

MHRD GOVT OF INDIA

National Policy on Education 1986

EARLY CHILDHOOD CARE & EDUCATION

THE PRESENT SITUATION

1. Some of the significant parameters of the quality of life of any nation are the infant mortality rate, incidence of malnutrition, the morbidity picture and the literacy rates. The infant mortality rate today stands at 104 (1984). The rural-urban IMR differential is striking, being 113 and 66. Respiratory disorders, diarrhoea and parasitic infestations and nutritional deficiencies are significant contributors of child morbidity. Eighty three per cent of children have body weights below normal standards. These include 42 per cent mildly malnourished, 35 per cent moderately malnourished and six per cent severely malnourished. Cognitive stimulation at home during early childhood, which is so vital for the later years of life, is poor because of low female literacy rate which is 24-88. At present, by the most generous estimate, only around 12 per cent of the child population (0-6 years) of the country is being reached by one or more of the six services in the ICDS package, though within ICDS project areas, a large proportion of disadvantaged children are benefited by the comprehensive package of six services. Taking into account the various other programmes and that ECCE age group is 0-6 while the other programmes

8

cater to differently defined age group (mostly 3-6), it appears that less than 10 per cent of the child population (0-6 years) of the country receives all the essential services, from conception to the age of 6 years.

2. Realising the crucial importance of rapid physical and mental growth during early childhood, Government started a number of programmes of early childhood care and

education (ECCE). Declaration of a National Policy for Children (1974) shows the commitment of Government for the development of children. The existing ECCE programmes include:

- (i) Integrated Child Development Services (ICDS);
- (ii) Scheme of assistance to voluntary organisations for conducting early childhood education centres (ECE);
- (iii) Balwadis and day-care centres run by voluntary agencies with Government's assistance;
- (iv) Pre-primary schools run by the State Governments, Municipal Corporations and other agencies;
- (v) Maternal and child health services through primary health centres and sub-centres and other agencies.

The Integrated Child Development Services is currently the biggest programme of early childhood development. This programme over the years has demonstrated that even a modest investment in child development goes a long way in developing human resources. It needs to be fully integrated with the Universal immunisation programme started with effect from 19th November, 1985.

IMPLICATIONS OF THE STATEMENTS CONTAINED IN NPE

3. The National Policy on Education has given a great deal of importance to ECCE. It views ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society. It has also taken into account the holistic nature of ECCE and has pointed out the need for organising programmes for the all-round development of the child. The significance of play and activity approach and the need for child- centredness in the programmes of ECCE as well as in primary

school education have been spelt out, and it cautions against the dangers of using formal methods of teaching and early introduction of the 3 R's. The importance of community involvement has also been highlighted. The need to establish a linkage between ICDS and ECCE programmes has been pointed out. The desirability of a modular, development so as to upgrade the former into the latter institution on a full-blown basis has been mentioned. In addition, there is also a commitment to taking up other diverse kinds of

9

day-care centres. The Policy specifically focuses on the need for early care and stimulation of children belonging to the poverty groups.

THE STRATEGY OF IMPLEMENTATION

4. The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. Even a modest development process during this period includes care of mother during pregnancy (ante-natal health check-up, nutritional support, control of anemia, immunization for prevention of tetanus following delivery, etc.), hygienic and skilled birth attendance, nutritional care of mother during lactation, correct infant feeding practices, immunization of infant from communicable diseases, mothers' education in child care, early childhood stimulation, and health and nutritional support throughout. Thus, ECCE is a complex integral function. It requires workers with integrated ECCE training, integrated worksites or ECCE centres where the essential services flow to young children through the period of their growth and preparation for formal education, and coordinated functioning of various agencies, governmental and non-governmental, striving to meet different needs of young children.

5. One of the weakest points in the existing programmes is inadequate child: worker ratio. Efforts will be made to strengthen the programmes and make them developmental instead

of providing mere custodial care; the worker force would need to be suitably augmented.

The size and personnel of the centre would be so chosen that it would take care of the diverse items of the programmes fully within' a given population.

6. Similarly, adequate remuneration to the workers is an important factor in successful implementation of any programme. Effort will be made with immediate effect to see that in the case of day- care centres, the remuneration of full time workers is not less than the wages earned by unskilled workers. However, the long term goal should be to bring the trained full-time child care workers on par with primary school teachers. Part-time child care workers should be paid not less than minimum wages proportionate to their hours of work. To ensure proper supervision, ratio of supervisors to the number of ECCE Centres should be improved. Considering the nature of work, which requires rapport with mothers and tenderness to children, ECCE workers and their supervisors should invariably be women.

7. Keeping in mind the role of ECCE as a support service in universalisation of elementary education, as well as for human resource development, ECCE will be, in the first instance, directed to the most underprivileged groups, those who are still outside the mainstream of formal education. Some of these can be defined as follows:

- (i) very poor urban slum communities;
- (ii) ecologically deprived areas where children are required to fetch fuel, fodder, water and do other household chores;
- 10
- (iii) family labour and household chores in rural areas and artisan households;
- (iv) working children in the unorganised sector;
- (v) itinerant, or seasonal labour, who have a mobile and transient life-style, like road workers;

(vi) construction workers in urban and rural areas;

(vii) landless agricultural labour;

(viii) nomadic communities and pastoralists; (ix) forest dwellers and tribals in remote areas; (x) residents of remote isolated hamlets.

Girls in these groups may require support services like child care, sometime in very small units. Special attention should be given to scheduled castes and scheduled tribes in all the above defined categories.

TARGETS AND PHASING

8. Ethically speaking, every child should be assured access to the fulfilment of all basic needs. Yet, facing the existing realities of outreach and utilisation, it is suggested that 70% of the target groups (children 0-6 years) should be covered by all services by 2000 AD, whereas health and nutrition services should be extended to all the needy groups as early as possible. By the end of the-Seventh Plan, a modest network of ECCE facilities should be established in all tribal development blocks, blocks having substantial scheduled caste population and slums in large cities. A minimum of 2.50 lakh centres should be established by 1990. Though various schemes need to be improved and expanded, this coverage will be predominantly achieved by expansion of ICDS. ECCE will be expanded to a level of 10 lakh centres by 1995 and 20 lakh by the year 2000. Most of the coverage will be through ICDS but diverse kinds of preprimary education centres and day-care centres, mainly for the population group mentioned at para 6, will also be encouraged and supported.

9. The emphasis in short term would be on upgradation, expansion and strengthening of the existing programmes. Efforts will also be made to extend these programmes to areas and target groups unserved by them so far. The programme of action in this behalf will consist of development of the following modular packages:

(a) INTEGRATED CHILD DEVELOPMENT SERVICES

Preschool education component needs to be strengthened in ICDS- For this following steps will be taken:

11

- (i) Each Anganwadi Workers' Training Centre should be given the responsibility of running at least 25 anganwadi centres so as to provide the trainees with adequate field practice areas.
- (ii) The trainees should be placed for a minimum of one month in the anganwadis for practical training.
- (iii) Instructional materials for use of trainers and the trainees should be developed.
- (iv) Materials for children - picture books, pictures, posters, minimum essential play materials - should be made available to all anganwadis and replenished periodically.
- (v) The trainers, supervisors and CDPOs should be oriented through Refresher Courses in preschool education component and given field training so that it is strengthened both at pre-service and in-service levels.
- (vi) The CDPO's office should be developed into a Resource Centre and be well equipped with training materials.

A beginning will be made in ICDS by developing a small percentage of Anganwadis as day care centres and effort will be made to coordinate the timings of ICDS anganwadis with the primary schools.

(b) ECE CENTRES (DEPARTMENT OF-EDUCATION)

The ECE scheme as it stands, does not have components of health and nutrition, neither does it have any provision for the training of teachers. The following measures will, therefore, be taken with immediate effect:

- (i) Adding health and nutrition components;

- (ii) Provision for training the personnel;
- (iii) supply of educational materials for children;
- (iv) Using play way method and discouraging teaching of 3 R's;
- (v) System of monitoring to be developed and linked with the renewal of grants.

(C) BALWADIS RUN BY VOLUNTARY AGENCIES

There are varieties of patterns in the Balwadis. Each scheme has its own history and background. All programmes of child development implemented through voluntary agencies will have an integrated approach, offering a comprehensive package and avoiding duplication. Where this does not happen, the existing activities will be merged in some comprehensive and integrated programme. Most of the programmes run by 12

voluntary agencies do not have all the components of health, nutrition and education.

They need to be converted into total child development centres.

(D) PRE-PRIMARY SCHOOLS OF THE STATE GOVERNMENTS AND MUNICIPALITIES

They essentially focus on education. Therefore they require:

- (i) Adding components of health and nutrition;
- (ii) Discouraging the early introduction of the three R's;
- (iii) Using play-way method;
- (iv) Developing a relationship between home and community.

(E) DAY CARE CENTRES

The creches and day-care centres being run with CSWK support and otherwise need to be reviewed and strengthened on an immediate basis. The following requirements will be ensured:

- (i) Timing co-terminous with school working hours or mothers' working hours;

- (ii) Adequate, safe and hygienic space;
- (iii) Adequate child worker ratio;
- (iv) Drinking water;
- (v) Supplementary nutrition;
- (vi) Paramedical care under medical supervision;
- (vii) Minimum equipment including linen, cradles;
- (viii) Toys and play materials;
- (ix) Training and supervision of workers.

