

### National Policy on Education (NPE) and Programme of Action (POA)

The National Policy on Education (NPE), 1986 along with its Revised Policy Formulation and the Programme of Action (POA) evolved as a result of widespread deliberations, consultation and consensus were last reviewed and updated in 1992. The POA envisages that given the rich diversity of our nation, it would be in the fitness of things, if each State and Union Territory formulates a State POA in accordance with their situational imperatives as well as with the POA 1992.

The National Policy on Education (NPE), 1986, as updated in 1992, envisages improvement and expansion of education in all sectors, elimination of disparities in access and laying greater stress on improvement in the quality and relevance of education at all levels, including technical and professional education. It also emphasises that education must play a positive and interventionist role in correcting social and regional imbalances, empowering women and in securing a rightful place for the disadvantaged, linguistic groups and minorities.

The Nation is firmly committed to providing Education for All, the priority areas being free and compulsory primary education, covering children with special needs, eradication of illiteracy, vocationalisation, education for women's equality, special focus on the education of SCs/STs and Minorities. The task of implementing the NPE and POA lies with the States and Union Territories, and the Centre is to monitor the implementation. Accordingly, the POA 1992 stands circulated in 1993 to all States and Union Territories to draw up their own State Programme of Action (SPOA).

### Central Advisory Board Of Education (CABE)

The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State governments in the field of education, was first

established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and the extended tenure of the last CABE expired in March 1994. Despite the fact that in the past, important decisions had been taken on the advice of CABE and it had provided a forum for widespread consultation and examination of issues relating to educational and cultural development, it was unfortunately not reconstituted after the expiry of its extended tenure in March, 1994. CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country and for the review of the National Policy on Education which is also due. It is a matter of importance therefore, that the Central and State governments, and educationists and people representing all interests, should increase their interaction and evolve a participative process of decision making in education, which enhances the federal structure of our polity. The National Policy on Education, 1986 (as modified in 1992) also envisages that the CABE will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation, and will function through appropriate mechanisms created to ensure contact with, and coordination among, the various areas of human resource development. Accordingly, the CABE has since been reconstituted by the Government in July 2004. The Board consists of nominated members representing various interests in addition to representatives of the Government of India, State Governments and UT Administrations, elected members from the Lok Sabha and the Rajya Sabha, etc.

The functions of CABE are:

- a) to review the progress of education from time to time;
- b) to appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter;
- c) to advise regarding coordination between the Central and State governments/ UT

Administrations, State Governments and non-governmental agencies for educational development in accordance with the education policy; and

- d) to advise, *suo moto*, or on a reference made to it by the Central Government or any State Government or Union Territory Administration on any educational question.

The first meeting of the re-constituted Central Advisory Board of Education was held on August 10-11, 2004, during which some critical issues emerged, needing detailed deliberation. It was decided to set up Committees of CABE to examine in detail these critical issues. Accordingly, seven Committees of the Central Advisory Board of Education (CABE) have been set up to look into some of the critical issues faced by the Education Sector in the country, as indicated below:

1. CABE Committee on Free and Compulsory Education Bill and other issues related to Elementary Education under the Chairmanship of Shri Kapil Sibal, MOS Science and Technology. The terms of reference are:
  - ❑ To suggest a draft of Legislation envisaged in Article 21A of the Constitution.
  - ❑ To examine other issues related to elementary education for achieving the objectives of free and compulsory basic education.
2. CABE Committee on Girls Education and the Common School System under the chairmanship of Shri Tarun Gogoi, Chief Minister, Assam. The terms of reference are:
  - ❑ To examine existing schemes, incentives and special measures aimed at reducing gender disparity and increasing the participation and retention of girls, in all sectors of education.
  - ❑ To make the provision in the NPE and POA regarding the Common School System, a reality.
  - ❑ To examine ways of promoting inclusive education and the education of all children with disabilities/special needs.
3. CABE Committee on Universalisation of Secondary Education under the chairmanship of Shri Ghanshyam Tiwari, Education Minister,



