Chapter - I
Introduction
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INTRODUCTION

The destiny of a nation depends on the character of its people. Character is not merely the awareness of some values, but also the commitment to uphold them in practice. To our sages and seers, education was incomplete without nobility of character. We live in a time of transition, a time of rapid and radical changes. It is a time of great risks, but also a wonderful of rewards. Kothari Commission (1964-66) stressed that education is the only instrument that can be used to bring about a change towards the social and economic betterment of Nation. Education should be a tool for empowerment, not merely just employment. It must impart not merely knowledge but wisdom, not merely skills but character. It must help every child to develop an inner core of peace, a profound respect for nature, and a belief in truth and justice. The child is man's greatest acquisition since it provides hope & happiness to the mankind. Throughout we have been dedicated to the belief that each day in child's life especially during the beginning years from the birth to five years deserves special attention of parents & others who are entrusted with their care. The first three years of child's life are of prime importance as the outcome during this period, largely determines the child's future. The family & the other society play an essential role in the life & development of child. It is a fact the child
through continuous interaction with others learns various things and develops a value system appropriate to the society. According to Professor Chandra J Daswami in *Global Action Week 2009: open Books, Open Doors- how to promote reading*. "Unless an entire family or community becomes literate, a literate environment can not exist" during a round table discussion focused on building, maintaining and promoting literate environment held on 23 April 2009 as part on UNESCO’s activities for Global Action Week.

- **Benjamin Bloom**, an eminent psychologist & educationist observes that environment during the first six to seven years of life is very significant for cognitive development. Therefore all kinds of facilities should be provided to the child to explore, to enquire, to play, to interact with his peers for optimum educational development. *The National Policy on Education (1986)* asserts education to be a unique investment in terms of its return.

It is the education and only that will pave the way for a better future for mankind. Former president of India Dr.A.P.J. Abdul Kalam has rightly said that "if the majority of the people become enlightened citizens they will spread righteousness in right earnest; if they do I am very confident that we will be a developed nation before 2020". Article 26 of the Universal Declaration of Human Right proclaimed by the general Assembly of the UNO in 1948 in its opening paragraph stated,
“Everyone has the right to education”. Similarly Article 45 of the Indian constitution states that “the state will endeavor to provide free and compulsory education within a period of 10 years to all children until they reach the age of 14 years”. In order to fulfill the constitutional obligation to provide free and compulsory education government of India through its 93rd Amendment Bill (1997) has made education a Fundamental Right.

Education is the most crucial investment in human development. It can leave an impact on health, hygiene and productivity and can practically influence all members of the society. UNESCO commission on education (1972) declared that “Education is a life long process and its purpose is to establish a learning society. It is the process of instruction aimed at all round development of boys and girls”. However the education of girls is even more important as it practically means the education of an entire family. And among girls the education of destitute calls for a very urgent attention. No policy of development, no work of education by NGOs will have any meaning in our welfare state if it does not address the problem of destitute girls. Children are valuable asset & in them are preserved the genetic blue print of parents. They are supposed to be the hope of every nation & builder of tomorrow.

1.1 PRESENT POSITION OF CHILDREN

Every country has dreams of fully literate population as India has, even though it has to be ensured though legislative measures. The
Indian Constitution provide for making elementary education free and compulsory for all children from 6-14 years, especially emphasizing, weaker and backward section of the society.

1.1.1 The 2001 Census indicated the total child population in the State of Uttar Pradesh and Uttrakhand.

(1) 6 – 14 Years

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(3) 6 – 14 Years

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The world has a population of more than 6 billion. India alone has a population of more than 1 billion. As of March 2001 census, the total population of India was a little over 1 billion, 1,027,015,247 to be exact (531, 2777,078 Female, 495,738,169 Male), of this number, 157,863,145 are children up to age of six years. 2001 census also revealed that, 65% of Indians are literate. And almost every child now has access to a school, with around 95% of our rural population having a primary school within one kilometer of their habitation. Their conditions has improved in the last five decades, with child survival rates up, school dropout rates down, and several policy commitments made by the government at the National and International levels. Moreover when we look at the daunting size of this country and its population, this is no mean achievement. It needs to be firmly kept in
mind as an indication of the successes possible through the commitment of successive governments to provide elementary education to the children of India. According to United Nation sources India has the largest number of children in the world, 380 million and more then 1.2 million are destitute, homeless or orphaned children in India, who beg on the street, work for 14-18 hours at a stretch at quarries restaurant and thousands of young children are forced into prostitution and are treated worse than animals. Thousands of them work as slaves and bonded labour and many of them are exported as goods to rich Arabian nations to work for rich business men or to fill their lust and many die each year of abuse, malnutrition and starvation. There are up to 15 million street children in the world today. Chased from home by violence, drug and alcohol abuse, the death of parent, family breakdown, war, natural disaster or simply socio-economic collapse, many destitute children are forced to eke out a living on the street scavenging, begging, hawking in the slums and polluted cities of the developing world. UNICEF 1990 shows that there are about 160 million girl children in our country who are below the age of 16 years. Scientists claim that girls are biologically stronger than boys, but about 3 lakh girls than boys dying early during infancy in India. Little more than 120 lakh girls are born in our country every years but unfortunately 30 lakh die before they reach 13 years of age.
UNICEF (2005) report on the state of the world’s children under the title “Childhood under Threat” speaking about the Indian children. India has 380 million children and more than 1.2 million are destitute, homeless or orphaned. Indian children are equally deprived of their rights to survival, health, nutrition, education and safe drinking water. It is reported that 63 per cent of them go to bed hungry and 53 per cent suffer from chronic malnutrition. The report says that 147 million children live in kuchha houses, 77 million do not use drinking water from a tap, 85 million are not being immunized, 27 million are severely underweight and 33 million have never been to school. It is estimated that 72 million children in India between five and 14 years do not have access to basic education. A girl child is the worst victim as she is often neglected and is discriminated against because of the preference of the family male for child.

As on Internet sources, website www.infochangindia.org, India has the dubious distinction of having the largest population of street children. Street children suffer from destitution, neglect, abuse and exploitation. It is estimated that in urban areas alone there are 11 million children on the street out of them 420,000 street children live in the six metropolitan cities of the country. Under the scheme for welfare of street children, more than 24,000 street children are being benefited.

One of the eye-opening findings is Public Report on Basic Education the (PROBE) report, (1999), is that only one to five percent
of out-of-school children are actually involved in earning significant wages. Another finding was that 98% of parents felt that education was necessary for boys and 89% felt it was necessary for girls.

1.2 PROBLEMS OF DESTITUTE CHILDREN

Rapid urbanization and industrialization contributes increasing to the problems of destitution. The problem is on the increase, especially among children, due to continuous migration of families from rural to urban areas in search of employment and work. The inadequacy of housing facilities in urban areas forces them to live under slum conditions, this is turn contributes to the destitution and delinquency. Increasing numbers of child beggars found in metropolitan and industrial cities is only a symptom of the larger problem of destitution. The convention does not have any specific article referring to the destitute children. However environmental degradation, migration, and displacement of families have led to exodus to cities and expansion of slum and pavement dwellings. Child care and development are seriously hampered in these families. Of these, women in the single-parent families and female headed households are worst affected as they have the main earning responsibility for the children but they are generally neither trained nor experienced in working in the modern economy. Their children very often spend most of their time on the street. A large number of destitute children suffer from destitution, neglect, abuse and exploitation. They are subject to harassment and
eviction by the municipal authorities because of their unauthorized occupation of city roads and vacant places. It is estimated that 500,000 children live on streets in seven cities: Bangalore, Bombay, Calcutta, Delhi, Hyderabad, Kanpur and Madras. The majority of these children are over eight years of age, have never attended schools. And the majority of street children are boys, twice as many as girls.

However the problem of destitution persists in the country in spite of a network of institutional and non-institutional programmes, and services being provided by the government and voluntary organizations.

1.3 GIRLS EDUCATION AND DIFFERENT COMMISSION IN INDIA

1.3.1 Sir Charles Wood Despatch (1854)

The importance of female education in India can not be over-rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters (girl child). It also observed that schools for female are included among those to which grants-in-aid may be given; and we can not refrain from expressing our cordial sympathy with the efforts which are being made in this direction.

1.3.2 Indian Education Commission (1882)

It was felt that too much was being done in India for higher education and the primary education was being neglected that why in
1877 the Calcutta university threw the matriculation examination open for girls. And this is followed by Madras in 1981 and Bombay 1883.

1.3.3 Government Resolution on Education Policy (1913)

Among other major provisions of the resolution emphasis was given to the education of women. It also suggested special curriculum of practical utility for girls. It was clearly stated in the resolution that too much importance should not be attached to examination in the education of girls.

1.3.4 Abbot–Wood Report (1936-37)

Messrs Abbot and Wood were accordingly invited to advise the government “on certain problems of educational reorganization and particularly on problems of vocational education”. Because a large number of graduates going out of the universities were unable to secure employment of the kind for which the education qualified them. It also recommended “infant classes should, as far as possible, be entrusted to train teachers; and for this and other reasons of girls and women is of paramount importance”.

1.3.5 Zakir Hussain Committee (1938)

Of education was prepared a detailed syllabus. The report of the committee published in March 1938, has come to be known as the Wardha Scheme of Education. The general outline of the committee, the syllabus of studies will be same for boys and girls up to the 5th grade of the school. In grade 4th and 5th the syllabus in general science should
be so modified as to include domestic science for girls. In grade 6th and 7th, the girls will be allowed to take an advantaged course in domestic science in place of the basic craft.

1.3.6 Post-war Educational development (1994)

This report derived its name from Jhon Sargent, the then educational adviser with the Government of India who prepared a memorandum on post-war educational development in India. This report recommended a system of universal, compulsory and free education for all boys and girls between the age of six and fourteen should be introduced as speedily as possible through in view of the practical difficulty of recruiting the requisite supply of trained teachers it may not be possible to complete it in less than forty years. Efforts should be made to recruit more women teachers and persuade girls of good education to take up teaching. It also recommended that scholarship and stipends should be available through the course for poor children.

1.3.7 Secondary education commission (1952-53)

Appointed under the chairmanship of Dr. A Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University. The major recommendation of this commission were (1) while no distinction need be made between education imparted to boys and girls, especial facilities for the study of home science should be made available in all girls' schools and co-education or mixed schools. (2) Efforts should be
made by state Government to open separate schools for girls wherever there is demand for them.

1.3.8 Committee on Women Education (1957-59)

Under the chairmanship of Smt. Durgabai Deshmukh. The committee recommended that, a suitable committee should be appointed to go into the various aspects of the question relating to the nature of the education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life. It also agreed that a special committee should be appointed to examine the whole question of women's education. The National committee on women's education was accordingly set up by the Government of India in the Ministry of Education. Major recommendations of the committee on women's education were as under:

(1) steps should be taken to constitute as early as possible a national council for education of girls and women.

(2) the state Government should establish state council for the education of girls and women.

(3) every state should be required to prepare comprehensive development plans the education of girls and women in its area.

(4) it is also necessary to enlist the co-operation of all semi-official organization, local bodies, voluntary organization, teachers
organizations and member of the public to assist in the promotion of the education of girls and women.

Other special recommendations of the committee on women’s education were as under:

(1) primary education (age group 6-11).

(2) concessions in kind (not in cash) should be given all girls, whether from rural or urban areas, of parents below a certain income level.

(3) the government should formulate a scheme for awarding prizes to the village which shows the largest proportional enrolment and average attendance of girls.

(4) middle and secondary education (age group 11-17) at this stage, separate schools for girls should be established specially in rural areas, at the same time giving parents full freedom to admit their girls to boys schools if they so desire.

