APPENDICES
APPENDIX-A

QUESTIONNAIRE FOR HEAD TEACHERS

The objective of this questionnaire to assess the major parameters i.e., access, efficiency of the human agencies, student performance and further aims of District Primary Education Programme.

Sample No. :

Name of the School :

Year of establishment :

Name of the Cluster :

Name of the Block :

1. What is the radius covered by your school in kilometers?

   (i)  
   (ii)  
   (iii)  
   (iv)  

2. What is the population covered by your school in thousands?

   (i) Up to 500  
   (ii) 500-1000  
   (iii) 1000-1500  
   (iv) 1500-2000  
   (v) Above 2000

3. How many other schools are there in your village?

   (i)  
   (ii)  
   (iii)  
   (iv)  
   (v)
4. Is there a pre-school attached to your school?
   (i) Yes
   (ii) No

5. If yes, what type of pre-school facility is attached to your school?
   (i) Anganwadi
   (ii) Balwadi
   (iii) Nursery, L.K.G & U.K.G
   (iv) Any other, specify

6. Distance of school in kilometers from:
   (i) Block headquarters
   (ii) Nearest primary school
   (iii) Nearest Anganwadi/Balwadi/Pre-school
       (If there is no pre-school attached to your school)

7. Student strength of your school

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>Total Enrolled</th>
<th>Dropouts</th>
<th>Total Strength</th>
</tr>
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<tbody>
<tr>
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8. Number of teachers

Sanctioned teaching posts  Vacant teaching posts  Actual teaching posts

9. Is the sanctioned strength enough or is there a need for more teachers?
   (i) Yes
   (ii) No

10. If no, why?
11. At present

Number of male teachers
Number of female teachers

12. Educational qualification of the teachers

(i) 8th Std.
(ii) Class 10
(iii) +2 or intermediate
(iv) Graduate
(v) Post Graduate

13. What kind of teachers training have the teachers undergone apart from DPEP training?

<table>
<thead>
<tr>
<th>Type of training</th>
<th>No. of teachers</th>
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</thead>
<tbody>
<tr>
<td>(i) Diploma/Certificate</td>
<td></td>
</tr>
<tr>
<td>(ii) Primary/Elementary teaching</td>
<td></td>
</tr>
<tr>
<td>(iii) Graduate (B.Ed)</td>
<td></td>
</tr>
<tr>
<td>(iv) Post Graduate (M.Ed)</td>
<td></td>
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</tbody>
</table>

14. Instructional time

<table>
<thead>
<tr>
<th>Total number of working days</th>
<th>Number of periods per day</th>
<th>Duration per period</th>
</tr>
</thead>
</table>

15. Is your school covered by Operation Blackboard Scheme?

(i) Yes
(ii) No

16. How many classrooms do you have in your school?

(i) 1
(ii) 2
(iii) 3
(iv) 4
(v) 5

17. Does the school require additional classrooms?

(i) Yes
(ii) No
18. Is the school building

(i) Owned
(ii) Rented
(iii) Rent free
(iv) Lease land
(v) Others, specify ________

19. During school hours is your school premises used for any of the following purposes?

Yes No

(i) For running another school/college
(ii) For running non-formal education centres
(iii) For Panchayat meetings
(iv) For religious ceremonies/marriage purposes
(v) For any other purpose, specify ____________

20. Does any financial contribution come in from

Yes No

(i) PTA
(ii) Students
(iii) Village Community
(iv) Voluntary or Charitable Organisations
(v) Parents
(vi) Teachers

21. Number of children receiving the facilities under government incentive schemes

<table>
<thead>
<tr>
<th>Students</th>
<th>No. of boys</th>
<th>No. of girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td></td>
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<tr>
<td>SC</td>
<td></td>
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<td>BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. How frequently are faculty meetings held?

(i) Once a week
(ii) Once in a fortnight
(iii) Once a month
(iv) Once in two weeks
23. Do you help them in preparation of lessons?

(i) Yes
(ii) No

24. How often do you go on class inspections?

(i) Once a day
(ii) Once a week
(iii) Once in two weeks

25. Do you conduct model classes to assist teachers?

(i) Yes
(ii) No

26. Do you help teachers to prepare questions for exams?

(i) Yes
(ii) No

27. In your opinion how successful is DPEP in achieving its objectives?

Very successful/Successful/Less successful/Failure

28. Do you have authority to take decisions on money matters (i.e.) small sums of expenditure for school without prior approval from higher authority?

(i) Yes
(ii) No

29. Does your school practice multi-grade teaching from classes 1-5?

(i) Yes
(ii) No

30. Has the involvement of parents in PTA and VFC improved the programme?

(i) Yes
(ii) No
31. How active is the participation of the following members in school activities?

Not at all active/Somewhat active/Active/Very Active

Students
Teachers
Parents

32. How often do the block officers/cluster officers visit the school for inspection?

(i) Once a month
(ii) Once in 3 months
(iii) Half-yearly
(iv) Yearly

33. Do you think the inspection of the higher authorities needs to be more regular?

(i) Yes
(ii) No

34. Give three suggestions for the improvement of the DPEP and three shortcomings.
APPENDIX-B

QUESTIONNAIRE FOR PARENTS

The objective of this questionnaire is to assess the parents' opinion about the DPEP system.

Sample no. : 

Cluster : 

Male Female

1. How many children do you have?

(i) One
(ii) Two
(iii) Three
(iv) Four
(v) More than four

2. Literacy

(i) Can read
(ii) Can read and write
(iii) Cannot read and write

3. Educational qualification

Father Mother

(i) Illiterate
(ii) Primary
(iii) Middle
(iv) High School
(v) Higher secondary
(vi) Graduate & Above

4. Occupational Status

(i) Unemployed
(ii) Employed part time
(iii) House-wife
(iv) Full time employed
(v) Seasonal job
(vi) Retired
(vii) Disabled
5. Total family income per month

(i) Less than Rs.500/- per month
(ii) 500-1000pm
(iii) 1000-1500pm
(iv) 1500-2000pm
(v) Above 2000pm

6. If you have more than one child of school going age are all of them studying in DPEP School?

(i) Yes
(ii) No

7. If no, where are the other children studying?

(i) Not studying at all
(ii) Studying in regular school
(iii) Alternative school
(iv) Non-formal school

8. Do you wish to educate your child/children further?

(i) Yes
(ii) No
(iii) No idea

9. Do you prefer DPEP system of education to earlier system?

(i) Yes
(ii) No
(iii) No idea

10. Does your child/children like to go to DPEP school?

(i) Yes
(ii) No
(iii) No idea

11. Are you in agreement with the decisions made in school regarding your child’s academic progress?

(i) Yes
(ii) No
12. Do you help your child academically?

