastri Bhavan, New Delhi-110001.

**INVITEES**

1. Ms. Vinita Aggarwal  
Deputy Secretary (Vocational Education)  
Department of Education  
Ministry of Human Resource Development  
Shastri Bhavan  
New Delhi-110001.
2. Mrs. Rugmini Parmar Liaison Officer  
Deputy Adviser (Education)  
Planning Commission  
New Delhi - 110001.

3. Smt. Usha Kiran  
Senior Research Officer (Edn.)  
Planning Commission  
New Delhi - 110001.
  
4. Shri G.L. Jambhulkar  
Asstt. Educational Adviser  
Department of Education  
Ministry of Human Resource Development  
Shastri Bhavan  
New Delhi - 110001.

**TERMS OF REFERENCE OF THE WORKING GROUP ON SECONDARY  
AND VOCATIONAL EDUCATION - NINTH PLAN**

1. To reivev the status of the secondary and vocational education and to provide the focus for the development perspective for this sub-sector for the Ninth Five Year Plan period.
2. To make suggestions for the future direction of this sub-sector including its expansion and qualitative upgradation in terms of standards, facilities and attainments and with special reference to the backward States/regions/districts and the weaker sections of the society viz. SCs/STs, Women, Special disability groups/backward communities.
3. To suggest measures to create effective linkages between the secondary and vocational education with the development perspective of various sectors and the opportunities for employment including self-employment.
4. To suggest measures for the development of an effective secondary and vocational education and harnessing efficiently the modern communication technologies and also to achieve the goals set for secondary and vocational education.
5. To examine critically -
  - i) The resource requirement under different activities/programmes in secondary and vocational education
  - ii) The ways and means for a more active participation of the community/NGOs for the effective implementation of the secondary and vocational education; and
  - iii) The ways and means for involving the Panchayati Raj Institutions at the villagee, taluka/Block and district levels and the municipal bodies in the urban areas with a view to attain the goals set for secondary and vocational education.

Annexure

List of Members of sub-group on Secondary and Vocational Education in the Ninth Plan

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- |   |          |
|---|----------|
| 1. Shri. R.G.Takwale<br>Vice Chancellor<br>Indira Gandhi National Open University<br>Maidan Garhi<br>New Delhi-110016.  | Chairman |
| 2. Prof. A.K. Sharma<br>Director<br>NCERT<br>Sri Aurobindo Marg<br>New Delhi-110016.  | Member   |
| 3. Shri Anil Sinha<br>Joint Director,<br>NIEPA<br>Sri Aurobindo Marg<br>New Delhi-110016.   | Member   |
| 4. Shri F. Fanthone<br>Chief Executive & Secretary,<br>Council for the Indian School<br>Certificate Examination,<br>Pragati House, 3rd Floor,<br>47-48, Nehru Place,<br>New Delhi - 110019. | Member   |
| 5. Dr. S.S. Kalbag<br>Director<br>Vigyan Ashram<br>Pabal.<br>Taluka Sirur<br>dist. Pune.  | Member   |
| 6. Prof. A.K. Mishra<br>Joint Director<br>Pt. Sunderlal Sharma Central<br>Institute of Vocational Education<br>Bhopal (M.P.)  | Member   |

Annexure-F  
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No.M-12015/8/95-Edn.  
Government of India  
Planning Commission  
Education Division  
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Yojana Bhavan, Sansad Marg,  
New Delhi, the 22nd Jan.1996.

**O R D E R**  
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Sub: Constitution of the Working Group on Open Learning System  
at School stage for the formulation of Ninth Five Year  
Plan (1997-2002).  
.....

In the context of the formulation of the 9th Five Year Plan  
(1997-2002) it has been decided to set up a Working Group on Open  
Learning system at School stage under the Department of  
Education, Ministry of Human Resource Development.

2. The composition of the Working Group may be seen in  
Annexure-I.

3. The Terms of Reference of the Working Group may be seen in  
Annexure-II.

4. The Chairman of the Working Group, if deemed necessary, may  
constitute Sub-Groups and /or may co-opt additional members.  
However, convener of the Working Group should concurrently keep  
Education Division of the Planning Commission informed about the  
same.

5. The Working Group will finalise its report within six months  
of the issue of Notification vide Planning Commission Order No.M-  
12015/1/95-Edn. dt. 19.12.95.