(5) all girls (and all boys also) of parents below a prescribe income level should be given free education up to the middle stage.

(6) as far as possible, free or subsidize transport should be made available to girls in order to bring middle and secondary schools within reach.

Committee on women’s education provided suggestions for curriculum for boys and girls as under:
(1) there should be identical curriculum for boys and girls at the primary stage with the provision that, even at this stage, subjects like music, painting, sewing, needle work, simple hand-work, and cooking should be introduced to make the courses more suitable for girls.

(2) at the middle school stage, and more especially at the secondary stage, there is a need for differentiation of curriculum for boys and girls.

For professional and vocational education;

(1) girls should be encouraged to take up courses in commerce, engineering, agriculture, medicine etc. at the university stage by offering them scholarship and other concessions.

1.3.9 Kunzru Committee (1964)

This committee was constituted for co-ordination and integration of scheme operating in the field of physical education, recreation and youth welfare. The operational part should consist of activities like, scouting, mountaineering, sports, dance, drama, music, hobbies, social service, workshop activities etc.

At the collegiate level, training in NCC should be encouraging as such; training gives the country a potential corps of military officers. The training of NCC at any stage should be imparted only on a voluntary basis for boys and girls in the age group of 13-16 manual work in the campus should not be of more then 2 hours during per day. Boys and
girls above 16 years of age may be asked, if physically strong, to do about 3 hours manual work each day.

1.3.10 Committee Differentiation of Curriculum for Boys and Girls (1964)

Under the chairmanship of Smt. Draksha Savan, set up a committee to examine comprehensively the problem of curricula for girls at all stages of education.

(1) co-education should be adopted on the general pattern at the elementary stage.

(2) at the secondary and colligate stages, there should be full freedom to the managements and parents either to evolve common institutions or to establish separate ones for girls.

(3) no differentiation should be made in the curricula for boys and girls at the primary stage.

(4) special encouragement should be given to girls who study mathematics or science at the secondary stage, and special efforts should be made to prepare women teachers of mathematics and science.

(5) in textbooks dealing with language and social studies, adequate attention should be paid to the needs, experience and problems of girls by including such topics as special festivals of women, games popular with girls, lives of great women.
1.3.11 Committee Girls Education and Public Co-operation (1963-65)

The national council for women's education at its meeting held in April 1963, endorsed the suggestion made by the Union Education Minister, appointed a committee to look into the causes for lack of public support, particularly in rural areas, for girls education and to enlist public cooperation. This suggestion was made in view of the serious shortfalls in the enrolment of girls. The state council for women education is the most suitable agencies for providing the organization and leadership for mobilizing community efforts. They should function as a part of the network of which the District council at the district level, and the Mahila Mandals and similar voluntary bodies at the town and village levels would be strong and active links. These agencies should look upon the mobilizing of community efforts and educating public opinion to promote girls education as their main and primary responsibility.

Committee suggested that all the primary stage these should be as under:

(1) grant for free books,
(2) writing material and
(3) clothing to girls.

At the secondary stage these should be as under:

(1) provision of separate schools for girls
(2) hostels
grant of free books, writing materials and clothing to girls.

While hundred per cent assistance would be necessary for the above scheme and projects, it is of paramount important that all states should find way and means of providing funds in order to make education free for all girls upto the secondary stage. Unless this incentive is given, it will be very difficult for the parents in their present economic circumstances to afford girls education. It is seen that state who have not made reasonable provisions of girls education in their plans have also seen the states, generally speaking, where progress of girls education has not been appreciable. The committee, therefore, feels that state Government should make all reasonable provision for the advancement of girl's education and earmark such funds.

While the curriculum can be same for both boys and girls at the primary and middle stages, provision should be made for offering of electives comprising subjects which would be of special interest of girls and which would help them later in their fields of activity. The recommendations made by the committee of the National Council for Women's Education in the report, “differentiation of curricula for boys and girls should be carefully studies and action taken by the state to implement them a far possible.

1.3.12 National Policy on Education (1968)

The education commission 1964-66 recommended that the Government of India should issue a statement on the national policy on
education which should provide guidance to the state Government and the local authorities to preparing and implementing educational plan. Therefore the Government of India issued the Resolution on National policy of Education in 1968. Since then the resolution has become the basis of educational reform in India. The Government of India is convinced that radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realizing the idea of a socialist pattern of society.

National policy on education observed that the education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

1.3.13 Committee on the Status of Women (1971-74)

With the social and economic conditions in the country, various new problems relating to the advancement of women the Government of India, Ministry of Education and Social Welfare constituted this committee under the chairmanship of Dr. (Smt.) Phutrenu Guha. Committee recommended that

(1) at the primary level co-education should the general policy and opening of new colleges exclusively for girls should be discouraged.

(2) there should no ban on admission of girls to boys institutions.
(3) wherever separate schools/colleges for girls are provided, it has to be ensured that they maintain required standards in regards to the quality of staff, provision of facilities, relevant courses and co-curricular activities.

(4) wherever there are mixed schools, separate toilet facilities and retiring rooms for girls should be provided.

(5) there should be common course of general education for both sexes till the end of class X, all courses being open to boys and girls.

(6) in class XI-XII girls should have full opportunity to choose vocational and technical course according to local conditions, needs and aptitudes.

Regarding universalization of education for the age-group 6-14, committee recommended as under;

(1) provision of mobile schools for children of nomadic tribes, migrant labour and construction worker.

(2) sustained propaganda by all types of persons, preferably women-officials, and non-officials, social and political workers, to bring every girls into school in class I preferably at the age of 6. They should visit local schools and involve parents and community leader in order to promote the schooling of girls, particularly in backward areas.
(3) Provision of incentives to prevent drop-out. Since poverty is the major cause of drop-out the most effective incentive, in our opinion is the provision of mid-day meals. The other important incentives for girls particularly, the lack of adequate clothing is a great deterrent to attending schools. For schools which do not prescribe any uniform, some provision of clothing is necessary.

(4) special incentive for areas where enrolment of girls is low.

(5) developing a system of part-time education for girls who can not attend school on full time basis. This system should provide education to girls at a convenient to them.

(6) Adoption of the multiple entry system for girls who could not attend school earlier or had to leave before becoming functionally literate.

(7) provision of additional space in schools so that girls can bring their younger brother and sisters to be looked after, either by the girls themselves in turn, or by some local women.

(8) opening of schools and great flexibility in admission procedure in middle schools (multiple only) to help girls to complete their schooling.

(9) free education to all girls up to the secondary stage.

(10) adequate provision of common-rooms and separate toilet facilities for girls in all schools.
(11) adequate arrangement for co-curricular activities for girls in all schools.

(12) provision of more need-cum-merit scholarships and hostel facilities for girls.


This National policy ensured equality of opportunity, special assistance shall be provided to all children belonging to the weaker sections of the society, such as children belonging to the schedule castes and scheduled tribes and those belonging to the economically weaker sections, both in urban and rural areas. Children who are not able take full advantage of formal education shall be provided others forms of education suited to their requirements. Maintenance, education and training of orphan and destitute children. Moreover crèches and other facilities for the care of children working or ailing mothers: and care, education, training and rehabilitation of handicapped children.

1.3.15 National Review Committee of Higher Secondary Education (1978)

This committee was constituted under the chairmanship of Dr. Malcolm S. Adisshaiah, Vice-Chancellor of Madras University. This committee observed that national development, removal of destitution utmost important. They emphasized that destitution should be remove within the next 10 years. Destitution refers to the worst form of poverty, that is, of the 50 per cent of our people living below the poverty line. The
higher secondary stage must, like the rest of the education system, make its contribution to the removal of poverty through its openness and capacity to hold within itself an increasing mass of first generation learners, and through making productive work one of the two fountain sources of learning, the other being books.

1.3.16 First All India Education Survey (1957)

The First All India Educational Survey was conducted by the Ministry with the collaboration of NCERT. The main objective of the First survey conducted by the Ministry was to identify and enumerate all distinct habitations in the country, as well as, education institutions up to school level and also the habitations served by them. The date of reference of the survey was March 31, 1957 so as to use survey data for planning school education. So far as the utilisation of data is concerned, it was mainly used to know the habitations unserved by the primary schooling facilities within a reasonably walking distance and also to prepare locational plans to identify where new schools are to be opened. Apart from studying the condition of schools in terms of their staff, student and physical facilities, was to revise and update the data collected in the First survey with an aim to prepare ‘District Development Plans’ to locate new schools.

Major findings of the 1st Survey:

Enrolment in primary sections, there are 4,72,40,599 children studying in primary sections, including 3,01,40,482 boys and
1,71,00,117 girls. The girls constituted 36.20 per cent of the enrolment at primary stage. The enrolment in primary sections in rural areas is 78.61 per cent of the total enrolment. Of the enrolment in primary sections in rural areas, 65.74 per cent are boys and 34.26 per cent girls. The enrolment of girls in rural areas was much lower than that of boys. There are, however, great variations in these proportions for various States and Union Territories. In Kerala, the enrolment of boys and girls in rural areas constitute 52.89 per cent and 47.11 per cent respectively of the total enrolment at primary stage. In Bihar, girls constitute 22.81 per cent of the enrolment and in Jammu & Kashmir the corresponding percentage is 22.06. In Rajasthan the figure was the lowest among all the States and Union Territories, where girls constitute only 17.91 per cent of the enrolment in primary sections in rural areas.

The enrolment of girls; in classes I to V is 54.70 per cent of their estimated population in the age group 6+ to 10+. This figure was very low and should be a matter of great concern. Compounding for the enrolment of girls of the age of below 6 and above 10, the percentage of girls in the age group 6+ to 10+ attending classes I to V is expected to be below 50. Thus, we were still far behind the target of universal enrolment of girls even for the age group 6+ to 104. 73. The range of variation among the percentage figures for the States is 88.32. In Bihar, it is 23.09 which were the lowest and in Kerala it is 111.41 which are the highest among the States. In Bihar, after compounding the enrolment of
girls of the ages of below 6 and above 10, the percentage of girls in the age group 6+ to 10+ cannot be expected to exceed 20. In this State, therefore, hardly one girl out of every five in the age group 6+ to 10+ is enrolled. The percentage figures were below the all-India average in the case of Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal, Dadra & Nagar Haveli, Himachal Pradesh and Tripura.

In Himachal Pradesh, the percentage figure for boys was about 103 but in the case of girls it was as low as 48. Though the enrolment of boys appears to be fairly satisfactory, in the case of girls it has lagged behind very much. In Gujarat where the IPEF was the highest among all the States, the percentage figure for the enrolment of girls is only 61.85 which were low compared to many other States.

1.3.17 Second All India Education Survey (1965)

Since independence, there has been a tremendous expansion in school education in India. The number of institutions and the enrolment has been increasing very rapidly, especially under the Five-Year Plans. The 2nd All India Education revealed that the girls in secondary sections constitute 23.36 per cent of the enrolment in secondary sections. The percentages for rural and urban areas were 16.58 and 28.69 respectively. There is considerable variation in the proportions of girls' enrolment in the rural areas in the various States and Union Territories.
In Uttar Pradesh the ratio of the enrolment of boys to girls in rural areas is 55:1.

A school for boys stands not only for a school in which only boys were admitted but also a coeducational school (which is open to both boys and girls). School for Girls: A school for girls was one which is open to girls only. A school which is meant mainly for girls but which also admits boys up to a certain age were also treated as a school for girls.

1.3.18 Third All India Education Survey (1973)

The Third All-India Educational Survey was launched in late 1973. This survey was unique because, unlike the earlier two surveys, this covered all areas of education right from pre-primary through university, including unrecognised institutions, technical and vocational education, cultural education and educational administration.