10. A further emphasis during Seventh and Eighth Plan will be on experimentation for evolving low cost and context-specific models. The models which are in experimentation stages at the moment would be encouraged and expanded. Appropriate agencies will undertake a survey of such models. Some of the models which are already being experimented and which have much promise are as follows:

13

- (a) Home-Based Model (from conception to 6 years): This model involves developing techniques of stimulation that can be taught to and done by parents or other members of the family to foster child development. It requires (i) training of local women who will play the leadership role in conducting home visits and encouraging family members to conduct stimulation programmes for their children, (ii) development of low cost play materials to be used by the family, (iii) development of audio and video programmes for the mass media for wide implementation, and (iv) creation of a mobile supervisory cadre.
- (b) Day Care Centres (From birth to 6 years) : This model is a support service to free older children and working women. Some voluntary organisations are successfully implementing these programmes. Such Day care centres should be established at all construction sites and other work centres where women are employed in substantial

numbers. While support for voluntary agencies should be provided on a liberal scale by Government, the expenditure on the centres run on work sites should be the responsibility of the employers.

(c) Family Day-Care Centre: This is best suited for areas where the target group is very small and a Day care centre may or may not be viable. In this model, a suitable woman from the same group is identified as the home care worker, and given the necessary materials, training, supervision, and infrastructural support, including food, to take care of five or six children in her own home. It is envisaged that every cluster of about 10 home-care units would be supervised, guided and supported by a supervisory worker who is competent to give the necessary support.

TRAINING

11. In all models of ECCE programmes, the component of training will be strengthened. Training would include a strong component of field placement under supervision. As the early childhood care and education programmes are bound to expand considerably over the next two decades, corresponding training facilities will be made available for all levels of functionaries. Following would be some of the important parameters for meeting the training requirements:

- (i) Initiating a two-year vocational course in ECCE at +2 level with the objective to create basic skills which can later be adopted through job training for specific situations;
- (ii) Strengthening the educational content of ICDS' functionaries, training by providing appropriate training inputs, resources, materials etc. and extending it, where possible, to include a component of day care management;
- (iii) Taking steps for setting up a higher course in ECCE for senior level functionaries of ICDS, trainers in the various training institutions and the supervisory personnel;
- (iv) Creating a system of a accreditation of training institutions dealing with ECCE and

review of the existing training programmes; and

14

(v) Working out appropriate, task specific, flexible models for day care training at field level in rural areas.

12. Media support is essential for conveying to the parents and community the messages of ECCE. It is also necessary for the training of personnel in ECCE. Side by side with the development of meaningful programmes for the adults, attention should be paid to the development of stimulating programmes for children. Concerted efforts will be made by all concerned organisations such as Doordarshan, AIR, NCERT, NIPCCD and other related organisations in developing the software in all major regional languages.

MONITORING AND EVALUATION

13. The system of monitoring and evaluation will be strengthened on the following lines;

(i) A Management Information System will be evolved for monitoring all ECCE programmes. Information will be collected, compiled, analysed and acted upon at the block/local authority level. The flow of information to different levels (District, State, Centre) will be so planned that control functions at these levels can be performed effectively without delay.

(ii) Assistance will be sought from professional institutions and expert bodies for independent, objective evaluation that can identify gaps and problems and feasible alternatives for remedial action. All types of programmes should be got evaluated by independent agencies once in five years and the reports of the evaluations followed up in order to improve the quality of services.

(iii) In order to assess the contributions of ECCE from time to time an Index of Human Development will be worked out which would include, among others, the following elements:

- (a) infant mortality rate;
- (b) incidence of malnutrition in the second year of life;
- (c) access to early stimulation and education; and
- (d) female literacy level.

ELEMENTARY EDUCATION, NON-FORMAL EDUCATION AND OPERATION BLACKBOARD

THE PRESENT SITUATION

1. Provision of free and compulsory education to all the children until they complete the age of 14 years is a Directive Principle of the Constitution. Determined efforts have been made since independence towards the achievement of this goal. Between 1950-51 and 1984-85 the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000. Even so, an acceptably large number of habitations are still without primary schools and nearly one-third of the schools in rural areas have only one teacher. The emphasis so far has been on enrolment of children - approximately 95% children in 6-11 age-group and 50% children in 11-14 age-group are enrolled in schools, the corresponding figure for girls being 77% and 36% respectively. However, nearly 60% children drop out between classes I-V and 75% between classes I-VIII. In urban areas there is overcrowding in schools and the condition of buildings, furniture facilities and equipment is unsatisfactory in almost all parts of the country. Rapid expansion, which was not accompanied by sufficient investment of resources, has caused a deterioration in academic standards. A programme of non-formal education has been started but in terms of spread and quality it is rather unsatisfactory.

THE POLICY AND TARGETS

2. NPE gives an unqualified priority to universalisation of elementary education (UEE).

The thrust in elementary education emphasises (i) universal enrolment and universal retention of children upto 14 years of age, and (ii) a substantial improvement in the quality of education.

3. The child-centred approach commended in NPE attempts to build the academic programme and school activities around the child. The Policy 'also recognises that unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as demotivating factors for children and their parents. The Policy, therefore, calls for a drive for a substantial improvement of primary schools and provision of support services. A variety of measures have been proposed for securing participation of girls and of children from the Scheduled Castes and Scheduled Tribes families, other educationally backward sections and minorities.

4. Conclusive data is not available regarding the number of working children. However, it has been assumed in the Policy that a large number of out-of-school children are unable to avail themselves of the benefits of schooling because they have to work to supplement family income or otherwise assist the family. NPE proposes taking up of a large and systematic programme of non formal education for these children and for children of habitations without schools. The emphasis in NPE is on Organisation of flexible programmes which are relevant to the needs of the learners and the quality of which is comparable with the corresponding stages of formal education.

5. The measures proposed to improvement in quality of elementary education include reform of the content and process of education, improvement in school buildings and other facilities, provision of additional teachers and the comprehensive programme of teacher education. Minimum levels of learning are to be laid down for each stage, which

would naturally include laying down such norms for the primary and upper primary stages.

16

6. In addition to UEE, NPE also envisages a common school structure throughout the country. Acknowledging that the 10+2+3 structure has now been accepted in all parts of the country, a suggestion has been made that the primary stage should consist of 5 years, followed by 3 years of upper primary.

7. In the past, the targets set for UEE have not corresponded to the investment required for achievement of the goal, nor has it been possible to create the mobilisation which is essential for this purpose. Taking a more practical view of the matter, NPE limits itself to proposing that all children by the time they attain the age of about 11 years will have had five years of schooling, or its equivalent through the non-formal stream, and likewise it will be ensured that free and compulsory education upto 14 years of age is provided to all children by 1995.

IMPLEMENTATION STRATEGIES

8. The central feature of the implementation strategy will be area-specific and population-specific planning. About 75% of the out-of-school children are in nine States: Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal. While these States have been treated as educationally backward, enough attention has not been paid in the past to educationally backward pockets and groups in other States. Even within the educationally backward States there are wide disparities which require special treatment. Sustained efforts will be made to revitalise the educational system of the backward States and effort will also be made to see that all backward areas and population pockets make progress to keep in step with others in their milieu. The other elements of strategy will consist of the following:

(a) Children of all families in the country will be provided access to elementary education of good quality.

(b) In view of the role of education in removal of disparities, special measures will be taken to ensure that whatever the socioeconomic background of the children, they get opportunity to achieve success of a level which approximates to the level of children from comparatively better-off sections of society, and the country moves apace in the direction of the Common School System as spelt out in the 1968 Policy.

(c) A nation-wide programme of school improvement, with required multi-level and multi-dimensional planning, will be launched to alter the present situation of institutional stagnation and social apathy. Reference has been made elsewhere about reform of the teacher education system for improvement of the quality of education.

(d) The country's faith and its future generations will be exemplified in the system of elementary education, which will get geared around the centrality of the child.

(e) For their healthy development and to ensure that they enjoy conditions of freedom and dignity, the education system will strive to have all children in Whole-time schools of

17

good quality, and till that becomes possible they will be provided opportunities of parttime non-formal education.

(f) Since NPE lays down that children who complete a stage of education would have achieved certain prescribed skills and competencies, the emphasis will now shift from sheer enrolment to retention and quality of education.

(g) Keeping in view the fact that the situation regarding elementary education varies from one part of the country to another, and sometimes within one district, and even one block, the process of planning will be decentralised and the teachers as well as the local community fully involved in this process.

MOBILISATION FOR UEE- A PREREQUISITE OF SUCCESS

9. An analysis of the achievements and failures in UEE shows that we have tended to excessively rely on opening of schools, appointment of teachers and launching of enrolment drives. The above mentioned strategies will make a qualitative change in the implementation of the UEE programme in the coming years. These strategies will, however, succeed only if a genuine mobilisation, based on participatory involvement of teachers and the community, can be ensured. In specific terms, the pre-requisites for the proposed programme of UEE are as follows:

- (1) UEE can come about only as a result of an upsurge - involving all the people concerned. The political parties, particularly their local level constructive workers, will have to play an important role in this regard.
- (2) Involvement of teachers at all stages of planning and implementation of the new strategy will be ensured. This will take the form of systematic consultations with their unions and associations, ensuring that they are fully involved in micro-level planning for UEE.
- (3) As indicated in the section on Management of Education, the local community will be involved in all aspects of UEE. For all practical purposes, the primary schools and non formal education centres will be accountable to it. Due care will be taken to ensure that women, youth, and the sections of society who have remained deprived of educational opportunities have an effective voice.
- (4) All agencies and individuals who have earned the confidence of the community and who can make a positive contribution to UEE will be involved. These would include youth clubs, Mahila Mandals, voluntary agencies and social activist groups, as well as local development workers, retired teachers, ex-servicemen, etc.
- (5) Making the system work is of the greatest importance. Hardly any change can take

place unless the schools and NFE centres are properly run, teachers/instructors provide instruction, and other processes of education are followed.