(i) Yes
(ii) No

13. Are you informed about the regular school inspection?

(i) Yes
(ii) No

14. Do you regularly visit the school to leave about your child’s progress?

(i) Yes
(ii) No

15. Are you well represented at the PTA and V1.C and other school activities?

(i) Yes
(ii) No

16. Give three suggestions for the improvement of DPEP and three shortcomings.
APPENDIX-C

QUESTIONNAIRE FOR TEACHERS

The following questionnaire is designed to assess the effectiveness of DPEP from the teacher’s perspective.

Sample No. :

Sex : Male Female

Age : Up to 20 21-30 above 30

Marital Status : Single Married Widowed Divorcee

1. Educational qualification

   (i) 10th Std.
   (ii) Intermediate
   (iii) +2
   (iv) Graduate
   (v) Post Graduate

2. Your teacher training qualifications?

   (i) Only DPEP training
   (ii) Certificate/Diploma in teacher training
   (iii) B.Ed
   (iv) M.Ed

3. Did the government offer any training?

   (i) Yes
   (ii) No

4. Is continuous in-service training provided by DPEP?

   (i) Yes
   (ii) No
5. Have you been a teacher before DPEP was started?
   (i) Yes
   (ii) No

6. How did you become a part of DPEP?
   (i) No choice was given - block went in for a change
   (ii) Out of my own choice

7. Which class do you teach?
   (i) I
   (ii) II
   (iii) III
   (iv) IV
   (v) V
   (vi) Multi-grade teaching

8. Do you feel that you as a teacher have a major role to play in this programme?
   (i) Very much
   (ii) Considerably
   (iii) Minimize
   (iv) No

9. Do you prefer
   (i) Traditional method of teaching
   (ii) Play way method of teaching
   (iii) Joyful learning method - DPEP
   (iv) Any other, specify ____________________

10. Has DPEP brought any improvement in the following areas:
    Yes
    No
    (i) Learning capacity/speed
    (ii) Fewer dropouts
    (iii) Interest of student in education
    (iv) Children take more initiative
    (v) Reduction in problem behaviour in Classroom
    (vi) Leadership qualities and independence
    (vii) Creativity
(viii) Application of learnt materials to other
      Situations (generalizations)
(ix) Health physical/mental
(x) Overall performance

11. If changes must be made in any area of the DPEP where would it be?

    (i) Method of teaching
    (ii) Course content
    (iii) Teaching aids
    (iv) Testing methods (exams)
    (v) Involvement of parents
    (vi) Involvement of other agencies

    Yes    No

12. Do the children enjoy coming to school?

    (i) Yes
    (ii) No
    (iii) No idea

13. Do the children come to you with their problems?

    (i) Yes
    (ii) No

14. If yes, what is the nature of the problem faced by a majority of the students?

    (i) Academic
    (ii) Personal
    (iii) Both

15. How do you solve their problem?

    (i) Independently
    (ii) With the help of the head teacher

16. Do they enjoy joyful learning method?

    (i) Yes
    (ii) No
    (iii) No opinion
17. Do you face any problems teaching the children in this method?

   (i)  Yes
   (ii) No

18. If yes, explain the nature of the problem?

19. Does the head teacher offer suggestions?

   (i)  Yes
   (ii) No

20. How often do you have parents-teachers meetings?

   (i)  Once a week
   (ii) Once in two weeks
   (iii) Once a month
   (iv) Once in 3 months

21. Do parents help you in solving specific problems

   (i)  Yes
   (ii) No

22. Are students regular in attending school?

    Very regular/Regular/Irregular/Very Irregular

23. Are the teaching aids effective?

    Very effective/Effective/Less effective/Not effective

24. According to you DPEP is

    Very successful/Successful/Less Successful/Failure

25. Give three suggestions and three shortcomings of this programme.
APPENDIX-D

INTERVIEW SCHEDULE FOR CHILDREN

The following schedule is to assess the child's involvement in school and to identify the problems of the children benefiting from DPEP.

Sample No. :

School :

Class : I II III IV V

Boy   Girl

1. How do you come to school everyday?
   
   (i) By walk
   (ii) By bus
   (iii) Cycle
   (iv) Any other, specify ________________________________

2. In which class did you join this school?
   
   (i) Pre-school
   (ii) Kindergarten
   (iii) I
   (iv) II
   (v) III
   (vi) IV
   (vii) V

3. Who helps you with your home work?
   
   (i) Father
   (ii) Mother
   (iii) Brother
   (iv) Sister
   (v) Guardian
   (vi) Any other, specify

4. Do you attend private tuitions?
   
   (i) Yes
   (ii) No
5. Do you possess all the text books, note books and other stationery?
   (iii) Yes
   (iv) No
   (v) Not all

6. Did you get all your books
   a. Free from school
   b. Used copies from brothers, sisters, friends
   c. From shops
   d. Others, specify __________________________

7. Up to what level would you like to study?
   a. 5th Std.
   b. 8th Std.
   c. 10th Std.
   d. +2
   e. Graduation
   f. Post Graduation
   g. Diploma
   h. Professional
   i. No idea

8. If you do not want to study, give reason:
   a. Parents do not want me to study further
   b. Have to assist in household work
   c. Will have to earn a living
   d. Studies are too difficult/not interesting
   e. Cannot afford to buy books
   f. Due to illness
   g. Teachers are not helpful
   h. School too far
   i. Any other reason, specify __________________________

9. Do you eat the mid-day meal provided by the school?
   a. Yes
   b. No

10. If no, why?
    a. Family does not permit
    b. I do not like it
c. Meal is insufficient
d. Meal is unhygienic
e. Scheme does not exist
f. Scheme exists, but meal not provided

11. If yes, are you satisfied with the meal?
   a. Yes
   b. No
   c. No idea

12. Do you come to school in time?
   a. Yes
   b. No

13. If no, you are delayed because
   a. Distance in travel
   b. Domestic duties
   c. Paid job
   d. Others, specify _____________________________

14. When the teacher is on leave
   a. You work on your own
   b. Another teacher handles the class
   c. Student supervises the class
   d. You have a combined class
   e. You are allowed to play or go home

15. Do you have regular assessments-tests and dictations?
   a. Yes
   b. No

16. Does your teacher tell you about your test performance?
   a. Yes
   b. No

17. Does your teacher give you homework regularly?
   a. Yes
   b. No
18. Do you finish your homework in time?
   a. Yes
   b. No

19. Is your homework checked and corrected daily?
   a. Yes
   b. No

20. Does your teacher provide special help when you face difficulty in your class work?
   a. Yes
   b. No

21. Is your teacher considerate and empathetic when dealing with your problems?
   a. Yes
   b. No

22. Do you read any other books
   a. Comics
   b. Magazines
   c. Newspaper
   d. Story books
   e. Others, specify _____

23. Do you have access to a computer?
   a. Yes
   b. No

24. Do you like to come to school?
   a. Yes
   b. No
APPENDIX-E

STUDENTS' PERCEPTION OF TYPICAL TEACHER RESPONSES

1. Student: "Ah...I stepped and fell down the stairs.
Teacher: "Teacher, I did not understand the lesson you taught us. Will you please teach me again?"

