**UNIT – IX**

**PROGRAMME AND POLICIES**

**Centrally sponsored Schemes and Programme : Operation Black Board Scheme – Mid day meals – DPEP – SSA – RMSA – Mahila Samakya ; Significant recommendations of commission and committees – National policy on education 1986, 1992. RTE (Right To Education) Act 2009.**

**Centrally sponsored scheme and Programme:**

**Operation Black Board:**

The NEP has realized the deficiency that exists in the rural schools and it has decided to remove it through courageous programme, called Operation Black board. This programme is expected to improve the physical facilities for and the quality of elementary education considerably. It is proposed under this programme to ensure the provision of certain minimum essential facilities in every primary school in the country. These includes:

# Two reasonably large rooms that and useable in all weather condition.

# Black boards and.

# Maps, Charts, and other and play materials. Steps and also proposed to be taken to obtain land for a play found to be attached to the school.

# A peace a building to withstand the problematic condition.

# The village education committees are responsible to maintain the school building.

# The entire cost of the operation will be provided by the central government.

# At least two teachers to one teacher per class.

# The teacher has to establish a relationship with the rural parents so that the objective of VEE is fulfilled.

# To get better results the quality of the teacher and this efficiency of class management are more important.

# The quality of our reveal primary school can be improved only when satisfactory guidance to the teachers and construction supervision of their work is done.

* The frequent transport of the rural areas has due to dislike or anger of the political leadership in the locality should be discouraged.
* The current diversion of the teachers towards non-academic academic work like doing census work or organizing mid -day meals should also be minimized.

**Mid-Day Meal Scheme**

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I-V of government, government aided and local body schools, but also children studying in EGS and AIE centres. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs.50 per quintal.

In September 2004 the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I-V in Government and aided schools and EGS/AIE centers. In addition to free supply of food grains, the revised scheme provided Central Assistance for (a) Cooking cost @ Re 1 per child per school day, (b) Transport subsidy was raised from the earlier maximum of Rs.50 per quintal to Rs.100 per quintal for special category states, and Rs.75 per quintal for other states, (c) Management, monitoring and evaluation costs @ 2% of the cost of food grains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacation in drought affected areas.

In July 2006 the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs.1.80 per child/school day for States in the North Eastern Region, provided the NER states contribute Rs.0.20 per child/school day, and (b) Rs.1.50 per child/school day for other States and UTs, provided that these States and UTs contribute Rs.0.50 per child/school day.

**Objectives**

The objectives of the mid day meal scheme are:

* Improving the nutritional status of children in classes I-V in Government, Local Body and Government aided schools, and EGS and AIE centres.
* Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
* Providing nutritional support to children of primary stage in drought affected areas during summer vacation.
* Avoid classroom hunger.

**The programmes of Implementation:**

The District primary Education programme (DPEP) and Sharva Shiksha Abiyan (SSA) are few of the programmes of implementing primary education. Universalisation of primary education will be possible only if the following conditions are followed.

* Universal provision, Universal enrolment and Universal retention.

It includes the access, retention, attainment (minimum level of learning-MLL) monitoring (administration and supervision)

1. **Universal provision of school facilities:**

The provision of school within easy distance from the home of every child and at least single teacher school is required. Here the building (infrastructure) and teaching learning materials should be provided.

1. **Universal enrolment:**

The prescribed age of 6-7 is observable and enrollment in schools through propaganda, advertisement etc. In advanced nations, parents are required to pre-register the name of children at least one year in advance, if they are to be admitted in schools for the first time.

1. **Universal retention:**

The retention of every enrolled child in school till he reaches the prescribed age or completes the prescribed course. To avoid wastage and stagnation, the retention rate is increased with the help of giving incentives, method of teaching and revised examinations patterns etc. This helps retention of the children in the school.

**DPEP – DISTRICT PRIMARY EDUCATION PROGRAMME:**

Free and compulsory education with quality is the main function of this programme.