18

UNIVERSAL PROVISION OF FACILITIES

10. The Fourth All India Educational Survey (1978-79) revealed that 1,90,000 habitations were without schooling facilities since then several new schools have been opened, but habitations have also come into existence. Considering the whole situation it would be correct to say that the number of habitations without schools is still very large and that many of them are likely to be fairly large habitations. All State Governments will ensure that all habitations with a population of 300 (200 In the case of tribal, hilly and desert areas) will be provided a primary school within the 7th Plan. Effort will also be made, on the lines of Mobile Creches, to set up special schools for specific duration for building and construction workers and other categories of people who shift their residence.

11. Detailed school mapping exercises will be initiated forth-with and completed by the end of 1987-88, in order to prepare a Master Plan of Universal Provision of Facilities for EE. NIEPA has already initiated some exercise in this regard. The basis of school mapping would be to ensure that every habitation which can potentially have 50 children in the primary school should be provided one and an upper primary school opened on primary school catchment basis. For persons belonging to SC/ST and other-deprived sections, residential schools and hostels will be provided on a much larger scale. The programme of Ashram Schools will also be improved and enlarged. Effort will be made towards creation of an inexpensive system of hostels, using the school building and providing a kitchen room, where local villagers would be engaged on part-time basis to assist with cooking and supervision. Possibility of providing free food grains to the students in those hostels out of the accumulated stocks in the country will be explored.

ENROLMENT AND RETENTION

12. According to the Expert Committee on Population Projections, set up by the Planning Commission, the estimated population in 6-11 age-group in 1989-90 will be about 9.61 crores. The present population estimate for this age-group can be taken to be 9.00 crores. Against this the enrolment figures for 1984-85 are 8.54 crores, the gross enrolment ratio for boys and girls being 110 & 74%. However, nearly 22% of the enrolled are outside 6-11 age-group, mostly over- age. The first aspect of the new programme of universalisation is that for some years to come we should have no objection so long as children complete 5 years of education, or its equivalent through the non-formal stream, by the time they complete about 14 years of age.

13. Enrolment by itself is of little importance if children do not continue education beyond even one year, many of them not seeing the school for more than a few days. Emphasis will, therefore, now shift from enrolment to retention and completion by all children of at least 5 years of education. Enrolment drives will be replaced by systematic house-to-house survey in which the teachers, in cooperation with the village community, will discuss with the parents the relevance of schooling and regularity of attendance. Children for whom it is just not possible to participate in whole-day schools, will be enrolled in the non-formal education centres, but it will be ensured that every child in every family receives instruction. It is also important that all children regularly attend

19

school or non-formal education centres. In the event of a child not coming for 2-3 days at a stretch the teacher and/or members of the Village Education Committee will approach the family of the child and persuade them to make the child resume regular attendance. This family-wise and child-wise design of action to ensure that every child regularly attends school or non- formal education centre, continues his/her education at a pace

suitable to him/her, and complete at least five years of schooling, or its equivalent at the non-formal education centre, is what is intended by micro-planning at para 5.12 of NPE.

14. By making elementary education child-centred, we would be introducing a long-awaited reform in the system. The most important aspect of this reform will be to make education a joyful, inventive and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction. Much of it would depend on reform of the curriculum and co-curricular activities, in respect of which mention has been made in another section. Considering that children in rural primary schools are subjected to all kinds of manual tasks, it needs to be clarified that while manual work by children is not to be shunned, it should be an educational activity rather than an irksome draft.

Practically all States have already banned corporal punishment. But it is still widely prevalent. Through programmes of teacher education and strict supervision this practice will be effectively prevented. Each District Board of Education will have the power to determine the days of vacation and they would be asked to relate them to agricultural seasons, ensuring at the same time that the number of instructional days does not fall below 220. The non-detention policy has also been accepted in principle for quite some time. In practice, however, for one reason or other, a large percentage of children still repeat their classes. Non-detention policy will be effectively implemented upto class VIII, while also ensuring that the minimum learning competencies are reached. For this purpose various measures referred to in the section on Examination Reform will be taken.

15. A comprehensive system of incentives and support services will be provided for girls and children of the economically weaker sections of society. A reference to these has been made in the sections on the Scheduled Castes, Scheduled Tribes, Minorities, Education for Women's Equality, etc. The following items have special relevance to the new strategy of emphasis on retention:

- (a) Establishment of day-care centres for pre-school children and infants - as part of strengthening of ICDS, provision of adequate support to the ongoing programmes, and by establishment of a network of new centres;
- (b) Provision to the girls of all families below the poverty line two sets of free uniforms, free textbooks and stationery, and attendance incentives;
- (c) Free transportation in State Roadways buses to children attending elementary schools.

16. A comprehensive system of rewards and recognition will be created for individuals and institutions who contribute in a significant manner retention of children in primary schools/NFE centres. These rewards may be given to the villages, schools/NFE centres,

20

and to the teachers/instructors concerned. The amount of reward will be enough to ensure that it serves as motivation.

ENROLMENT IN 11-14 AGE-GROUP

17. Keeping in view the high transition rate from primary to upper primary stage, enrolment in the 11-14 age-group will automatically increase after universalisation of primary education. This would be further strengthened as a result of universal provision of upper primary school facilities in the VIII Plan, and by creation of mechanisms for testing the children of non-formal stream for lateral entry into the formal system. These measures will be supplemented by a system of compulsory education legislation. The States which have not enacted such law would be advised to do so and the existing laws in this behalf will be reviewed and modified on the following lines:

- (a) Requiring employers of working children to provide rest and nutrition as well as arrangements for part-time education of good quality, with provision for exemplary punitive action against employers who fail to do so;
- (b) Involving the local community and the parents in implementation of UEE and in

ensuring that educational facilities are provided to their satisfaction;

(c) Establishing schools and/or non-formal education centres of satisfactory quality within an easy reach of all children;

(d) Creating necessary machinery for implementation of the Acts, emphasising the facilitating aspects rather than the punitive ones.

COMMON STRUCTURE

18. In the meetings of the CABE and NDC in May, 1986, a consensus has already been reached in regard to the need for switching over to a common structure for the first ten years of schooling.

19. The States where the first ten years are divided into four years of primary, three years of upper primary and three years of high school, will attempt to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE. These States would need to build additional classrooms in primary schools and more teachers will also be needed. However, this would be partially set off by the savings of space and staff in high schools. It will be necessary for these States/UTs to do a detailed exercise to assess the requirement of classrooms, teachers, and funds. Similarly, syllabi, textual materials and school facilities would have to be readjusted and the examination system would have to be reorganised.

21

OPERATION BLACKBOARD (OB)

20. The purpose of OB is to ensure provision of minimum essential facilities in primary schools - material facilities as well as learning equipment. Use of the word 'Operation' implies that there is an urgency in this programme, that goals are clear and well-defined, and that Government and the people are determined to achieve those goals within a predetermined timeframe.

21. OB envisages (i) two reasonably large rooms that are useable in all weather; (ii) necessary toys and games material; (iii) blackboards; (iv) maps; (v) charts; and (vi) other learning materials. The specific items to be provided in each school under OB is given in the Annex. In regard to the buildings to be constructed the following points need to be mentioned :

- Construction of essential buildings for primary schools will be the first charge on NREP and RLEGP funds. Those resources will be supplemented by other appropriate schemes.
- Village Education Committees will be required to give undertaking for maintenance and upkeep of buildings and other structures;
- Primary school-wise inventories of available structures will be prepared for systematic planning;
- Inexpensive building designs will be prepared keeping in view the agro-climatic conditions and utilising locally available materials.
- Steps will be taken for obtaining land for playgrounds.

22. It is proposed to take the CD block/municipal area as the unit and to prepare a project for it on the basis of survey of these facilities in each school in that block/municipal area.

Although the Fifth Educational Survey is soon being taken up by the NCERT, its data will not become available for some months, and compilation and analysis will take still longer. To cover at least 10% blocks and urban schools in the same proportion under the programme in 1986-87 and 20% in 1987-88 it is proposed to conduct a quick survey in a specifically designed simple format in these blocks/municipal area by 30th September 1986 so that the data can be compiled and project reports prepared by 30.11.1986 and approval accorded by 31.12.1986. Empowered Committees will be set up at the district level to consider and approve the block/municipal area projects. The funds for Operation Blackboard would be provided by the Government of India to the State Governments on

advance/reimbursement basis. The results of Fifth Educational Survey would form the basis for block/municipal area projects for the remaining 30% blocks/municipal area in 1988-89 and 40% blocks/municipal area in 1989-90.

23. Procedures for procurement, supply and use of equipment envisaged under OB will have to be evolved keeping in view the special needs of primary schools and also ensuring that the costs are kept low. For this purpose specific norms will be laid down.

22

The first thing will be to specify the various items so as to ensure quality. This work will be done by NCERT, in association with State agencies. Particular attention will be paid to procurement procedures because the general system of purchase by tenders tends to lead to purchase of sub-standard materials. The capacity available in polytechnics, ITIS, secondary and higher secondary schools will be geared to produce the materials required by the school system, particularly under OB. Since unimaginative and rigid provisions of audit and supervision have deterred teachers in many places from using teaching aids at all, amendment of accounting procedures will also require to be worked out. Lastly, the teachers will have to be oriented and encouraged to use this material in day-to-day teaching. The mass training of teachers in the summer of 1987 and 1988 will include this aspect. This will be reinforced by supervision by District Boards of Education and DIETs.