2. Student: "You broke my doll? I am going to complain to the teacher.
Teacher: "Teacher, the students in the class are making too much noise.
Student: ""
APPENDIX-F

KOTHARI COMMISSION REPORT

The main features of the Commission's report were as follows:

(i) Introduction of work experience, which include manual work, production, experience etc., and social service as integral part of general education at more or less all levels of education.

(ii) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the world of school to the world of work and life.

(iii) Vocationalisation of secondary education

(iv) Strengthening of the centers of advanced study and setting up of a small number of major universities which would aim at achieving highest international standards.

(v) Special emphasis on the training and quality of teachers for schools.

(vi) Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advanced study and research in agricultural science.

(vii) Development of quality or pace setting institutions at all stages and in all sectors.

The Commission observed that the mother tongue had a pre-eminent claim as the medium of instruction at school and college stages. Moreover the medium of instruction in school and higher education should generally be the same. The regional languages should, therefore be adopted as the media of education in higher education.

The Commission further observed that the public demand for secondary and higher education had increased and would continue to increase in future. It was therefore necessary to adopt a policy of selective admissions to higher secondary and university education in order to bridge the gap between the public demand and available facilities.

The Commission was of the view that the social segregation in the schools should be eliminated by the adoption of neighborhood school concept at the lower primary stage under which all children in the neighborhood will be required to attend the school in the locality.

Resolution of the Government of India with regard to Education Commission

The Government of India resolved to appoint the Kothari Commission on July 14th 1964 with certain clear-cut objectives in view:

(a) Development of a national system of education rooted in the basic values and the cherished traditions of the Indian nation and suited to
the needs and aspirations of a modern society. The main objective of
the Government of India in the appointment of this Commission was
to evolve an educational system that was rooted in the basic values of
this country as well as, it wanted education to play an important role
of bringing about a democratic society based on equity and justice.
The following line of this resolution very amply justify this intention:
"In view of the important role of education in the economic and social
development of the country, in the building of a truly democratic
society, in promotion of national integration and unity, and above all,
for the transformation of the individual in the endless pursuit of
excellence and perfection, it is now considered imperative to survey
and examine the entire field of education in order to realize within a
shortest period a well balanced, integrated and adequate system of
national education capable of making a powerful contribution to all
spheres of national life."

(b) A powerful instrument of social transformation and economic
progress: Since independence India had adopted certain national
objectives. They were rooted no doubt in Indian tradition but also put
on the modern complexion. Education had to meet these requirements.
The Kothari Commission was appointed with this objective in view as
is evident from the following lines of the resolution: The attainment of
independence ushered in a new era of national development founded
upon: "the adoption of a secular democracy, not only as a form of
government but also as a way of life; the determination to eliminate
the poverty of the people and to ensure a reasonable standard of living
for all, through modernization of agriculture and rapid development of
industry, the adoption of modern science and technology and their
harmonizing with traditional spiritual values; the acceptance of a
socialistic pattern of society which will serve equitable distribution of
wealth and equality of opportunity for all in education, employment
and cultural advancement. Greater emphasis came to be placed on
educational development because of the realization that education
especially in science and technology, is the most powerful instrument
of social transformation and economic progress and that the attempt to
create a new social order based on freedom, equality and justice can
only succeed if the traditional educational system was revolutionized,
both in content and extent."

(c) Qualitative improvement in education, keeping pace with quantitative
expansion and national policies and progress: Since independence
India has seen a lot of expansion in education. There is a great need
for qualitative improvement, keeping in view the national progress
and policies. The commission was entrusted with the task of evolving
such a system. It is evident from the following lines of the resolution
of the Government of India: "Quantitatively education at all levels
has shown a phenomenal development in the post-independence
period. In spite of this expansion, however, there is a wide spread
dissatisfaction about several aspects of educational development. For instance, it has not yet been possible to provide free universal education for all children up to 14 years of age. The problem of mass illiteracy continues to be immense. It has not been able to raise the standards adequately at the secondary and university stages. The diversification of the curricula at the secondary and higher education has not kept pace with the times so that the problem of educated unemployment has been intensified on the one hand while on the other, there is an equally acute shortage of trained manpower in several sectors. The remuneration and service conditions of teachers leave a great deal to be desired; and several important academic problems are still matters of intense controversies. In short, qualitative expansion and national policies and programmes concerning the quality of education, even when these were well conceived and generally agreed to, could not be implemented satisfactorily."

(d) Education as an investment in human resources: - Even after independence, education has not been given its due. It is treated as a social service and not as a productive investment. The Commission was entrusted with the task of giving its recommendation in this regard as well as it is evident from the following extracts of the Government of Indian revolution setting up the Kothari Commission:-

"The GOI is convinced that education is the key to national property and welfare and no investment is likely to yield greater returns than investment in human resources of which the most important component is education. Government has also decided to mobilise all the resources of science and technology which can only be done on the foundation of good and progressive education and to that end, to increase considerably then total investment in the development of education and investment in the development of education and scientific research. The nation must be prepared to pay for quality in education and from the value attached to education by all sectors of the people it is clear that they will do so willingly".

(e) Education is an integrated whole: - The entire system of education should be integrated one. Unfortunately, it only remains as fragments. The revolution of the GOI however quotes:

"It is desirable to survey the entire field of educational development as the various parts of the educational system strongly interact with and influence one another. It is not possible to have progressive and strong universities without efficient secondary schools and the quality of these schools is determined by the functioning of the elementary schools and the quality of these schools is determined by the functioning of the elementary schools. What is needed is therefore a synoptic survey and an imaginative look at education considered as a whole and not fragmented into parts and stages. In the past several commissions and committees have examined limited sections and specific aspects of education. It is now proposed to have a comprehensive review of the entire educational system."
National Policy on Education - Committee of members of Parliament.
A Committee of Members of Parliament on education was constituted by the GOI on April 5th, 1967 with the following terms of reference:-

i. to consider the report of the Education Commission

ii. to prepare the draft of a statement on the National Policy on Education for the consideration of GOI; and

iii. to identify the programme for immediate action;

The Committee scrutinized only the major recommendations of the Education Commission along with the comments of the State Governments and others thereon.

The Committee accepted several of the major recommendations of the Commissions some with modifications or changes in priority. They also added new recommendation in certain areas where the ground was not fully covered by the report of the Commissions. The report of the committee of Members of Parliament was laid on the Table of the Lok Sabha on July 25th 1967.