**Objectives of DPEP:**

* Enrollment of the children.
* Retention
* Attainment (MLL)
* InfrastructureBlocks resource control (BRC) within service
* Literacy of female student.

**Strategies:**

* Allot Rs.10,000 to Rs.15,000 per unit for toilet and drinking water facilities.
* Reduce wastage and stagnation by suitable steps namely mid-day meals, uniforms, learning and writing materials, scholarships, etc.
* Open non-formal education center
* Appoint trained instructors and supervisors
* Reduce the teacher student radio
* Start residential schools for SC/ST
* Awareness about educational values

**Results of DPEP:**

* Universal enrollment
* Increase in the retention ratio
* Completion of 5 years and minimum level of learning 5-10 years or 6-11 years
* Reduced dropouts and increased learners achievement or attainment
* Relation with local community
* Special coaching for children
* In-service training for teachers

**SARVA SHIKSHA ABIAN (SSA)**

Free and compulsory education for all is given by this programme also. It is one of the programme in UPE / UEE

**What is Sarva Shiksha Abhiyan?**

* A programme with a clear time frame for universal elementary education.
* A response to the demand for quality basic education all over the country.
* An opportunity for promoting social justice through basic education.
* An effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents’ Teachers’ Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
* An expression of political will for universal elementary education across the country.
* A partnership between the Central, State and the local government.
* An opportunity for States to develop their own vision of elementary education..

**Objectives of Sarva Shiksha Abian: (SSA)**

* All children are admitted in schools by 2003 should be enrolled in schools.
* All children complete 5 years of primary schooling by 2007.
* All children complete 8 years of elementary schooling by 2010.
* Focus on elementary education of satisfactory quality with emphasis on education for life.
* Bridge all gender of social category gap.
* Universal retention by 2010.

**Difference between DPEP and SSA:**

|  |  |
| --- | --- |
| DPEP | SSA |
| 7 districts in Tamil Nadu (specific Places only chosen).  It is for primary level only.  It is flexible. | 29 districts in Tamil Nadu and states in the country.  For elementary level only.  100% achievement is possible. |

**Conclusion:**

It is hope that the clear vision, firm will, higher investments, greater dedication and increase people’s participation, would be able to fulfill our goals for providing satisfactory education to all the children in the country by 2010. As the new millenniums begin we must take a fresh look for the better future.

**Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

**Important physical facilities provided under the scheme are:**

(i) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas.

**Important quality interventions provided under the scheme are:**

(i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

**Important equity interventions provided in the scheme are:**

1. special focus in micro planning
2. preference to Ashram schools for up gradation
3. preference to areas with concentration of SC/ST/Minority for opening of schools
4. special enrolment drive for the weaker section
5. more female teachers in schools; and
6. separate toilet blocks for girls.

**Implementation mechanism of the Scheme**

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

**Revision of certain norms of the Scheme**

The Government of India has approved the following revised norms of RMSA, with effect from 01.04.2013 :

* To permit State/UT Governments to use State Schedule of Rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA.
* To increase the Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT.
* To subsume the other Centrally Sponsored Schemes of Secondary Education– Information and Communication Technology (ICT)@ School, Girls’ Hostel, Inclusive Education for Disabled at Secondary Stage(IEDSS) and Vocational Education(VE) in their existing form under the Umbrella of RMSA.
* To extend the benefits of RMSA to aided Secondary Schools (excluding infrastructure support/core areas, i.e. Teacher’s salary and Staff salary) for quality interventions as per RMSA umbrella schemes components for aided schools.
* To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim).
* To authorize the RMSA Project Approval Board (PAB) of the Ministry of Human Resource Development to consider for approval Integrated Plan of the umbrella scheme of RMSA, including the four subsumed Centrally Sponsored Schemes of Secondary Education.
* To authorize the release of funds to the RMSA State Implementation Society directly for all components of the RMSA umbrella scheme.