- Rajasthan. The term of reference is to prepare a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education.
4. CAGE Committee on Autonomy of Higher Education Institutions under the chairmanship of Shri Kanti Biswas, Education Minister, West Bengal. The terms of reference are:
    - ❑ To suggest measures for enhancing the autonomy of higher education institutions, especially those with potential for excellence.
    - ❑ To institutionalise regulatory provisions for promoting autonomy and accountability of higher education institutions.
  5. CAGE Committee on Integration of Culture Education in the School Curriculum under the chairmanship of Prof. U.R. Ananthamurthy. The terms of reference are:
    - ❑ To suggest ways of enhancing the quality of cultural awareness among school-going children;
    - ❑ To suggest ways of introducing both in curricular and extra-curricular ways, the learning of our traditional, folk, classical and contemporary art forms;
    - ❑ To suggest ways of helping the students to appreciate the world of arts, music and literature;
    - ❑ To suggest ways of introducing a capsule on the appreciation of arts in the curriculum of teacher education;
    - ❑ To suggest ways of introducing art appreciation as an elective subject in the universities;
    - ❑ To help understand the status of art and music schools and colleges in the country.
  6. CAGE Committee on Regulatory Mechanism for the Text Books and parallel text books taught in schools outside the Government system co-chaired by Prof. Zoya Hassan, JNU, New Delhi and Prof. Gopal Guru, JNU, New Delhi. The terms of reference are:
    - ❑ To study and report on text books in Government schools not using the CBSE syllabus;
    - ❑ To study the text books and curriculum of schools outside the Government system, including those run by the religious and social organisations;
    - ❑ To suggest an appropriate regulatory mechanism for institutionalising the issue of preparation of text books and curricular material.

While reviewing the textbooks, the Chairpersons of the Committee may co-opt subject matter/language specialists.
  7. CAGE Committee on Financing of Higher and Technical Education under the chairmanship of Prof. Bhalchandra Mungeker, Member Education, Planning Commission. The terms of reference are:
    - ❑ To examine the adequacy of investments in Higher/Technical Education and to find ways of augmenting the resource flow in Higher Education;
    - ❑ To examine the question of a fair share of 6 per cent of GDP for Education;
    - ❑ To suggest the ways of encouraging and regulating private participation and investments in Higher/Technical Education.

### Education Ministers' Conference

A meeting of the Education Ministers of all States/UTs dealing with School Education was held on October 28, 2004, at Vigyan Bhawan under the chairmanship of the Minister of Human Resource Development.

### Bharat Shiksha Kosh

In order to facilitate donations including smaller amounts from India and abroad for implementing projects/programmes connected with the education sector, the Government has constituted "Bharat Shiksha Kosh" as a Society registered under the Society Registration Act, 1860. The Kosh was officially

launched on January 9, 2003, during the celebration of Pravasi Bharatiya Diwas. The Kosh will receive donations/contributions/endowments from individuals and corporates, Central and State Governments, non-resident Indians and people of Indian prigin for various activities across all sectors of education.

### **National Institute of Educational Planning and Administration**

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous organisation set up and fully funded by the Department of Secondary and Higher Education, Ministry of Human Resource Development. The objectives of the Institute are to undertake, promote and coordinate research in educational planning and administration; to provide training and consultancy services in this field; to train and orient key level functionaries as well as senior-level administrators from the Centre and the States; to collaborate with other agencies, institutions and organisations, to provide facilities for training and research to other countries, particularly of the Asian region in the field of educational planning and administration; to prepare print and publish papers, periodicals and books, to share experience and expertise in the area of educational planning and administration with other countries; and to conduct comparative studies for the furtherance of these objectives.

During 2004-2005, 40 training programmes had been organised till December, 2004.

The faculty provided consultancy and professional support to National, State and institutional-level bodies like Ministry of Human Resource Development, University Grants Commission, State Education Departments, State Councils of Higher Education, SCERTs, SIEMATs besides International Agencies such as UNESCO, UNICEF, World Bank and SIDA.

The Institute has a well stocked Library/Documentation Centre on Educational Planning and Administration and Inter Disciplinary subjects. It can claim to have one of the richest libraries in the field of Educational Planning and Management in the Asian Region. It serves the faculty, research scholars and the participants

of the various programmes, and also other organisations through the Inter Library Loan system. The Library reading room facilities are open to all. The Library has collection of over 55,961 volumes and subscribe to as many 390 periodicals and has a computerised catalogue of books and articles.