The 3rd survey reveal in classes I to V the total enrolment is 6, 12, 55,250 of which 2, 31, 09,485 were girls. In urban areas the total enrolment of these classes was 1, 41, 30,729 and out of these 62, 18,167 were girls. In rural areas the enrolment for classes I to V is 4, 71, 24,521 and of these the girls were 1, 68, 91,318 in number.

The progress of proportionate enrolment of girls in classes I to V was not impressive during the period 1965-73. In 1965 girls constituted 36.19% of the total enrolment in classes I to V whereas in 1973 this percentage has gone up to 37.73 only. Individually the States which
have registered some increase in this percentage are Bihar, Gujarat, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Tripura and West Bengal. The others where a fall in this percentage has been registered (however small) were Andhra Pradesh, Karnataka, Manipur and Tripura. For the remaining States comparison of figures for 1965 and 1973 is not possible because of adjustments of territorial jurisdictions of the intervening period. It might be seen that in the states of Jammu & Kashmir, Madhya Pradesh and Nagaland the increase in this percentage was more than 5. An additional effort would be desirable to enroll more girls in schools all over the country.

1.3.19 Fourth All-India Educational Survey (1978)

It is from the survey revealed that only 6,631 villages have facilities for non-formal education for the age group of 6-14 and 1,94,173 participants including 57,985 (29.86 per cent) girls were participating in the age group. While in 17,942 villages the non-formal education programme is available for the age group 14-35 and 5,89,622 participant including 1,24,527 (12.21 per cent) girls were participating in this programme.

1.3.20 Fifth All India Education Survey (1986)

It has been pointed out in Fifth All India Education Survey; enrolment of girls lags behind that of boys. Even in an educationally advanced States like kerala it has not touched 50%. Attention would
have to be focused on the state where education of girls lags behind that of boys, particularly those where the percentage of girl's enrolment is below 45. The 10 states are nearly approaching the target of 50% of girl's enrolment. Concreted efforts would have to be made in other states to improve girl's enrolment.

A crucial aspect of education in the implementation of universal elementary education which has been neglected in the past is "girl's education". The Fifth Survey, like the earlier survey reveals a huge gap in the enrolment between girls and boys in the upper primary stage. According to Fifth survey, the percentage of girls at the upper primary stage is 35.3. Though it has slightly increased from the previous Four survey.

The 5th survey reveals that out of 7,35,771 schools in the country, 1,92,777 (26.20%) schools have urinal facilities and separate urinal facilities for girls are available only in 94,367 (12.83%) schools. The proportion of schools having urinal facilities and separate urinal facilities for girls in the highest in private-aided schools.

The incentive scheme of attendance scholarships for girls was available in 4.65% primary, 10.83% upper primary, 10.65% secondary and 12.26% higher secondary schools.

All the stages of school education, 3,75,979 girls are being benefited through the scheme of attendance scholarships.
1.3.21 Sixth All India Education Survey (1999)

The objective of the Sixth All India education Survey was to know the enrolment of children in the general category, the schedule Caste (SCs), the scheduled tribe (STs), and particularly that of girls with special reference to UEE. According to 6th Survey girl’s enrolment from classes’ I-V, girls constitute 43.16% of the total enrolment showing an increase of 2.35% over 5th survey percentage of 40.8%. As expected, the percentage of girls in rural schools (41.96) was comparatively lower than that in urban schools (46.71). Further, the percentage of girl’s enrolment has gone up in all the States and Union Territories expect in Kerala, Mizoram, Lakshadweep and Pondicherry where it has declined marginally since the 5th survey, Meghalaya has the highest percentage (50.14) and Rajasthan the lowest (33.75). Girls constitute more than 47% of the enrolment in Goa, Himachal Pradesh, Kerala, Mizoram, Nagaland, Tamil Nadu, A & N Islands, Delhi and Pondicherry beside Meghalaya. The state in which the percentage of girls in less than the National average are Bihar (35.66), Jammu & Kashmir (42.60), Madhya Pradesh (42.57), Rajasthan (33.75), Uttar Pradesh (37.41), and Dadar & Nagar Haveli (4016).

The sixth survey revealed the enrolment of girls and boys at upper primary stage. The overall percentage of girls at the upper primary stage is 39.62%. It has increased slightly from 35.30% in the Fifth survey, 32.70% in the Fourth survey and 31.63% in the Third
survey. The states, which have shown the lowest percentage of enrolments of girls at the upper primary stage in survey, were Rajasthan (25.4), Bihar (29.6), Uttar Pradesh (31.8) and Madhya Pradesh (34.7). The states which registered more than 48% of enrolment of girls at the upper primary stage in the survey are Kerala (48.8), Meghalaya (48.6), Mizoram (48.3), Nagaland (49.1) and Sikkim (48.8).

The present survey revealed that out of 5,70,455 primary schools in the country only 79,940 (14.1%) were having the incentive scheme of attendance scholarship for girls, whereas at the time of Fifth survey, the figure was 24,563 (4.65%) this shows a substantial increase since the Fifth survey in the number as well as percentage of primary schools providing attendance scholarships to girls. To attract the children to schools and to retain them there, most of the States have implemented the scheme of mid-day meals in the schools. The present survey reveals that out of 822486 schools in the country, 1,18,364 (14.39%) schools have the provision of mid-day meals for children. There were 91,25,082 beneficiaries of whom 62.32% are studying in rural schools. Among the beneficiaries, 54.30% are boys and 45.70% girls.

1.3.22 Seven All India Education Survey (2002)

The 7th Survey has been named as All India School Education Survey (AISES). This Survey aimed at collecting comprehensive data on census basis on every facet of school education in the country with date of reference as September 30, 2002. It covered availability of
schooling facilities in rural habitations, physical and educational facilities in schools, incentive schemes and beneficiaries, medium of instructions and languages taught, enrolment particularly of SCs, STs, girls and educationally backward minority community, teachers and their academic and professional qualifications, library, laboratory, ancillary staff and subject-wise enrolment at +2 stage of education.

The purpose of 7th All India School Education Survey was to provide basic inputs required for future planning and management of school education, particularly, meeting the data needs for special initiatives in the fields of elementary and secondary education.

**Boys' School:** Boys' school was that in which boys are admitted to all classes and admission of girls was restricted to some specific classes.

**Girls' School:** Girls' school was that in which girls are admitted to all classes and admission of boys was restricted to some specific classes.

**Co-educational School:** Co-educational school was that in which both boys and girls were admitted to all classes.

**Para-teachers:** Para-teachers were those full-time teachers who were working on fixed amount and appointed under the scheme of para-teachers classes in the school.

1.3.23 Development of Higher Education in India, A Policy Frame work (1978)

The 'Policy Frame' prepared by university grants commission. University elementary education; the objective of this programme
should be to provide free and compulsory education for all children (age group 6-14). The task is very difficult because the non-attending children now consist mostly of girls and children of scheduled castes, scheduled tribes, landless agricultural labourers and other weaker section of the society. In early solution to the problem, which is closely related to that of adult education, need a deep political commitment, a mass movement, and a large investment of resources. It will also be necessary to bring about a radical transformation of the existing educational system by the introduction of a multiple entry system, part-time education and use of non-professional teachers.

1.4 PROVISION OF GIRLS EDUCATION IN FIVE YEARS PLANS OF INDIA

1.4.1 First Five Year Plan (1951-56)

The Indian National Commission appointed a National Planning Committee in 1938, and planning commission has so far formulated the first five year plan (1951-56). First five year plan gave emphasis on the expansion of facilities for women's education, especially in the rural areas. The problem of women's education in India is above all the problems of the education of grown-up women generally, women can not always be educated in the same continuous fashion as men unlike boys and girls are forced to suspend their studies in the early teens due to a variety of reasons and take up wider responsibilities of the home.
Arrangements should, therefore be made to facilitate resumption of studies by women at a time when they have leisure.

1.4.2 Second five Year Plan (1956-61)

The second five year plan provided for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes. It observed a most urgent problem is that of girl's education. A major obstacle in the way of promoting girls education is the dearth of women teachers. The task of training women teachers' gas to be approached as a matter of urgency, especially when it is remembered that in the Third five year plan the problem of expanding primary education will to a large extent concern girl's education. At the secondary stage, the education of girls lags seriously behind. At present out of the total population of 12 million girls in the age group 14-17 years, about 3 per cent are attending schools. Plans of state do not provide insufficient measure for the education of girls, for the number of high schools for girls is expected to increase from 1,500 to 1,700 only by the end of the second plan.

1.4.3 Third Five Year Plan (1961-66)

The third five year plan main emphasis was on the provision of facilities for the education of all children in the age group 6-11, increase in scholarship, free ships and other assistance. There will be especial
concentration on the education of girls and the existing disparities in levels of development in education between boys and girls will be substantially reduced.

Over the past decade, while the additional number of boys enrolled in schools was 13.2 million, in case of girls, the additional enrolment was only 6.8 million. The census of 1961 had shown that, as against a literacy rate of 34% of men, only about 13% the women were literate consequently by far the most important objective in the field of education during the third five year plan was to expand facilities for the education of girls at various stages. At the end of the third five year plan the disparity between boys and girls, although some what reduced, was still considerable.

1.4.4 Fourth Five Year Plan (1969-74)

Priority was given to the expansion of elementary education and emphasis was on the provision of facilities for backward areas and communities and for girls. During the fourth five year plan, the organization of special programme the nature of which varied from state to state.

1.4.6 Fifth five year Plan (1975-79)

In this plan very high priority given to Elementary education. Adequate provision had been made for additional enrolment in terms of teaching personnel and construction of classroom, especially in backward areas. In addition to the expansion of educational facilities,
provision has been made for curricular re-orientation, work-experience and strengthening of educational institutions for the training of teachers.

1.4.7 Sixth Five Year Plan (1980-85)

The approach in the Sixth Plan is for all the States, which are yet to universalize the primary education, to reach universalization (class I-V), upto the age of 11 years, in next five years, and in the case of other States, to achieve a substantial increase in the enrolment at the middle stage (Class V-VIII) of children upto 14 years so as to move towards the goal as fast as possible.

Programme for non-formal learning would be organized and oriented towards target groups and decentralized in regard to their contents, course duration, place and hours of learning and pattern of instruction. It is proposed to establish special monitoring arrangements at the centre and the state level to review progress of elementary education, particularly of the target group, which are yet to be provided with universal elementary education.

Apart from providing schooling facilities, they would be supplied with mid-day meals, free books, uniform and stationary as well as attendance scholarships, as incentives. Programme such as designed to promote learning while earning would also be promoted to overcome economic reasons hampering their educational development.
1.4.7 Seventh Five Year Plan (1985-90)

Overriding priority was given to realizing universalisation of elementary education for children in the age-group 6-14 years by 1990; this was continued to be part of the Minimum Needs Programme. The emphasis will shift from mere enrolment to retention of pupils in schools and attainment by them of basic elements of learning. The objective was sought to be achieved through a combination of formal and non-formal methods, focusing sharply on the need of girls and children belonging to the economically backward and weaker sections.

Sustained efforts were made to reduce the number of drop-outs. The number of children to be covered by the non-formal programme is reckoned to be of the order of 25 million. Non-formal system should be made flexible and appropriately linked to the formal system.

The role of teacher is most crucial in achieving universal education.

Drop-outs and non-attendance of children at the primary stage of education are due to poor school facilities, unrelated curriculum, poor methods of teaching and poverty. Suitable supportive programmes for the provision of incentives will be introduced or expanded selectively according to local requirements.

In the Seventh Plan the focus of effort will be on promotion of girls’ education.
Community support and financial contributions will be mobilized especially for clearing the backlog of physical facilities and school buildings.