**Mahila Samakhya Programme**

“Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering…” NPE, 1986

The National Policy on Education, 1986 recognised that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process. The Mahila Samakhya programme was launched in 1988 to pursue the objectives of the National Policy on Education, 1986. It recognised that education can be an effective tool for women’s empowerment, the parameters of which are:

* enhancing self-esteem and self-confidence of women;
* building a positive image of women by recognizing their contribution to the society, polity and the economy;
* developing ability to think critically;
* fostering decision making and action through collective processes;
* enabling women to make informed choices in areas like education, employment and health (especially reproductive health);
* ensuring equal participation in developmental processes;
* providing information, knowledge and skill for economic independence;
* enhancing access to legal literacy and information relating to their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

**National Policy on Education**

**History**

Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. [Maulana Abul Kalam Azad](https://en.wikipedia.org/wiki/Maulana_Abul_Kalam_Azad), India's first [Minister of Education](https://en.wikipedia.org/wiki/Ministry_of_Human_Resource_Development_%28India%29), envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of [Jawaharlal Nehru](https://en.wikipedia.org/wiki/Jawaharlal_Nehru), India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the [Indian Institutes of Technology](https://en.wikipedia.org/wiki/Indian_Institutes_of_Technology). In 1961, the Union government formed the [National Council of Educational Research and Training](https://en.wikipedia.org/wiki/National_Council_of_Educational_Research_and_Training) (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.[[1]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-NCERT-1)

**1968**

Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalise educational opportunities in order to achieve national integration and greater cultural and economic development.[[2]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A-2) The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the [Constitution of India](https://en.wikipedia.org/wiki/Constitution_of_India), and the better training and qualification of teachers.[[2]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A-2) The policy called for focus on learning of regional languages, outlining the "[three language formula](https://en.wikipedia.org/wiki/Three_language_formula)" to be implemented in secondary education - the instruction of the [English language](https://en.wikipedia.org/wiki/English_language), the official language of the state where the school was based, and [Hindi](https://en.wikipedia.org/wiki/Hindi_language), the national language.[[2]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A-2) Language education was seen as essential to reduce the gulf between the [intelligentsia](https://en.wikipedia.org/wiki/Intelligentsia) and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians.[[2]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A-2) The policy also encouraged the teaching of the ancient [Sanskrit language](https://en.wikipedia.org/wiki/Sanskrit_language), which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.[[2]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A-2) As of 2013, the NPE 1968 has moved location on the national website.[[3]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-3)

**1986**

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986.[[4]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A401-4) The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, [Scheduled Tribes](https://en.wikipedia.org/wiki/Scheduled_Tribe) (ST) and the [Scheduled Caste](https://en.wikipedia.org/wiki/Scheduled_Caste) (SC) communities.[[4]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A401-4) To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.[[4]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A401-4) The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide.[[5]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A501-5) The policy expanded the [open university](https://en.wikipedia.org/wiki/Open_university) system with the [Indira Gandhi National Open University](https://en.wikipedia.org/wiki/Indira_Gandhi_National_Open_University), which had been created in 1985.[[5]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A501-5) The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader [Mahatma Gandhi](https://en.wikipedia.org/wiki/Mahatma_Gandhi), to promote economic and social development at the grassroots level in rural India.[[5]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-A501-5)

**1992**

The 1986 National Policy on Education was modified in 1992 by the [P.V. Narasimha Rao](https://en.wikipedia.org/wiki/P.V._Narasimha_Rao) government.[[6]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-HRD-6) In 2005, Prime Minister [Manmohan Singh](https://en.wikipedia.org/wiki/Manmohan_Singh) adopted a new policy based on the "Common Minimum Programme" of his [United Progressive Alliance](https://en.wikipedia.org/wiki/United_Progressive_Alliance) (UPA) government.[[7]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-AIEEE-7) Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