An Outside Peer Review Committee under the Chairmanship of Subhash C. Kashyap, former Secretary General, Lok Sabha Secretariat, was set up to review the work and progress of NIEPA. The Review Committee has submitted its report and has recommended that NIEPA has done extremely well in fulfilling the objectives identified in its Memorandum of Association. Other recommendations of Review Committee are being considered by the Department.

### **Scheme of Assistance for Studies, Seminars Evaluation, etc., for implementation of Education Policy**

The Scheme of Studies, Seminars, Evaluation, etc., for the implementation of Education policy is intended to provide financial assistance to deserving institutions and organisations, on the merits of each proposal, so as to finance a variety of activities having direct bearing on the management and implementation aspects of National Policy on Education. These include sponsoring of seminars, workshops, etc., conduct of impact and evaluation studies, and consultancy assignments in order to advise the Government on the best alternatives and models for making the system to work.

The guidelines of the scheme have been revised during the year 1999-2000. As per the revised guidelines, financial assistance under this scheme would cover remuneration and allowances/payment of TA/DA to project staff, stationery and printing, hiring charges of accommodation/venue and other contingencies like postage, etc. Normally, the ceiling of assistance for Studies/Evaluation is Rs. 5 lakh. The ceiling of expenditure on National Conference/Seminar is Rs. 3 lakh and on International Conferences (or, with substantial International participants/members), it is Rs. 5 lakh.

During 2004-2005, financial assistance was given for

organising 23 seminars /conferences /studies / evaluations, etc., till December 2004. The target for the year 2005-2006 is to give financial assistance for 50 seminars/conferences/workshops/ evaluations, etc.

### Statistics Unit

The Statistics Unit of the Department of Education is the nodal agency for the collection, compilation, processing and dissemination of educational statistics in the country. The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from over 10 lakh institutions, covering all levels of education from pre-primary to higher education through mailed questionnaires in collaboration with the State Education Departments. On the basis of data collected from States, the Statistics Unit brings out nine annual publications and some occasional publications. Efforts have been made to improve the quality of educational statistics and to reduce the time lag in their publication. The inherent bottlenecks in the system, however, still remain a handicap. The recommendations of the National Statistical Commission to improve the system have also been taken up for implementation.

In order to strengthen the State Education Departments with bare minimum infrastructure to supplement the existing structure available in the country for educational statistics, a scheme titled 'Strengthening of Statistical Machinery in States' is under formulation. This scheme would improve the efficiency of various schemes of the Ministry of HRD.

India has continued to participate in the World Education Indicators Programme through the Joint Pilot Project organised by Organisation for Economic Cooperation and Development (OECD)/United Nations Educational Scientific and Cultural Organisation (UNESCO). Necessary support in the

form of supply of national statistics is being provided to the international institutions like UNESCO/OCED every year.

### Planning and Monitoring Unit

#### Annual Plans and Five Year Plans

Formulation of Annual Plans and Five-Year Plans, review of programmes and schemes, timely monitoring of Plan expenditure vis-à-vis outlays in Budget Estimates, and analysis of actual expenditure as per the targets fixed are the important activities of the Unit. The approved Tenth Plan (2002-07) outlay was Rs. 43,825 crore: Rs. 13,825 crore for the Department of Secondary and Higher Education and Rs. 30,000 crore for the Department of Elementary Education and Literacy. The approved Annual Plan outlay (2004-05) is Rs. 6,000 crore\* for the Department of Elementary Education and Literacy and Rs. 2,225 crore for the Department of Secondary and Higher Education.

Budget documents from various States/UTs were received and the data compiled, analysed and published in the Analysis of Budgeted Expenditure on Education for 2001-02 to 2003-04. The Unit liaised with the Planning Commission during quarterly review of Plan expenditure. The Unit also liaised with various Divisions of the Ministry, Planning Commission, Ministry of Finance, etc., on various matters relating to Plan Schemes.

#### Area Officers Scheme

The Area Officers Scheme was started in the Department in 1999 as a mechanism for regular and effective review, monitoring and coordination of various Central sector and Centrally Sponsored Schemes. As per the original scheme, an officer of the rank of Deputy Secretary and above is made in-charge of a State/UT.

*\*Enhanced to Rs. 8,000 crore in RE 2004-05.*

