

**Planning Commission
(HRD Division)**

Subject: Priority Themes proposed in 12th Five Year Plan in connection with Selection of Thrust Areas for Research/Study under the Research and Study Scheme.

1. Title: Status of Implementation of Girls' Hostel Scheme in States having more Educationally Backward Districts (EBDs) viz. Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Jammu & Kashmir, Jharkhand, Odisha, Uttar Pradesh and West Bengal.

Background Note: This is a new Centrally Sponsored Scheme launched in 2008-09 and is being implemented from 2009-10 to set up a 100-bedded Girls' Hostel in each of 3479 Educationally Backward Blocks (EBBs) in the country. The Scheme has replaced the earlier NGO driven Scheme for Construction and Running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organisations for running Girls' Hostels. The objectives of the scheme are to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors; and to make Secondary and Senior Secondary education accessible to a larger number of girl students.

The target group for the scheme is girl students in the age group of 14-18 yrs. studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families. Students passing out of KGBV are given preference in admission in hostels. At least 50% of girls admitted will be from SC, ST, OBC and Minority communities.

It is observed that following the States with educationally backward districts not performing well in implementation of the scheme.

S. No.	Name of the State	No. of EBBs	No. of Girls' Hostels sanctioned
1.	Andhra Pradesh	737	355
2.	Arunachal Pradesh	38	5
3.	Bihar	530	115
4.	Haryana	37	18
5.	Jammu & Kashmir	97	19
6.	Jharkhand	203	81
7.	Odisha	173	--
8.	Uttar Pradesh	702	141
9.	West Bengal	87	--

Source: http://mhrd.gov.in/girls_hostel

Objectives: The major objective of the proposed research is to find the problem areas in implementation of Girls' Hostel Scheme. The other objectives are (i) to find out the fulfillment of specific requirements for the Girls Hostel Scheme in the Blocks where they are already established (ii) to know the quantum of grants provided and sufficiency of such grant (iii) to know the gaps in implementation of the scheme (iv) to know the problem areas in the States where the implementation of the scheme is still awaited and (v) to provide practical suggestions for improvement in the effective implementation of the scheme.

ToRs: (i) The research will be undertaken based on a medium sample size as it covers 9 States. Total of 5 to 20 blocks will be taken for the study where the scheme is implemented proportionate to the number of girls' hostels already in place. (ii) The time for the study should be 8 to 10 months. (iii) The primary data will be collected from block education officer, warden of the hostel, one panchayati raj (PRI) functionary, and two girls of each hostel. The questionnaire and personal interview will be the methods of data collection. (iv) Secondary data is to be collected by observing the records of girls' hostels and of the block education office related to the implementation of the scheme. MHRD fund releases, time of fund release, effective and timely utilization etc. can be the other areas of data collection. The data for reasons of non implementation of the scheme in Odisha and West Bengal and poor implementation in other States are also to be collected. (v) The data for other related areas like distance of the hostels from girls' residence; facilities available including food, hygiene, sanitation and availability of sanitary napkins; safety, boundary wall, availability of chowkidar, sweeper, cook and other supporting staff; social harmony amongst girls; performance of girls in the studies; at least 50% of girls admitted will be from SC, ST, OBC and Minority communities; and serving the need of the target group of girl students in the age group of 14-18 yrs. studying in classes IX and XII belonging to SC, ST, OBC, Minority communities and BPL families. (vi) The data to be collected is mostly qualitative and will be analysed subjectively based on the objectives. Somewhere the statistical tools may even be used by the researcher.

2. Title: Status of Trained Teachers in Government schools in North Eastern States and Possible time-bound delivery Mechanism for Teacher Training.

Background and rationale for the study: The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. Within the federal structure of the country, while broad policy and legal

framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teachers (in-service training).

For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs. For in-service training, financial support is largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided for school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits (induction training). Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities.

All the North Eastern States (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura) have far lesser percentage of trained teachers in all type of schools at elementary level. The percentage of trained teachers in government elementary schools is less than 50% except in Assam, Mizoram and Sikkim. Since the availability of trained teachers is linked with quality and is an obligation of RTE Act 2009, it is necessary to identify the problem areas and their possible solutions.

Objectives of the Research: (i) to know the conditions for pre-service teacher training; (ii) to know the conditions for in-service training; (iii) to identify the gaps in teacher training; and (iv) possible remedy for the improvement in situation of untrained teachers in NE States

ToRs: (i) The study have universe of 8 North Eastern States for data collection. (ii) The time for the study should be 8 to 10 months. (iii) Secondary data will be collected from SCERTs/SIEs, SIEMATs, DIETs, BRCs, CRCs, SMCs, Teacher Representatives and the schools. (iv) Primary data will be collected from schools (50 to 100 depending upon the representative population of the State) involving Headmasters of elementary schools, 2 teacher representatives (one trained and one untrained), 2 students (one from trained teachers' class and another from untrained teachers' class), one SMC representative, SCERT Director, DIET Principal and DIET faculty member (any one DIET), BRC and CRC (4 BRCs and 10 CRCs). Data collection instruments will be questionnaire and personal interviews. (v) Data related to pre-service, induction and in-service teacher tanning, quality if training, use of training in classroom transaction, use of ABP/PBL by the teachers and

training by distance mode to untrained teachers are to be collected from both primary as well as secondary sources (vi) Data interpretation and analysis will need the appropriate techniques. (vii) Practical solution to the problem of training of teachers should be highlighted.