6. The expenditure on TA/DA etc. of official members in  
connection with the meetings of the Working Group will be borne  
by the parent department/ministry/organisation to which the  
member belongs. Non-official members will be entitled to TA/DA as  
admissible to Grade I Officers of the Government of India and  
this expenditure will be borne by the Convenor Department.

Sd/-  
(GURJOT KAUR)  
DIRECTOR (ADMINISTRATION)

Copy to:

Chairman and Members of the Working Group on Open Learning System at School Stage.

Copy also to :

1. P.S. to Dy. Chairman, Plg. Commission
2. P.S. to MOS ( P&PI)
3. P.Ss. to all Members, Plg. Commission
4. P.S. to Member-Secy., Plg. Commission
5. P.S. to Spl. Secretary, Plg. Commission
6. P.S. to Secretary (Expdr.), Deptt. of Expenditure, Ministry of Finance, North Block, New Delhi.
7. P.S. to Secretary (Home), Deptt. of Home, Ministry of Home Affairs, North Block, New Delhi.
8. All Heads of Divisions, Plg. Commission.
9. IFA Unit, Plg. Commission.
10. Admn./Accounts/Gen. Branches, Plg. Commission
11. Under Secretary (Admn.), Plg. Commission
12. Information Officer, Plg. Commission
13. Library, Plg. Commission.
14. P.C. Division, Plg. Commission
15. P.S. to Director (Admn.) Plg. Commission.

Sd/-  
(GURJOT KAUR)  
Director (Administration)



**WORKING GROUP ON OPEN LEARNING SYSTEM AT SCHOOL STAGE**

- |    |   |          |
|----|---|----------|
| 1. | Prof. Uttam Bhoite,<br>Vice Chancellor<br>Yashwant Rao Chavan<br>Maharashtra Open University<br>College Road<br>Nasik - 422005.                       | Chairman |
| 2. | Sh. N. Gopaldaswamy<br>Adviser (Education)<br>Planning Commission<br>New Delhi.   | Member   |
| 3. | Prof. Tapas Majumdar<br>Emeritus Professor (JNU)<br>10/6, Dover Lane,<br>Calcutta - 700029.   | "        |
| 4. | Sh. R.P. Singhal<br>D-24, C.C. Colony<br>Delhi - 110007.  | "        |
| 5. | Prof. O.S. Dewal,<br>Project Director,<br>National Council for Teacher Education,<br>16, Mahatama Gandhi Marg,<br>I.P. Estate,<br>New Delhi - 110002. | "        |
| 6. | Prof. V.K. Sabharwal<br>Department of Education<br>Delhi University<br>Delhi - 110007.  | "        |
| 7. | Prof. N.V.K. Murthy,<br>Member Secretary,<br>Indian Institute of Education,<br>128/2, J.P. Naik Path,<br>Kothrud,<br>Pune-411029 (Maharashtra).       | "        |
| 8. | Chairman<br>Central Board of Secondary Education<br>Siksha Kendra, 2 Community Centre<br>Preet Vihar<br>Delhi - 110092.                               | "        |
| 9. | Prof. M.B. Menon<br>Chairman<br>National Open School<br>B-31/B, Kailash Colony<br>New Delhi-110048.   | "        |

- |     |  |        |
|-----|--|--------|
| 10. | Dr. Damodar<br>Officer on Special Duty (OSD)<br>A.P. Open School Society<br>SCERT Campus, Opp. L.B. Stadium<br>Hyderabad-500004.   | Member |
| 11. | Dr. (Mrs.) N. Lalitha<br>Head Curriculum Development,<br>Tamil Nadu Open School<br>Directorate of Education, Research & Training<br>Madras - 600006.   | "      |
| 12. | Shri S.S. Kaushal<br>Director<br>Haryana Open School<br>9-10, Sector-II<br>Haryana - 134109.   | "      |
| 13. | Dr. Subhash Pachpor<br>Deputy Director Education and OSD<br>M.P. Open School<br>Board of Secondary Education<br>Shivaji Nagar<br>Bhopal (MP)   | "      |
| 14. | Mr. Jaidev Dasgupta<br>Incharge Open School<br>Directorate of Education<br>Government of West Bengal<br>6-Bikas Bhawan, Salt Lake<br>Calcutta - 700069.  | "      |
| 15. | Shri S.K. Sood<br>Director<br>Open School<br>Rajasthan Board of Secondary Education<br>Ajmer.  | "      |
| 16. | Shri Chander Bhushan<br>Director,<br>Central Institute of Educational Technology,<br>National Council of Educational<br>Research & Training (NCERT)<br>Sri Aurobindo Marg<br>New Delhi-110016. | "      |
| 17. | Dr. Kiran Karnik<br>Director<br>Discovery Channel,<br>Hotel Oberoi<br>Dr. Zakir Hussain Marg<br>New Delhi - 110003.  | "      |