The salient recommendations of the Committee were:-

i. The unhealthy social segregation that now takes place between the schools for the rich and those for the poor should be ended; and the primary schools should be made the common schools of the nation by making it obligatory on all children, irrespective of caste, creed, community, religion, economic condition or social status, to attend the primary school in their neighborhood.

ii. The development of a proper language policy can greatly assist in strengthening national unity. The key programme will be to develop all Indian languages and to adopt them as media of education at all stages.

iii. At the secondary stage (Classes VI-X) the regional language should ordinarily be the medium of education. Adequate safeguards should be provided for linguistic minorities. In Classes (XI-XII), a pupil should study at least one language of his choice in addition to the medium of education. While facilities to study languages, on an optional basis, should be adequately provided at the University level, the study of no language should be made compulsory unless such study is an essential part of the prescribed course.

iv. Hindi is already largely in use as a link language. The educational system should contribute to the acceleration of this progress in order to facilitate the movement of student and teachers and to strengthen national unity.

v. Science education and research should be developed on a priority basis. Great emphasis should be placed on the development of education programmes of qualitative improvement should be stressed.
vi. Work experience should be an integral part of general education at the school stage. Work with hands will help the young to development insights into productive processes and the use of science and inculcate in them respect for manual labour and habits of hard and responsible work.

vii. The provision of food and effective primary education on a free and compulsory basis is the foundation of democracy and national development. It should be given the highest priority.

viii. There should be a broadly uniform educational structure in all parts of the country. The first step is to create the Ten Year School providing a common pattern of general education for all children. The national policy should be to ultimately make this period of ten years free and compulsory for all children. The next stage, the higher secondary should be uniformly raised to two years in all parts of the country under a phased programme. The duration of the courses for the first degree in arts, commerce and science should be three years after the higher secondary stage.

ix. Plans to accelerate the spread of literacy should be prepared and intensively implemented.

x. Educational expansion should be accompanied by simultaneous efforts to raise substantially the education and to keep them continuously rising.

xi. There is an urgent need to upgrade and to improve school curricula, to increase their knowledge content and to provide adequately for the development of skills and the inculcation of right interests, attitudes and values. Similar steps are also needed at the university stage.

xii. Regarding examination reform, attention should be concentrated on three major areas: reduction of the dominance of external examination; introduction of reforms, which would make them more valid and realistic; and the adoption of a good system of internal evaluation.

The then Union Minister for Education Dr. Triguna Sen, on Nov. 14th 1967, moved a government motion for discussion in Lok Sabha of the report of the Education Commission and the report of the committee of members of Parliament. One of the major recommendations of the education commission was that the Government should issue a statement on the national policy on education which should provide guidance to the State Governments and local authorities in preparing and implementing educational plans in their areas. He informed the House that the Government had decided to give the widest possible opportunity to all concerned to express their views and opinions and after examining them critically to issue a comprehensive statement on the 'National Policy on Education'.
Resolution on National Policy on Education:
As a result of the discussions on the recommendations of the Education Commission and the report of the Committee of Members of Parliament, the Government of India formally issued a Resolution on the National Policy On Education on July 24th 1968.

The Resolution enumerated 17 principles to guide the development of education in the years ahead. These were:

(i) Free and Compulsory Education: Free and compulsory education for all children up to the age of 14 years should be provided by the earliest possible date and suitable programme should be developed to reduce the prevailing wastage and stagnation in schools.

(ii) Status Emoluments and Education of Teachers: Teachers' education, particularly in-service education, should receive high priority. Teachers must be accorded an honored place in society, their emoluments and other service conditions should be adequate and their academic freedom should be guaranteed.

(iii) Development of Languages: The energetic development of Indian languages and literature is sin qua non for education and cultural development. Unless this is done, the creative energies of people would not be released; standards of education will not improve; knowledge will not spread to the people and the gulf between the intelligentsia and the masses will remain, if not widen further. The regional language already used as the media of education at the primary and secondary stages, should be urgently adopted at the university stage. At the secondary stage every child should learn three languages; the language of his region, Hindi or another Indian language if the language of his region is Hindi and English. Hindi should become the link language, a medium of expression for all the elements of the composite culture of India. For its cultural value the study of Sanskrit should be especially encouraged. Special emphasis needs be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it.

(iv) Equalisation of Educational Opportunities: Regional imbalances should be connected and good educational facilities should be provided in rural and other backward areas. To promote, social cohesion and national integration, a common school system should be adopted; this should not however affect the minority rights guaranteed by the Constitution. The education for girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation. More intensive efforts are also needed to develop education among the backward classes.
(v) **Identification of Talent**: For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at an early age as possible and every stimulus and opportunity given for its full development.

(vi) **Work Experience and National Service**: The school and the community should be brought closer through suitable programmes of mutual service and support. Work experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction, should accordingly become an integral part of education.

(vii) **Science, Education and Research**: These should receive high priority and science and mathematics should be an integral part of general education till the end of school stage.

(viii) **Education for Agriculture and Industry**: This requires special emphasis. There should be at least one agricultural university in every State and at other universities selected departments may strengthened for the study of one or more aspects of agriculture. Technical education and research should be related closely to industry. There should be continuous review of the agricultural, industrial and other technical manpower needs and a proper balance should be maintained between the output of the educational institutions and employment opportunities.

(ix) **Production of Books**: The quality of books should be improved and immediate steps should be taken for the production of high quality textbooks for schools and universities. Efforts should be made to have a few basic textbooks throughout the country. Special attention should be given to the books for children and university level books in Indian languages.

(x) **Examinations**: A major goal of the examination reform should be to improve the reliability and validity of examinations and to make evaluation a continuous process.

(xi) **Secondary Education**: Facilities for secondary education should be extended expeditiously to areas and classes, which have been denied these in the past. Facilities for technical and vocational education needs to be increased, diversified and related closely to employment opportunities.

(xii) **University Education**: (a) The number of whole time students admitted to a college or university departments should be determined with reference to the laboratory, library and other facilities and to the strength of the staff. (b) New Universities should be establish only in case of proved necessity after adequate provisions of funds and with due care for ensuring proper standards. (c) Organisation of Post Graduate courses and their standards of training and research need to be improved. (d) Centers for advanced study should be strengthened and a small number of clusters of centers aiming at the possible standards in research and
training should be established. (c) Research in Universities requires increased support, and the research institution should, as far as possible, function within the fold of universities or in intimate association with them.

(xiii) **Part-time Education and Correspondence Courses:** These should be developed on a large scale at the university stage and also be provided for secondary school students, teachers and for agricultural, industrial and other workers.

(xiv) **Spread of Literacy and Adult Education:** (a) The liquidation of mass illiteracy is necessary not only for promoting peoples' participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but also for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. Teachers and students should be actively involved in organizing literacy campaigns, especially as part of the social and national service programme. (b) The education of young farmers and the training of youth for self-employment should have high priority.

(xv) **Games and Sports:** Playing fields and other facilities for a developing nation-wide programme of physical education should be provided on a priority basis.

(xvi) **Education of Minorities:** Every effort should be made not only to protect the rights of the minorities but actively to promote their educational interests.

(xvii) **The Educational Structure:** A broadly uniform educational structure of ten years in general education in school, followed by two years of higher secondary stage and a three year course of the first degree should be adopted in all parts of the country.
APPENDIX-G

Budget allocations for education and net recoveries (1999-2001)

1. **Secretariat: Social Services**: Provision has been made under No: 51.

2. **Operation Black Board**: The scheme of OB was launched in 1981-1988 aims at providing essential facilities in all primary schools in the country in a phased manner i.e. two teachers and Teaching Learning Equipment (TLE). The scheme has been expanded to provide third teacher/third room to primary schools where enrollment exceeds 100 and to cover Upper primary schools during the 8th plan. The scheme provides 100% central assistance for Teaching Learning Equipment and for salaries of teachers during the plan period. Construction of school buildings is state's responsibilities.

During the period from 1987-88 to 1998-99, teaching learning equipment has been sanctioned to all targeted primary schools (5,22,902) and Upper primary schools (1,25,241). Third teacher has been sanctioned to 57,037 primary schools additional teachers to 71,614 upper primary schools. It is proposed to sanction 30,000 posts third teacher in primary school and 20,000 posts to additional teachers to upper primary schools during 1999-2000.

3. **Teachers Training Programme**: As envisaged in the NPE and POD 1986, the centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was taken up in 1987 to create a viable institutional infrastructure, academic, and technical resources base for continuous upgradation of knowledge, competence and pedagogical skills of elementary school teacher in the country. The Scheme has five components.

   (i) Setting up of District Institutes of Education and Training (DIETs) in all districts:

   (ii) Strengthening of Colleges of Teachers Education (CTE) and development of some of them as Institutes of Advanced Studies in Education (IASE).

   (iii) Strengthening of States Councils of Educational Research and Training (SCERT).

   (iv) Special Orientation Programme for School Teacher and introduction of distance mode in teacher training:

   (v) Establishing and strengthening of department of Education in Universities.

4. **Non-Formal Education**: A programme of NFE to achieve the goal of UEE and fulfillment of the constitutional objective in being run by the central government for children of 6-14 age group who remain outside the formal system due to various reasons. The main thrust and maximum extent of coverage is in the educationally backward states viz. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu And
Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. In addition, it also covers urban slums, hilly, tribal and desert areas and projects for education of working children in other states as well. The programme is at present in operation in 25 states/union territories.

The NFE programme is implemented through State Governments as well as voluntary NGOs. The central assistance to State Governments is being provided on sharing basis between the State Governments the Central Government, in the ratio of 40:60 for co-educational centers and 10:90 for exclusively girls' centers. The central assistance to NGOs for running NFE Centers and Experimental and Innovative Projects and District Resources Units is being provided on 100% basis.

(5) Shiksha Karmi Project: This Project aims at Universalization and qualitative improvement of Primary Education in remote and Socio-economically backward villages in Rajasthan with primary attention given to girls. The project has been implemented with assistance from Swedish International Development Cooperation Agency (SIDA) since 1987. Phase-2 of the project was upto 30-06-1994. SIDA and government of Rajasthan (GOR) shared the project cost in the ratio of 90:10 respectively. Phase-2 of the project has ended on 30-06-1998. Cost sharing between SIDA and GOR was revised to 50:50 during the Phase-2 of the SKP. Government of India has been making provision in respect of SIDAs share in its Central Plan Budget, which was fully reimbursable by SIDA.

United Kingdoms Department of International Development (DEID) has agreed to support the Phase-III of the project (1999-2003) on the cost sharing ratio of 50:50 between GOR and DFID as per existing pattern with SIDA. Further necessary action is under way for getting approval of EFC/Cabinet for continuation of Phase-III of SKP (1999-2003).

6. Mahila Smakhya Programme (MSP) Mahila Smakhya Programme (Education for Women's Equality) is a 100% Dutch assisted project, which was launched in 1989. The programme is at present implemented in 4032 villages in 24 districts of Uttar Pradesh, Karnataka, Gujarat and Andhra Pradesh under Dutch funding. The programme has recently extended also to the state of Kerala. The effectiveness of MSP strategy in mobilizing women for education has resulted in it being adopted by other basic education project. Through the IDA assisted Uttar Pradesh Education Project, 6 districts have been additionally covered in Uttar Pradesh. In 11 districts of Bihar, in 5 districts of Madhya Pradesh, and 5 districts Assam, the programme is supported by the DPEP. Thus the programme is currently being implemented in a total of 7226 villages spread over 51 districts.

MSP has been able to lay a foundation women empowerment at grass-root level. MSP has brought about a change in the outlook of rural women. The programme has focused on issues like stoppage and rehabilitation of devadasis, yogini system etc. In the field of education, MSP is implementing non-formal education centers, early childhood, and pre-school-cum-creche facilities for working village women. Mahila Shiksha Kendras for adolescent girls illiterate women, to provide condensed quality of education, and skilled development. The programme is also addressing issues like:
-drinking water
-health
-social issues like violence against women
-payment of minimum wages etc.
-legal literacy

The government has approved continuation of the programme during the 9th 5 year plan with an outlay of Rs.35,000 crores.

7. **The National Bal Bhawan New Delhi**: National Bal Bhawan Society (Formerly Bal Bhawan Society, India) was founded at the invitation of Pt. Jawaharlal Nehru and established by the Government of India in the year 1955 as a registered society. It is fully financed autonomous organization of this department. Its main objective is to afford opportunities to children for their all round development through recreation physical activities; to promote social and cultural contacts amongst children of all classes and communities, to inculcate such values as it would help them to develop a modern Indian personality with a scientific temper.

8. **Lok Jumbish**: An innovative project “Lok Jumbish” with assistance from Swedish International Development Authority (SIDA) was launched in Rajasthan to achieve education for all by the year 2000AD through peoples mobilization and their participation.

The first phase of the project was implemented during June 1992 to June 1994 at a project cost of Rs.15 crores shared between SIDA, GOI and GOR in the ratio of 3:2:1.

The duration of the second phase was enlarged from July 1995 to June 1999 and again it was extended upto December 1999. The expenditure of the second phase upto March 1999 was Rs.96.63 crores.

Project interventions were made in several components of primary education like teachers training, minimum levels of learning, opening of new schools, non-formal education centers etc.

IJP has so far covered 75 blocks. It has undertaken environment building activities in 8675 villages and has completed school mapping exercises in 6954 villages. 529 new schools have been opened with 268 primary schools have been upgraded, 501 Sahaj Shiksha Kendra have been opened. Some of the salient achievements of Lok Jumbish have been to set up innovative management structure incorporating the principles of decentralization and delegation of authority as well as build partnership with local communities and the voluntary sector. Intensive Community mobilization, the school mapping, processing as well as development of innovation design for community centered school buildings programme.

(9-10) **District Primary Education Programme**: The programme takes a holistic view of primary education development and seeks to operationalise the strategy for UEE. The programme lays great emphasis on participation process for planning and management has marked gender focus and seeks to revitalize reforms in primary education through various interventions aimed at improving access and retention,
reduction of drop outs and enhancing learning achievement. It also aims at capacity building at all levels and seeks to evolve strategies, which are replicable and sustainable. The programme presently covers 163 districts in 14 States, namely, Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, Madya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh and Bihar. Further expansion of the programme in 19 districts of Rajasthan, 35-40 districts of Uttar Pradesh, 8 districts of Orissa and 5 districts of West Bengal is in the pipeline. The first phase of the programme, which was launched in November 1994 in 42 districts in 7 states and was subject to in-depth review during September-October 1997, and thereafter to be reviewed every six months. The reviews and evaluation of the programmes have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates and drop outs, with increased community involvement, improvement in classroom processes etc.

(11) National Programme of Nutritional Support to Primary Education: For the first time in the country a nation wide programme of Nutritional Support to Primary Education was launched on the 15th August 1995, intended to give a boost to UPT simultaneously imparting on nutrition of students in primary classes.

The ultimate goal under the programme is provision of wholesome cooked/processed food having caloric value equivalent to 100gms of wheat or rice through local bodies/authorities such as Panchayats and Nagarpalikas who are expected to develop institutional arrangements for the purpose. In the interim period food grains (wheat/rice) at the rate of 3kgs per student per month maybe distributed to children in primary classes who put a minimum attendance of 80% in the previous month.

The programme has been expanded in a phased manner, commencing from 1995-96 to cover all students’ primary classes (I-V) in all government, local body and government aided schools in the country from 1997-98 onwards.

The central support under this programme is on the following:

(i) Provision of food grains free of cost to the implementing agencies for which economic cost is reimbursed to the Food Corporation of India.

(ii) Reimbursement of transportation cost to lifting agencies for moving food grains from Food Corporation of India godowns to schools or villages.

During 1999-2000 the estimated number of beneficiaries was 9.80 lakh children for which 27.11 lakh metric ton food grains (wheat/rice) have been allocated after adjusting un-utilised available quantity reported by the states. Provisional allocations have been for the states that have not yet supplied enrolment data and/or un-utilised quantity available with them.

(12) National Programme for Media Publicity and Advocacy of UEE: In order to build up public opinion and mobilise social support, National programme for media publicity and advocacy for UEE is proposed and was launched in ninth five year plan focusing on
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(18) Voluntary Organisations in the Field of Adult Education: The Central Scheme of Assistance of Voluntary Agencies (VA) is Adult Education now proposed to be renamed as ‘Scheme of Support to Non-governmental organization (NGO)’ in the field of adult education came into operation under the National Literacy Mission (NLM) in 1987-88. Under this Scheme NGOs are provided financial assistance for imparting literacy to adult illiterates in the age group of 15-35 for establishment and running Total Literacy Campaign (TLM), Post Literacy Programme (PLP) publication of books/periodicals, educational studies, provision of academic and technical resources support, organizations of workshops, seminars, conferences etc.

Under the scheme, funded on 100% basis with a provision that in field projects, the administrative cost will be restricted to only 9% of the total cost of the projects. During the eighth plan period the funding level of the State Resource Center was enhanced and the SRCs were divided in to three categories “A, B & C”. The proposal for associating the NGOs in the Continuing Education Programme, further enhancing the grants to SRCs and re-categorising them into two categories “A&B”, with some additional grants for development of infrastructure during the 9th plan period, is under consideration of the government.

(19) Scheme of Continuing Education for Neo-literate: The scheme aims at providing adequate institutional infrastructure through Jana Siksha Nilayams for the post-literacy and continuing education needs of the neo-literates since 1988. Keeping in view the NPE 1986, and POA 1992 directives, the new scheme of continuing education for neo-literates has been formulated to replace the scheme of post literacy and continuing education for achieving the following objectives

- Provision of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy
- Creating scope for application for functional literacy for improvement for living conditions
- Dissemination of information on development programme and widening and improving participation of traditionally deprived sections of the society
- Improvement of economic conditions by vocational skills
- Provision of facilities for library and reading rooms
- Creation of awareness about national concerns

The new scheme of Continuing Education for neo-literates is in operation since 1996-97. This scheme is being implemented in 66 districts representing 12 states and two Union Territories. The districts covered under Continuing Education Programmes have completed both Total Literacy Campaigns.

(20) Strengthening of Administrative Structure: Central grant was given to States/UTs for creating necessary administrative structure at the state and district levels for achieving the aims of National Literacy Mission. This covers expenditure on emoluments of staff, other than medical and travel expenses etc. About 24 states/UTs were receiving central grant under this scheme. The scheme has been revised in 1988 under which additional staff has been sanctioned to states/UTs.
The scheme of SAS has been transferred to concerned states/UTs government with effect from 1-4-1998. Approximately Rs.7 crores liability is still to be released to some state governments, which represent expenditure incurred by them till 1997-98.

(21) Special Project for Eradication Illiteracy: Under the scheme, project for total post literacy campaigns are sanctioned to Zilla Saksharata Samities of selected districts for implementation.

(22) Directorate of Adult Education: Directorate of Adult Education (DAE) has been functioning as the National resource center in the field of AE and TLCs. The directorate was set up as a subordinate office of the department of education under the Ministry of HRD to provide academic and technical resource support to various governmental and non-governmental agencies implementing AEP in the country.

(23-27) Other Programmes: This include National Literacy Mission Authority, Shramik Vidyapeeth, Population Education in Adult Education Programme, National Institute of Adult Education, Grants to Non-Governmental Agencies for Adult Education and Cultural Exchange Programme in the field of adult education.
## APPENDIX-II