**Recent Developments**

* Sarva Shiksha Abhiyan ([SSA](https://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan))/Right to Education ([RTE](http://www.rteindia.com/))
* National Programme for Education of Girls at Elementary Level ([NPEGEL](http://ssa.nic.in/girls-education/npegel/brief_NPEGEL_12Mar07.pdf/view))
* [Rashtriya Madhyamik Shiksha Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan) (RMSA) for development of secondary education, launched in 2009.[[8]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-8)[[9]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-edcil-9)
* Inclusive Education for the Disabled at Secondary Stage (IEDSS [IEDSS](http://mhrd.gov.in/inclusive_education))
* Saakshar Bharat ([Saakshar Bharat](https://en.wikipedia.org/wiki/Saakshar_Bharat" \o "Saakshar Bharat))/Adult Education [[10]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-SB-10)

[Rashtriya Uchchatar Shiksha Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchchatar_Shiksha_Abhiyan) (RUSA) for development of higher education, laucnhed in 2013.[[11]](https://en.wikipedia.org/wiki/National_Policy_on_Education#cite_note-nitin-11)

**The Main Features of National Policy on Education**

**What are the Main Features of National Education Policy?**

1. Role of Education

Education is responsible for the all round development of the individuals. It is also responsible for cultural assimilation and provides strength to democracy, secularism. Education constructs the nation at every level, creates self-sufficiency and search new areas of development.

2. National System of Education

Though Education is a state subject, this policy provides a National System of Education, i.e., 10 + 2 + 3 system.

3. Equality

This policy provides equal opportunities to all for education. Navodaya schools have been opened for socially and economically deprived but to talented children Regional imbalances are also being removed.

4. Education of Scheduled Castes

Socially and economically deprived scheduled castes are the backbone of our society. They need proper development and place in the society. Scholarships, hostel facilities, adult education programmes are being introduced.

5. Women Education

New Education Policy gave special emphasis to Women Education. This statement owes that women are the keys to nation’s progress Education of illiteracy vocational curriculum, nutrition and child care courses, home management, etc., are given priority

6. Education for Tribes

This policy gave main emphasis to the education of tribes. Residential Ashram Schools have been opened for them; scholarships for higher education are given.

7. Adult Education

Education Policy gave a programme for adult education to remove the illiteracy from the masses. For this, adult schools, libraries, distance education, T.V. programmes are being introduced.

8. Education for other Backward Classes

A large number of backward classes, minority classes have not been given any opportunity for education. These classes have a very crucial situation. They are socially and economically deprived due to their profession, but they usually linked themselves with higher varnas thus upper castes do not give them social sanction.

Education is the only way to give them chance to co-operation with the society.

As far as the secondary education is concerned, vocationalization of it is introduced. At Higher education stage, autonomy will be given to good colleges.

Integrated education for disabled children

It has been established scientifically that disabled children with mild handicaps make better progress academically and psychologically if they study with the normal children.

To integrate these children with others in common schools, a revised scheme of Integrated Education for Disabled Children was started during 1987-88.

Admissible items of expenditure are books and stationery allowance, transport allowance, uniform allowance, readers allowance (for blind children), escort allowance (for orthopedically handicapped with lower extremity disabilities), equipment allowance and wherever necessary hostel charges.

Training facilities are also provided by NCERT and four regional colleges of education. The scheme is at present in operation in Andhra Pradesh, Bihar, Goa, Gujarat, Haryana, Jammu and Kashmir, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Manipur, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Delhi, Andaman and Nicobar Islands and Daman and Diu. By the end of 1993-94 about 40,000 disable children in over 9,000 schools were covered under the scheme.