1.4.8 Eighth Five Year Plan (1992-1997)

Universalization of elementary education and complete eradication of illiteracy among the people in the age group 15 to 35 years have been recognized as a priority objective in the Directional Paper of Eighth Plan.

It is estimated that additional enrolment to be achieved during the Eighth Plan to reach universalization is approximately 5.61 crore children. These data are based on the assumption of 15 per cent incidence of coverage / underage phenomenon both at the primary and the upper primary stages. Enrolment of about 4.38 crores would achieved through formal schools, about 1 crore through non-formal centres and the rest through the open learning channel of upper-primary stage. These targets are much higher than the Seventh Plan achievement. They are, however, within the realm of possibility, if the requisite will and mobilization of organizational and financial resources are brought to bear on the task and innovative schemes like voluntary primary schools and OE (open education) at the upper primary stage are introduced.
1.4.9 Ninth Five Year Plan (1997-2002)

The Ninth Plan treated education as the most crucial investment in human development. The Prime Minister's Special Action Plan (SAP) has stressed the need for expansion and improvement of social infrastructure in the field of education. This goal has been further elaborated in the national Agenda for Governance (NAG) which States:

We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education upto 6% of the GDP, this to provide education for all. We will implement the constitutional provision of making primary education free and compulsory up to 5th standard. Our aim is to move towards equal access to and opportunity of educational standards upto the school-leaving stage. We shall strive to improve the quality of education at all levels- from primary schools to our universities.” The approach to the 9th plan has been formulated in the light of these objectives: the strategy of educational development during the next decade of planning takes into account various emerging factors like

(1) the national goal of providing primary education as a universal basic service,

(2) the Supreme Court judgement declaring education to be a fundamental right for children upto 14 years of age,
(3) the need to operationalise programme through Panchayati Raj Institutions (PRIs) and Urban Local Bodies (ULBs).

(4) the legal embargo on child-labour,

(5) the provision of the persons with Disabilities Act, 1995, and

(6) heightened awareness of human rights violations in respect of women, children and persons from disadvantaged sections of society. It is also realize in the Ninth Year Plan that a large number of school children, who figure neither in school enrolments nor in the calculations of identifiable child-labour, are to be provided access to schooling.

Children are our first priority not because they are the most vulnerable, but because the foundations for life-long learning and human development are laid in the most crucial years of early childhood. Ninth Plan re-affirms its priority for the development of early childhood as an investment in country's human resource development & commits objectives such as:

(1) to place to youth child at the top of the country's development agendas with a special focus on the Girl child.

(2) to institute a National Charter for children ensuring that no child remains illiterate, hungry or lack medical care.

(3) Acknowledge that the first six years as critical for the development of children therefore greater stress will be laid on reaching the younger children below 2 years.
(4) to ensure ‘survival, protection and development’ through the effective implementation of the two National Plans of Action- one for the children and the other for the Girl Child.

(5) to view girls education as a major intervention for braking the vicious inter-generational cycle of gender and socio-economic disadvantage.

(6) to expand the support services of crèche/ day care services and to develop linkages between the primary schools and of the child care services to promote educational opportunities for the Girl Child.

(7) to universalize ICDS as the main-stay of the Ninth Plan for promoting the over-all development of the young children especially the Girl Child and the mothers all over the country.

A large number of street children suffer destitution, neglect, abuse and exploitation due to various socio-economic reasons. As per the joint survey conducted by the Ministry of Welfare and the UNICEF in 1988-1993 in eight metropolitan/ major cities viz: Delhi, Mumbai, Calcutta, Chennai, Bangalore, Ahemedabad, Kanpur and Indore, the estimated population of the street children was 4.15 Laks. This, being an emerging problem in the recent past, the same needs to be curbed right in its infancy.
1.4.10 Tenth Five Year Plan (2002-2007)

The Tenth Five Year Plan has been prepared against a backdrop of high expectation arising from some aspects of the recent performance. Education is important in the development process for two reasons. First, because education can be viewed as an end in itself as it improves the perception and quality of life of people. Secondly, education leads to formation of human capital and is an important investment for the development process.

The Tenth Plan laid emphasis on Universalization of Elementary Education (UEE) guided by five parameters:

(i) Universal Access,
(ii) Universal Enrolment,
(iii) Universal Retention,
(iv) Universal Achievement, and
(v) Equity.

The major schemes of elementary education sector during the Tenth Plan included SSA, District Primary Education Programme (DPEP), and National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Scheme (MDMS), Teacher Education Scheme, and Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS). The schemes of Lok Jumbish and Shiksha Karmi
were completed but DPEP will extend up to November 2008. KGBV has now been subsumed within SSA.

Out of approximately 200 million children in the age group 6-14 years, only 120 million are in schools and net attendance in the primary level is only 66% of enrolment. To achieve education for all the Serva Shihskha Abhiyan has been launched. Asserting the dignity of labour and vocationalisation of curricula are essential to ensure that a disjunction does not take place between the educational system and work place.

Universalizing access to primary education and improvement of basic school infrastructure in the Tenth Plan would mean targeting the provision of one teacher for every group of 40 children for primary and upper primary schools, opening of a primary/alternative schooling facilities within 1 km of every habitation, provision of free textbooks to all Sc/St children and girls at the primary and upper primary school, provision of opportunities for non-formal and alternative education for out of school children in the most backward areas and from un-reached segments of the population in response to local needs and demands articulated at the grass root level.

Major challenge in the Tenth Plan will be ‘reaching every young child in country,’ besides ensuring their ‘survival, protection and development.’ In other words, the tenth Plan advocates a Right-Based Approach’s to the development of children with the following strategies:
(1) to reaffirm that child’s right-economic, social, cultural, civil and political are inalienable from human rights and are also achievable within the normative and ethical framework provided by the UN Convention on the Right of the Child (1992);

(2) to emphasize the criticality of decentralized, locally responsive approaches to the care of young children, girls and women with respect for local needs cultural pattern and diversity;

(3) to acknowledge that efforts will be made to reach all children within which special efforts will be made to reach the ones who are the most difficult to reach, the most disadvantaged, those in difficult circumstances, and at risk, contributing to cohesive and inclusive societies;

(4) to foster new partnerships with patterns, communities, civil societies corporate and private sectors and ensure that they fulfill their obligations to children, especially to the very young child and the girl child.

Commitments of the Tenth Plan to Children:

(1) to reaffirm the commitment of the ‘development of children’ with a special focus on the early childhood development, not only as the most desirable societal investment for country’s future but also as the right of every child to achieve his/her full development potential.
(2) to adopt a Right-based approach to the development of children, as being advocated by the draft National policy and Charter for Children (2002).

(3) to ensure that every child is enrolled and to provide education to children who were never enrolled or dropped out without completing eight years of elementary schooling so as to honors the commitment of Universal Elementary Education.

(4) to protect children from all types of exploitation through strict enforcement of the immoral traffic (prevention) Act, 1956; the juvenile justice (care and protection) Act, 1986; the Hindu succession Act, 1956; Indian panel Code, 1960 and the pre-Natal Diagnostic techniques (regulation and prevention of misuse) Act, 1994.

Education the proposed declaration of 'Education as a Fundamental Right' demands the state to ensure 100% enrolment and their retention with adequate schooling facilities in all habitations ensuring easy accessibility. Thus, the tenth Plan calls for newer approach towards achieving the goal of Universalization of Elementary Education (UEE). Till now most of the programme in the field of elementary education disjoined in nature. Therefore, the need of the day is to have an all-comprehensive programme which holistic and convergent approach, covering the entire country. An answer to this can be found in the recent introduced scheme of Serva Shiksha Abhiyan.
(SSA) which will be major vehicle for achieving the goal of UEE during the Tenth Plan period. The Tenth Plan was focused on children who have never enrolled or those who have dropped out without completing eight years of elementary schooling. Special target was fixed for difficult to reach groups, so that the reasons for their staying away from the school system are identified and steps taken to provide them elementary education. During the Tenth Plan, efforts was made to expand / widen the scope of the development with necessary intervention related to empowerment of women, with a special focus on the girl child and the adolescent girl. Similarly, the on-going scheme for the adolescent girls’ viz. Kishori Shakti Yojana (KSY), launched in 1991-92 aimed at the empowerment and self-development of adolescent girls in preparation to their future productive and reproductive roles as confident individuals not only in family-building but also a national-building. The Tenth Plan added counseling facilities besides strengthening the component of vocational training and entrepreneurial skills. Taking note to this situation, the tenth Plan re-affirms the life-cycle approach for betterment of the adolescent/girl child. During the Ninth Plan in the name of Balika Samriddhi Yojana was be expanded widely during the Tenth Plan to extend incentives not only the girl child but also to the mother of the girl child so that the birth of the girl child welcomed and the family is assured of state support for the future of the girl child. Similar initiatives which were already proved to be successful
in the state of Tamil Nadu, Haryana, Punjab, and Madhya Pradesh were be replicated in other parts of the country.

1.4.11 Eleventh Five Year Plan (2007-2012)

The Eleventh plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid.

The central Advisory Board of Education committee report on girl’s education noted a grass short-age of secondary schools for girls (both Co-education and girl’s education). The dropout if girls is extremely high mainly in the northern state, not only because the parental priority for girls education is low, but also due to poor access to school in the rural areas. Opening the school exclusively for girls appears to be necessary to overcome the gender disparity. States have to undertake, on priority, school mapping for girls education, especially for Muslim girls. Previous Five Year Plan have attempted to focus on weaker sections of the society, they have failed to include many groups, especially Muslim, into the development net. While Eleventh Plan accord highest priority to the development of innovative programme, expansion of existing scheme etc. for minorities groups. The Eleventh Plan will focus on: access, retention and achievement in primary, elementary and higher education with particular emphasis on the education of the minority, especially Muslim Girls. It stated in the
Eleventh Plan that the SSA will ensure universal coverage for the children of educationally backward sections, with special focus on Muslim girls. Specific SSA components like the centrally funded KBGVs will be set up for minority communities. At the same time SSA only cover children upto the elementary (Class VIII) level, measure will be undertaken to ensure that minority children have equal access to education upto senior secondary level (Class XII). The Eleventh Plan will also look at issue like recruitment of female teachers, provisions of amenities and transportation to reach schools, and setting up of girl's hostels and girls schools. The Prime Minister's new 15-point programme, scholarships schemes, namely the pre-Matric, post-Matric and Merit-and Means-based schemes for minority students will be formulated and implemented in the Eleventh Plan. The major thrust will be on education of girls. Moreover the union Government has been implementing the scheme 'strengthening of Boarding and hostel facilities for girl's students of secondary and higher secondary schools (access & equity); under the scheme, financial assistance is given to societies and NGOs to provide boarding and hostel facilities to girls, predominantly belonging to the rural, desert and hilly areas, and particularly for those belonging to SCs, STs and educationally backward minorities. Most of the states implement incentive schemes for education of girls, but generally with very limited coverage. Measures will be undertaken to overcome obstacle of girls education posed by
factor such as poverty, domestic/sibling responsibilities girl child labour, low preference to girls education, preference to marriage over the education of girls etc. A girl child incentive scheme will be launched on a pilot basis in the selected Educationally Backward Blocks (EBB), will be considered in the Eleventh Plan period.

The Eleventh Plan will make concerted efforts to examine why young girls especially those belonging to particular socio-economic and cultural group, are unable to access education despite the SSA. Through provision of crèches, scholarship and adequate infrastructure, especially toilets in schools, it will facilitate enrolment and retention of girls in the education system.