### NORMS FOR INTERVENTIONS UNDER SSA

<table>
<thead>
<tr>
<th>INTERVENTION</th>
<th>NORM</th>
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<tbody>
<tr>
<td>1 Teacher</td>
<td>➢ One teacher for every 40 children in primary and upper primary.</td>
</tr>
<tr>
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<td>➢ At least two teachers in a primary school.</td>
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<tr>
<td>2 School/Alternative schooling facility</td>
<td>➢ Within one kilometer of every habitation.</td>
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<td></td>
<td>➢ Provision for opening of new schools as per state norms or for setting up EGs like schools in unserved habitations.</td>
</tr>
<tr>
<td>3 Upper primary schools/ sector</td>
<td>➢ As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools.</td>
</tr>
<tr>
<td>4 Classrooms</td>
<td>➢ A room for every teacher in Primary and upper primary, with the provision that there would be two classrooms with verandah to every primary school with at least two teachers.</td>
</tr>
<tr>
<td></td>
<td>➢ A room for Headmaster in upper primary school/section.</td>
</tr>
<tr>
<td>5 Free textbooks</td>
<td>➢ To all girls/SC/ST children at primary and upper primary level within an upper ceiling of Rs.150/- per child.</td>
</tr>
<tr>
<td></td>
<td>➢ State to continue to fund free textbooks being currently provided from the State Plans.</td>
</tr>
<tr>
<td>6 Civil works</td>
<td>➢ Ceiling of 33% of SSA programme funds.</td>
</tr>
<tr>
<td></td>
<td>➢ For improvement of school facilities, BRC/CRC construction.</td>
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<tr>
<td></td>
<td>➢ CRCs could also be used as an additional room.</td>
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<tr>
<td></td>
<td>➢ No expenditure to be incurred on construction of office buildings.</td>
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<tr>
<td></td>
<td>➢ Districts to prepare infrastructure Plans.</td>
</tr>
<tr>
<td>7 Maintenance and repair of school buildings</td>
<td>➢ Only through school management committees/VECs.</td>
</tr>
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<td>➢ Upto Rs.5000 per year as per specific proposal by the school committee.</td>
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<td>➢ Must involve elements of community contribution.</td>
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| Upgradation of EGS to regular school or setting up of a new Primary school as per State norm | ➢ Provision for TLE@Rs. 10, 000/- per school.  
➢ TLE as per local context and need.  
➢ Involvement of teachers and parents necessary in TLE selection and procurement.  
➢ VEC/school-village level appropriate body to decide in best mode of procurement.  
➢ Requirement of successful running of EGS center for two years before it is considered for upgradation.  
➢ Provision for teacher& classroom. |
| TLE for upper primary                                                      | ➢ @ Rs. 50, 000 per school for uncovered schools.  
➢ As per local specific requirement to be determined by the teachers/school committee.  
➢ School committee to decide on best mode of procurement, in consultation with teachers.  
➢ School committee to recommend district level procurement if there are advantages of scale. |
| Schools grant                                                              | ➢ Rs. 2000/- per year primary/upper primary school for replacement of nonfunctional school equipment  
➢ Transparency in utilization  
➢ To be spent only by VEC/SMC                                                                                                              |
| Teacher grant                                                              | ➢ Rs. 500 per teacher per year in primary and upper primary  
➢ Transparency in utilization                                                                                                                 |
| Teacher training                                                           | ➢ Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @Rs. 70/- per day  
➢ Is indicative; would be lower in non residential training programmes                                                                  |
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|             | ➢ Includes all training cost  
|             | ➢ Assessment of capacities for effective training during appraisal will determine extent of coverage  
|             | ➢ Support for SCERT/DIET under existing Teacher Education Scheme |
| 13 State Institute of Educational Management and training (SBEMAT) | ➢ One time assistance up to Rs. 3 crore  
|             | ➢ States have to agree to sustain  
|             | ➢ Selection criteria for faculty to be rigorous |
| 14 Training of community leaders | ➢ For a maximum of 8 persons in a village for 2 days in a year – preferably women  
|             | ➢ @ Rs.30/- per day |
| 15 Provision for disabled children | ➢ Upto Rs.1200/- per child for integration of disabled children, as per specific proposal, per year  
|             | ➢ District Plan for children with special needs will be formulated within Rs.1200/- per child norm  
|             | ➢ Involvement of resource institutions to be encouraged |
| 16 Research, Evaluation, supervision and monitoring | ➢ Upto Rs.1500/- per school per year  
|             | ➢ Partnership with research and resource institutions, pool of resource teams with State specific focus  
|             | ➢ Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS  
|             | ➢ Provision for regular school mapping/micro planning for up dating of household data  
|             | ➢ By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons  
<p>|             | ➢ Funds to be spent at national, state, district, sub-district, school level out of the overall per school allocation |</p>
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<tr>
<td></td>
<td>Rs.100 per school per year to be spent at national level</td>
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<td></td>
<td>Expenditure at state/district/BRC/CRC/School level to be decided by State/UT. This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided.</td>
</tr>
<tr>
<td></td>
<td>Involvement of resource institutions willing to undertake state specific responsibilities</td>
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<tr>
<td>17 Management Cost</td>
<td>Not to exceed 6% of the budget of a district plan</td>
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<td>To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc</td>
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<tr>
<td></td>
<td>Priority to experts in MIS, community planning processes, civil works, gender, etc depending on capacity available in a particular district</td>
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<tr>
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<td>Managements costs should be used to develop effective teams at State/ District/ Block/ Cluster levels</td>
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<td>Identification of personal for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.</td>
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<td>18 Innovative activity for girls education, early childhood care &amp; education, interventions for children belonging to SC/ST community, computer education specially for upper primary level</td>
<td>Upto Rs.15 lakh for each innovative project and Rs.15 lakh for a district per year will apply for SSA</td>
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<td>ECCE and girls education interventions to have unit costs already approved under other existing schemes.</td>
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<td>19 Block Resource Centres/ Cluster resource Centres</td>
<td>BRC/CRC to be located in school campus as far as possible</td>
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<td>Rs.6 lakh ceiling for BRC building construction wherever required</td>
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<td>Rs.2 lakh for CRC construction wherever required should be used as an additional classroom in schools.</td>
</tr>
<tr>
<td>INTERVENTION</td>
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| 20 Interventions for out of school children      | ➢ Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.  
➢ Deployment of up to 20 teachers in a block with more than 100 schools; 10 teachers in smaller blocks in BRCs/CRCs  
➢ Provision of furniture, etc. @ Rs.1 lakh for a BRC AND Rs.10,000 for a CRC  
➢ Contingency grant of Rs.12,500 for a BRC and Rs.2500 for a CRC, per year  
➢ Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself. |
| 21 Preparatory activities for micro planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc. | ➢ As per norms already approved under Education Guarantee scheme & Alternative and Innovative Education, providing for the following kind of interventions  
➢ Setting up of Education Guarantee Centers in unserved habitations  
➢ Setting up other alternative schooling models  
➢ Bridge courses, remedial courses, Back-to-school camps with the focus in mainstreaming out of school children into regular schools. |
|                                                  | ➢ As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required. |
APPENDIX-I

THE CONSTITUTION (NINETY-THIRD) AMENDMENT BILL, 2001

Further to amend the constitution of India, Be it enacted by Parliament in the fifty-second year of the Republic of India as follows:

- 1. This Act may be called the Constitution (Ninety-third Amendment) Act, 2001.
- 2. It shall come into force on such date as the Central Government may, by notification in the official Gazette appoint.
- After article 21 of the Constitution the following article shall be inserted, namely: "21A. 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".
- For article 45 of the Constitution, the following shall be substituted:- "45. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years".
- In the article 51A of the Constitution, after clause (j) the following clause shall be added, namely:"(k) who is a parent or guardian to provide opportunities for education to his child or as the case may be, ward between the age of six and fourteen years".

