

Material for DMU Report

1. Setting up of Independent Evaluation Office

The Development Evaluation Advisory Committee (DEAC) of Planning Commission is the apex body of Programme Evaluation Organisation (PEO) for taking decision in respect of all aspects of programme evaluation. The DEAC consists of Deputy Chairman, Planning Commission (Chairman), all Members of Planning Commission (Members) and four reputed economists / experts in their respective discipline of India from outside Planning Commission as other members. Senior Adviser (PEO) is the Convener of the Committee. In the DEAC meeting held on 11th November, 2009 at Planning Commission the draft proposal for setting up an IEO was considered. It was decided that the details of the draft proposal would be discussed in the next meeting of DEAC.

2. Five Annual Reports to the People on Employment, Education, Health, Environment and Infrastructure - Format to be developed for Report under guidance of Planning Commission by Administrative Ministries

The formats for five Annual Reports to the People on Employment, Education, Health, Environment and Infrastructure have been prepared and finalized by the Administrative Ministries under the guidance of Planning Commission. While the Report on Employment, Education, Health and Environment is being prepared by respective Administrative Ministries, the Report on Infrastructure is being prepared by Planning Commission.

3. Formats

An Outline

Education Report to the Nation

Foreword - by the Honourable Minister for Human Resource Development

Acknowledgement

Abbreviations

Contents

Executive Summary

Part I

Introduction: Education in India: vision and Goals

This Section presents an overview of the situation in Education in India with particular focus on the visions and goals of the sector as a whole.

1. Vision and goals: Expansion with Equity and Quality
2. Overarching global scenario and its impact on the sector
3. Analysis of the decisions of important committees/ consultations in the sector
4. Emerging Challenges and Future Directions

The Report is presented in two parts. Part I deals with current status and progress in School Education and Literacy while the second Part focuses on Higher and Professional Education.

Part II (50 Pages)

School Education & Literacy

Chapter 1 Education for all: Right to Education and Universal Literacy

This Chapter will introduce vision and goals of school education and literacy in the context of the historical Right to Education Act 2009, introducing the reader to the role of school (including Pre School) education and literacy as instrumental to achieving the national objectives enshrined in the Constitution of India

The importance of radical efforts in this area will be highlighted through presenting India in comparative global perspective on select educational indicators at this stage, (mainly through graphics) and in the context of global human rights commitments. This should also promote the vision of secondary education as the new 'basic' level of Education given that developed countries provide 10 years of 'compulsory education.

1. The section will briefly introduce the structure of Education in India and also the terms used to describe different stages, their progressive sequence etc. It should in a nutshell, provide an overview of the various efforts that have been made in the past, right upto the notification of the Constitution 86th Amendment Act, and its follow up

legislation the Right of Children to Free and Compulsory Education Act 2009. It would also cover effective decentralization of school management and capacity building of PRI functionaries for school monitoring

The present challenges in this sphere, such as provisioning issues in relation to schools and teachers; bureaucratic issues in relation to admissions, progression across different stages, transfer certification; governance issues in relation to school standards, monitoring and teacher management; quality and learner evaluation issues; and issues of voice and empowerment of children and parents will be briefly introduced herein, together with measures in the Act aimed at bringing about a paradigm shift in education at this stage in India.

The Chapter also introduces the relaunching of the National Literacy Mission with particular focus on women's literacy and girls education.

The objective of the chapter is to present a background in which nation building and rights of children acquire importance and highlight the need for concerted response of governments and all stakeholders.

Chapter 2 Inclusive Approach to School Education and Literacy

The theme of this chapter would be inclusion as envisioned in the 11th Plan, to achieve inclusive growth and development of School Education and Literacy. This section would cover issues of access, and equality of opportunity to all social, gender economic, religious groups, issues of interregional differences and plans of action for removing those imbalances. It would recognize the legitimate role of private providers of education, discuss norms and standards and the reforms agenda for removal of barriers for entry. It would also provide an overview of the roles of community participation, the Voluntary sector/ civil society and PPP in promoting inclusive agenda.

The challenges that this section would discuss should include those of removing segregation of all kinds, and in including older children into schools, the children who are being economically exploited or discriminated against on account of their caste, gender or due to physical and learning disabilities, children in remote areas, urban area specific problems and rural specific problems. Reports of ill treatment, neglect of children and lack of child friendly atmosphere in schools have led to searches for viable pedagogical options that could address these issues. In this context, the promise shown by the Activity based Learning Approach may be examined and presented as a Best Practice.

Teacher problems of availability, attendance, attitude, time on task etc, (quoting studies) pose challenges of another kind to continued inclusion and achievement in school education.

Schooling segregated by economic class has come to represent the norm in educational practice. The RTE Act tries to bring the two classes together. The example of Loretto School Sealdah, as a best practice, and of the lack of administrative measures in Delhi to implement this condition of land allotment in Delhi as an Illustrative Failure may be presented.