The Eleventh Plan will introduce a pilot scheme in selected backward district of the country wherein conditional cash will be provided to the family of the girl child (preferably the mother) on fulfilling certain conditional for the girl child, such as birth registration; immunization; enrolment retention in school. The scheme will also include a sub-component for providing insurance cover to the girl child. This will be in addition to the various existing incentives provided by the State and Centre. Moreover community vigilance committees formed at village level under the SSA will ensure that every girl child in the village is enrolled and attend school regularly. It will also start bridge schools with quality education packages for girl children and street children,
child labours, seasonal migrants and all those who are out of the formal education system.

The Eleventh Plan will set out proactive, affirmative approaches and action necessary for realizing the right of the girl child and providing equality of opportunity. The situation of the girl child in this country is a result of deep-rooted biases that can only improve with a change in attitudes.

1.5 NATIONAL CURRICULUM FRAMEWORK (NCF), 2005

The Governing Council of NCERT and CABE met on 6 and 7 September 2005 and deliberated on the revised National Curriculum Framework (NCF) document. Smt. Kumud Bansal, Secretary to the Government of India, Literacy and Elementary Education, observed that the NCF-2005 has been widely discussed across the length and breadth of the country and is based on the guiding principles of linking knowledge to life outside the school; ensuring that learning is shifted away from rote methods; enriching the curriculum so that it goes beyond the textbooks and making examinations more flexible.

The ideas advocated by NCF for the enhancement of learning of children, linking knowledge to life outside school and suggestions for renewed effort on involvement of Panchayati Raj Institution (PRI) in the educational system, teaching through mother tongue, infusion of peace-oriented values in all Subjects, emphasis on games and sports, participatory management of schools, inclusion of human rights,
primary of active learner, introduction of topic like HIV / AIDS and fostering creativity.

1.6 STRATEGIES AND INITIATIVES FOR INCLUSION AND RETENTION OF SC GIRLS IN EDUCATION SYSTEM

The training programme on "Strategies and Initiatives for Inclusion and Retention of SC girls in Education System" was held from 20-29 September 2005. Thirty-eight teacher educators from DIETs and SCERTs from States of Bihar, Rajasthan, Uttar Pradesh and Uttarakhand participated in the programme. The objective of the training programme was to sensitize the teacher educators on the schemes, programmes and incentives for the benefit of SC girls, enabling them to formulate projects on education capacity building of SC girls and enable them to mobilize community support for education of SC girls. The content of the training programme included themes like education and socialization of SC girls, education and development of SC girls, promoting legal awareness for upholding one's rights, empowerment of the girl child: focus on SC girls and gender sensitive project planning.

Besides exposing the participants to the above content, the participants got the opportunity of viewing video films concerning issues related to SC girls and women followed by discussion on the film. A field visit was organized to the National Commission for Women to give the participants a first-hand experiences on the plans and programmes of the organization which is working for the welfare of girls and women.
belonging to weaker sections of society. Presentations by participants were made which aimed at helping each trainee to prepare a through situational analysis of the status of SC girls in their respective states/districts. Participants also prepared small projects, which they intend taking up in their own organizations for promoting education and empowerment of SC girls.

1.7 ELEMENTARY EDUCATION IN INDIA 2005-06–A REPORT, SOME OF THE FINDINGS AS UNDER:

At a time when the country was facing a shortage of educational institutions, over 32,000 schools do not have a single student a government survey has revealed. These institutions, 48% of which were primary schools are located mostly in rural areas and were in the public sector according to the report 'Elementary Education in India 2005-06' that was prepared by the National University of Educational Planning and Administration.

The survey found that 2.92% of these schools had zero enrollments. Karnataka had the highest number of such schools standing at 7,945. While 15,791 were primary schools the rest were upper primary, secondary and higher secondary schools, the report said.

The states with lowest enrollment are Bihar, Delhi, Kerala and Uttar Pradesh. The survey covered 11,24,033 schools in 35 states and Union Territories.
Out of school children

There were about 4.4 cr. out of school children in the 6-14 age groups in 2001. This constituted 28.5% of the total child population in this age group.

Two independent surveys during 2005 indicate that about 93% children were enrolled in schools /alternative education facilities. An independent national sample survey conducted by SRI-IMRB in 2005 estimated that about 1.34 cr. children in the 6-14 year age group are out of school (6.94%)

(1) In rural areas 7.80% children were out of school against 4.34% in urban areas.

(2) The proportion of children out of school was relatively higher among those in the age category 11-13 years (8.56%) compared to those in the 6-10 years age category (6.1%).

(3) Percentages of out of school boys and girls in the age group 6-10 years were 5.51% and 6.87% respectively. For the age group 11-13 years, the percentage of out of school children was relatively higher among girls (10.03%) than boys (6.46%).

(4) Amongst social groups, 9.97% muslim, 9.54% of ST, 8.17% SC and 6.9% of OBC children were out of school.

(5) Among all social groups, the estimated percentage of children out of school was higher in rural than in urban areas.
(6) Among those who have reported attending school, an overwhelming 84.2% were attending Government schools; followed by 13.3% estimated attending Private recognised schools.

(7) 69% of the children out of school were in Bihar (23.6%), U.P. (22.2%), West Bengal (9%), M.P. (8%) and Rajastjan (5.9%).

(8) Bihar (31.76 lakh), Uttar Pradesh (29.95 lakh), West Bengal (12.13 lakh), Madhya Pradesh (10.85 lakh) and Rajasthan (7.95 lakh) have been highest number of out of school children.

Reduction in the number of out of school children:

From about 320 lakh in 2002-03, the number of out of school children had reduced to 70.5 lakh based on reports of States and UTs in March 2006.

Strengthen the formal school system, where necessary through girls’ schools at the middle level in order to ensure that girls have greater access to formal school. There need to be more formal schools for girls in Muslim areas and for specific OBC communities in Northern and North-western India and those areas where there were other social groups where girls were pulled out after primary. The government needed to carry out detailed mapping of social groups / areas where girl’s education beyond the primary level was constrained because of lack of exclusive girl’s schools. It went without saying that more girls schools means more women teachers, given prevailing cultural
practices and also growing sense of insecurity of girls in mixed schools (recent reports on sexual abuse of girls in some states) there needs to be a provision whereby the community was encouraged to appoint older women as escorts.

**Essentially multiple strategies were required to enable girls to go beyond the primary stage and access formal schooling.**

**Separate projects for girls at risk:** The situation of street children and thousands of visible and invisible working children needed to be mapped annually with the help of voluntary organizations working in urban areas. Where necessary, separate projects could be designed for girls at risk and in difficult circumstances. SSA needs to create space for special projects by providing flexible norms and not limit it to “innovations”. For example areas like Mewat (Haryana) or specific communities like Nari Kurava, Musahar, Sahariya, Lambada (to name a few) have very low female literacy rates and girls education in such areas / communities remains a huge challenge. Similar special projects could also be taken up – where necessary – in disturbed areas. This should not be subsumed into an omnibus innovation fund.

**1.8 GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN**

India is the home of the largest child population in the world. Government of India proclaimed a National Policy on Children on August 1974 declaring children as, “supremely important asset”. To
keep the pathetic condition of the children in their mind an *Integrated Child Development Services (ICDS)* scheme was started in 1975. The ICDS is one of the world’s largest and most unique outreach programme for early childhood care and development. It symbolizes India’s commitment to its children. The ICDS projects was launched in India with 33 projects in all over the country on 2nd October 1975 and ICDS project Jama Masjid was the milestone project for the state of Delhi. The national-wide programme of ICDS continues to be the major intervention for the over all development of children. It caters to the pre-school children below six years of age and expectant and nursing mothers with a package of services viz, immunization, health checkup, referral services, supplementary nutrition, pre-school education and health nutrition education.

The impact of ICDS, which would be completing 25 years of its implementation in October 2000, was evaluated by a number of individual experts and various research organizations. Of these, the National Evaluation of ICDS conducted by the National Institute of Public Co-operation and Child development (NIPCCD), New Delhi in 1992. While Research, Evaluation and Studies Unit (RESU) provided technical guidance and helped in a studied conducted in 2005: All India sample survey to estimate the number of Out of school children in the age group 6-13. A major sample survey that was conducted in 2005 was for assessing the number of out of school children in the country in
the age group 6-13. Data were collected from the 87874 households in 3178 villages and 1823 urban blocks. The findings of the survey indicate that the country has about 19.4 crores children in the age group 6-13 (i.e.6 to below 14 years), of whom 6.94% children are out of school. Amongst the out of school children, 68.3% children never attended school and 31.7% were dropouts. Further, out of those children who are attending school, 97.4% studied in Government or Private recognized schools (including recognized Madrassas/Sanskrit Pathshalas) and another 1.9% attended unrecognized schools. Nasren Shabnam conducted a study of under-privileged children enrolled in CASP-PLAN and ICDS pre-schools. The main objectives of the present study were to compare the motor, cognitive, language, socio-emotional & overall development of children in CASP-PLAN and ICDS pre-schools. The sample consists of 60 children from Balwadis and 60 children from Anganwadis of Sangam Vihar were selected. The data was collected personally by the investigator through the interview schedules and questionnaires. The study revealed that there was a significant difference between structure, organization, aims and functions of CASP-PLAN and ICDS per-school. There was no significant difference in the house and social environment of children enrolled in both type of pre-schools, all are from lower and working class families in urban slums. And CASP-PLAN children scored better
on development scale for motor development than their ICDS counterparts.

Apart from this some research studies in progress:-

Study of factor affecting achievement of students at the end of primary level: - this study is being conducted in four states – Uttar Pradesh, Orissa, Karnataka and Maharashtra. The main objective of the study is to find out how various school and teacher variables affect students’ achievement.

Study of Teachers’ absence in primary & upper primary schools in five states: - the study being conducted in the state of Andhra Pradesh, Bihar, Jharkand, Madhya Pradesh and Uttar Pradesh by covering 400 schools in each state except Jharkand where this number is 350. The main objective of the study is to estimate teaching days lost due to teachers remaining absent from school and to ascertain the reasons for absence. The study will be conducted by different agencies, one for each state, using common methodology and tools.

1.8.1. Balsevika: In the third five years plan, greater attention has been paid to the programmes of child welfare. The scheme (Balsevika) is intended to ensure the total well-being of the child population of the age- group 0-16. It envisages the establishment of 20 demonstration projects, one in each state and major Union Territory, within aggregate amount of Rs 5 lakh per project for the entire period of its implementation i.e. 4-5 years. The Balsevika Traning programme was
started in 1961-62 by The Indian Council for Child Welfare is implementing the training programme through 25 Balsevika Training Institutes. About 1250 Balsevika are trained annually.

1.8.2 Mahila Samakhya Scheme: pursuant to the objectives of the NPE, 1986, the Mahila Samakhya Scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups. The programme also focused on awareness of the need to educate the children, especially girls, to provide the equal status and opportunities which has resulted in a direct impact on enrolment and retention of girls in schools.

The Mahila Samakhya Scheme is currently being implemented in nine States viz., Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujrat, Uttar Pradesh and Uttarakhand spread over 83 districts and covering more than 21,000 villages. From the current financial year the programme is being extended to two new States i.e. Madhya Pradesh and Chattisgarh.

Teacher Education Scheme: This centrally sponsored scheme of teacher Education was launched in 1987-88 with, inter alia, the following components.

(1) Establishment of District Institution of Education & Training (DIETs) - by upgradation of existing Elementary teacher Education
Institutions (ETEIs) wherever possible, and establishment of new DIET where necessary.

The scheme was revised in 2003 and the revised guidelines were issued in January 2004. The main objectives of the Teacher Education Scheme are as follows:

1. Speedy completion of District Institute of Education & Training (DIET)/ Colleges of Teacher Education (CTE)/ Institute of Advanced Study in Education (IASE)/ Strengthening of State Council of Education Research and Training (SCERT) project sanctioned but not completed up to the end of the IX Plan period.

2. Making DIETs, IASEs sanctioned (and SCERT strengthened) up to the IX Plan period, optimally functional and operational.

3. Sanction and implementation of fresh DIET/ CTE/ IASE/ SCERT projects to the extent necessary.

4. Improvement in the quality of programme to be undertaken by DIETs, etc. especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievements.

In order to make proposals got the 11th Plan for teacher Education, a sub-group under the chairmanship of Director, NCERT was set up based on the recommendation of the sub-group, in addition
to strengthening the existing provisions of the scheme, certain new schemes are proposed to be incorporated during 11th Plan:

(1) Augmenting teacher education capacity in SC/ST and minority areas (block institutes of teacher education).

(2) Special programme for North-East.

(3) Technology in teacher education.

(4) Support to NGOs.

(5) Integrating Elementary Teacher Education with Higher Education.

(6) During the current financial year i.e. 2007-08, a provision of Rs. 5000 crores has been made for the Teacher Education Scheme. Out of this, Rs. 50 crores has been earmarked for North Eastern region.

1.8.3 Crèches/Day Care Centers for Children: development of children as an investment in the country human resource development has been major strategy in the Ninth Plan. While the first five years are acknowledged as critical for the development of children, greater stress is being laid on reaching the younger children below two years through the countrywide network of the ICDS. In pursuance of the National Policy for Children, the Crèches/day care centers for children started in 1975. The scheme extends day care services for the children of casual, migrant, agricultural and construction labourers, children of those women who are sick or incapacitated due to sickness or suffering from communicable disease are covered under the scheme. There are
12470 crèches throughout the country and benefiting about 3.11 lakh children. This Central Sector Scheme which is being implemented through three major organizations, i.e. (i) Central Social Welfare Board (ii) Bharatiya Adimjati Sevak Sang (iii) Indian Council for Child Welfare, the National Crèche Fund provides assistance to registered NGOs and Mahila Mandals throughout the country to run crèches and is expected to be merged with the National Crèche Fund.

1.8.4 National Crèche Fund (NFC):

The National Crèche Fund was set up during 1993-94. The scheme envisages that 75 per cent of the Crèches being assisted by the National Crèche Fund would be of general nature and 25 per cent of centers would be Anganwadi-cum-Creche Centers. The general Creches assisted by the NCF would be on the pattern of the Creche Scheme of the Department of Women and Child Development and would provide children below five years which would include day-care facilities, supplementary nutrition, immunization, medical and health care and recreation. Under this scheme assistance is given to registered voluntary organization / mandals to open and run crèches. 1805 crèches have been set up from the Crèches Fund Welfare Board, Bhartiya Adimjati Sewa Sang and Indian council for child welfare.

1.8.5 The Early Child Education (ECE):

The scheme being implemented since 1982 has been visualized as a strategy to reduce the dropout rate and to improve the rate of
retention of children in schools. Which extends pre-school education to over one lakh children through 4365 ECE Centers run by the voluntary organization in the educationally backward states of Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Balwadi Nutrition programme which provides supplementary nutrition feeding besides the other pre-school services to 10,000 children through 336 Balwadis; and the National Institute for Public Co-operation and Child development which take care of the training needs of various ICDS functionaries.

1.8.6 Balwadi Nutrition Programme (BNP):

The Balwadi Nutrition Programme aspires to meet the every basic nutritional requirement of a child in the age group of 3 – 5 years by ensuring that she/he is provided with 300 calories and 12 – 15 gms of protein every day. Apart from nutrition supplement, the Balwadis offer a healthy environment, looking after social and emotional needs of the children. The Balwadi programme is being implemented since 1971. There are around 5641 Balwadis throughout the country and benefiting only 2.25 lakh children. Since 1997-98, this scheme is being implemented only in non-ICDS areas.

1.8.7 Sishu Greeha: Government of India has initiated a 90% centrally sponsored scheme known as the scheme of Assistance to Home, known as Sishu Greeha for the welfare of the children who are unfortunate. Objectives of the scheme are: - (1) to regulate adoption
within the country to ensure minimum standards is care of children (2) to provide support for institutional care within the country for care and protection of infants and children up to 6 years of age who are weather abandoned or orphaned / destitute and their rehabilitation through in - country adoption and (3) to promote in-country adoptions.

1.8.8 Kasturba Gangdi Balika Vidyalaya (KGBV) :

KGBV is a unique programme launched to tackle low levels of school participation among girls in combination with social backwardness. This scheme was launched in 2004 with an integrated manner by providing residential schooling facilities to the girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes and religious minorities at upper primary level. By the end of December 2006, 1039 KGBV schools with around 64000 enrolments were opened. The scheme especially benefits girls belonging to marginalized groups and from families living below Poverty Level.

1.8.9 Nanhi Kali a Special Child Project:

Nanhi Kali a girl child special project jointly managed by K.C. Mahindra Education Trust aims at promoting primary education for the underprivileged girl child both in rural and urban areas in India. This programme is implemented with the help of several non-governmental organizations and voluntary agencies doing community-based development work. The Nanhi Kali project in the future hopes to reach out to thousands of such underprivileged girls across India to provide
them with opportunities and choices that would give them a fighting chance in life. Currently this project has over 12000 children and the trust aims to increase the numbers of Nanhi Kalis, and see these underprivileged children blossom into socially responsible and mature adults.

1.8.10 Operation Blackboard: it was started in 1987-88. The aim of this program is to improve human and physical resource availability in primary schools of India. According to this program every primary school should have at least two rooms, two teachers and essential teaching aids like blackboard, chalk and duster etc. Moreover it aimed at improving classroom environment by providing infrastructure facilities, additional teacher and teaching-learning material to primary schools and by provision a third teacher to schools where enrollment exceeded 100, has been extended to upper primary schools.

1.8.11 National Bal Bhavan: the National Bal Bhavan is an autonomous organization fully funded by the Ministry of Human Resources Development. Since its inception in 1956, till now there are 68 State Bal Bhavan and 10 Bal Kendras that are affiliated to National Bal Bhavan. Through affiliated Bal Bhavan and Bal kendras, National Bal Bhavan reaches out to school drop-outs, children of socially and economically backward class, street children and also the special children.
National Bal Bhavan is engaged in pursuits for the integrated growth of the child by involving them in various activities in a tension free environment irrespective of their gender, caste, creed, color etc. To mention a few, the activities are clay modeling, paper machine, music, dance, drama, painting, craft, museum activities, photography, videography, indoor & outdoor games, home management, traditional art & craft, education & innovative games/ chess, science is fun etc. Some of the special attraction of the National Bal Bhavan are Mini Train, Mini Zoo, Fish Corner, Science Park, Funny Mirrors, Cultural Craft Village. It has National training Resource Centre (NTRC) within its premises which impart training to teachers on diverse activities. NTRC make both teaching and learning a joyful experience for teacher and students respectively.

1.8.12 The Bal Shree Scheme:

National Bal Bhavan has also launched a scheme to identify, honor and nurture the creative children of India irrespective of their socio-economic status. The rational behind this scheme – “The Bal Shree Scheme”, is that creativity is a human potential that directly relates to self-expression and self-development. This scheme seeks to identify creative children within the age group of 9 – 16 years in four identified areas of creativity i.e. creative art, creative performance, creative scientific and scientific innovation and creative writing. This scheme was put into effect in 1995 and since then children have
been identified and honored for their creative elegance in their concerned fields.

1.8.13 Jan Shikshan Santhan:

The objective of the Jan Shikshan Sanathan (JSS) is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged group or urban / rural population particularly neo-literates, semi-literate, SCs, STs, women and girls, slum dwellers, migrant workers, at present there are 172 JSSs in the country. Jan Shikshan Sanathans run a number of vocational programmes with varying duration of different skills. More than 250 types of courses and activities are offered by these institutions. The trades/course for which training is imparted including cutting, tailing & dress making, knitting and embroidery; beauty culture and health care; handicraft; art drawing and painting; repair of electrical software, etc. In the year 2004-05, 13.91 lakh beneficiaries had been covered under various vocational training programmes, activities and other activities conducted by JSSs, out of which around 65% were women.

Some innovative training programmes and activities that have been taken by some of the JSS are as under:

(1) Mentally challenged children in Rourkela trained in Hand Embroidery, Hand Wool Knitting and Water Colors for national level competition.
(2) Special training organized exclusively for deaf and mute in collaboration with an NGO in Mumbai.

(3) Vocational Training given to tribals in collaboration with Forest Department in Coimbatore.

(4) Vocational programmes organized for slum dwellers and rural youth sponsored by World Vision in Coimbatore.

(5) Vocational courses organized for selected women sponsored by Tamil Nadu Corporation for Development of Women.

1.9 NON-GOVERNMENTAL EFFORTS TOWARDS DESTITUTE CHILDREN

1.9.1 SOS Children Village:

Sos children village is more influential non-governmental non-profit, voluntary organization, committed to the care of abandoned & homeless children. This organization originated in Austria under the chairmanship of Dr. Hermann Gmeiner. The aim of SOS children village is to place children in to an atmosphere of love and kindness, where they may grow up into useful men and women healthy in body and soul with the social justice towards their fellowmen an attitude for work. Because Harmann assumed that only a harmonious family atmosphere would grantee a healthy development of the destitute children. SOS children's village of India is a member of the worldwide SOS family working in 132 countries with SOS-kinderdorf international as the
umbrella organization. SOS children village started its services in India 1964 and now there are 39 unites.

1.9.2 Lakshmi Project:

This project initiated by UNICEF and founded by Procter & Gamble. This project began non-formal education for destitute girl’s children.

1.9.3 The Sukanya Project UNICEF:

The Sukanya Project (1991) at Rai Bareilly in U.P. Sukanya aim to give girls the opportunity to question the world around them, to understand their rights and get self confidence to speak out when girls right are not being protected.

1.9.4 Global Movement for Children (GMC):

The Global Movement for children was launched by the United Nation Children’s Fund (UNICEF) on April 26, 2002. The area in which GMC working, “leave no child out, put children first, care for every child, fight HIV/AID, stop harming and exploiting children, listen to children, protect children from war, fight poverty and invest in children”.

1.9.5 Ankur Project:

The word ankur means ‘seedling’, children need to be nurtured and looked after for their own wellbeing. The foundation strives to promote basic education and training of the underprivileged children in India irrespective of race, gender, color, creed, cast or religion. Ankur Education Foundation feels that one of the best ways to nurture children
is to provide them with a good education. Currently their focus is directed towards poor children in India who do not have the most basic levels of education. Ankur successfully running a school at Charbag Railway Station, where 27 destitute children sit under a tree singing a morning prayer. The children who come to these schools work at Railway Station, selling refill mineral water bottles, panmasala etc.

1.9.6 Smile Foundation: Smile is a non-governmental organization working in India and South Asia. There are various welfare projects spread across different Indian states provide Literacy and Basic Education for Poor children, beside health care support. Ensuring educational support for needy children remains the prime agenda of Smile foundation programmes also by supporting genuine small NGOs, educational trust, child welfare activities etc. Today, as a national level development organisation, Smile Foundation has reaches out to over 1 Lac children and youth through 104 projects on education, healthcare, girl child, livelihood and advocacy. It has more than 100 projects under six major national level programmes namely, **Mission Education**, SMILE Twin e-Learning Projects (STEP), Smile on Wheels, Swabhiman, Action for Children and Special Interventions.