24. There is a very large number of single teacher schools in the rural areas. It is obvious that a programme of quality improvement must include provision of at least one more teacher in these schools. This will be attempted during the Seventh Plan and a detailed programme prepared for providing one teacher per class during the Eighth Plan. Every effort will be made to ensure that one of the two teachers in every school is a woman, and for this purpose, depending on circumstances obtaining in different areas, local educated

women may be selected, provided special training and opportunities for improving their qualifications. Such a strategy may also become necessary for male teachers in remote rural areas.

THE NEW PROGRAMME OF NON-FORMAL EDUCATION

25. This programme assumes that NFE can result in provision of education comparable in quality with formal schooling. Modern technological tools - such as solar packs for provision of power in NFE centres, audio-visual aids, radio-cassette player - will be used to improve the learning environment of NFE centres, and learning material of high quality will be developed taking into account the fact that children who work have several assets on which their education should be built. The essential characteristics of NFE are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs, and decentralisation of management. Efforts will be made to evolve different models of non-formal education programmes and agencies implementing the programme will be encouraged to evolve and adopt the most suitable model depending upon the requirements of target groups.

26. Special features of NFE '- In addition to these characteristics, NFE will have certain features which will help in maintenance of quality of the programme. These features include

- (a) a learner-centred approach with the instructor as a facilitator;
- (b) emphasis on learning rather than teaching, and for this purpose the capability of the children to learn from each other would be highlighted;

23

- (c) Organisation of activities so as to enable learners to progress at their own pace;
- (d) use of efficient techniques to ensure fast pace of learning and provision of proper lighting arrangements at the NFE centres and necessary equipment;

- (e) stress on continuous learner evaluation and establishment of evaluation centres for evaluation and certification of learners;
- (f) in terms of scholastic, achievements (particularly language and maths), following the norms set in the formal system, both because of its desirability per se and because it is essential for entry into the formal structures;
- (g) creation of participatory learning environment and treating the children with the regard they deserve as persons engaged in productive activities;
- (h) Organisation of joyful extra-curricular activities including singing and dancing, plays and skits, games and sports, excursions, etc.;
- (i) ensuring that all facilities and incentives given to girls, children of SC/ST, and others in the formal system, are made available in the non-formal system as well, in addition to provision of free textbooks and stationery to all pupils.

27. Instructors and their training - The instructor is the most important factor in the implementation of NFE. The criteria for the selection of the instructor would include

- being local,
- being already motivated,
- acceptable to the community,
- preferably from the weaker sections of society, should have given some evidence of work in the community.

28. Keeping in view the importance of enrolment of girls, and also the fact that NFE has the potentiality of developing into a major programme of women's development, wherever possible women will be appointed as instructors.

29. Training of non-formal education personnel, particularly the instructors, is the key to the success of the Programme. Initial training as well as recurrent training are both crucial. By and large, training days for the instructors would be about 30 days in the first

year and about 20 days in the subsequent years. The need for participatory training, based on the experiences of the participants, is now well-recognised. Actualisation of such training will call for considerable planning and investment. A variety of agencies will be involved and help taken of diverse training aids and educational technology, including TV and VCR.

24

30. Supervision administration - In the administrative restructuring, the most important place belongs to the supervisor, on whom depends to a great extent the quality of the programme. The work of supervision may be entrusted to whole-time NFE supervisors with about 20-25 centres under her/his charge, or, preferably to trained local youth.

31. Approximately 100 NFE Centres will comprise a project which would be taken up in a compact and contiguous area coterminous, as far as possible, with a CD Block. The main functions at the project level would be (i) to select the supervisors, (ii) to generally supervise the programme, (iii) to promote interagency linkages to give development orientation to the field programme, (iv) to monitor the programme, (v) to ensure provision of materials and supplies, etc., Strengthening is also envisaged at the district and State levels. Wherever possible the administrative and supervisory structure for NFE and adult education will be amalgamated - including the programmes to be taken up through panchayati raj bodies and voluntary agencies.

32. Involvement of voluntary agencies - and panchayati raj institutions - Several voluntary agencies have, in the past successfully organised NFE programmes. Very often voluntary agencies have bands of committed workers who have the capability to establish rapport with the local community and they can also function with flexibility and dynamism. Several panchayati raj institutions have also shown keen interest in NFE and they have the capability to run such programmes. It is proposed to take positive measures

to involve in NFE as many voluntary agencies and panchayati raj institutions as possible, which can suitably take up this programme. It is also proposed to improve the existing administrative arrangements for support to VAs. Proposals will be examined by a grant-in-aid committee and where necessary a representative of the voluntary agency would be invited for discussion with the Committee. Projects of voluntary agencies will be entertained for a period of 3-4 years. They would be required to send the initial proposals through the State Government but at the subsequent stages the voluntary agencies will directly approach the Ministry for release of grants-in-aid. The State Governments would, of course, be expected to oversee the implementation of voluntary agencies' projects.

33. Continuing education - Scope for continuing their education is important for all learners. The strength of the PNFE will depend to a considerable extent on our being able to link the initial programmes of NFE with effective programmes of continuing education. This has several implications for PNFE. (a) Arrangements will be made for testing of children in NFE stream with reference to an equivalent stage in the formal system and specific instructions issued to facilitate lateral entry into the formal system for students of non- formal education stream. (b) Non-formal education centres would insist on children completing education at least upto V class level, and arrangements of non formal education upto class VIII would be provided wherever necessary. Effort would also be made to link non-formal courses with the Open Schools. (c) Scholarships to the needy children, particularly working children, will be provided to enable them to continue education in the formal system. (d) NFE programme would also be linked with the schemes of public libraries, Jana Shikshan Nilayams, etc. (e) Vocational and technical courses of a wide variety would be provided for children and youth who come out of the non- formal stream.

34. Financial pattern and flexibility regarding application - It is proposed that in the Seventh Plan, as in the Sixth Plan, there will be the following components of the nonformal education programme, to be applied in the 9 educationally backward States:

(a) Assistance to State Governments for setting up and running non-formal centres (boys and girls both) on 50:50 basis;

(b) Assistance to State Governments for setting up and running non-formal education centres exclusively for girls on 90:10 basis;

(c) Assistance to voluntary agencies for setting up and running non-formal education centres on 100% basis;

(d) Assistance to academic institutions for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis.

Even in the educationally advanced States there are several regions and client-groups which call for special support. These include:

- the hilly tracts,
- predominantly tribal areas known for educational backwardness,
- urban slums,
- projects for education of working children, etc.

It is proposed to extend these schemes to these areas also. Extension of these schemes to other regions and client-groups may also be considered.

EVALUATION AND MONITORING

35. The present system of evaluation and monitoring will not suffice for the new strategies of UEE. In the new evaluation and monitoring system the main features will be as follows:

(a) A critical point of evaluation in the educational system is the progress of the learners.

Hence, as mentioned elsewhere in this section as well as in the section on examination

reform, the greatest attention will be paid to creating a scientific system of evaluation of learners, which would serve both as the basis for improvement of the academic programme and as the measure of the overall quality of elementary education system.

(b) Since the principal accountability of the primary/upper primary school system and NFE programmes is to the local community, the latter will also be mainly responsible for monitoring these programmes and for taking necessary corrective steps.

26

(c) Just as the teachers/NFE Instructors are to be involved in the planning and implementing of UEE, they will also be involved in concurrent, participatory evaluation.

(d) The emphasis in the monitoring system will shift from collection of information on enrolment to retention of children, regularity of attendance and levels of achievement. All instrumentalities of MIS will be changed accordingly.

(e) The main responsibility for implementation of OB will rest with the District Board of Education, likewise the monitoring and evaluation responsibility would also rest with it. In doing so DBE will take the assistance of DIET.

(f) The evaluation would be built into the NFE programme as an integral part and the instructors and supervisors will undertake these exercises on a continuing basis. The basic unit for collection of MIS data in NFE programme will be the project.

(g) The State Advisory Boards of Education and CABE will set up separate committees to review the progress of UEE. For this purpose they will be assisted by NIEPA, NCERT, SCERT and other suitable national and State level agencies of education and of social science research.

ESSENTIAL FACILITIES AT THE PRIMARY STAGE

I. Teachers' equipment

(i) Syllabus

(ii) Textbooks

(iii) Teachers' Guides

II. Classroom teaching materials

(i) Maps - District.

State

Country

(ii) Plastic Globes

(iii) Educational Charts

III. Play materials and toys

(i) Wisdom blocks

(ii) Surface Tension

(iii) Bird and Animal Puzzle

(iv) Animal World

(v) Balance and weights

(vi) Magnifying glasses

(vii) Magnets

(viii) Measuring tape

(ix) Cleanliness, Nutrition, language & number charts

IV. Games equipment

(i) Skipping Rope

(ii) Balls - Football

Volleyball

Rubber Balls

(iii) Air Pump

(iv) Ring

(v) Swing rope with tyre

V. Primary Science Kit

VI. Mini Tool Kit

VII. Two in one audio equipment

VIII. Books for library

(i) Reference Books - Dictionaries

Encyclopaedia

(ii) Children's Books (at least 200)

(iii) Magazine, journals and newspapers for teachers and children

28

IX. School Bell

X. Musical Instruments

Dholak or Tabla

Harmonium

Manjira

XI. Contingency money with teacher

XII. All weather classrooms

(i) Classrooms

(ii) Toilets - one for boys and one for girls

(iii) Mats and furniture for students and teachers

XIII. Black Board

XIV. Chalk & duster

XV. Water facility

XVI. Trash Can THE PRESENT SITUATION

1. Some of the significant parameters of the quality of life of any nation are the infant mortality rate, incidence of malnutrition, the morbidity picture and the literacy rates. The infant mortality rate today stands at 104 (1984). The rural-urban IMR differential is striking, being 113 and 66. Respiratory disorders, diarrhoea and parasitic infestations and

nutritional deficiencies are significant contributors of child morbidity. Eighty three per cent of children have body weights below normal standards. These include 42 per cent mildly malnourished, 35 per cent moderately malnourished and six per cent severely malnourished. Cognitive stimulation at home during early childhood, which is so vital for the later years of life, is poor because of low female literacy rate which is 24-88. At present, by the most generous estimate, only around 12 per cent of the child population (0-6 years) of the country is being reached by one or more of the six services in the ICDS package, though within ICDS project areas, a large proportion of disadvantaged children are benefited by the comprehensive package of six services. Taking into account the various other programmes and that ECCE age group is 0-6 while the other programmes

8

cater to differently defined age group (mostly 3-6), it appears that less than 10 per cent of the child population (0-6 years) of the country receives all the essential services, from conception to the age of 6 years.