Following government's approval of the 93rd Constitutional Amendment Bill making free and compulsory education a fundamental right for children between the age group of six and 14 years, the Government has announced that it would introduce a Central legislation to effectively implement the measure.

Addressing a press conference here, the Human Resources Development Minister, Mr Murli Manohar Joshi, said the Centre was in touch with the State Governments, Law Commission and other experts and will try to introduce a Bill in the Budget session of Parliament.

The Central legislation, according to Mr Joshi, would address issues such as the role of various Governments, including the State and local bodies, the role of private sector and the redressal machinery if the right was violated.

However, educationists and members of education NGOs such as the National Alliance for Fundamental Right to Education (NAFRE) have termed the passing of the 93rd Constitutional Amendment Bill as a mere eyewash.

Speaking to Business Line, the Delhi-based educationist, Mr S.P. Bakshi, said that there is no point amending the Constitution, when we neither have the infrastructure, facility nor finance to provide free education. "There is no point giving substandard education. What the Government should actually do is to improve the existing system of education, instead of making elementary education a fundamental right," he said.
On the other hand, Mr Sanjiv Kaura, National Convenor of NAFRE, said, "Good legislation is not a sufficient condition to achieve universal elementary education. The twin points of adequate financial backing and community control of schools is required to bring sufficiency to the equation, out of which the first condition of money is clearly missing. For the second requirement, the Government must ensure that good words actually turn into reality."
APPENDIX-J

Achieving education targets remains a dream

We are a nation fond of experiments. We have been experimenting for the past five-and-a-half decades - from political systems to educational policies. Yet we seem to be more directionless today than we were 56 years go. This is because our experiments seem to have been leading us into vicious circles rather than towards social development and economic progress.

The education sector is recognized today as the key to development and progress. However, past experiments in this sector have led to nowhere but stagnation in our literacy rates and general rot in our public schools, colleges and universities. Yet new experiments in this sector continue to be unveiled, with all the desired targets seeming to be as elusive as before.

The present government has been particularly active in revamping the education system and has launched a series of measures. These include the compulsory education ordinance, the school adoption programme whereby NGOs and private concerns may ‘adopt’ and run public schools, and raising the number of years of study in getting a bachelor’s degree- from 14 to 16 years.

There is nothing wrong with all these measures per se except perhaps for their practicality. Too many drastic changes are being introduced in too short period, all aiming at achieving very ambitious targets - targets which the country has been unable to achieve in five- and- a half decades.

Take for instance, the target of universalisation of primary education. This is not a new target. It has been the target of all our five-year plans in the past. Yet its achievement remains a dream.

This government aims at achieving the target of universalisation of primary education with the help of the compulsory education ordinance, which again is not a new concept. The only thing new perhaps is that the ordinance provides for penalties in the form of fines for parents for not sending children of the primary age group (five to nine years) to school as well as fines for employers for employing children of this age group. The major hurdle is in the very implementation of this ordinance.

Provincial governments have told their district governments to achieve the target by 2004-05. This means that by 2004, all children of the primary age group should be attending school. In many areas of the country, this does not seem possible.

The reason is inadequate infrastructural facilities and lack of trained manpower. In some places, there are simply not enough schools. In other places where there are schools, they lack physical facilities: some don’t even have buildings and some have only one classroom. Many primary schools in the rural areas and even in some urban areas are beset with problems like shortage of trained and qualified teachers, teacher absenteeism, and the lack of motivation, dedication and interest in their profession. Another major problem, especially in rural areas, is the lack of motivation to send children to school, particularly girls whose enrolment is low (about one third) as compared to boys’.
As with many governments before, this government has also made 100 per cent literacy its target and to help achieve this, it is introducing its own rash literacy scheme. The scheme, sketchy details of which were made known, involves the setting up of literacy department at the district level and the appointment of 105 new literacy officers in all 105 districts of the country. Can this new literacy scheme achieve what previous experiments in literacy have failed, and or not end up where past literacy programmes have ended up?

This government’s adult literacy scheme, like all others before, aim at overcoming the huge backlog of adult literacy through crash programmes, but as with previous governments, there seems to be little recognition of the fact that success in this kind of crash programmes can only be achieved of the number of literates produced every year is not nullified by the number of new entrants into illiteracy produced by high population growth and poverty, the compulsory education ordinance notwithstanding.

Besides, turning all existing adult illiterates, the majority of who are women, into instant literates involves addressing the problem of “gender gap”, especially in rural areas. This requires the government to focus on expanding educational opportunities for women in particular and overcoming the prejudices and stereotypes that limit women’s access to adult education.

Yet another ambitious target of this government is to upgrade the quality of public tertiary education by bringing our bachelor’s degree- at present considered only equivalent to the British ‘A’ levels- at par with international bachelor’s degrees. The government plans to achieve this target by increasing the duration of study towards a bachelor’s degree by two years. This would mean increasing both the FA/FSc programme and the BA/BSc programme by one year each from the current two to three years.

This exercise of reducing and increasing the duration of study first began in the 1950s when the high school certificate study duration was reduced from 1 to 10 years. Then in 1962, the duration of the bachelor’s degree programme was increased from two to three years. This, however, only lasted briefly because student agitation forced the government to overturn its decision and the bachelor’s degree programme was reduced back to the original two years.

The present government’s decision to increase the number of years for getting a bachelor’s degree from 14 to 16 amounts to a rollback of the decision of the 1950s plus a return to the original 1962 decision. Had the government in the mid-1950s not reduced the high school certificate programme from 11 to 10 years, and had the 1962 martial law decision to increase the bachelor’s degree programme from two to three years stayed, we would have had a 16 instead of 14 years’ study duration for getting a bachelor’s degree.

Judging from the present state of our education sector, it will take a lot more than merely increasing the duration of study by two years to bring our bachelor’s degree at par with international standards. The objective cannot be achieved unless we also considerably improve the infrastructural facilities in the education sector, upgrade the teaching staff’s service and work conditions, and revamp the current curricula and syllabi and bring them more up to international standards.
Until now, slogans like education for all, universalization of primary education, 100 percent literacy and other such noble objectives have remained mere noble objectives. When can these objectives be turned into a reality for the people and become an achievement for the government?

The significance of education for economic growth and a progressively society needs no arguments as its performance in this area is not up to the mark. I do not want to delve on the past, but look towards. In this paper, I first discuss some of the myths about the problems of education in India, the recently proposed solutions, and at the end, offer my agenda for reform.