Smile Foundation has a bandwidth of 90 credibility certified partners, 20 leading institutions, and 945 schools, spread across 85 locations in 21 states of India; besides thousands of sensitized and privileged citizens across the globe.
1.9.7 Prayas Project:

This is a humanitarian, gender-sensitive and child-focused development organization. Prayas aim at restoring the lost childhood of neglected children. It believes that this can be achieve only through fulfillment of child’s basic needs of life, access to quality education and life skills to become active participants and contribute to their communities. Children being part of the large community, it was essential that economic need of the community was addressed giving the child an opportunity for holistic development. Moreover Prayas is engaged in imparting education to 3,000 deprived children annually and mainstreaming them in the society through alternative options like formal education, professional education, and National Open School (NOS) system and through a vary successful program of Jan Shikshan Sansthan (JSS).

1.9.8 Butterflies Project:

This is a registered voluntary organization working with street and working children in India and South Asia. The main aim of the organization is to empower street and working children with skills and knowledge to protect their rights and to develop them as respected and productive citizens. In 2004, Butterflies expand the partnership from three to five countries over the past two years, the effort has been targeted towards bringing together NGO’s from South Asia Countries namely, Afghanistan, Bangladesh, Pakistan, Nepal, India and Sri Lanka
with a commitment to advocate, promote and ensure action on the
ground for the protection of the Right of Children in difficult
circumstance in the region. Two major interventions within Butterflies
programming, namely the Children’s Development Bank and Child
Journalist Forum are being implemented as part of this initiative. These
interventions have been scaled up in 5 cities of India as well as of South
Asia.

1.9.9 Saalam Baalak Trust:

Salaam Baalak trust provides support for street and working
children in inner cities, providing education, basic literacy and schooling,
full care facilities for the young (up to 12 years), drop-in shelters,
nutrition, health care, family planning, AIDS awareness, TB prevention,
counseling, banking facilities and remedial drama. The main aim is to
rehabilitate the street child either by returning them home or finding an
alternative means of income off the streets. Primary areas of work:
Education, Nutrition and Health.

1.9.10 Shri Krishna Chetaneya Vidhaleya (SKCV):

This is a registered charitable trust in India, UK and Holland.
SKCV children’s trust helps street children in South India who have no
other form of support. To create an environment for comprehensive
development of young homeless, orphan and street children, making
them aware of themselves with relation to the world and their own
problems, thus mobilizing their independent potential to work
collectively towards a better future for themselves, and a cleaner, healthier and more peaceful planet through child participation. Through SKCV Street Child Rescue Project, multitudes of deprived youngsters are gaining a new self-confidence and self-esteem, which is enabling their inborn talents and capabilities to unfold naturally. Presently this organization running seven major child development street children rescue centers in South India.

1.9.11 To Reach You (TRY):

This is an independent, non-political, non-religious. Non-profit social work organization working with a three fold mission- education, research and public service. TRY maintains a home for these children, providing food, clothing, shelter and education. TRY believes in addressing a wide range of social issues, related to child labour, street/abandon children, drug and alcohol abuse, aids, mentally ill/retarded, disabled and children of commercial sex workers.

1.9.12 Nirmal Hriday (Home for Destitute Children):

This is a missionaries of charity, an organization founded (1948) by Mother Teresa. The organization take care of the destitute, abandoned, homeless, orphans and dying of all Castes and Religions and to provide a respectable place in human society including children in India and abroad.
1.10 UNIVERSALIZATION OF ELEMENTARY EDUCATION

Children are principle assets of any country. Children’s development is very important for the overall development of society and best way to develop National human resources is to take care of children. India has the largest child population in the world. A number of policy initiatives for the welfare of the children by the Government such as, The National Policy for Children lays down that the state shall provide adequate services towards children, both before and after birth and during growing stages for their full physical, mental and social development. The measure suggested included amongst others, a comprehensive health programme, free and compulsory education for all children up to the age of 14 years, promotion of physical education and recreational activities, special consideration for children of weaker sections and prevention of exploitation of children etc. Beside the National Policy for Children India has also acceded to the UN convention on the right of the child to reiterate its commitment to the cause of children. The objective of the convention is to give every child the right to survival and development in a healthy and congenial environment.

1.10.1 Child welfare programmes:

Several Ministries and Departments of the government of India are implementing various scheme and programmes for the benefit of
the children and to achieve the Universalization of elementary education. Some of the scheme and programmes are as under:

1.10.2 Sarva Shiksha Abhiyan (SSA):

This is being implemented during the session of 2001-02 by the Department of Education provides for school infrastructure and quality improvement in education of the children. Besides, the SSA intends to bridge social, regional and gender gaps, with the active participation of the community in the management of the schools.

The government of India is committed to realizing the goal of universalization of elementary education by 2010 under the Sarva Shiksha Abhiyan, the National flagship programme, the government aim to provide free and compulsory elementary education to all children in the 6-14 age groups by 2010. The programme covers the entire country with special focus on educational needs of girls, SCs/STs and other children in difficult circumstances. The programme seeks to open new schools in those places which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilet, drinking water, maintenance grant and school improvement grant. The SSA has a special focus on girls and children of weaker section. A number of initiatives, including distribution of free textbooks, target these children under the programme. The SSA also seeks to provide computer education even in the rural areas.
The specific objectives of the SSA are under: -

(i) All children to be in school
(ii) Universal retention by 2010
(iii) Bridging all gender and social gaps at the primary stage by 2007 and at elementary education level by 2010.

1.10.3 Education Guarantee Scheme and Alternative and Innovative Education:

Education Guarantee Scheme and Alternative and innovative Education (EGS and AIE) is an important component of Sarva Shiksha Abhiyan (SSA) to bring our-of-school children in the fold of Elementary Education. The scheme envisages that child-wise planning is undertaken for each out-of-school child. EGS addressed the inaccessible habitation where there is no formal school within going to school are available. In exceptional cases remote habitations in hilly areas even for 10 children an EGS school can be opened.

Alternative Education intervention for specific categories of very deprived children e.g., child labour, street children, migrating children, working children, children living in difficult circumstances and older children in the 9+ age group especially adolescent girls are being supported under EGS and AIE all over the country.
1.10.4 National Programme for Education of Girls at Elementary Level (NPEGEL):

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girl's underprivileged / disadvantage at the elementary level. The scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 55% Sc/ST population and where SC/ST female literacy is below 10 % based on 1991.

1.10.5 Shiksha Karmi Project (SKP): SKP aims at universalization and qualitative improvement of primary education in remote, arid and socio-economically backward villages in Rajasthan with primary attention to girls. It is noteworthy that in Shikhsha Karmi Schools, most of the students are from SCs, STs and OBCs.

1.10.6 District Primary Education Programme:

The centrally- sponsored scheme of District primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalization of primary education.

DEPE is an externally aided project. 85% of the project cost is met by the central Government and remaining 15 % is shared by the concerned State Government.
Presently DPEP is in operation in nine states covering 123 districts. DPEP at its peak was operational in 273 districts in 18 states. However, with the progressive closure of the programme, it now exists only in 123 districts.

Major Achievements of DPEP: (1) DPEP has so far opened more than 1,60,000 new schools, including almost 84,000 alternative schooling (AS) centers. The AS centers cover nearly 3.5 million children, while another two lakh children are covered by bridge courses of different type: (2) the school infrastructure created under DPEP has been remarkable. Work either complete or in progress include 52,758 school buildings, 58,604 additional classrooms, 16,619 resource centres, 29,307 repair works, 64,592 toilets and 24,909 drinking water facilities. (3) About 1,77,000 teachers, including Para-teachers / shiksha Karmis have been appointed. (4) About 3,380 resource centers at block level and 29,725 centers at cluster level have been set up for providing academic support and teacher training facilities.

1.10.7 Kastrurba Gandhi Balika Vidyalaya:

Under the scheme of Kasturba Gandhi Balika Vidyalaya 750 residential schools are being set up in difficult areas with boarding facilities at elementary level for girls belonging predominately to the SC,ST,OBC and Minorities. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where as per census data 2001, the rural female literacy is below the national
average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in the areas with concentration of tribal population, with low female literacy and/or a large number of girls out of school.

With a view enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme on 15th August 1995, initially in 2408 blocks of the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country.

In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I-V in Government and aided schools and Education guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centers.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of Rs 1.80 per child.

The Objectives of the mid day meal scheme are:

(1) Improving the nutritional status of children in classes I-V in Government, local body and government aided schools, and EGS and AIE centers.
(2) Encouraging poor children, belonging to disadvantage section, to attend school more regularly and help them concentrate on classroom activities.

(3) Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

1.10.8 Integrated Programme for Street Children:

This programme is being implemented by the *Ministry of Social Justice and Empowerment*. The programme endeavours to provide non-institutional support necessary for the wholesome development of street children particularly those without home and family ties and children especially vulnerable to abuse and exploitation such as children of sex workers and children to pavement dwellers. The programme strives to provide services like shelter, nutrition, health care, sanitation and hygiene, safe drinking water, education and recreational facilities and protection against abuse and exploitation to destitute and neglected street children.

1.10.9 Integrated programme for juvenile justice:

The programme is being implemented by the *Ministry of Social Justice and Empowerment* with a view to provide care to children in difficult circumstances and children in conflict with the law through Government institutions and through NGOs.
1.10.10 Child helpline:

This is a toll free telephone service (1098) which anyone can call for assistance in the interest of children. Child helpline being run with the support of Women and Child welfare Ministry is working in 72 cities across the country.

1.10.11 Shishu Greh Scheme:

This is also being implemented by the ministry to promote adoptions within the country and to ensure minimum standards in the care abandoned/ orphaned/ destitute children.

1.10.12 The Kishori Shakti Yojana:

This is another scheme of the Ministry of Women and Child Development that can be used to meet protection goals. While its main focus is nutrition for adolescent girls, the scheme provides a platform for raising protection concern with this age group and empowering them with information, knowledge and skills to be able to protect themselves.

1.10.13 Balika Samridhi Yojna (BSY):

This scheme is to promote survival and care of girl child. The Scheme of Balika Samridhi Yojna originated from the announcement of the Prime Minister on 15 August 1997 stating that ‘the Government would extend financial help to the families to whom a girl child is born and if they are living Below Poverty Line (BPL). Later, scholarship would also be given when the girl child goes to school’. The programme of BSY was recast in 1999-2000 with the following features:–
(i) a post delivery grant of Rs. 500 per girl child up to two girl children born on or after 15th August, 1997 which would now, instead of being paid in cash, be deposited in the name of the girl child, and would also be withdrawn towards the sole purpose of paying the premium on an Insurance Policy in the name of the girl child under the Bhagyashree Balika Kalyan Bima Yojna.

(ii) Annual scholarship would also be given to the girl child when she starts going to school.

(iii) However, the amount of annual scholarship may be permitted to be utilized for purchase of text books or uniforms for the girl child, with due authorization of the mother or guardian of the girl. After such utilization the remaining scholarship shall be deposited in the girl child account. These deposits will be paid to the girl child on attaining the age of 18 years and remaining unmarried till then.

1.10.14 Integrated Child Development Services (ICDS):

This is being implemented by the Ministry of Women and Child Development. This is the world's largest programme aimed at enhancing the health, nutrition and learning opportunities of infants, young children (0-6 years) and their mothers. The scheme provides an integrated approach for covering basic services through community-based workers and helpers. The services are provided at a centre called the 'Anganwadi', which literally means courtyard play centre located within
the village itself. It is the foremost symbol of India's commitment to its children.