2. Realising the crucial importance of rapid physical and mental growth during early childhood, Government started a number of programmes of early childhood care and education (ECCE). Declaration of a National Policy for Children (1974) shows the commitment of Government for the development of children. The existing ECCE programmes include:

- (i) Integrated Child Development Services (ICDS);
- (ii) Scheme of assistance to voluntary organisations for conducting early childhood education centres (ECE);
- (iii) Balwadis and day-care centres run by voluntary agencies with Government's assistance;
- (iv) Pre-primary schools run by the State Governments, Municipal Corporations and

other agencies;

(v) Maternal and child health services through primary health centres and sub-centres and other agencies.

The Integrated Child Development Services is currently the biggest programme of early childhood development. This programme over the years has demonstrated that even a modest investment in child development goes a long way in developing human resources. It needs to be fully integrated with the Universal immunisation programme started with effect from 19th November, 1985.

IMPLICATIONS OF THE STATEMENTS CONTAINED IN NPE

3. The National Policy on Education has given a great deal of importance to ECCE. It views ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society. It has also taken into account the holistic nature of ECCE and has pointed out the need for organising programmes for the all-round development of the child. The significance of play and activity approach and the need for child- centredness in the programmes of ECCE as well as in primary school education have been spelt out, and it cautions against the dangers of using formal methods of teaching and early introduction of the 3 R's. The importance of community involvement has also been highlighted. The need to establish a linkage between ICDS and ECCE programmes has been pointed out. The desirability of a modular, development so as to upgrade the former into the latter institution on a full-blown basis has been mentioned. In addition, there is also a commitment to taking up other diverse kinds of

9

day-care centres. The Policy specifically focuses on the need for early care and stimulation of children belonging to the poverty groups.

THE STRATEGY OF IMPLEMENTATION

4. The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. Even a modest development process during this period includes care of mother during pregnancy (ante-natal health check-up, nutritional support, control of anemia, immunization for prevention of tetanus following delivery, etc.), hygienic and skilled birth attendance, nutritional care of mother during lactation, correct infant feeding practices, immunization of infant from communicable diseases, mothers' education in child care, early childhood stimulation, and health and nutritional support throughout. Thus, ECCE is a complex integral function. It requires workers with integrated ECCE training, integrated worksites or ECCE centres where the essential services flow to young children through the period of their growth and preparation for formal education, and coordinated functioning of various agencies, governmental and non-governmental, striving to meet different needs of young children.

5. One of the weakest points in the existing programmes is inadequate child: worker ratio. Efforts will be made to strengthen the programmes and make them developmental instead of providing mere custodial care; the worker force would need to be suitably augmented. The size and personnel of the centre would be so chosen that it would take care of the diverse items of the programmes fully within a given population.

6. Similarly, adequate remuneration to the workers is an important factor in successful implementation of any programme. Effort will be made with immediate effect to see that in the case of day-care centres, the remuneration of full time workers is not less than the wages earned by unskilled workers. However, the long term goal should be to bring the trained full-time child care workers on par with primary school teachers. Part-time child care workers should be paid not less than minimum wages proportionate to their hours of

work. To ensure proper supervision, ratio of supervisors to the number of ECCE Centres should be improved. Considering the nature of work, which requires rapport with mothers and tenderness to children, ECCE workers and their supervisors should invariably be women.

7. Keeping in mind the role of ECCE as a support service in universalisation of elementary education, as well as for human resource development, ECCE will be, in the first instance, directed to the most underprivileged groups, those who are still outside the mainstream of formal education. Some of these can be defined as follows:

- (i) very poor urban slum communities;
- (ii) ecologically deprived areas where children are required to fetch fuel, fodder, water and do other household chores;
- 10
- (iii) family labour and household chores in rural areas and artisan households;
- (iv) working children in the unorganised sector;
- (v) itinerant, or seasonal labour, who have a mobile and transient life-style, like road workers;
- (vi) construction workers in urban and rural areas;
- (vii) landless agricultural labour;
- (viii) nomadic communities and pastoralists; (ix) forest dwellers and tribals in remote areas; (x) residents of remote isolated hamlets.

Girls in these groups may require support services like child care, sometime in very small units. Special attention should be given to scheduled castes and scheduled tribes in all the above defined categories.

TARGETS AND PHASING

8. Ethically speaking, every child should be assured access to the fulfilment of all basic

needs. Yet, facing the existing realities of outreach and utilisation, it is suggested that 70% of the target groups (children 0-6 years) should be covered by all services by 2000 AD, whereas health and nutrition services should be extended to all the needy groups as early as possible. By the end of the-Seventh Plan, a modest network of ECCE facilities should be established in all tribal development blocks, blocks having substantial scheduled caste population and slums in large cities. A minimum of 2.50 lakh centres should be established by 1990. Though various schemes need to be improved and expanded, this coverage will be predominantly achieved by expansion of ICDS. ECCE will be expanded to a level of 10 lakh centres by 1995 and 20 lakh by the year 2000. Most of the coverage will be through ICDS but diverse kinds of preprimary education centres and day-care centres, mainly for the population group mentioned at para 6, will also be encouraged and supported.

9. The emphasis in short term would be on upgradation, expansion and strengthening of the existing programmes. Efforts will also be made to extend these programmes to areas and target groups unserved by them so far. The programme of action in this behalf will consist of development of the following modular packages:

(a) INTEGRATED CHILD DEVELOPMENT SERVICES

Preschool education component needs to be strengthened in ICDS- For this following steps will be taken:

11

(i) Each Anganwadi Workers' Training Centre should be given the responsibility of running at least 25 anganwadi centres so as to provide the trainees with adequate field practice areas.

(ii) The trainees should be placed for a minimum of one month in the anganwadis for practical training.

- (iii) Instructional materials for use of trainers and the trainees should be developed.
- (iv) Materials for children - picture books, pictures, posters, minimum essential play materials - should be made available to all anganwadis and replenished periodically.
- (v) The trainers, supervisors and CDPOs should be oriented through Refresher Courses in preschool education component and given field training so that it is strengthened both at pre-service and in-service levels.
- (vi) The CDPO's office should be developed into a Resource Centre and be well equipped with training materials.

A beginning will be made in ICDS by developing a small percentage of Anganwadis as day care centres and effort will be made to coordinate the timings of ICDS anganwadis with the primary schools.

(b) ECE CENTRES (DEPARTMENT OF-EDUCATION)

The ECE scheme as it stands, does not have components of health and nutrition, neither does it have any provision for the training of teachers. The following measures will, therefore, be taken with immediate effect:

- (i) Adding health and nutrition components;
- (ii) Provision for training the personnel;
- (iii) supply of educational materials for children;
- (iv) Using play way method and discouraging teaching of 3 R's;
- (v) System of monitoring to be developed and linked with the renewal of grants.

(C) BALWADIS RUN BY VOLUNTARY AGENCIES

There are varieties of patterns in the Balwadis. Each scheme has its own history and background. All programmes of child development implemented through voluntary agencies will have an integrated approach, offering a comprehensive package and avoiding duplication. Where this does not happen, the existing activities will be merged

in some comprehensive and integrated programme. Most of the programmes run by

12

voluntary agencies do not have all the components of health, nutrition and education.

They need to be converted into total child development centres.

(D) PRE-PRIMARY SCHOOLS OF THE STATE GOVERNMENTS AND MUNICIPALITIES

They essentially focus on education. Therefore they require:

- (i) Adding components of health and nutrition;
- (ii) Discouraging the early introduction of the three R's;
- (iii) Using play-way method;
- (iv) Developing a relationship between home and community.

(E) DAY CARE CENTRES

The creches and day-care centres being run with CSWK support and otherwise need to be reviewed and strengthened on an immediate basis. The following requirements will be ensured:

- (i) Timing co-terminous with school working hours or mothers' working hours;
- (ii) Adequate, safe and hygienic space;
- (iii) Adequate child worker ratio;
- (iv) Drinking water;
- (v) Supplementary nutrition;
- (vi) Paramedical care under medical supervision;
- (vii) Minimum equipment including linen, cradles;
- (viii) Toys and play materials;
- (ix) Training and supervision of workers.

10. A further emphasis during Seventh and Eighth Plan will be on experimentation for

evolving low cost and context-specific models. The models which are in experimentation stages at the moment would be encouraged and expanded. Appropriate agencies will undertake a survey of such models. Some of the models which are already being experimented and which have much promise are as follows:

13

(a) Home-Based Model (from conception to 6 years): This model involves developing techniques of stimulation that can be taught to and done by parents or other members of the family to foster child development. It requires (i) training of local women who will play the leadership role in conducting home visits and encouraging family members to conduct stimulation programmes for their children, (ii) development of low cost play materials to be used by the family, (iii) development of audio and video programmes for the mass media for wide implementation, and (iv) creation of a mobile supervisory cadre.

(b) Day Care Centres (From birth to 6 years) : This model is a support service to free older children and working women. Some voluntary organisations are successfully implementing these programmes. Such Day care centres should be established at all construction sites and other work centres where women are employed in substantial numbers. While support for voluntary agencies should be provided on a liberal scale by Government, the expenditure on the centres run on work sites should be the responsibility of the employers.

(c) Family Day-Care Centre: This is best suited for areas where the target group is very small and a Day care centre may or may not be viable. In this model, a suitable woman from the same group is identified as the home care worker, and given the necessary materials, training, supervision, and infrastructural support, including food, to take care of five or six children in her own home. It is envisaged that every cluster of about 10 home-care units would be supervised, guided and supported by a supervisory worker who

is competent to give the necessary support.

TRAINING

11. In all models of ECCE programmes, the component of training will be strengthened.

Training would include a strong component of field placement under supervision. As the early childhood care and education programmes are bound to expand considerably over the next two decades, corresponding training facilities will be made available for all levels of functionaries. Following would be some of the important parameters for meeting the training requirements:

- (i) Initiating a two-year vocational course in ECCE at +2 level with the objective to create basic skills which can later be adopted through job training for specific situations;
- (ii) Strengthening the educational content of ICDS' functionaries, training by providing appropriate training inputs, resources, materials etc. and extending it, where possible, to include a component of day care management;
- (iii) Taking steps for setting up a higher course in ECCE for senior level functionaries of ICDS, trainers in the various training institutions and the supervisory personnel;
- (iv) Creating a system of accreditation of training institutions dealing with ECCE and review of the existing training programmes; and

14

- (v) Working out appropriate, task specific, flexible models for day care training at field level in rural areas.

12. Media support is essential for conveying to the parents and community the messages of ECCE. It is also necessary for the training of personnel in ECCE. Side by side with the development of meaningful programmes for the adults, attention should be paid to the development of stimulating programmes for children. Concerted efforts will be made by all concerned organisations such as Doordarshan, AIR, NCERT, NIPCCD and other

related organisations in developing the software in all major regional languages.

MONITORING AND EVALUATION

13. The system of monitoring and evaluation will be strengthened on the following lines;

(i) A Management Information System will be evolved for monitoring all ECCE programmes. Information will be collected, compiled, analysed and acted upon at the block/local authority level. The flow of information to different levels (District, State, Centre) will be so planned that control functions at these levels can be performed effectively without delay.

(ii) Assistance will be sought from professional institutions and expert bodies for independent, objective evaluation that can identify gaps and problems and feasible alternatives for remedial action. All types of programmes should be got evaluated by independent agencies once in five years and the reports of the evaluations followed up in order to improve the quality of services.

(iii) In order to assess the contributions of ECCE from time to time an Index of Human Development will be worked out which would include, among others, the following elements:

- (a) infant mortality rate;
- (b) incidence of malnutrition in the second year of life;
- (c) access to early stimulation and education; and
- (d) female literacy level.

ELEMENTARY EDUCATION, NON-FORMAL EDUCATION AND OPERATION BLACKBOARD

THE PRESENT SITUATION

1. Provision of free and compulsory education to all the children until they complete the

age of 14 years is a Directive Principle of the Constitution. Determined efforts have been

15

made since independence towards the achievement of this goal. Between 1950-51 and 1984-85 the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000. Even so, an acceptably large number of habitations are still without primary schools and nearly one-third of the schools in rural areas have only one teacher. The emphasis so far has been on enrolment of children - approximately 95% children in 6-11 age-group and 50% children in 11-14 age-group are enrolled in schools, the corresponding figure for girls being 77% and 36% respectively. However, nearly 60% children drop out between classes I-V and 75% between classes I-VIII. In urban areas there is overcrowding in schools and the condition of buildings, furniture facilities and equipment is unsatisfactory in almost all parts of the country. Rapid expansion, which was not accompanied by sufficient investment of resources, has caused a deterioration in academic standards. A programme of non-formal education has been started but in terms of spread and quality it is rather unsatisfactory.

THE POLICY AND TARGETS

2. NPE gives an unqualified priority to universalisation of elementary education (UEE).

The thrust in elementary education emphasises (i) universal enrolment and universal retention of children upto 14 years of age, and (ii) a substantial improvement in the quality of education.

3. The child-centred approach commended in NPE attempts to build the academic programme and school activities around the child. The Policy 'also recognises that unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as demotivating factors for children and their parents.

The Policy, therefore, calls for a drive for a substantial improvement of primary schools and provision of support services. A variety of measures have been proposed for securing participation of girls and of children from the Scheduled Castes and Scheduled Tribes families, other educationally backward sections and minorities.

4. Conclusive data is not available regarding the number of working children. However, it has been assumed in the Policy that a large number of out-of-school children are unable to avail themselves of the benefits of schooling because they have to work to supplement family income or otherwise assist the family. NPE proposes taking up of a large and systematic programme of non formal education for these children and for children of habitations without schools. The emphasis in NPE is on Organisation of flexible programmes which are relevant to the needs of the learners and the quality of which is comparable with the corresponding stages of formal education.

5. The measures proposed to improvement in quality of elementary education include reform of the content and process of education, improvement in school buildings and other facilities, provision of additional teachers and the comprehensive programme of teacher education. Minimum levels of learning are to be laid down for each stage, which would naturally include laying down such norms for the primary and upper primary stages.

16

6. In addition to UEE, NPE also envisages a common school structure throughout the country. Acknowledging that the 10+2+3 structure has now been accepted in all parts of the country, a suggestion has been made that the primary stage should consist of 5 years, followed by 3 years of upper primary.

7. In the past, the targets set for UEE have not corresponded to the investment required for achievement of the goal, nor has it been possible to create the mobilisation which is

essential for this purpose. Taking a more practical view of the matter, NPE limits itself to proposing that all children by the time they attain the age of about 11 years will have had five years of schooling, or its equivalent through the non-formal stream, and likewise it will be ensured that free and compulsory education upto 14 years of age is provided to all children by 1995.

IMPLEMENTATION STRATEGIES

8. The central feature of the implementation strategy will be area-specific and populationspecific planning. About 75% of the out- of-school children are in nine States: Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal. While these States have been treated as educationally backward, enough attention has not been paid in the past to educationally backward pockets and groups in other States. Even within the educationally backward States there are wide disparities which require special treatment. Sustained efforts will be made to revitalise the educational system of the backward States and effort will also be made to see that all backward areas and population pockets make progress to keep in step with others in their milieu. The other elements of strategy will consist of the following:

(a) Children of all families in the country will be provided access to elementary education of good quality.

(b) In view of the role of education in removal of disparities, special measures will be taken to ensure that whatever the socioeconomic background of the children, they get opportunity to achieve success of a level which approximates to the level of children from comparatively better-off sections of society, and the country moves apace in the direction of the Common School System as spelt out in the 1968 Policy.

(c) A nation-wide programme of school improvement, with required multi-level and multi-dimensional planning, will be launched to alter the present situation of institutional

stagnation and social apathy. Reference has been made elsewhere about reform of the teacher education system for improvement of the quality of education.

(d) The country's faith and its future generations will be exemplified in the system of elementary education, which will get geared around the centrality of the child.

(e) For their healthy development and to ensure that they enjoy conditions of freedom and dignity, the education system will strive to have all children in Whole-time schools of

17

good quality, and till that becomes possible they will be provided opportunities of parttime non-formal education.

(f) Since NPE lays down that children who complete a stage of education would have achieved certain prescribed skills and competencies, the emphasis will now shift from sheer enrolment to retention and quality of education.

(g) Keeping in view the fact that the situation regarding elementary education varies from one part of the country to another, and sometimes within one district, and even one block, the process of planning will be decentralised and the teachers as well as the local community fully involved in this process.

MOBILISATION FOR UEE- A PREREQUISITE OF SUCCESS

9. An analysis of the achievements and failures in UEE shows that we have tended to excessively rely on opening of schools, appointment of teachers and launching of enrolment drives. The above mentioned strategies will make a qualitative change in the implementation of the UEE programme in the coming years. These strategies will, however, succeed only if a genuine mobilisation, based on participatory involvement of teachers and the community, can be ensured. In specific terms, the pre-requisites for the proposed programme of UEE are as follows:

(1) UEE can come about only as a result of an upsurge - involving all the people

concerned. The political parties, particularly their local level constructive workers, will have to play an important role in this regard.

(2) Involvement of teachers at all stages of planning and implementation of the new strategy will be ensured. This will take the form of systematic consultations with their unions and associations, ensuring that they are fully involved in micro-level planning for UEE.

(3) As indicated in the section on Management of Education, the local community will be involved in all aspects of UEE. For all practical purposes, the primary schools and non formal education centres will be accountable to it. Due care will be taken to ensure that women, youth, and the sections of society who have remained deprived of educational opportunities have an effective voice.

(4) All agencies and individuals who have earned the confidence of the community and who can make a positive contribution to UEE will be involved. These would include youth clubs, Mahila Mandals, voluntary agencies and social activist groups, as well as local development workers, retired teachers, ex-servicemen, etc.

(5) Making the system work is of the greatest importance. Hardly any change can take place unless the schools and NFE centres are properly run, teachers/instructors provide instruction, and other processes of education are followed.

18

UNIVERSAL PROVISION OF FACILITIES

10. The Fourth All India Educational Survey (1978-79) revealed that 1,90,000 habitations were without schooling facilities since then several new schools have been opened, but habitations have also come into existence. Considering the whole situation it would be correct to say that the number of habitations without schools is still very large and that many of them are likely to be fairly large habitations. All State Governments will ensure

that all habitations with a population of 300 (200 In the case of tribal, hilly and desert areas) will be provided a primary school within the 7th Plan. Effort will also be made, on the lines of Mobile Creches, to set up special schools for specific duration for building and construction workers and other categories of people who shift their residence.

11. Detailed school mapping exercises will be initiated forth-with and completed by the end of 1987-88, in order to prepare a Master Plan of Universal Provision of Facilities for EE. NIEPA has already initiated some exercise in this regard. The basis of school mapping would be to ensure that every habitation which can potentially have 50 children in the primary school should be provided one and an upper primary school opened on primary school catchment basis. For persons belonging to SC/ST and other-deprived sections, residential schools and hostels will be provided on a much larger scale. The programme of Ashram Schools will also be improved and enlarged. Effort will be made towards creation of an inexpensive system of hostels, using the school building and providing a kitchen room, where local villagers would be engaged on part-time basis to assist with cooking and supervision. Possibility of providing free food grains to the students in those hostels out of the accumulated stocks in the country will be explored.

ENROLMENT AND RETENTION

12. According to the Expert Committee on Population Projections, set up by the Planning Commission, the estimated population in 6-11 age-group in 1989-90 will be about 9.61 crores. The present population estimate for this age-group can be taken to be 9.00 crores. Against this the enrolment figures for 1984-85 are 8.54 crores, the gross enrolment ratio for boys and girls being 110 & 74%. However, nearly 22% of the enrolled are outside 6-11 age-group, mostly over- age. The first aspect of the new programme of universalisation is that for some years to come we should have no objection so long as children complete 5 years of education, or its equivalent through the non-formal stream,

by the time they complete about 14 years of age.

13. Enrolment by itself is of little importance if children do not continue education beyond even one year, many of them not seeing the school for more than a few days. Emphasis will, therefore, now shift from enrolment to retention and completion by all children of at least 5 years of education. Enrolment drives will be replaced by systematic house-to-house survey in which the teachers, in cooperation with the village community, will discuss with the parents the relevance of schooling and regularity of attendance. Children for whom it is just not possible to participate in whole-day schools, will be enrolled in the non-formal education centres, but it will be ensured that every child in every family receives instruction. It is also important that all children regularly attend

19

school or non-formal education centres. In the event of a child not coming for 2-3 days at a stretch the teacher and/or members of the Village Education Committee will approach the family of the child and persuade them to make the child resume regular attendance. This family-wise and child-wise design of action to ensure that every child regularly attends school or non-formal education centre, continues his/her education at a pace suitable to him/her, and complete at least five years of schooling, or its equivalent at the non-formal education centre, is what is intended by micro-planning at para 5.12 of NPE.

14. By making elementary education child-centred, we would be introducing a long-awaited reform in the system. The most important aspect of this reform will be to make education a joyful, inventive and satisfying learning activity, rather than a system of rote and cheerless, authoritarian instruction. Much of it would depend on reform of the curriculum and co-curricular activities, in respect of which mention has been made in another section. Considering that children in rural primary schools are subjected to all kinds of manual tasks, it needs to be clarified that while manual work by children is not

to be shunned, it should be an educational activity rather than an irksome draft.

Practically all States have already banned corporal punishment. But it is still widely prevalent. Through programmes of teacher education and strict supervision this practice will be effectively prevented. Each District Board of Education will have the power to determine the days of vacation and they would be asked to relate them to agricultural seasons, ensuring at the same time that the number of instructional days does not fall below 220. The non-detention policy has also been accepted in principle for quite some time. In practice, however, for one reason or other, a large percentage of children still repeat their classes. Non-detention policy will be effectively implemented upto class VIII, while also ensuring that the minimum learning competencies are reached. For this purpose various measures referred to in the section on Examination Reform will be taken.

15. A comprehensive system of incentives and support services will be provided for girls and children of the economically weaker sections of society. A reference to these has been made in the sections on the Scheduled Castes, Scheduled Tribes, Minorities, Education for Women's Equality, etc. The following items have special relevance to the new strategy of emphasis on retention:

(a) Establishment of day-care centres for pre-school children and infants - as part of strengthening of ICDS, provision of adequate support to the ongoing programmes, and by establishment of a network of new centres;

(b) Provision to the girls of all families below the poverty line two sets of free uniforms, free textbooks and stationery, and attendance incentives;

(c) Free transportation in State Roadways buses to children attending elementary schools.

16. A comprehensive system of rewards and recognition will be created for individuals and institutions who contribute in a significant manner retention of children in primary schools/NFE centres. These rewards may be given to the villages, schools/NFE centres,

and to the teachers/instructors concerned. The amount of reward will be enough to ensure that it serves as motivation.

ENROLMENT IN 11-14 AGE-GROUP

17. Keeping in view the high transition rate from primary to upper primary stage, enrolment in the 11-14 age-group will automatically increase after universalisation of primary education. This would be further strengthened as a result of universal provision of upper primary school facilities in the VIII Plan, and by creation of mechanisms for testing the children of non-formal stream for lateral entry into the formal system. These measures will be supplemented by a system of compulsory education legislation. The States which have not enacted such law would be advised to do so and the existing laws in this behalf will be reviewed and modified on the following lines:

- (a) Requiring employers of working children to provide rest and nutrition as well as arrangements for part-time education of good quality, with provision for exemplary punitive action against employers who fail to do so;
- (b) Involving the local community and the parents in implementation of UEE and in ensuring that educational facilities are provided to their satisfaction;
- (c) Establishing schools and/or non-formal education centres of satisfactory quality within an easy reach of all children;
- (d) Creating necessary machinery for implementation of the Acts, emphasising the facilitating aspects rather than the punitive ones.

COMMON STRUCTURE

18. In the meetings of the CABE and NDC in May, 1986, a consensus has already been reached in regard to the need for switching over to a common structure for the first ten years of schooling.

19. The States where the first ten years are divided into four years of primary, three years of upper primary and three years of high school, will attempt to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE. These States would need to build additional classrooms in primary schools and more teachers will also be needed. However, this would be partially set off by the savings of space and staff in high schools. It will be necessary for these States/UTs to do a detailed exercise to assess the requirement of classrooms, teachers, and funds. Similarly, syllabi, textual materials and school facilities would have to be readjusted and the examination system would have to be reorganised.

21

OPERATION BLACKBOARD (OB)

20. The purpose of OB is to ensure provision of minimum essential facilities in primary schools - material facilities as well as learning equipment. Use of the word 'Operation' implies that there is an urgency in this programme, that goals are clear and well-defined, and that Government and the people are determined to achieve those goals within a predetermined timeframe.

21. OB envisages (i) two reasonably large rooms that are useable in all weather; (ii) necessary toys and games material; (iii) blackboards; (iv) maps; (v) charts; and (vi) other learning materials. The specific items to be provided in each school under OB is given in the Annex. In regard to the buildings to be constructed the following points need to be mentioned :

- Construction of essential buildings for primary schools will be the first charge on NREP and RLEGP funds. Those resources will be supplemented by other appropriate schemes.
- Village Education Committees will be required to give undertaking for maintenance and upkeep of buildings and other structures;

- Primary school-wise inventories of available structures will be prepared for systematic planning;

- Inexpensive building designs will be prepared keeping in view the agro-climatic conditions and utilising locally available materials.

- Steps will be taken for obtaining land for playgrounds.

22. It is proposed to take the CD block/municipal area as the unit and to prepare a project for it on the basis of survey of these facilities in each school in that block/municipal area.

Although the Fifth Educational Survey is soon being taken up by the NCERT, its data

will not become available for some months, and compilation and analysis will take still

longer. To cover at least 10% blocks and urban schools in the same proportion under the

programme in 1986-87 and 20% in 1987-88 it is proposed to conduct a quick survey in a

specifically designed simple format in these blocks/municipal area by 30th September

1986 so that the data can be compiled and project reports prepared by 30.11.1986 and

approval accorded by 31.12.1986. Empowered Committees will be set up at the district level

to consider and approve the block/municipal area projects. The funds for Operation

Blackboard would be provided by the Government of India to the State Governments on

advance/reimbursement basis. The results of Fifth Educational Survey would form the

basis for block/municipal area projects for the remaining 30% blocks/municipal area in

1988-89 and 40% blocks/municipal area in 1989-90.

23. Procedures for procurement, supply and use of equipment envisaged under OB will

have to be evolved keeping in view the special needs of primary schools and also

ensuring that the costs are kept low. For this purpose specific norms will be laid down.

22

The first thing will be to specify the various items so as to ensure quality. This work will

be done by NCERT, in association with State agencies. Particular attention will be paid to

procurement procedures because the general system of purchase by tenders tends to lead to purchase of sub-standard materials. The capacity available in polytechnics, ITIS, secondary and higher secondary schools will be geared to produce the materials required by the school system, particularly under OB. Since unimaginative and rigid provisions of audit and supervision have deterred teachers in many places from using teaching aids at all, amendment of accounting procedures will also require to be worked out. Lastly, the teachers will have to be oriented and encouraged to use this material in day-to-day teaching. The mass training of teachers in the summer of 1987 and 1988 will include this aspect. This will be reinforced by supervision by District Boards of Education and DIETs.