- |  |                 |
|--|-----------------|
| 18. Shri Satyen Maitra<br>Director<br>State Resource Centre<br>Bengal Social Service League<br>Calcutta.   | Member          |
| 19. Shri Raghu Nayyar<br>UIH India,<br>Apartment, D-102<br>6 Aurangzeb Road<br>New Delhi-110 003.  | "               |
| 20. Ms. Jai Chandi Ram<br>Additional Director General<br>Doordarshan<br>Mandi House<br>New Delhi.  | "               |
| 21. Dr. V.P. Garg<br>Joint Adviser (Education)<br>Planning commission<br>New Delhi.  | "               |
| 22. Shri R.S. Pandey<br>Joint Secretary (Schools)<br>Department of Education<br>Ministry of Human Resource Development<br>Shastri Bhavan<br>New Delhi. | Member-Convenor |

**INVITEES**

- |   |                 |
|---|-----------------|
| 1. Shri Satinder Singh<br>Director(ET)<br>Deptt. of Education<br>Ministry of Human Resource Development<br>Shastri Bhavan,<br>New Delhi-110001. |                 |
| 2. Dr. K.K. Shrivashist<br>Director<br>Ministry of Welfare<br>Shastri Bhavan<br>New Delhi-110001.   |                 |
| 3. Dr. Meena Gautam<br>Deputy Adviser (Education)<br>Planning Commission<br>New Delhi-110001.   | Liaison Officer |
| 4. Dr. Madhulika Rakesh<br>Senior Research Officer (Edn.).<br>Planning Commission<br>New Delhi-110001.  | -do-            |

**TERMS OF REFERENCE OF THE WORKING GROUP ON OPEN LEARNING SYSTEM AT SCHOOL STAGE**

1. To review the status of Open Learning System at school stage and to provide the focus for the development perspective for open learning system for the 9th Five Year Plan period.
2. To make suggestions for the future direction of the programmes in this area including expansion of coverage of and qualitative upgradation in terms of standards, facilities and attainments and with special reference to the backward States/regions/districts and weaker sections of the society viz. SCs/STs, Women, special ability groups and backward communities.
3. To suggest measures to create effective linkage of open learning system programmes with the regular system so as to provide compatibility and acceptability and also recognition for vertical mobility for further education.
4. To suggest measures for the development of an effective system of open learning and also utilising modern communication technologies in the effort, with a view to provide cost effective and efficient open learning system.
5. To examine critically -
  - i) The resource requirement under different activities/programmes in open learning system.
  - ii) The ways and means for a more active participation of the community/NGOs for effective implementation of the open learning system; and
  - iii) The ways and means for involving the Panchayati Raj Institutions at the village, taluka/Block and district levels and the municipal bodies in the urban areas with a view to attain the goals set for open learning system.

No.M-12015/6/95-Edn.  
Government of India  
Planning Commission  
Education Division  
.....

Yojana Bhavan, Sansad Marg,  
New Delhi, the 22nd Jan.1996.

**O R D E R**  
- - - - -

Sub: Constitution of the Working Group on Adult Education for  
the formulation of Ninth Five Year Plan (1997-2002).  
.....

In the context of the formulation of the 9th Five Year Plan  
(1997-2002) it has been decided to set up a Working Group on  
Adult Education under the Department of Education, Ministry of  
Human Resource Development.

2. The composition of the Working Group may be seen in  
Annexure-I.

3. The Terms of Reference of the Working Group may be seen in  
Annexure-II.

4. The Chairman of the Working Group, if deemed necessary, may  
constitute Sub-Groups and /or may co-opt additional members.  
However, convenor of the Working Group should concurrently keep  
Education Division of the Planning Commission informed about the  
same.

5. The Working Group will finalise its report by 31st May 1996.

6. The expenditure on TA/DA etc. of official members in  
connection with the meetings of the Working Group will be borne  
by the parent department/ministry/organisation to which the  
member belongs. Non-official members will be entitled to TA/DA  
as admissible to Grade I Officers of the Government of India and  
this expenditure will be borne by the Convenor Department.

Sd/-  
(GURJOT KAUR)  
DIRECTOR (ADMINISTRATION)

Copy to:

Chairman and Members of the Working Group on Adult  
Education

Copy also to :

1. P.S. to Dy. Chairman, Plg. Commission
2. P.S. to MOS ( P&PI)
3. P.Ss. to all Members, Plg. Commission
4. P.S. to Member-Secy., Plg. Commission
5. P.S. to Spl. Secretary, Plg. Commission
6. P.S. to Secretary (Expdr.), Deptt. of Expenditure, Ministry of Finance, North Block, New Delhi.
7. P.S. to Secretary (Home), Deptt. of Home, Ministry of Home Affairs, North Block, New Delhi.
8. All Heads of Divisions, Plg. Commission.
9. IFA Unit, Plg. Commission.
10. Admn./Accounts/Gen. Branches, Plg. Commission
11. Under Secretary(Admn.), Plg. Commission
12. Information Officer, Plg. Commission
13. Library, Plg. Commission.
14. P.C. Division, Plg. Commission
15. P.S. to Director (Admn.) Plg. Commission.

Sd/-  
(GURJOT KAUR)  
Director (Administration)

## ANNEXURE I

LIST OF MEMBERS OF THE WORKING GROUP ON ADULT EDUCATION - 9TH FIVE YEAR PLAN.WORKING GROUP ON ADULT EDUCATION  
-----

- |    |   |          |
|----|---|----------|
| 1. | Prof. Ram Lal Parikh<br>Chancellor<br>Gujarat Vidyapeeth<br>Ahmedabad-380014 (Gujarat)                                      | Chairman |
| 2. | Shri P.R. Dasgupta<br>Secretary Education<br>Deptt. of Education<br>Ministry of HRD,<br>Shastri Bhavan<br>New Delhi-110001. | Member   |
| 3. | Dr. Lakshmi Dhar Mishra<br>Addl. Chief Secretary<br>Govt. of Orissa<br>Bhubaneshwar.  | Member   |
| 4. | Shri N. Gopalaswami<br>Adviser(Education)<br>Planning Commission.<br>New Delhi.   | Member   |
| 5. | Dr. Poromesh Acharya<br>Indian Institute of Management<br>Diamond Harbour Road,<br>Joka, P.O.Box 167567.                    | Member   |
| 6. | Shri Satyen Maitra<br>Director<br>State Resource Centre<br>Bengal Social Service League<br>Calcutta-700009.                 | Member   |
| 7. | Dr. S.Y. Shah<br>Deptt. of Adult & Continuing Edn.<br>Jawaharlal Nehru University<br>New Delhi-110 067.                     | Member   |
| 8. | Smt. Anita Dighe<br>Senior Fellow<br>National Institute of Adult Edn.<br>New Delhi.   | Member   |

- |     |  |        |
|-----|--|--------|
| 9.  | Dr. Rajeshwar Mishra<br>Associate Professor<br>A.N. Sinha Institute of Social Studies<br>Patna-800 001.  | Member |
| 10. | Dr. S.K. Kejriwal<br>Director,<br>Deptt. of Adult, Continuing Education<br>and Extension,<br>University of Pune<br>Pune - 411007 (Maharashtra) | Member |
| 11. | Prof. Arun Ghosh<br>Flat No. 78, SFS,<br>Munirka Enclave,<br>New Delhi-67.   | member |
| 12. | Shri Mushtaq Ahmed<br>Gole Kothi,<br>Zakir Nagar,<br>New Delhi.  | Member |
| 13. | Shri Vinod Raina<br>Eklavya,<br>E.1/208, Arera Colony<br>Bhopal.   | Member |
| 14. | Shri Anil sinha<br>Registrar<br>NIEPA<br>17-B, Aurobindo Marg,<br>New Delhi-110 013.   | Member |
| 15. | Smt. Lalita Ram Das<br>Delhi Saksharata Samiti<br>New Delhi-110 013.   | Member |
| 16. | Dr. V.P. Garg<br>Joint Adviser (Edn.)<br>Planning Commission<br>New Delhi.   | Member |
| 17. | Dr. Ranjana Kumari<br>Director,<br>Centre for Social Research<br>C-4/68 SDA (FF)<br>New Delhi-110016.  | Member |
| 18. | Dr. R.N. Srivastava<br>Prof. of Linguistics<br>Deptt. of Languages,<br>Delhi University.   | Member |
| 19. | Shri Tarlok Singh<br>110, Sunder Nagar   | Member |



New Delhi-110003.

- |     |   |        |
|-----|---|--------|
| 20. | Prof. M. B. Menon<br>Chairman<br>National Open School<br>New Delhi.                   | Member |
| 21. | Ms. Usha Sharma,<br>Director,<br>Directorate of Adult Education<br>Jaipur, Rajasthan. | Member |
| 22. | Ms. S. Lakshmi<br>Director,<br>NFE and AE,<br>Tamilnadu.                              | Member |
| 23. | Shri M.P. Parmeswaran,<br>B.G.V.S.<br>New Delhi.                                      | Member |
| 24. | Shri Alok Ranjan<br>Education Secretary<br>Govt. of UP<br>Lucknow.                    | Member |
| 25. | Secretary (Education)<br>Govt. of Arunachal Pradesh,<br>Itanagar.                     | Member |
| 26. | Director,<br>Adult Education,<br>Assam.   | Member |
| 27. | Director<br>Adult Education<br>Orissa.  | Member |
| 28. | Shri Vijay Prakash<br>Director<br>Adult Education<br>Bihar.                           | Member |
| 29. | Representative,<br>Directorate General,<br>Doordarshan,<br>New Delhi.                 | Member |
| 30. | Representative,<br>Directorate General,<br>All India Radio,<br>New Delhi.             | Member |

31. Shri Bhaskar Chatterjee Member Convenor  
D.G., NLM  
Joint Secretary (Adult Edn.)  
Deptt. of Education

**INVITEES**

32. Director (Adult Education)  
Ministry of HRD,  
Deptt. of Education,  
Shastri Bhavan  
New Delhi.

33. Ms. Promila Yadava Liaison Officer.  
Sr. Research Officer (Edn.)  
Planning Commission.

**TERMS OF REFERENCE OF THE WORKING GROUP ON ADULT EDUCATION**

1. To review the status of adult education and to provide the focus for the development perspective for adult education for the Ninth Five Year Plan period.
2. To make suggestions for the future direction of the programme including its expansion and qualitative upgradation in terms of standards, facilities and attainments and with special reference to the backward states/regions/districts.
3. To suggest measures to create effective linkage of adult education with the development perspective of the sectors like rural development, environment, health, agriculture, etc.
4. To suggest measures for the development of an effective system of adult education harnessing efficiently the modern communication technologies with a view to providing cost effective adult education.
5. To examine critically -
  - (i) the resource requirement under different activities/programmes in adult education;
  - (ii) the ways and means or a more active participation of the community/NGOs for the effective implementation of the adult education.
  - (iii) the ways and means for involving the Panchayati Raj Institutions at the village, taluka/Block and district levels for the municipal bodies in the urban areas with a view to attaining the goal of universalisation of adult education.

No.F.12-2/96-TE-I  
Government of India  
Ministry of Human Resource Development  
(Department of Education)

.....  
New Delhi, Dated 3rd Sept., 1996.

ORDER

Subject:- Formulation of Ninth Five Year Plan (1997-2002) -  
Constitution of Sub-Groups of the Combined Working  
Group on Elementary Education, Teacher Education,  
Non-Formal Education and Early Childhood Education.  
-----

In pursuance of the decision taken in the meeting of the Combined Working Group on early Childhood Education, Non Formal Education, Elementary Education and Teacher Education held on 8-7-96 under the Chairmanship of Union Education Secretary, it has been decided to constitute four Sub-Groups one each for Universalisation of Elementary Education (UEE), Teacher Education (TE), Non Formal Education (NFE) and Early Childhood Education (ECE).

2. The composition of each of the Sub-group is as given in Annexure.

3. These Sub-Groups would finalise such portion of the report of the Working Group as are relevant to the individual subjects for which they are constituted. While finalising, the Sub-Groups shall keep in view the discussions already held in the previous meeting of the Working Group. They shall also take into account the recommendations of Chief Minister's Conference held on July 4-5, 1996 at New Delhi, with regard to achieving greater in implementation of Centrally Sponsored Schemes during the 9th Five Year Plan.

4. The report of these Sub-Groups shall form the part of the final report of the Combined Working Group on Early Childhood Education, Non-Formal Education, Elementary Education and Teacher Education for the Ninth Five Year Plan after the same are approved in the final meeting of the Working Group.

5. The TA/DA of the non-official member of the Working Group will be reimbursed as per rules.

6. The Sub-Groups shall submit their reports to the Chairman of the Working Group by the 30th September, 1996.

Sd/-

(Mahesh Arora)

Under Secretary to the Govt. of India

To

1. Chairman and Member of the Sub-Groups.
2. PS to Member (Education), Planning Commission.
3. PS to ES.

**Sub-Group of Working Group on U.E.E.**

- |    |  |          |
|----|--|----------|
| 1. | Dr. Kuldip Mathur,<br>Director, NIEPA,<br>New Delhi.   | Chairman |
| 2. | Shri Priyadarshi Thakur,<br>Secretary, Education,<br>Govt. of Rajasthan.   | Member   |
| 3. | Dr. Vinod Raina,<br>Eklavia,<br>E-I/208, Area Colony,<br>Bhopal-420016.  | "        |
| 4. | Ms. Vinita Kaul,<br>Head, Deptt. of Pre-School and<br>Elementary Education,<br>NCERT.  | "        |
| 5. | Deputy Secretary (Elementary Education)<br>Department of Education,<br>Ministry of Human Resource Development,<br>Shastri Bhavan,<br>New Delhi-110001. | "        |
| 6. | Dr. R. Govinda,<br>Senior Fellow,<br>NIEPA, New Delhi.   | Convenor |

**Special Invitees:**

1. Mr. John Kurien,  
Centre for Learning Resources,  
Pune.
2. Shri N.K. Verghese,  
Member, NIEPA.

**Sub-Group of Working Group on T.E.**

- |    |   |          |
|----|---|----------|
| 1. | Prof. A.K. Sharma,<br>Director, NCERT.  | Chairman |
| 2. | Shri Anil Sinha,<br>Jt. Director, NIEPA   | Member.  |
| 3. | Shri Sumit Bose,<br>Secretary, (School Education)<br>Government of Madhya Pradesh   | "        |
| 4. | Dr. Raghav Prakash,<br>Snadhan,<br>Mangal Marg,<br>Bapu Nagar, Jaipur<br>Rajasthan. | "        |
| 5. | Shri A.K. Gulati,<br>DS (TE) M/o HRD.   | "        |
| 6. | Prof. G.C. Arora,<br>Head, D/O Teacher Education,<br>NCERT.                         | Convenor |

**Special Invitees:**

1. Prof. Amrik Singh  
Eminent Educationist,  
2/6, Sarvpriya Vihar,  
New Delhi.
2. Dr. Lalit Kishore  
Lok Jumbish Parishad  
Jaipur, Rajasthan.
3. Prof. M. Mokhopadhyay,  
Consultant, UNESCO,  
New Delhi.

**Sub-Group of Working Group on N.F.E.**

- |    |  |          |
|----|--|----------|
| 1. | Shri Alok Ranjan,<br>Secretary(Basic Education)<br>Government of Uttar Pradesh<br>Lucknow (U.P.) | Chairman |
| 2. | Dr.R.Govinda<br>Senior Fellow<br>NIEPA, New Delhi  | Member   |
| 3. | Ms.Sharda Jain,<br>Sandhan, Mangal Marg<br>Bapu Nagar, Jaipur                                    | "        |
| 4. | Deputy Secretary,<br>Non-Formal Education<br>Department of Education,<br>M/O HRD, New Delhi      | "        |
| 5. | Shri N.K.Ambasht, Head,<br>Department of NFE and Alternative<br>Schooling, NCERT, New Delhi      | Convenor |

**Special Invitee:**

1. Ms.Aneeta Sharma  
Project Director  
Rajiv Gandhi Mission  
Bhopal.
2. Ms.Vrinda Sarup, Director  
Mahila Samakhya  
Deptt.of Education  
Ministry of Human Resources Development  
New Delhi.
3. Dr.S.N.Methi,  
Secretary, SKB  
Rajasthan.

**Sub-Group of Working Group on E.C.C.E.**

- |    |   |          |
|----|---|----------|
| 1. | Prof. A.K. Sharma,<br>Director,<br>NCERT, New Delhi.  | Chairman |
| 2. | Smt. B. Sen, Jt. Secretary,<br>WCD, Ministry of HRD   | Member   |
| 3. | Ms. Mina Swaminathan,<br>M.S. Swaminathan Research Foundation,<br>3rd Cross Street, Taramani,<br>Institutional Area,<br>Madras-600013.                | "        |
| 4. | Prof. Veena Mistry,<br>Pro Vice Chancellor,<br>M.S. University, Baroda.   | "        |
| 5. | Deputy Secretary (Elementary Education)<br>Department of Education<br>Ministry of Human Resource Development<br>Shastri Bhavan<br>New Delhi - 110001. | "        |
| 6. | Ms. Vinita Kaul,<br>Head, Deptt. of Pre-School and<br>Elementary Education,<br>NCERT, New Delhi.  | Convenor |

**Special Invitees:**

1. Ms. Anita Kaul,  
Project Director,  
DPEP, Karnataka.



No.F 12-2/96-TE-I  
Government of India  
Ministry of Human Resource Development  
(Department of Education)

.....

New Delhi, Dated 3rd October, 1996.

ORDER

Subject: Formulation of Ninth Five Year Plan (1997-2002) -  
Constitution of Sub-Groups for the Combined Working  
Group on Elementary Education, Teacher Education,  
Non-Formal Education and Early Childhood Education.  
-----

In partial modification of this Ministry's Order of even number dated 3-9-96 constituting the Sub-Group on Teacher Education, it has been decided to reconstitute this Sub-Group with the following composition with immediate effect.

- |    |  |             |
|----|--|-------------|
| 1. | Prof. A.K. Sharma,<br>Director, NCERT.   | Chairman    |
| 2. | Prof. J.S. Rajput,<br>Chairman, NCTE.  | Co-Chairman |
| 3. | Shri Anil Sinha<br>Joint Director, NIEPA.  | Member      |
| 4. | Shri Sumit Bose,<br>Secretary, School Education,<br>Govt. of Madhya Pradesh.   | "           |
| 5. | Dr. Raghav Prakash,<br>Sandhan, Mangal Marg,<br>Bapur Nagar, Jaipur,<br>Rajasthan.   | "           |
| 6. | Shri A.K. Gulati,<br>Deputy Secretary (Teacher Education)<br>Ministry of Human Resource Development<br>Shastri Bhavan<br>New Delhi - 110001. | "           |
| 7. | Prof. G.C. Arora,<br>Head, D/o Teacher Education,<br>NCERT.  | Convenor    |

**Special Invitees:**

1. Dr. Lalit Kishore,  
Lok Jumbish Parishad,  
Jaipur, Rajasthan.
2. Prof. M. Mukhopadhyay,  
Consultant, UNESCO,  
New Delhi.
3. Shri G.D. Sharma,  
Secretary, University Grants Commission.
4. Prof. C.L. Anand,  
Visiting Professor,  
Punjab University, Chandigarh.

The relevant terms and conditions mentioned in the Order dated 3-9-96 as reproduced below would remain unchanged.

The Sub-Groups would finalise such portions of the report of the Working Group as are relevant to the subject for which it is constituted. While finalising the Sub-Group shall keep in view the discussions already held in the previous meeting of the Working Group. It shall also take into account the recommendations of Chief Minister's conference held on July 4-5, 1996 at New Delhi, with regard to achieving greater flexibility in implementation of Centrally Sponsored Scheme during the Ninth Five Year Plan.

The report of the Sub-Group shall form the part of the final report of the Combined Working Group on Early Childhood Education, Non-Formal Education, Elementary Education and Teacher Education for the Ninth Five Year Plan after the same are approved, in the final meeting of the Working Group.

The TA/DA of the Non-Official Member of the Working Group will be reimbursed as per rules.

Sd/-  
(Mahesh Arora)

Under Secretary to the Govt. of India

Copy to: All the Members and Special Invitees as mentioned above (By Name) and also to:  
Prof. Amrik Singh,  
Eminent Educationist,  
2/6 Sarvpriya Vihar, New Delhi.