1.11 REVIEW OF EDUCATION BY RAMA MURTI, NATIONAL POLICY ON EDUCATION (NPE) 1986 AND PROGRAMME OF ACTION (POA) 1992

Article 28-1(a) of the convention states that primary education be made compulsory, available and free for All. More than four decade ago, the constitution of India made an ever bigger commitment. Its Article 45 states “the state shall endeavor to provide, within a period of 10 years from the commencement of the constitution, of free and compulsory education for all children until they complete the age of fourteen years”. Although The National Policy on Education (NPE) 1986 and Programme of Action (POA) 1992 have perceived education as fundamental to all round development of children and stipulate free and compulsory education of satisfactory quality to all children up to 14 years of age before the turn of the century, NPE also emphasizes universal enrolment of children and restate the target as follows: “it shall ensure that all children who attain the age of about 11 years by 1990 will have 5 years of schooling or its equivalent through the non-formal stream.

The policy aim to fulfill the objective of “Education of All” by providing early childhood care and education, universalizing elementary education through formal and non-formal methods, reducing wastage
and involving local community in the management of elementary education, it also gives crucial importance to teacher's performance. Early Childhood Care and Education (ECCE) has been accorded a high priority in NPE. It view ECCE as an important programme in its own right, as it promotes all round development of children in the age group 0-6 years and prepares them for school. ECCE also gives equal importance to children belonging to underprivileged groups. The department of women and child development is implemented Early Childhood Education (ECE) programme since 1987-88. The ECE programme seeks to improve children communication and cognitive skills as a preparation for entry into primary school. The programme is implemented in the country in the nine educationally backward states i.e. Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Till March 1994, 190 Ngo's were being assisted to run 4,365 ECE centers.

The department of education has introduced various programme to achieve the goal of universalization of elementary education. The programmes in operation are Operation Blackboard, Minimum Level of Learning, and scheme of Operationalising Microplanning and scheme of Non-formal education. These programme aim at bringing about substantial improvement in the facilities and equality of education in primary schools, along with improvement in the existing level of learning achievement of children. Under the scheme of Operation Blackboard,
91 per cent of the primary schools had been covered till 1992-93. Under Minimum Level of Learning, about 15 Ngo's have been identified and sanctioned projects to implement the programme covering 2,000 primary schools. The role of Non-Formal education (NFE) for children in the age group 6-14 years has been recognized since 1964-66. NFE has been envisaged as an alternative strategy of formal education to provide complementary role in achieving the goal of universalization of elementary education. The scheme of Non-Formal Education was launched in 1979-80 and is being implemented in states/Uts with an aim to make provision for education comparable with formal schooling for children in the age group 6-14 years. The scheme is particularly for the school dropouts, working children, children in habitations without schools and girls who can not attend formal schools on account of domestic chores. During the Eight Five Year Plan it is proposed to increase the number of projects. The major goal of education in the National Plan of Action for children further strengthens the commitment made in the constitutional provisions and goals of the National Policy on Education. It gives priority to universal enrolment, retention and attainment of minimum levels of learning; reduction of disparities; universalization of effective access to schooling and expansion of early childhood development activities, and universalization of elementary education with focus on girl child and disadvantaged groups.
All these efforts have resulted in desirable changes in the education indicators. The literacy rate has steadily increased from 18.3 per cent in 1951 (for 5 years and above) to 52.1 per cent in 1991 (for 7 years and above). The sex differentials in literacy rate however, have remained very pronounced, while the male literacy rate in 1991 was 64.1 per cent, the female literacy rate was 39.3 per cent. Till June 1994, 10.4 million children in the age group 3-6 years had been receiving pre-school education in Aganwadis under ICDS projects. About 5.7 million children had been receiving non-formal education in 0.32 million non-formal education (NFE) centers till March 1994.

1.12 CONSTITUTIONAL SAFEGUARDS FOR THE CHILDREN

Right to Education:

The constitution (86th Amendment) Act 2002, enacted in December 2002 seeks to make free and compulsory education a Fundamental right for all children in the age group 6 – 14 by inserting a new Article 21-A in Part III ("Fundamental Right") of the constitution. The Government is committed to facilitate the enactment of an appropriate law that would enable the realization of making education a fundamental right as required by the constitution. Necessary action is being taken an out in place a suitable legislation as envisaged under Article 21A of the constitution.
Parliament passed the Right of Children to Free and Compulsory Education Bill on August 4, 2009. Once the President gives assent to the Bill, every child in India between 6-14 years will be entitled to free and compulsory elementary education. It is entirely without reason to doubt so. The (abysmal) standards of elementary education in the country have been a national concern. Now, sixty-two years after independence, we clearly can't wait any longer to take measures to create the critical mass of people at class 12 level, that is, people who are in a position to participate in the civil society in a meaningful way and hence contribute to national-building.

The constitution of India recognises the vulnerable position of children and right to protection.

*Article 14* provides that the State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

*Article 15(3)* provides that, "Nothing in this article shall prevent the State for making any special provision for women and children."

*Article 21* provides that no person shall be deprived of his life or personal liberty except according to procedure established by law.

*Article 21A* directs the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

*Article 23* prohibits trafficking of human beings and forced labour.
Article 24 prohibits employment of children below the age of fourteen years in factories, mines or any other hazardous occupation.

Article 25-28 provides freedom of conscience, and free profession, practice and propagation of religion.

From the above details it is clear that the main purpose of the social policy of India is to growth of every child. Several major policies and legislations have been announced and implemented in the country so far to ensure children’s protection and improvement in their status including orphanages and other charitable homes (supervision and control) Act 1960; bounded labour system (Abolition) Act 1976; etc. Despite such clear commitments to child protection, children continue to remain vulnerable with the number of those needing care and protection ever increasing. However in these five decades the country has failed to adequately address the critical issue of ‘child protection’.

1.13 SIGNIFICANCE OF THE STUDY

Characteristically India has given a significant prominence to education, because education is a mean to awaken people self-awareness and self-esteem and hence the capacity to improve their economic conditions. In democratic set up like ours the role of education becomes particularly crucial, since democracy can work effectively only if there is an intelligent and active participation by the people in understanding and solving the problem of the country. In our
country the problem of destitute children with regard their location, care, education, training, or rehabilitation has already attract any attention from the administrations. The problem could be ignored if it is concerned with few children but the problem of this category of children's consists of a large population. Destitute children are essential part of our society or community and they exist everywhere in smaller or greater numbers. The children are flowers so they should be given a chance to bloom.

The proposed study is an investigative survey of the condition of destitute girls is Uttar Pradesh and Uttarakhand. It will critically look at the working of destitute homes and will also see where the destitute girls sometime actually live. The study will look at the poor education scenario of destitute girls and will see how the problem can be addressed is a better manner. This exploratory is likely to help a cause. The purpose of this research is survey this institution and obtains information regarding educational provision available in these homes. The findings can help in the work of many NGOs active in this field. It can also unearth some relevant data and facts which the government machinery confined useful for reformulating some policies regarding destitute girls.
1.14 STATEMENT OF THE PROBLEM

The problem thus conceived has been formulated as:

EDUCATIONAL OPPORTUNITIES FOR
DESTITUTE GIRLS IN THE STATE OF
UTTAR PRADESH & UTTARAKHAND.

For a better cognizance the phenomena the investigator seeks to explain the conceptual aspect of the problem as fellows.

(i) Educational Opportunity: the term ‘education opportunity’ may be explained as the establishment of a school that creates an opportunity for the parents to send their children to school. This opportunity would be available of, and the child sent to school depending on the parental attitude to education and on their economic conditions.

Before proceeding further it is necessary to certify the meaning of equal educational opportunities that we cherish for the destitute girl’s to be availed of.

Ramchandra in his Article ‘Equal Educational Opportunity for all’ explain that the term equality of opportunity when applied to education implies:

1) that every pupil should be given chance to learn to the extent of his or her capacity.

2) that nobody should be kept back from pursuing a course a course of studies on consideration of caste, creed or status, and
3) that with a view to achieving these ends, there should be free provision for pupils after the primary stage to choose different types of courses according to their aptitudes

Luxmi Menon has also explained that, “like liberty, equality of opportunity means opportunity with a certain lack of opportunities. It can only mean an equal chance to complete within the framework of national goals and the structure of rules established in society”.

According to John Dewey “All individuals are entitle to equality of treatment by law and administration, such one is affected equally in quality if not in quantity by the institutions. The very fact of natural and psychological inequality in all the more reason for establishment by law of equality of opportunity, since otherwise the former becomes a means of oppression of the less gifted”.

This means that all pupils are not to receive exactly the same education because individuals are born different as to their capacities, interests and aptitudes. No amount of education will eliminate these differences and therefore it must be clearly recognized that democratic equally cannot mean an identity of education for all.

According to Coleman, among other things, equality of educational opportunity is taken to simply provision of (1) free universal education; (2) a common curriculum for all children regardless of background; (3) a common school system that is open for all children without any distinction; (4) cultural and not merely economic or political
chances and (5) compensatory education for the underprivileged. Complete equality of educational opportunity, Coleman point out, can only be approached and never fully reached as long as the divergent of school influences exist.

Let us now consider the concept as it obtains in Indian conditions. A fundamental feature of education is a democratic and socialistic society is the emphasis laid on the equalization of educational opportunity. Far from promoting equality, our education has become in egalitarian and elitist and its benefits have not reached the masses at all. Equality of educational opportunity in our country is taken to imply a linear expansion of opportunities for secondary and higher education. But in country where children from poor families do not complete elementary education itself, equality at the secondary and higher stages will have any meaning only when universal elementary education is successfully implemented.

(ii) Destitute Children: by New Webster's Dictionary destitute mean “not possessing the necessities of life; in abject poverty; entirely without the means of subsistence”. And Oxford Dictionary defines word destitute, “without resources, in want of necessaries”.

As far as this study is concerned destitute means children who are homeless. They live on places such as Footpath or on Railway Stations etc. some of them are being looks after by the orphanages or
homes for destitute run by religious or non-religious organizations or run by state or non-governmental organization.

(iii) Uttar Pradesh: Uttar Pradesh is the most populous state in the country accounting for 16.4 per cent of the country's population. It is also the fourth largest state in geographical area covering 9.0 per cent of the country's geographical area, encompassing 2,94,411 square kilometres and comprising of 83 districts, 901 development blocks and 112,804 inhabited villages. The density of population in the state is 473 person per square kilometres as against 274 for the country.

(iv) Uttarakhand; on the 8th of November 2000, Uttarakhand became a full-fledged state of India with the formal induction of a separate State Government. The State is carved out of the Uttar Pradesh, which has the largest population in India. With this, the people of Uttarakhand have finally achieved their dream of running their own affairs for which they have been fighting for some decades now. Uttarakhand is situated in the northwest portion of Uttar Pradesh, India's most populous state. It occupies 1.73% of India's total land area with 51,125 sq. km. It has a population of about 6.0 million at 94.4 per sq. km. It borders Tibet, Nepal, Himachal Pradesh, and the UP plains districts. Dehradun, the state capital is about 255 km away from India's capital, New Delhi.
1.15 OBJECTIVES OF THE STUDY

The objectives of the study were as under:

1. To know the educational opportunity for destitute girls in the state of Uttar Pradesh and Uttarakhand.

2. To examine the contribution of Governmental and Non-governmental organization towards the education of destitute girls.

3. To assess the work done by the social organization for the destitute girls.

4. To explore the nature of problems faced by destitute girls living in destitute homes.

5. To make suggestions arising out of the finding of the study.

1.16 DELIMITATION OF THE STUDY

The delimitation of the study was as under:

1. The researcher concentrated his study in western Uttar Pradesh and Uttarakhand States.

2. The organizations and homes were under study which looked after destitute girls.

3. The data were collected only on destitute girls.