Government efforts in expansion during 11th plan will be taken note of. The role of distance learning and private sector in promoting inclusion will be discussed.

1. Issues relating to Availability and Access, and the excluded in Remote, Rural and Urban areas, Issues relating to gender, the Disabled
2. Issues of universal retention and achievement and the excluded at the upper primary stage, and the 'Learning deprived'
3. Teacher management, child friendly schools issues and ABL (Box: ABL at Rishi Valley)
4. Efforts in the form of incentives, and facilitators such as scholarships, free text books, uniforms, mid day meal etc. (box items of Good Practices such as Sakhar shalas, Small schools, use of IT and touch screen innovation of Jharkhand etc. as needed responses in the area)
5. Class segregation: The example of Loretto School Sealdah, as a best practice, and of the lack of administrative measures in Delhi to implement this condition of land allotment in Delhi as an Illustrative Failure may be presented.
6. Conclusion

Chapter 3 Elementary Education

This chapter would start with the rights paradigm under which education at this stage of education is to be perceived. Achievements in school education rest on the foundations laid by Pre school education which in turn is facilitated by the ICDS programme for early childhood care. This section will begin with an introduction to what is meant by education at the Pre school stage and will present the global scenario in pre school education. The challenges of universal provision of preschool education, the gaps, and the respective roles of government, the voluntary sector and of public private partnership shall be discussed. The issues of manpower for this sector, standard setting, and regulation will be highlighted as also the efforts of the government in this sector through the SSA.

Elementary education in India in terms of coverage, gaps and regional variation, will be presented against a backdrop of global indicators. It will point out those that remain excluded and at risk of being excluded. It will also look at the wide variation and disparities in this sector in terms of provision and quality. The responsible authorities for governance in this area, the roles of community etc. will be discussed. (Box items: Best practices: SDMC, Nagaland Communitisation Act) It will examine the ways in which the RTE Act proposes to address these issues, and the rights it provides the children and their parents to demand and enforce these rights. Teacher provision and teacher management issues are significant in this area, as are issues related to disparity in schooling provision. Special focus may be given to:

1. Demographics and 'Coverage' of Elementary Education and envisaged expansion and progress during 11th plan; (Constitutional Guarantee for Elementary stage, and special provision under RTE Act 2009)
2. Issues relating to Availability, Access at each stage social group, level wise, and gender (box items: efforts made under 'Sarva Shiksha Abhiyan' 'KGBV' etc.)
3. Special Provisions in the RTE Act 2009 to foster inclusion
4. Setting quality standards for teacher recruitment, enabling decentralized recruitment of quality school faculty, development of teacher education and

training and document best practices and pedagogical innovations (Activity Based Learning) and special intervention for disadvantaged groups including children with special needs.

5. The NCPCR as the protector of the right to elementary education
6. Issues related to progression through the stages (wastage, retention, drop out (and push out) (box item: Neighbourhood Transition Plan of Govt. of NCT of Delhi)

Chapter 4. Secondary and Higher Secondary Education

Expansion of the secondary and higher secondary stages of education, is the inevitable result of the successes achieved in universalizing elementary education. This section should compare enrolment at the secondary and higher secondary stages with those of other developed and South Asian countries. It should present the challenges in this sector in the Indian context, and the efforts of the State to meet these challenges, with focus on the Kendriya Vidyalayas and Navodaya Vidyalayas. The issue of the private sector as the dominant and growing provider of education at this stage will be discussed in the light of challenges this poses to universalisation of this stage. The issues of relevance, quality and excellence, will be discussed as also the National Curriculum Framework, 2005. The thrust on Secondary Education through the centrally sponsored scheme, role of Model Schools and further setting up of Model schools in PPP mode and RMSA, should be reflected here. Regional gaps in provision of public sector infrastructure needs highlighting with some reference to historical developments In addition, this section would also highlight efforts being made to link Information and Communication Technologies (ICT) and Education and PPP modes in ICT. A sub-section of Vocationalisation of Secondary Education, deficiency in the existing programme, restructuring of the programme, strategy to be adopted where emphasis will be on demand-driven VE programmes in partnership with employers, its proposed expansion and institutional mechanism in the XI Plan needs to be highlighted

The roles of distance education and Open schooling in making this education at this stage accessible and achievable by all should also be highlighted here. The variety of scholarship and educational loans for needy and deserving students should be discussed in terms of their impact, and the efforts that still need to be in order to reach the intended beneficiaries. The following issues could serve as a guide to selection of content in this section:

1. Issues of Quality and excellence
2. Issues of Transformation and reforms in the sector
3. Issues of governance and leadership
4. Issues related to qualified manpower
5. Issues of autonomy and accountability
6. R&D promotion
7. International developments and scenarios
8. New and innovative approaches of service delivery
9. Best practices and illustrative failures