**Educational concessions to children**

The Centre and most of the State Governments and Union Territories offer educational concessions to children of the defence personnel and paramilitary forces killed or permanently disabled during Indo-China hostilities in 1962 and Indo-Pakistan operations in 1965 and 1971

Education of SC/ST/OBC

Pursuant to the National Policy on Education, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education & Literacy and Secondary & Higher Education:

(a) Relaxed norms for opening of primary schools;

(b) A primary school within one km walking distance from habitations of 200 population instead of habitations of 300 population;

(c) Abolition of tuition fee in all states in government schools at least up to primary level. Most of the states have abolished tuition fee for SC/ST students up to senior secondary level;

(d) Providing incentives like free text-books, uniforms, stationery, school bags, etc., to these students;

(e) The major programmes of the Department of Education, viz., District Primary Education Programme (DPEP), Lok Jumbish, Shiksha Karmi, Non-Formal Education (NFE) and National Programme for Nutritional Support to Primary Education accord priority to areas of concentration of SCs and STs;

(f) Reservation of seats for SCs and STs in Central Government institutions of higher education including IITs, IIMs, Regional Engineering College, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas, etc. Apart from reservation, there is also relaxation in the minimum

Qualifying cut off stages for admission in universities, colleges and technical institutions. The UGC has established SC/ST cells in 104 universities including Central universities to ensure proper implementation of the reservation policy;

(g) To improve academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension, remedial and special coaching is provided for SC/ST students.

IITs have a scheme under which SC/ ST students who marginally fail in the entrance examination are provided one year preparatory course and those who qualify are then admitted to the First Year of the B. Tech. Course;

(h) Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are exclusively reserved for SC/ST students, seventy scholarships are exclusively reserved for SC/ST students under the National Talent Search Scheme;

(i) SC/ST candidates are provided relaxation up to 10 per cent cut off marks for the Junior Research Fellowship (JRF) test and all the SC and ST candidates qualifying for the JRF are awarded fellowship;

(j) 50 Junior Fellowships are awarded every year in science and humanities including social sciences to SC/ST candidates who appear in National Eligibility Test (NET) and qualify the eligibility test for lectureship;

(k) UGC provides relaxation of 5 per cent from 55 per cent to 50 per cent at the Master’s level for appointment as lecturer for SC/ST candidates. The Commission has also reduced minimum percentage of marks required for appearing in the NET examination to 50 per cent at Master’s level for SCs/STs;

(1) The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower, production of materials in modern Indian Languages including tribal languages.

The Institute has worked in more than 75 tribal languages; and

(m) 146 districts have been identified as low female literacy districts to be given focussed attention by the Centre as well as States/UTs for implementation of programmes/ schemes.

The allocation of Rs. 889.98 crore and Rs. 436.54 crore have been made under the Special Component Plan and Tribal Sub-Plan (TSP) for SCs and STs respectively. This accounts for 16.33 per cent and 8.01 per cent of the total outlay.

Minorities Education

In pursuance of the revised Programme of Action (POA) 1992, two new Centrally-sponsored schemes, i.e., (i) Scheme of Area Intensive Programme for Educationally Backward Minorities and (ii) Scheme of Financial Assistance for Modernisation of Madrasa Education were launched during 1993-94.

The objective of scheme of Area Intensive Programme for Educationally Backward Minorities is to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary schools. Under the scheme cent per cent assistance is given for:

(i) establishment of new primary and upper primary schools, non-formal education centres, wherever necessary;

(ii) strengthening of educational infrastructure and physical facilities in the primary and upper primary schools; and

(iii) Opening of multi-stream residential higher secondary schools for girls belonging to the educationally backward minorities.

Can literacy can be expanded through distance education

Peter says-‘Distance education is a method of indirect instruction, implying geographical and emotional separation of teacher and taught whereas, in main stream education, the relationship between a teacher and student in class room is based upon social norms, in distance education, it is based upon technological rules.

Jack Foks stated the Distance education-‘Distance education is a mode of learning with certain characteristics which distinguish it from the campus based mode of learning.

Growth of distance education in India

About 25 years ago, correspondence education in India was started as a pilot project in the University of Delhi. The success of this experiment encouraged other universities to take up instructions through the distance education.

By 1985, 31 universities adopted this scheme. About 40000 students at various levels were enrolled by the universities under this scheme. Though the universities are providing education through this media, but there was a great demand for an open university. As a result in 1985, the Govt, of India decided to set up Indira Gandhi National Open University. The focal points of this university are as under:

(i) To promote Open University and distance education system.

(ii) To determine the standards of teaching evaluation and research in such system.

(iii) To allocate and disburse grants to colleges, whether admitted to its privileges or not, or to any other university or institution of higher learning as may be specified by the statutes.

Indira Gandhi National Open University is providing Degrees in B.A., B.Sc. and B.Com., Diploma Course in Distance education, Creative writing, Nutrition, Management, Local Self-Government, Library Science, Banking, etc.

Separate Radio and T.V. channels have been started to broadcast and telecast the educational programmes.

As a measure for implementation, the programme of Action has also favoured and recommended Open Universities System to provide higher education through non-formal channel. The main suggestions and recommendations of this Action Programme are given as under:

(i) Action Programme suggested the Open University System. This should be cost-effective, flexible and innovative.

(ii) Indira Gandhi National Open University has been established and is running effectively.

(iii) Non-formal education system should be structured on modular pattern.

(iv) Network of course is framed.

(v) Quality of programmes be ensured.

(vi) Minimum level of learning should be objectively assessed.

(vii) Separate Radio and Television channels are used for the use of distance education.

(viii) Financial Assistance will be ensured very carefully.

Advantages of distance education

National Education Policy, 1986 has rightly stressed that distance education will provide many opportunities for education and will lessen the burden of formal education. The advantages of Distance Education are as under:

1. Reliable

Distance education is reliable. It has the cost- effective alternative and new means of communication.

2. Education at Learners’ Door

Distance education is the only way which provides the education to the learner at his door. It provides equal educational opportunities even to those who used to live in remote areas.

3. Beneficial to Adults

Distance education provides many benefits to adults. They may up-to-date themselves for the development of skills and knowledge.

4. Variety of Programme

Distance education provides variety programmes according to the needs of the learners.

5. Co-ordination

Distance education is the co-ordination of various educational factors, i.e., general, basic, professional, technical, life-long, in-service and expansion.

6. Learner Centered

Distance education is learner-centered; therefore, there is no doubt in its success.

7. Freedom

This system provides freedom to learner. A learner learns according to his needs, conditions and facility.

8. Minimizing Pressures

Distance education minimizes the educational pressures caused by the explosion of population.

9. Educational Needs

Distance education fulfils the need of society through variety of educational programmes.

Distance education is still in experimental stage. Even then nobody will disagree that this system will be helpful to solve our educational problems and minimize the pressure of population over the traditional system of education.

**Right to Education**

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

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

**The RTE Act provides for the:**

* Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
* It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
* It makes provisions for a non-admitted child to be admitted to an age appropriate class.
* It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
* It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
* It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
* It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
* It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friend

**INDEPENDENT INDIA AND THE EDUCATION COMMISSIONS**

**Central Advisory Board of Education**

In 1948, the Central Advisory Board held its 14th meeting, in which it reflected upon secondary education. It put forth the suggestion for the appointment of a commission, whose main functions could be to 1. Evaluate the existing secondary education in the country, and 2. Give suggestions for the problems relation to it.

The government of India was requested to appoint a commission for determining the objectives and purposes, and suggesting solutions of the problems of basic, secondary and university education. This requirement was then reiterated in 1951.

**University Education Commission 1948**

A University Education Commission was appointed in 1948 under the Chairmanship of Dr.Radhakrishnan. This Commission cane forward with numerous significant suggestions for the improvement of education at the university level, and in consequence the following changes occurred.

* Emphasis was placed upon teacher education and training.
* The curriculum was made comprehensive and diverse to accommodate the interests, abilities and talents of students.
* Research began to hourish.
* Religious and moral education came to be imparted.
* Importance was given to the three-language formula for solving the language problem.
* Many reforms in the system of examination were carried out.

**Mudaliar Commission 1952-53**

A secondary Education Commission was appointed in 1952-53 for the reorganization of secondary education. Dr. Lakshmanswami Mudaliar was appointed its chairman. The recommendations of this commission brought forth the following changes in education-

1. The Higher secondary programme was extended to 11 years.
2. Stress was laid on the establishment of multipurpose schools.
3. The curriculum was made comprehensive and varied.
4. Objective testing was given importance.
5. Schemes for welfare of teachers were proposed.

**Jurisdiction:** The sphere of operation of this commission and the issues it was to examine were stated thus- 1.Evaluation of every aspect of secondary education in India and throwing light upon it. 2. Giving suggestions for the improvement and reorganization of secondary education.

This Commission considered the defects of secondary education and determined its objectives in the light of the following needs- 1.Development of qualities of character through education, propagation of nationalism and secularism. 2. Increase in productive capacity so as to bring about an increase in national wealth. 3. Improvements in education.

**Objectives of Education:**

* Development of democratic citizenship.
* Training in the art of living.
* Development of personality.
* Supply of professional skills.
* Training for leadership.
* Propagation of love country.

The Secondary Education Commission determined the period of education at 7 years, intended for children between 11 and 17 years of age. It was divided into two parts- 1) 3 years for middle education, and 2) 4 years of higher secondary education. Provision was also made for a three-year degree course.

**Kothari Commission 1964-66**

Under the Chairmanship of Dr. Daulat S.Kothari, a National Education Commission was set up in 1964. It put forward national education scheme for the next 20 years. This Commission has given Indian education a new direction. The Commission has reflected upon the entire spectrum of education, from its objectives to its economic aspects and in consequence, it has raised many illumination questions for the country’s educationists to reflect upon.

In the context of establishment of this commission, the Central government stated on July 14, 1964, that the commission had been appointed to reflect upon the advise the government on educational policies, national standards of education, and the potential for development in every sphere of education. The prefatory statement throws light on

1. Education and national ideals.
2. Method of education, its structure and level.
3. The standard of the teacher.
4. Teacher training.
5. Enrolment and manpower.
6. Equality in the opportunities for obtaining education.
7. The parameters of educational problems of schools.
8. Method of education, direction or guidance, and evaluation.
9. School education, administration and inspection.
10. Environment for higher education and programmes.
11. Sovereignty of universities.
12. Agricultural education.
13. Professional, technical and engineering education.
14. Scientific education and research.
15. Adult education.
16. Educational planning and administration and
17. The economics of education.

With reference to the prospectus of this Commission, the contemporary minister for education, Sh.Muhammed Karim Chagla, said that the prospectus was a kind of Magna Carta for teachers. In it, thought had been given to national and social service, salaries of teachers, the three-language formula, etc. This preface led to many important turning points in the sphere of education. Of these, the three language formula became a subject of considerable discussion.

**Conclusion**

Since independence, there has been a remarkable quantitative increase in the educational sphere. The number of schools has increased, and so have the students, but the objectives of education could not be achieved. Many new professional institutions came into existence, as did many new universities. There were many and varied experiments in education.

**The National Policy on Education**

By New Education Policy we refer to three documents which were published one after the other in a logical sequence;-

Challenge of Education (1985)

National policy on Education (1986)

Programme of Action ( 1992 Revised )

The policy was initiated by Shri. Late Rajiv Gandhi, the then Prime Minister soon after assuming charge as Prime Minister in 1984, Shri. Rajiv Gandhi addressed the nation and indicated the need for a New Education Policy. Justifying his claim he said that as we are placed on threshold of 21st Century which will be a century of unprecedented scientific inventions and discoveries and technological progress we should prepare the younger generation to face the challenges of this century.

His announcement evoked mixed response. But teachers, educational administrators did not feel that there is a need for a New Education Policy as they were busy implementing Kothari

commission policy (1968). This policy deviated from usual convention. No committee was appointed. No chairman was entrusted with the responsibility of formulating a policy. On the other hand the draft document was prepared by the Ministry of Human Resources Development. Copies of the draft were sent down to people for discussion and comments. Suggestions were incorporated and the policy was released in 1986.

**MAY GOD BLESS**