3. Title: Status of 25% Admission to Children of Disadvantaged groups in Private Unaided Schools as per RTE Mandate in Educationally Backward States (Bihar, Madhya Pradesh, Rajasthan, Odisha, Jharkhand and Uttar Pradesh).

Background and rationale of the study: The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act. It has been made a provision in RTE Act that every private unaided school has to admit at least 25% (of the students of their class strength) of the economically disadvantaged groups.

The children so admitted shall not be segregated from the other children in the classroom nor shall their classes be held at the places and timings different from the classes held for other children. Such children shall not be discriminated from the rest of children in any manner pertaining to entitlements and facilities such as text books, uniforms, and library and information and communication technology (ICT) facilities, extra-curricular activities and sports.

The selected States have a maximum number of their blocks declared as Educationally Backward Blocks. The EBBs in these states are Bihar (530/534), Madhya Pradesh (201/313), Rajasthan (186/254), Odisha (173/315), Jharkhand (201/212) and Uttar Pradesh (680/830). Therefore the student enrollment in such States in private unaided schools as per RTE provisions is a must. RTE compliance for 25% reservations to the children of

disadvantaged groups is required to be studied under this proposal. The possible practical solutions for compliance of RTE is also required for the study.

Objectives of the Study: (i) to know the status of implementation of RTE norm of 25% reservations to the children of economically disadvantaged groups in the private unaided schools; (ii) to know the facilities provided to the children already admitted under such a provision; (iii) to study the status of any kind of discrimination in the schools for such children; and (iv) possible solution for effective implementation of the scheme and filling the gaps.

ToRs: (i) The study is to be conducted in 6 States. (ii) The time for the study should be 8 to 10 months. (iii) The primary as well as secondary data are to be collected for the purpose. The secondary data can be collected from the records of the DPCs, BRCs, private schools etc. The primary data can be collected from the private unaided schools in such states (particularly from EBBs). (iv) The number of school for primary data collection from a state can be 50-100 depending upon the comparative number of EBBs and the population/enrollment of the State. (v) Questionnaire and personal interviews can be the methods of primary data collection. The DPCs, BRCs, private school heads, citizen representatives, members of school management committees can be interviewed or questionnaire can be administered on them. (vi) Data collected can be analyzed subjectively based on the objectives.

4. Title: Status of Implementation of PYKKA in Haryana, Mizoram, Kerala, Punjab, Rajasthan, Jharkhand and Chhatisgarh.

Background and Rationale: 'Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA) is a centrally sponsored scheme introduced in 2008-09 for (i) development and maintenance of play fields in all village and block panchayats of the country, in a phased manner, over a period of 10 years, at an annual coverage of 10% for the states and 20% in respect of special category states and border districts; and (ii) for holding annual sports competitions at block, district, state and national level (including Inter-school competitions and women competitions). The scheme is implemented through States/UTs.

This scheme offers an ample opportunity for rural youths to participate in organized sports a huge base for identification of sports talent by SAI and State for nurturing them under their schemes for participation in national and international sports events.

The progress till 31-03-2012 for the playfield construction in the study states is given as under:

S. No.	Name of the State	No. of PYKKA approved	No. of playfields developed
1.	Haryana	2524	1262
2.	Mizoram	422	--
3.	Kerala	230	114
4.	Punjab	3741	1247
5.	Rajasthan	1835	893
6.	Jharkhand	424	--
7.	Chhatishgarh	996	--
Total		10172	3516

The progress of the work in the States of the proposed study has been only 35% since inception of the scheme. These States are the leading States in the sporting arena. Therefore to now the reasons for non-performance of a scheme which is meant for broad-basing of the sports in such States is the major thrust of the study.

Objectives of the Study: (i) To know the status of the playfields constructed; (ii) To know the equipment procured in such playfields; (iii) To know the availability of kridashrees in such playfields; (iv) To know the training frequency and competitions; (v) To know the comparative award status; (iv) To know any special achievement in sports after the launch of the scheme; (v) To know the gaps of poor performance of the scheme; and (vi) To give the practical solutions to fill up the gaps.

ToRs: (i) The study will be conducted in 7 states; (ii) The time for the study should be 8 to 10 months. (iii) Secondary data will be collected from the district sports officer; (iv) Primary data will be collected from the field i.e. from the places where the playfields are already completed (selected from the list obtained from the district authorities); (v) Interviews of two beneficiaries, incharge of playfields, panchayat functionary can be conducted to get the relevant data; (vi) Data so collected will be analyzed subjectively based on the objectives; and (vii) Practical solutions to fill up the gaps are to be provided.