Chapter 5 Adult and Continuing Education

In the context of Adult and Continuing Education, the thrust of this section would be on enabling the reader to understand how and why adult education is essential in itself apart from the fact that it has been seen to promote school education. Its linkage with other indicators of well being will also be stressed. The treatment of this sector will explain why female literacy needs special attention today and the need for changing the name of the programme to National Mission for *Female* Literacy. The launching of Saakshar Bharat' with principal focus on women, the strategy framework envisaged for it would also be discussed in this section. Transparency in functioning of JSS/SRCs, an accreditation process for NGOs in partnership with states will find mention. Some of the issues under Adult Education may include (a) Convergence and Partnership with special reference to PPP (b) Skill development for employment and self employment and

and (c) Research, innovation, training monitoring and evaluation. There will be Box items on successful efforts in Literacy and future directions in this area. An effort will be made to address the following issues:

1. Issues of Quality and excellence
2. Issues of Transformation and reforms in the sector
3. Issues of governance and leadership
4. Issues related to qualified manpower
5. Issues of autonomy and accountability
6. R&D promotion
7. International developments and scenarios
8. New and innovative approaches of service delivery
9. Best practices and illustrative failures

Chapter 6 Distance and Open Schooling

Open and distance Learning affords greater access to education to the post-compulsory age group by removing barriers and increasing flexibility in learning options and methods - as such it provides a second chance for many. This area is expanding and diversifying with the addition of Audio, Video, computer and internet based material in addition to the print format. The government channels (national and state) for provision of ODL will be discussed, as well as the significant particulars about ODL, particularly innovative practices such as semester system, relative grading as well as the different kinds of certification offered.

1. Vision, goals and objectives of ODL
2. Overarching global scenario and its impact on the sector
3. Present Challenges
4. Analysis of the decisions of important committees/ consultations in the sector
5. Significant gaps
6. future directions

Chapter 7: Teacher Education

Teacher Education strengthens and supports school education. This section would describe the Teacher education plan of the government for the elementary and secondary education levels. However, the average reader has many questions regarding teachers, mostly relating to their recruitment and service matters. This section could briefly also inform about the types of teacher qualifications, the new and expanded roles of teachers especially in the context of EE; how reforms in teacher education, recruitment and management are being attempted in order to ensure that every child has a good teacher. Role and functioning of DIETS, SCERT and SIEMAT will be briefly mentioned

1. Vision, goals and objectives of teacher education for the elementary, secondary and higher secondary stages
2. Overarching global scenario and its impact on the sector
3. Present Challenges
4. Analysis of the decisions of important committees/ consultations in the sector
5. Significant gaps
6. future directions

Chapter 8 Financing

Financial issues have always constrained expansion and quality in school education and literacy. This section will discuss the financial provision of free and universal school education. It will discuss the role of the Human rights paradigm and the global scenario in eventually bringing about legislation to guarantee free education for children between the ages of 6-14. This section should present information about the manner in which education is financed in India, the role of Central and state governments and private provision. Important Commissions and committees in this area will be discussed in the context of the aspiration for 6 % of GDP to be provided to education. Global trends in this area, including privatization, public private partnership, and community participation in financing should be presented here. The need to combat commercialization of this stage of education should be discussed. Some norms for spending also need to be established.

Chapter 9 Conclusion

This section would attempt to sum up the policies and programmes as efforts in making the system work, to make them more inclusive and equitable, to increase their accountability and their responsiveness. It should refer to some innovations that are discussed in the pages of the report as efforts to find solutions that work. It should discuss mechanisms created to understand what has worked or not worked and why. Ultimately, all these efforts are in order to serve the people, and be accountable to them. The mechanisms created for receiving and responding to the voices of the people should be discussed here, as also the efforts made to increase transparency and to put into place monitoring and reporting devices. The use of technology to increase responsiveness of the system to local and even individual specific needs and grievances should be discussed.

1. Summing up on policy

2. Future directions and agenda for action
 3. Call for peoples' response
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Part III (50 Pages)

Chapter 1 Nation Building through Higher Education

Report to the nation would begin with vision, goals and objectives with an understanding of contemporary challenges before the nation. Issue of knowledge creation for sustainable development and for the people, and not to the benefits of select few, should get reflected. The chapter will build future directions of higher education from historical dynamics of development as well as analysis of the recent committees. Present challenges with respect to, for example, shortage of teachers, commitment of academic bodies, and equality of opportunities including historical sufferers, private participation etc need to be reflected upon. The objective of the chapter is to present a background in which nation building acquires importance and all stakeholders' responsibility then is brought to the fore for addressing the issues of higher education.