24. There is a very large number of single teacher schools in the rural areas. It is obvious that a programme of quality improvement must include provision of at least one more teacher in these schools. This will be attempted during the Seventh Plan and a detailed programme prepared for providing one teacher per class during the Eighth Plan. Every effort will be made to ensure that one of the two teachers in every school is a woman, and for this purpose, depending on circumstances obtaining in different areas, local educated women may be selected, provided special training and opportunities for improving their qualifications. Such a strategy may also become necessary for male teachers in remote rural areas.

THE NEW PROGRAMME OF NON-FORMAL EDUCATION

25. This programme assumes that NFE can result in provision of education comparable in quality with formal schooling. Modern technological tools - such as solar packs for provision of power in NFE centres, audio-visual aids, radio-cassette player - will be used to improve the learning environment of NFE centres, and learning material of high quality will be developed taking into account the fact that children who work have

several assets on which their education should be built. The essential characteristics of NFE are organisational flexibility, relevance of curriculum, diversity in learning activities to relate them to the learners' needs, and decentralisation of management. Efforts will be made to evolve different models of non-formal education programmes and agencies implementing the programme will be encouraged to evolve and adopt the most suitable model depending upon the requirements of target groups.

26. Special features of NFE '- In addition to these characteristics, NFE will have certain features which will help in maintenance of quality of the programme. These features include

- (a) a learner-centred approach with the instructor as a facilitator;
- (b) emphasis on learning rather than teaching, and for this purpose the capability of the children to learn from each other would be highlighted;

23

- (c) Organisation of activities so as to enable learners to progress at their own pace;
- (d) use of efficient techniques to ensure fast pace of learning and provision of proper lighting arrangements at the NFE centres and necessary equipment;
- (e) stress on continuous learner evaluation and establishment of evaluation centres for evaluation and certification of learners;
- (f) in terms of scholastic, achievements (particularly language and maths), following the norms set in the formal system, both because of its desirability per se and because it is essential for entry into the formal structures;
- (g) creation of participatory learning environment and treating the children with the regard they deserve as persons engaged in productive activities;
- (h) Organisation of joyful extra-curricular activities including singing and dancing, plays and skits, games and sports, excursions, etc.;

(i) ensuring that all facilities and incentives given to girls, children of SC/ST, and others in the formal system, are made available in the non-formal system as well, in addition to provision of free textbooks and stationery to all pupils.

27. Instructors and their training - The instructor is the most important factor in the implementation of NFE. The criteria for the selection of the instructor would include

- being local,
- being already motivated,
- acceptable to the community,
- preferably from the weaker sections of society, should have given some evidence of work in the community.

28. Keeping in view the importance of enrolment of girls, and also the fact that NFE has the potentiality of developing into a major programme of women's development, wherever possible women will be appointed as instructors.

29. Training of non-formal education personnel, particularly the instructors, is the key to the success of the Programme. Initial training as well as recurrent training are both crucial. By and large, training days for the instructors would be about 30 days in the first year and about 20 days in the subsequent years. The need for participatory training, based on the experiences of the participants, is now well-recognised. Actualisation of such training will call for considerable planning and investment. A variety of agencies will be involved and help taken of diverse training aids and educational technology, including TV and VCR.

24

30. Supervision administration - In the administrative restructuring, the most important place belongs to the supervisor, on whom depends to a great extent the quality of the programme. The work of supervision may be entrusted to whole-time NFE supervisors

with about 20-25 centres under her/his charge, or, preferably to trained local youth.

31. Approximately 100 NFE Centres will comprise a project which would be taken up in a compact and contiguous area coterminous, as far as possible, with a CD Block. The main functions at the project level would be (i) to select the supervisors, (ii) to generally supervise the programme, (iii) to promote interagency linkages to give development orientation to the field programme, (iv) to monitor the programme, (v) to ensure provision of materials and supplies, etc., Strengthening is also envisaged at the district and State levels. Wherever possible the administrative and supervisory structure for NFE and adult education will be amalgamated - including the programmes to be taken up through panchayati raj bodies and voluntary agencies.

32. Involvement of voluntary agencies - and panchayati raj institutions - Several voluntary agencies have, in the past successfully organised NFE programmes. Very often voluntary agencies have bands of committed workers who have the capability to establish rapport with the local community and they can also function with flexibility and dynamism. Several panchayati raj institutions have also shown keen interest in NFE and they have the capability to run such programmes. It is proposed to take positive measures to involve in NFE as many voluntary agencies and panchayati raj institutions as possible, which can suitably take up this programme. It is also proposed to improve the existing administrative arrangements for support to VAs. Proposals will be examined by a grant-in-aid committee and where necessary a representative of the voluntary agency would be invited for discussion with the Committee. Projects of voluntary agencies will be entertained for a period of 3-4 years. They would be required to send the initial proposals through the State Government but at the subsequent stages the voluntary agencies will directly approach the Ministry for release of grants-in-aid. The State Governments would, of course, be expected to oversee the implementation of voluntary agencies' projects.

33. Continuing education - Scope for continuing their education is important for all learners. The strength of the PNFE will depend to a considerable extent on our being able to link the initial programmes of NFE with effective programmes of continuing education. This has several implications for PNFE. (a) Arrangements will be made for testing of children in NFE stream with reference to an equivalent stage in the formal system and specific instructions issued to facilitate lateral entry into the formal system for students of non- formal education stream. (b) Non-formal education centres would insist on children completing education at least upto V class level, and arrangements of non formal education upto class VIII would be provided wherever necessary. Effort would also be made to link non-formal courses with the Open Schools. (c) Scholarships to the needy children, particularly working children, will be provided to enable them to continue education in the formal system. (d) NFE programme would also be linked with the schemes of public libraries, Jana Shikshan Nilayams, etc. (e) Vocational and technical courses of a wide variety would be provided for children and youth who come out of the non- formal stream.

25

34. Financial pattern and flexibility regarding application - It is proposed that in the Seventh Plan, as in the Sixth Plan, there will be the following components of the nonformal education programme, to be applied in the 9 educationally backward States:

(a) Assistance to State Governments for setting up and running non-formal centres (boys and girls both) on 50:50 basis;

(b) Assistance to State Governments for setting up and running non-formal education centres exclusively for girls on 90:10 basis;

(c) Assistance to voluntary agencies for setting up and running non-formal education centres on 100% basis;

(d) Assistance to academic institutions for taking up innovative projects and research and evaluation activities in the field of non-formal education on 100% basis.

Even in the educationally advanced States there are several regions and client-groups which call for special support. These include:

- the hilly tracts,
- predominantly tribal areas known for educational backwardness,
- urban slums,
- projects for education of working children, etc.

It is proposed to extend these schemes to these areas also. Extension of these schemes to other regions and client-groups may also be considered.

EVALUATION AND MONITORING

35. The present system of evaluation and monitoring will not suffice for the new strategies of UEE. In the new evaluation and monitoring system the main features will be as follows:

(a) A critical point of evaluation in the educational system is the progress of the learners.

Hence, as mentioned elsewhere in this section as well as in the section on examination reform, the greatest attention will be paid to creating a scientific system of evaluation of learners, which would serve both as the basis for improvement of the academic programme and as the measure of the overall quality of elementary education system.

(b) Since the principal accountability of the primary/upper primary school system and NFE programmes is to the local community, the latter will also be mainly responsible for monitoring these programmes and for taking necessary corrective steps.

26

(c) Just as the teachers/NFE Instructors are to be involved in the planning and implementing of UEE, they will also be involved in concurrent, participatory evaluation.

(d) The emphasis in the monitoring system will shift from collection of information on enrolment to retention of children, regularity of attendance and levels of achievement. All instrumentalities of MIS will be changed accordingly.

(e) The main responsibility for implementation of OB will rest with the District Board of Education, likewise the monitoring and evaluation responsibility would also rest with it. In doing so DBE will take the assistance of DIET.

(f) The evaluation would be built into the NFE programme as an integral part and the instructors and supervisors will undertake these exercises on a continuing basis. The basic unit for collection of MIS data in NFE programme will be the project.

(g) The State Advisory Boards of Education and CAGE will set up separate committees to review the progress of UEE. For this purpose they will be assisted by NIEPA, NCERT, SCERT and other suitable national and State level agencies of education and of social science research.

ESSENTIAL FACILITIES AT THE PRIMARY STAGE

I. Teachers' equipment

(i) Syllabus

(ii) Textbooks

(iii) Teachers' Guides

II. Classroom teaching materials

(i) Maps - District.

State

Country

(ii) Plastic Globes

(iii) Educational Charts

III. Play materials and toys

(i) Wisdom blocks

(ii) Surface Tension

27

(iii) Bird and Animal Puzzle

(iv) Animal World

(v) Balance and weights

(vi) Magnifying glasses

(vii) Magnets

(viii) Measuring tape

(ix) Cleanliness, Nutrition, language & number charts

IV. Games equipment

(i) Skipping Rope

(ii) Balls - Football

Volleyball

Rubber Balls

(iii) Air Pump

(iv) Ring

(v) Swing rope with tyre

V. Primary Science Kit

VI. Mini Tool Kit

VII. Two in one audio equipment

VIII. Books for library

(i) Reference Books - Dictionaries

Encyclopaedia

(ii) Children's Books (at least 200)

(iii) Magazine, journals and newspapers for teachers and children

28

IX. School Bell

X. Musical Instruments

Dholak or Tabla

Harmonium

Manjira

XI. Contingency money with teacher

XII. All weather classrooms

(i) Classrooms

(ii) Toilets - one for boys and one for girls

(iii) Mats and furniture for students and teachers

XIII. Black Board

XIV. Chalk & duster

XV. Water facility

XVI. Trash Can