1. Higher Education: vision, goals and objectives
2. Higher Education in a changing global scenario
3. Historical Backdrop: Constitution, historical transformation of higher education through regulatory agencies, policies on education
4. Some Recent Committees and important recommendations
5. Present Challenges in higher education
6. Objectives and schema of the report to the people

Chapter 2 Inclusive Approach to Expansion

This chapter will bring to the fore the issue of access. Equality of opportunity to all social, economic, religious groups including women in higher education with an inter state variation will be analysed with data. Efforts to bridge the gap in terms of actual and potential entrants will be discussed with an option to both - vocational and theoretical streams of knowledge. Government efforts in expansion during 11th plan will be taken note of. The role of distance learning and private sector in expansion will be discussed in detail. Issues will be thrown open, particularly, the effective learning in the case of distance education and fees and admission issue in the case of private expansion. Further Oversight committee and Sachar committee will be discussed as efforts to make higher education truly inclusive.

1. Issues relating to Access
2. Enrolment status: discipline, social group, level wise, gender

3. Institutional response in terms of universities, colleges and professional and technical colleges
4. Role of Open universities
5. Regional variation
6. Expansion and progress during 11th plan
7. Role of private sector in expansion
8. OBCs participation in central government institutions (Oversight Committee)
9. Efforts to increase Minorities' participation (Sachar Committee)
10. Conclusion

Chapter 3 Professional and Vocational Education

The chapter has been placed in order to understand the importance of professional and skill based education in university education. Sections listed here are important sectors. Nonetheless many other areas will also be discussed depending upon the availability of data. The different departments and ministries will be requested to supply information and future directions etc. The important issue of meeting the manpower needs for nation building, which of course, requires an assessment will be attempted in the chapter. Among various issues promotion of basic science, IPRs in universities, balanced disciplinary expansion will be highlighted.

1. Increasing demand for professional education
2. Engineering
3. Medical
4. Agriculture
5. Management
6. Vocational education and training
7. Demand for science education

Chapter 4 Quality and Excellence

The concept of quality as an inclusive phenomenon is important to be debated by the people. Certain open ended discussion is important in a report to the nation. Let people debate. What is, however, important to highlight is that learner needs to be placed at the centre. While quality as a movement or as competitive culture or as internal compulsion could not emerge in Indian higher education, the external quality assurance agencies have at least brought the issue to the fore. Their roles, scope and responsibilities should be reviewed in the report. The self assessment reports of the universities and colleges provide rich data that should be highlighted and mined. The monitoring of quality in private universities and deemed universities should be highlighted for the discussion. 11th plan intervention along with schemes of UGC and AICTE should be assessed.

1. Quality an all inclusive phenomenon
2. Changing Approaches: learner centered
3. Quality Assessment through NAAC Reports
4. NBA's role in programme accreditation
5. Institutional responses and initiatives
6. Quality Monitoring in private and deemed universities
7. UGC and AICTE programmes for quality and excellence

8. 11th plan interventions for enhancing quality

Chapter 5 Transforming Higher Education through Academic Reforms

Templates given below give few points around which academic reform for transforming higher education can be discussed. Promoting teaching and research through certain instrumentalities such as credit system, incentivising teachers, quality assurance cells and agencies, ICT tool will be discussed along with schemes.

1. Credit system
2. Professional development of teachers
3. Quality assurance and accreditation
4. Research promotion
5. Financial incentives to teachers and researchers
6. ICT integration in academic activities

Chapter 6 Governance and Leadership

The whole issue of governance is being proactive to the people, to the students and researchers and teachers. This is about being conscious about quality and not only doing things but doing things well. The governance should revolve around the actual doers i.e. the teachers. Structural constraint such as affiliating large size of universities needs to be removed. Autonomy should be promoted. How leaders should be put in position which gives rise to the issue of selection and recruitment should be considered for building opinion and consensus among people. Issues for discussion in this section will be open ended largely. Cross border education is placed here from governance angle such as the issue of regulating foreign providers.

1. Centralized decision making
2. Reforms in Affiliating system
3. Autonomy and Accountability
4. university networking and partnering with industries
5. Promoting leadership
6. Cross border education

Chapter 7 Financing

Financing is one of the crucial issues that report should highlight for the debate and building consensus for rationalizing fees. Finance from a conservative standpoint constrains expansion but also quality education. As the system is bound to expand a diversified approach needs to be developed and this is what the chapter aims at. Commercialisation needs to be resisted and value for the money spent in higher education needs to be analysed. Some norms for spending also need to be established.

1. Public funding: norms and international scenarios
2. Fees
3. Self financing programmes
4. Public private partnership
5. Student Loans and Scholarships
6. Role of Charitable Trusts and Foundations

Chapter 8 Conclusion

1. Summing up on policy
2. What has worked
3. What has not worked
4. Ways forward

References:
