

**Formal and Non-Formal
Education of Bangladesh
India and Pakistan**

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Dedicated
To
Hosnara Begum
Daughter of
Md. Nurul Hossain

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Author and Co-Authors

Limitation

The book cannot claim a comprehensive character under the limitations of the short time period, vast geographical area, limited budget, etc. It is a great limitation of the authors. Moreover, as the topic is a new idea, the authors did not get enough information from other research reports and books. The author and co-authors assumed that this work would open avenues for further studies in future. If this book can help the future researchers, they will feel pride.

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Chapter One

Statement of the Problem

Introduction

Bangladesh, India and Pakistan have got ample scope to expand its formal and non-formal educational programs in order to transform the population into human resources through providing education, livelihood skill training which will help the countries to reach at the expected level of development. In recent years, however, remarkable progress has been achieved in many areas; literacy being one of those. This success has been made possible due to the nationwide campaign for removing illiteracy through initiative taken by the Government and Non Government Organizations (NGOs). Now the time has come to impart high quality technical and vocational education for utilization of trained manpower in the industrial and commercial sectors and also the health care sector with other sectors. Education is the backbone of a nation. An educated nation is a developed nation. Education starts from the birth. A baby at first learns how to cry and it is the only way he expresses all his needs and emotions. Day by day he learns how to walk. Then he learns his mother language and can convey his ideas, needs and emotion through it to others. We can consider this as primary skills of a man who is ready to acquire knowledge and values from the society where he lives to build his character and bring his expected behavioral change in life. Education is not only gathering information in the memory but also changing behavior. Education is also defined as the process by which the society deliberately transmits its accumulated knowledge, skills and values from one generation to another. In another sense, education is the expected behavioral change of mankind. Education means not only knowledge but it also means skills and values. Socrates opined 'One who had true knowledge could not be other than virtuous'. Definitions of education are as follows, 'Education is the capacity to feel pleasure and pain in the right moment (Plato)'. 'Education is the creation of sound mind in a sound body (Aristotle)'. 'Education is the development of moral character (John Frederic Herbert)'. United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the 'ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling

individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society'. 'Education is "Organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life" (UNESCO)'.

Background of Education of Bangladesh, India and Pakistan

Education has been the most important factor now in determining the fate of individual and society than any time before in the last two millennia. How much one will earn to lead a much happier life entirely depends on the level of education. Therefore, almost every nation in the world is increasing its spending significantly on education. Bangladesh, India and Pakistan are the neighboring country within the South Asia.

Bangladesh is a parliamentary republic with an elected parliament called the Jatiyo Sangshad. With a population of more than 160 million people in a territory of 56,977 sq mi (147570 square kilometers). Bangladesh is the world's eighth most populous country, as well as one of the world's most densely populated countries. The four largest religions in the country are Islam (89%), Hinduism (9%), Buddhism (1%) and Christianity (0.5%).

Bangladesh is identified as a Next Eleven economy. According to the United Nations in 2010, the country is making major strides in human development, including significant progress in the areas of gender equity, universal primary education, the empowerment of women, reducing population growth, food production, health and renewable energy. The poverty rate has declined considerably since independence, and per-capita income has doubled from 1975 levels. Bangladesh is a pioneer and founding member of SAARC. It is the world's largest contributor to United Nations peacekeeping operations. It is a founding member of the Developing 8 Countries and BIMSTEC and a member of the Commonwealth, the OIC, the NAM and the G-77.

Remnants of civilization in the greater Bengal region date back four thousand years to when the region was settled by ancient Dravidian, Indo-Aryan, Tibeto-Burman and Austroasiatic peoples. The exact origin of the word "Bangla" or "Bengal" is unclear, though it is believed to be derived from *Bang/Vanga*, the Dravidian-speaking tribe that settled in the area around the year 1000 BCE.

The region was known to the ancient Greek and Roman world as *Gangaridai*, or "Nation of Ganges". The early history of Bengal featured the rise of numerous city states, or *janapadas*, including Vanga, Samatata and Pundravardhana. The Mauryan Empire led by Ashoka conquered

Bengal in the second century BC, and the region was absorbed into the rule of successive Magadhan dynasties for several centuries. Following the collapse of the Magadhan empire, a local ruler named Shashanka rose to power and founded an impressive but short-lived kingdom. After a period of anarchy, the Bengali Buddhist Pala dynasty ruled the region for four hundred years, followed by the Hindu Sena Dynasty.

Islam was introduced to the Bengal region in the 8th century by Arab Muslim traders and Sufi missionaries, and the subsequent Muslim conquest of Bengal in the 12th century helped spread Islam throughout the region. Bakhtiar Khilji, a Turkic general, defeated Lakshman Sen of the Sena dynasty and conquered large parts of Bengal in the year 1204. The region was ruled by the Sultanate of Bengal and the Baro-Bhuiyan confederacy for the next few hundred years. By the 16th century, the Mughal Empire controlled Bengal, and Dhaka became an important provincial centre of Mughal administration.

Medieval European geographers located paradise at the mouth of the Ganges, and although this was overhopeful, Bengal was probably the wealthiest part of the subcontinent until the 16th century. From 1517 onwards, Portuguese traders from Goa were traversing the sea route to Bengal. Only in 1537 were they allowed to settle and open customs houses at Chittagong. In 1577, the Mughal emperor Akbar permitted the Portuguese to build permanent settlements and churches in Bengal. The influence of European traders grew until the British East India Company gained control of Bengal following the Battle of Plassey in 1757. The bloody rebellion of 1857—known as the Sepoy Mutiny—resulted in a transfer of authority to the crown with a British viceroy running the administration. During colonial rule, famine racked South Asia many times, including the war-induced Great Bengal famine of 1943 that claimed 3 million lives.

The Maratha Empire, a Hindu empire which overran the Mughals in the 18th century, also devastated the territories controlled by the Nawab of Bengal between 1742 and 1751. In a series of raids on Bengal and Bihar, then ruled by the Nawab, Maratha demolished much of the Bengali economy, which was unable to withstand the continuous onslaught of Maratha for long. Nawab Ali Vardi Khan made peace with Maratha by ceding the whole of Orissa and parts of Western Bengal to the empire. In addition, a tax – the *Chauth*, amounting to a quarter of total revenue – was imposed on other parts of Bengal and Bihar. This tax amounted to twenty lakhs (of rupees?) for Bengal and 12 lakhs for Bihar per year. After Maratha's defeat in Panipat by a coalition of Muslim

forces, the empire returned under the Maratha general Madhoji Sindhia and raided Bengal again. The British Empire stopped payment of the Chauth, invading the territory of Bengal in the 1760s. The raids continued until Maratha was finally defeated by the British over the course of three Anglo-Maratha Wars lasting from 1777 to 1818.

Between 1905 and 1911, an abortive attempt was made to divide the province of Bengal into two zones, with Dhaka being the capital of the eastern zone. When the exit of the British Empire in 1947, Bengal was partitioned along religious lines, with the western part going to newly created India and the eastern part (Muslim majority) joining Pakistan as a province called East Bengal (later renamed East Pakistan), with its capital at Dhaka. In 1950, land reform was accomplished in East Bengal with the abolishment of the feudal zamindari system. Despite the economic and demographic weight of the east, however, Pakistan's government and military were largely dominated by the upper classes from the west. The Bengali Language Movement of 1952 was the first sign of friction between the two wings of Pakistan. Dissatisfaction with the central government over economic and cultural issues continued to rise through the next decade, during which the Awami League emerged as the political voice of the Bengali-speaking population. It agitated for autonomy in the 1960s, and in 1966, its president, Sheikh Mujibur Rahman, was jailed; he was released in 1969 after an unprecedented popular uprising. In 1970, a massive cyclone devastated the coast of East Pakistan, killing up to half a million people, and the central government responded poorly. The Bengali population's anger was compounded when Sheikh Mujibur Rahman, whose Awami League won a majority in Parliament in the 1970 elections, was blocked from taking office.

After staging compromise talks with Mujib, President Yahya Khan and military officials launched Operation Searchlight, a sustained military assault on East Pakistan and arrested him in the early hours of 26 March 1971. Yahya's methods were extremely bloody, and the violence of the war resulted in many civilian deaths. Chief targets included intellectuals and Hindus, and about one million refugees fled to neighbouring India. Estimates of those massacred throughout the war range from thirty thousand to 3,000,000.

Awami League leaders set up a government-in-exile in Calcutta, India. The exile government formally took oath at Meherpur, in Kustia district of East Pakistan on 17 April 1971, with Tajuddin Ahmad as the first Prime Minister and Syed Nazrul Islam as the Acting President. The Bangladesh Liberation War lasted for nine months. The Bangladesh

Forces formed within 11 sectors led by General M.A.G. Osmani consisting of Bengali Regular forces conducted a massive guerilla war against the Pakistan Forces with support from the Mukti Bahinis.

After its independence, Bangladesh was governed by an Awami League government, with Mujib as the Prime Minister, without holding any elections. In the 1973 parliamentary elections, the Awami League gained an absolute majority. On 15 August 1975, Mujib and most of his family members were assassinated by mid-level military officers. Khandaker Mushtaq Ahmed was sworn in as President. Two Army uprisings on 3 November and the other on 7 November 1975 led to the reorganised structure of power. Emergency was declared to restore order and calm, Mushtaq resigned and the country was placed under temporary martial law, with three service chiefs serving as deputies to the new president Justice Abu Sayem, who also became the Chief Martial Law Administrator. Lieutenant General Ziaur Rahman, took over the presidency in 1977 as Justice Sayem resigned. President Zia reinstated multi-party politics, introduced free markets, and founded the Bangladesh Nationalist Party (BNP). Zia's rule ended when he was assassinated by elements of the military in 1981.

Bangladesh's next major ruler was Lieutenant General Hossain Mohammad Ershad, who gained power in a coup on 24 March 1982, and ruled until 6 December 1990, when he was forced to resign after a revolt of all major political parties and the public, along with pressure from Western donors. Since then, Bangladesh has reverted to a parliamentary democracy. Zia's widow, Khaleda Zia, led the Bangladesh Nationalist Party to parliamentary victory at the general election in 1991, and became the first female Prime Minister in Bangladeshi history. However, the Awami League, headed by Sheikh Hasina, one of Mujib's surviving daughters, won the next election in 1996. It lost again to the Bangladesh Nationalist Party in 2001.

After working to clean up the system, the caretaker government held what was described by observers as a largely free and fair election on 29 December 2008. The Awami League's Sheikh Hasina won with a two-thirds landslide in the elections; she took the oath of Prime Minister on 6 January 2009.

Bangladesh is divided into seven administrative divisions, each named after their respective divisional headquarters: Barisal, Chittagong, Dhaka, Khulna, Rajshahi, Sylhet and Rangpur.

Divisions are subdivided into districts (*zila*). There are 64 districts in Bangladesh, each further subdivided into *upazila* (subdistricts) or *thana*.

The area within each police station, except for those in metropolitan areas, is divided into several *unions*, with each union consisting of multiple villages. In the metropolitan areas, police stations are divided into wards, which are further divided into *mahallas*.

Bangladesh is a developing nation. However, the poverty rate has declined by 25% since 1990, and per-capita GDP has doubled from 1975 levels. Goldman Sachs named it one of the "Next Eleven". Bangladesh gradually decreased its dependency on foreign grants and loans from 85% (In 1988) to 2% (In 2010) for its annual development budget. Its per capita income as of 2013 is US\$1,044 compared to the world average of \$8,985. In December 2005, the Central Bank of Bangladesh projected GDP growth around 6.5%.

About three-quarters of Bangladesh's export earnings come from the garment industry between 2005-2013. The industry began attracting foreign investors in the 1980s because of cheap labour and low conversion cost. In 2011–12 fiscal year the industry exported US\$18 billion worth of products where in 2002 the exported amount was US\$5 billion. Bangladesh has been ranked as the 4th largest clothing exporter by the WTO (The World Trade Organization) whereas, according to *The Economist* Bangladesh is the world's third-largest clothes-export industry. The industry now employs about 5 million workers, 90% of whom are women.

Bangladesh has a low literacy rate, estimated at 61.3% for males and 52.2% for females in 2010. The educational system in Bangladesh is three-tiered and highly subsidized. The government of Bangladesh operates many schools in the primary, secondary, and higher secondary levels. It also subsidises parts of the funding for many private schools. In the tertiary education sector, the government also funds about 35 state universities through the University Grants Commission.

The education system is divided into 5 levels: Primary (from grades 1 to 5), Junior Secondary (from grades 6 to 8), Secondary (from grades 9 to 10), Higher Secondary (from grades 11 to 12) and tertiary. The five years of junior secondary and secondary education concludes with a Secondary School Certificate (SSC) Examination but since 2009 it concludes with a Primary Education Closing (PEC) Examination. Also earlier Students who pass this examination proceed to four years Secondary or matriculation training, which culminate in a Secondary School Certificate (SSC) Examination but since 2010 the Primary Education Closing (PEC) passed examinees proceed to three years Junior Secondary, which culminate in a Junior School Certificate (JSC) Examination. Then

students who pass this examination proceed to two years Secondary or matriculation training, which culminate in a Secondary School Certificate (SSC) Examination. Students who pass this examination proceed to two years of Higher Secondary or intermediate training, which culminate in a Higher Secondary School Certificate (HSC) Examination. A large number of Muslim families send their children to attend part-time courses or even to pursue full-time religious education, which is imparted in Bengali and Arabic in madrasahs.

Bangladesh conforms fully to the Education For All (EFA) objectives, the Millennium Development Goals (MDG) and international declarations. Article 17 of the Bangladesh Constitution provides that all children between the ages of six and ten years receive a basic education free of charge.

Universities in Bangladesh are mainly categorised into three different types: public university (government owned and subsidized), private university (private sector owned universities) and international university (operated and funded by international organizations). Bangladesh has some thirty-four public, sixty-four private and two international universities.

The General government expenditure on healthcare as a percentage of total government expenditure was only 7.9% as of 2009 and the citizens pay most of their health care bills as the out-of-pocket expenditure as a percentage of private expenditure on health is 96.5%.

Malnutrition has been a persistent problem for the poverty-stricken country. The World Bank estimates that Bangladesh is ranked 1st in the world of the number of children suffering from malnutrition. In Bangladesh, 26% of the population are undernourished and 46% of the children suffers from moderate to severe underweight problem. About 43% of children under 5 years old are stunted. One in five preschool age children are vitamin A deficient and one in two are anemic. Child malnutrition in Bangladesh is amongst the highest in the world. Two-thirds of the children, under the age of five, are under-nourished and about 60% of them, who are under six, are stunted. More than 45 percent of rural families and 76 percent of urban families were below the acceptable caloric intake level¹. There are currently 7 Divisions, 64

¹ The 5th Population and Household Census, Bangladesh Bureau of Statistics (BBS): 2011.

Districts, 507 Upazilas/Thana (Police Station), 4484 Unions Councils in Bangladesh². More than half of the GDP belongs to the service sector; a major number of nearly half of Bangladeshis are employed in the agriculture sector, with RMG, textiles, leather, jute, fish, vegetables, leather and leather goods, ceramics, fruits as other important produce.

India is a federation composed of 28 states and 7 union territories. All states, as well as the union territories of Puducherry and the National Capital Territory of Delhi, have elected legislatures and governments, both patterned on the Westminster model. The remaining five union territories are directly ruled by the centre through appointed administrators. In 1956, under the States Reorganisation Act, states were reorganised on a linguistic basis. Since then, their structure has remained largely unchanged. Each state or union territory is further divided into administrative districts. The districts in turn are further divided into tehsils and ultimately into villages.

States

| | | |
|----------------------|-----------------------|-------------------|
| 1. Andhra Pradesh | 10. Jammu and Kashmir | 18. Nagaland |
| 2. Arunachal Pradesh | 11. Jharkhand | 19. Odisha |
| 3. Assam | 12. Karnataka | 20. Punjab |
| 4. Bihar | 13. Kerala | 21. Rajasthan |
| 5. Chhattisgarh | 14. Madhya Pradesh | 22. Sikkim |
| 6. Goa | 15. Maharashtra | 23. Tamil Nadu |
| 7. Gujarat | 16. Manipur | 24. Tripura |
| 8. Haryana | 17. Meghalaya | 25. Uttar Pradesh |
| 9. Himachal Pradesh | 18. Mizoram | 26. Uttarakhand |
| | | 27. West Bengal |

Union territories

- A. Andaman and Nicobar Islands
- B. Chandigarh
- C. Dadra and Nagar Haveli
- D. Daman and Diu
- E. Lakshadweep
- F. National Capital Territory of Delhi
- G. Puducherry

² Bangladesh Economic Review: 2011, Ministry of Planning, Government of the People's Republic of Bangladesh.

According to the International Monetary Fund, as of 2013, the Indian economy is nominally worth US\$1.758 trillion; it is the eleventh-largest economy by market exchange rates, and is, at US\$ 4.962 trillion, the third-largest by purchasing power parity, or PPP. With its average annual GDP growth rate of 5.8% over the past two decades, and reaching 6.1% during 2011–12. India is one of the world's fastest-growing economies. However, the country ranks 140th in the world in nominal GDP per capita and 129th in GDP per capita at PPP. Until 1991, all Indian governments followed protectionist policies that were influenced by socialist economics. Widespread state intervention and regulation largely walled the economy off from the outside world. An acute balance of payments crisis in 1991 forced the nation to liberalise its economy; since then it has slowly moved towards a free-market system by emphasising both foreign trade and direct investment inflows. India's recent economic model is largely capitalist. India has been a member of WTO since 1 January 1995.

The 486.6-million worker Indian labour force is the world's second-largest, as of 2011. The service sector makes up 55.6% of GDP, the industrial sector 26.3% and the agricultural sector 18.1%. Major agricultural products include rice, wheat, oilseed, cotton, jute, tea, sugarcane, and potatoes. Major industries include textiles, telecommunications, chemicals, pharmaceuticals, biotechnology, food processing, steel, transport equipment, cement, mining, petroleum, machinery, and software. Major exports include petroleum products, textile goods, jewellery, software, engineering goods, chemicals, and leather manufactures. Major imports include crude oil, machinery, gems, fertiliser, and chemicals.

Some 431 million Indians have left poverty since 1985; India's middle classes are projected to number around 580 million by 2030. Though ranking 51st in global competitiveness, India ranks 17th in financial market sophistication, 24th in the banking sector, 44th in business sophistication, and 39th in innovation, ahead of several advanced economies, as of 2010. With 7 of the world's top 15 information technology outsourcing companies based in India, the country is viewed as the second-most favourable outsourcing destination after the United States, as of 2009.

At the end of 2011, Indian IT Industry employed 2.8 million professionals, generated revenues close to US\$100 billion equaling 7.5% of Indian GDP and contributed 26% of India's merchandise exports.

The Pharmaceutical industry in India is among the significant emerging markets for global pharma industry. The Indian pharmaceutical market is expected to reach \$48.5 billion by 2020. India's R & D spending constitutes 60% of Biopharmaceutical industry. India is among the top 12 Biotech destinations of the world.

Despite impressive economic growth during recent decades, India continues to face socio-economic challenges. India contains the largest concentration of people living below the World Bank's international poverty line of US\$1.25 per day, the proportion having decreased from 60% in 1981 to 42% in 2005. 48% of India's children under the age of five are underweight, half the children under five suffer from chronic malnutrition, and in the states of Madhya Pradesh, Andhra Pradesh, Bihar, Chhattisgarh, Haryana, Jharkand, Karnataka, and Uttar Pradesh, which account for 50.04% of India's population, 70% of the children between the ages of six months and 59 months are anaemic. The Mid-Day Meal Scheme attempts to lower these rates. Since 1991, economic inequality between India's states has consistently grown: the per-capita net state domestic product of the richest states in 2007 was 3.2 times that of the poorest. Driven by growth, India's nominal GDP per capita has steadily increased from US\$329 in 1991, when economic liberalisation began, to US\$1,265 in 2010, and is estimated to increase to US\$2,110 by 2016; however, it has always remained lower than those of other Asian developing countries such as Indonesia, Iran, Malaysia, Philippines, Sri Lanka, and Thailand, and is expected to remain so in the near future.

With 1,210,193,422 residents reported in the 2011 provisional census, India is the world's second-most populous country. Its population grew at 1.76% per annum during 2001–2011, down from 2.13% per annum in the previous decade (1991–2001). The human sex ratio, according to the 2011 census, is 940 females per 1,000 males. The median age was 24.9 in the 2001 census. The first post-colonial census, conducted in 1951, counted 361.1 million people. Medical advances made in the last 50 years as well as increased agricultural productivity brought about by the "Green Revolution" have caused India's population to grow rapidly. India continues to face several public health-related challenges. According to the World Health Organisation, 900,000 Indians die each year from drinking contaminated water or breathing polluted air. There are around 50 physicians per 100,000 Indians. The number of Indians living in urban areas has grown by 31.2% between 1991 and 2001. Yet, in 2001, over 70% lived in rural areas. According to the 2001 census, there are 27 million-plus cities in India; among them Delhi, Mumbai, Kolkata, Chennai, Bangalore, Hyderabad and Ahmedabad are the most populous

metropolitan areas. The literacy rate in 2011 was 74.04%: 65.46% among females and 82.14% among males. Kerala is the most literate state; Bihar the least.

India is home to two major language families: Indo-Aryan (spoken by about 74% of the population) and Dravidian (24%). Other languages spoken in India come from the Austroasiatic and Tibeto-Burman language families. India has no national language. Hindi, with the largest number of speakers, is the official language of the government. English is used extensively in business and administration and has the status of a "subsidiary official language"; it is important in education, especially as a medium of higher education. Each state and union territory has one or more official languages, and the constitution recognises in particular 21 "scheduled languages". The Constitution of India recognises 212 scheduled tribal groups which together constitute about 7.5% of the country's population.^[258] The 2001 census reported that Hinduism, with over 800 million adherents (80.5% of the population), was the largest religion in India; it is followed by Islam (13.4%), Christianity (2.3%), Sikhism (1.9%), Buddhism (0.8%), Jainism (0.4%), Judaism, Zoroastrianism, and the Bahá'í Faith. India has the world's largest Hindu, Sikh, Jain, Zoroastrian, and Bahá'í populations, and has the third-largest Muslim population and the largest Muslim population for a non-Muslim majority country.

Traditional Indian society is defined by social hierarchy. The Indian caste system embodies much of the social stratification and many of the social restrictions found in the Indian subcontinent. Social classes are defined by thousands of endogamous hereditary groups, often termed as *jātis*, or "castes". India declared untouchability illegal in 1947 and has since enacted other anti-discriminatory laws and social welfare initiatives, albeit numerous reports suggest that many Dalits ("ex-Untouchables") and other low castes in rural areas continue to live in segregation and face persecution and discrimination. At the workplace in urban India and in international or leading Indian companies, the caste system has pretty much lost its importance.

India is a federation with a parliamentary system governed under the Constitution of India, which serves as the country's supreme legal document. It is a constitutional republic and representative democracy, in which "majority rule is tempered by minority rights protected by law". Federalism in India defines the power distribution between the federal government and the states. The government abides by constitutional

checks and balances. The Constitution of India, which came into effect on 26 January 1950, states in its preamble that India is a sovereign, socialist, secular, democratic republic. India's form of government, traditionally described as "quasi-federal" with a strong centre and weak states, has grown increasingly federal since the late 1990s as a result of political, economic, and social changes.

The federal government comprises three branches

Executive: The President of India is the head of state and is elected indirectly by a national electoral college for a five-year term. The Prime Minister of India is the head of government and exercises most executive power. Appointed by the president, the prime minister is by convention supported by the party or political alliance holding the majority of seats in the lower house of parliament. The executive branch of the Indian government consists of the president, the vice-president, and the Council of Ministers—the cabinet being its executive committee—headed by the prime minister. In the Indian parliamentary system, the executive is subordinate to the legislature; the prime minister and his council are directly responsible to the lower house of the parliament.

Around 7000 BCE, the first known Neolithic settlements appeared on the subcontinent in Mehrgarh and other sites in western Pakistan. These gradually developed into the Indus Valley Civilisation, the first urban culture in South Asia; it flourished during 2500–1900 BCE in Pakistan and western India. Centred around cities such as Mohenjo-daro, Harappa, Dholavira, and Kalibangan, and relying on varied forms of subsistence, the civilisation engaged robustly in crafts production and wide-ranging trade.

During the period 2000–500 BCE, in terms of culture, many regions of the subcontinent transitioned from the Chalcolithic to the Iron Age. The Vedas, the oldest scriptures of Hinduism, were composed during this period, and historians have analysed these to posit a Vedic culture in the Punjab region and the upper Gangetic Plain. Most historians also consider this period to have encompassed several waves of Indo-Aryan migration into the subcontinent from the north-west. The caste system, which created a hierarchy of priests, warriors, and free peasants, but which excluded indigenous peoples by labelling their occupations impure, arose during this period. On the Deccan Plateau, archaeological evidence from this period suggests the existence of a chiefdom stage of political organisation.

In the late Vedic period, around the 5th century BCE, the small chiefdoms of the Ganges Plain and the north-western regions had consolidated into 16 major oligarchies and monarchies that were known as the *mahajanapadas*. The emerging urbanisation and the orthodoxies of this age also created heterodox religious movements, two of which became independent religions. Buddhism, based on the teachings of Gautama Buddha attracted followers from all social classes excepting the middle class; chronicling the life of the Buddha was central to the beginnings of recorded history in India. Jainism came into prominence during the life of its exemplar, Mahavira. In an age of increasing urban wealth, both religions held up renunciation as an ideal, and both established long-lasting monastic traditions. Politically, by the 3rd century BCE, the kingdom of Magadha had annexed or reduced other states to emerge as the Mauryan Empire. The empire was once thought to have controlled most of the subcontinent excepting the far south, but its core regions are now thought to have been separated by large autonomous areas. The Mauryan kings are known as much for their empire-building and determined management of public life as for Ashoka's renunciation of militarism and far-flung advocacy of the Buddhist *dhamma*.

The Sangam literature of the Tamil language reveals that, between 200 BCE and 200 CE, the southern peninsula was being ruled by the Cheras, the Cholas, and the Pandyas, dynasties that traded extensively with the Roman Empire and with West and South-East Asia. In North India, Hinduism asserted patriarchal control within the family, leading to increased subordination of women. By the 4th and 5th centuries, the Gupta Empire had created in the greater Ganges Plain a complex system of administration and taxation that became a model for later Indian kingdoms. Under the Guptas, a renewed Hinduism based on devotion rather than the management of ritual began to assert itself. The renewal was reflected in a flowering of sculpture and architecture, which found patrons among an urban elite. Classical Sanskrit literature flowered as well, and Indian science, astronomy, medicine, and mathematics made significant advances.

The Indian early medieval age, 600 CE to 1200 CE, is defined by regional kingdoms and cultural diversity. When Harsha of Kannauj, who ruled much of the Indo-Gangetic Plain from 606 to 647 CE, attempted to expand southwards, he was defeated by the Chalukya ruler of the Deccan. When his successor attempted to expand eastwards, he was defeated by the Pala king of Bengal. When the Chalukyas attempted to expand southwards, they were defeated by the Pallavas from farther south, who

in turn were opposed by the Pandyas and the Cholas from still farther south. No ruler of this period was able to create an empire and consistently control lands much beyond his core region. During this time, pastoral peoples whose land had been cleared to make way for the growing agricultural economy were accommodated within caste society, as were new non-traditional ruling classes. The caste system consequently began to show regional differences.

In the 6th and 7th centuries, the first devotional hymns were created in the Tamil language.^[54] They were imitated all over India and led to both the resurgence of Hinduism and the development of all modern languages of the subcontinent. Indian royalty, big and small, and the temples they patronised, drew citizens in great numbers to the capital cities, which became economic hubs as well. Temple towns of various sizes began to appear everywhere as India underwent another urbanisation. By the 8th and 9th centuries, the effects were felt in South-East Asia, as South Indian culture and political systems were exported to lands that became part of modern-day Myanmar, Thailand, Laos, Cambodia, Vietnam, Malaysia, and Java. Indian merchants, scholars, and sometimes armies were involved in this transmission; South-East Asians took the initiative as well, with many sojourning in Indian seminaries and translating Buddhist and Hindu texts into their languages.

After the 10th century, Muslim Central Asian nomadic clans, using swift-horse cavalry and raising vast armies united by ethnicity and religion, repeatedly overran South Asia's north-western plains, leading eventually to the establishment of the Islamic Delhi Sultanate in 1206. The sultanate was to control much of North India, and to make many forays into South India. Although at first disruptive for the Indian elites, the sultanate largely left its vast non-Muslim subject population to its own laws and customs. By repeatedly repulsing Mongol raiders in the 13th century, the sultanate saved India from the devastation visited on West and Central Asia, setting the scene for centuries of migration of fleeing soldiers, learned men, mystics, traders, artists, and artisans from that region into the subcontinent, thereby creating a syncretic Indo-Islamic culture in the north. The sultanate's raiding and weakening of the regional kingdoms of South India paved the way for the indigenous Vijayanagara Empire.^[62] Embracing a strong Shaivite tradition and building upon the military technology of the sultanate, the empire came to control much of peninsular India, and was to influence South Indian society for long afterwards.

In the early 16th century, northern India, being then under mainly Muslim rulers, fell again to the superior mobility and firepower of a new

generation of Central Asian warriors. The resulting Mughal Empire did not stamp out the local societies it came to rule, but rather balanced and pacified them through new administrative practices and diverse and inclusive ruling elites, leading to more systematic, centralised, and uniform rule. Eschewing tribal bonds and Islamic identity, especially under Akbar, the Mughals united their far-flung realms through loyalty, expressed through a Persianised culture, to an emperor who had near-divine status. The Mughal state's economic policies, deriving most revenues from agriculture and mandating that taxes be paid in the well-regulated silver currency, caused peasants and artisans to enter larger markets. The relative peace maintained by the empire during much of the 17th century was a factor in India's economic expansion, resulting in greater patronage of painting, literary forms, textiles, and architecture. Newly coherent social groups in northern and western India, such as the Marathas, the Rajputs, and the Sikhs, gained military and governing ambitions during Mughal rule, which, through collaboration or adversity, gave them both recognition and military experience. Expanding commerce during Mughal rule gave rise to new Indian commercial and political elites along the coasts of southern and eastern India. As the empire disintegrated, many among these elites were able to seek and control their own affairs.

By the early 18th century, with the lines between commercial and political dominance being increasingly blurred, a number of European trading companies, including the English East India Company, had established coastal outposts. The East India Company's control of the seas, greater resources, and more advanced military training and technology led it to increasingly flex its military muscle and caused it to become attractive to a portion of the Indian elite; both these factors were crucial in allowing the Company to gain control over the Bengal region by 1765 and sideline the other European companies. Its further access to the riches of Bengal and the subsequent increased strength and size of its army enabled it to annex or subdue most of India by the 1820s. India was then no longer exporting manufactured goods as it long had, but was instead supplying the British empire with raw materials, and many historians consider this to be the onset of India's colonial period. By this time, with its economic power severely curtailed by the British parliament and itself effectively made an arm of British administration, the Company began to more consciously enter non-economic arenas such as education, social reform, and culture.

Historians consider India's modern age to have begun sometime between 1848 and 1885. The appointment in 1848 of Lord Dalhousie as

Governor General of the East India Company set the stage for changes essential to a modern state. These included the consolidation and demarcation of sovereignty, the surveillance of the population, and the education of citizens. Technological changes—among them, railways, canals, and the telegraph—were introduced not long after their introduction in Europe. However, disaffection with the Company also grew during this time, and set off the Indian Rebellion of 1857. Fed by diverse resentments and perceptions, including invasive British-style social reforms, harsh land taxes, and summary treatment of some rich landowners and princes, the rebellion rocked many regions of northern and central India and shook the foundations of Company rule. Although the rebellion was suppressed by 1858, it led to the dissolution of the East India Company and to the direct administration of India by the British government. Proclaiming a unitary state and a gradual but limited British-style parliamentary system, the new rulers also protected princes and landed gentry as a feudal safeguard against future unrest. In the decades following, public life gradually emerged all over India, leading eventually to the founding of the Indian National Congress in 1885.

The rush of technology and the commercialisation of agriculture in the second half of the 19th century was marked by economic setbacks—many small farmers became dependent on the whims of far-away markets. There was an increase in the number of large-scale famines, and, despite the risks of infrastructure development borne by Indian taxpayers, little industrial employment was generated for Indians. There were also salutary effects: commercial cropping, especially in the newly canalised Punjab, led to increased food production for internal consumption. The railway network provided critical famine relief, notably reduced the cost of moving goods, and helped nascent Indian-owned industry. After World War I, in which some one million Indians served, a new period began. It was marked by British reforms but also repressive legislation, by more strident Indian calls for self-rule, and by the beginnings of a non-violent movement of non-cooperation, of which Mohandas Karamchand Gandhi would become the leader and enduring symbol. During the 1930s, slow legislative reform was enacted by the British; the Indian National Congress won victories in the resulting elections. The next decade was beset with crises: Indian participation in World War II, the Congress's final push for non-cooperation, and an upsurge of Muslim nationalism. All were capped by the advent of independence in 1947, but tempered by the partition of India into two states: India and Pakistan.

Vital to India's self-image as an independent nation was its constitution, completed in 1950, which put in place a secular and

democratic republic. In the 60 years since, India has had a mixed record of successes and failures. It has remained a democracy with civil liberties, an activist Supreme Court, and a largely independent press. Economic liberalisation, which was begun in the 1990s, has created a large urban middle class, transformed India into one of the world's fastest-growing economies, and increased its geopolitical clout. Indian movies, music, and spiritual teachings play an increasing role in global culture³.

Pakistan with a population exceeding 180 million people, it is the sixth most populous country and with an area covering 796,095 km² (307,374 sq. miles), it is the 36th largest country in the world in terms of area. Located at the crossroads of the strategically important regions of South Asia, Central Asia and Western Asia, Pakistan has a 1,046-kilometre (650 mi) coastline along the Arabian Sea and the Gulf of Oman in the south and is bordered by India to the east, Afghanistan to the west and north, Iran to the southwest and China in the far northeast. It is separated from Tajikistan by Afghanistan's narrow Wakhan Corridor in the north, and also shares a marine border with Oman.

The territory of modern Pakistan was home to several ancient cultures, including the Neolithic Mehrgarh and the Bronze Age Indus Valley Civilisation. The territory has been the home to kingdoms ruled by people of different faiths and cultures, including Hindus, Persian, Indo-Greek, Islamic, Turco-Mongol, Afghan and Sikh. The area has been ruled by numerous empires and dynasties, including the Indian Mauryan Empire, the Persian Achaemenid Empire, Alexander the Great, the Arab Umayyad Caliphate, the Mongol Empire, the Mughal Empire, the Durrani Empire, the Sikh Empire and the British Empire. As a result of the Pakistan Movement led by Muhammad Ali Jinnah and India's struggle for independence, Pakistan was independent in 1947 as an independent nation for Muslims from the regions in the east and west of India where there was a Muslim majority. Initially a dominion, Pakistan adopted a new constitution in 1956, becoming an Islamic republic. A civil war in 1971 resulted in the secession of East Pakistan as the new country of Bangladesh.

Pakistan is a federal parliamentary republic consisting of four provinces and four federal territories. It is an ethnically and linguistically diverse country, with a similar variation in its geography and wildlife. A regional and middle power,^{[11][12]} Pakistan has the seventh largest

³ Wikipedia.org, 2013

standing armed forces in the world and is also a nuclear power as well as a declared nuclear weapons state, being the only nation in the Muslim world, and the second in South Asia, to have that status. It has a semi-industrialised economy which is the 26th largest in the world in terms of purchasing power and 45th largest in terms of nominal GDP.

Pakistan's post-independence history has been characterised by periods of military rule, political instability and conflicts with neighbouring India. The country continues to face challenging problems, including overpopulation, terrorism, poverty, illiteracy and corruption. It is a founding member of the Organisation of the Islamic Conference (now the Organisation of Islamic Cooperation) and is a member of the United Nations, the Commonwealth of Nations, the Next Eleven Economies, SAARC, ECO, D8 and the G20 developing nations.

The name *Pakistan* literally means "Land of the Pure" in Urdu and Persian. Pakistan is a federation of four provinces: Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan, as well as the Islamabad Capital Territory and the Federally Administered Tribal Areas in the northwest, which include the Frontier Regions. The government of Pakistan exercises *de facto* jurisdiction over the western parts of the disputed Kashmir region, organised into the separate political entities Azad Kashmir and Gilgit–Baltistan (formerly Northern Areas). The *Gilgit–Baltistan Empowerment and Self-Governance Order* of 2009 assigned a province-like status to the latter, giving it self-government.

Local government follows a three-tier system of districts, tehsils and union councils, with an elected body at each tier. There are about 130 districts altogether, of which Azad Kashmir has ten and Gilgit–Baltistan seven. The Tribal Areas comprise seven tribal agencies and six small frontier regions detached from neighbouring districts.

Pakistan covers an area of 796,095 km² (307,374 sq mi), approximately equal to the combined land areas of France and the United Kingdom. It is the 36th largest nation by total area, although this ranking varies depending on how the disputed territory of Kashmir is counted. Pakistan has a 1,046 km (650 mi) coastline along the Arabian Sea and the Gulf of Oman in the south and land borders of 6,774 km (4,209 mi) in total: 2,430 km (1,510 mi) with Afghanistan, 523 km (325 mi) with China, 2,912 km (1,809 mi) with India and 909 km (565 mi) with Iran. It shares a marine border with Oman, and is separated from Tajikistan by the cold, narrow Wakhan Corridor. Pakistan occupies a geopolitically

important location at the crossroads of South Asia, the Middle East and Central Asia.

Geologically, Pakistan overlaps the Indian tectonic plate in its Sindh and Punjab provinces; Balochistan and most of Khyber Pakhtunkhwa are within the Eurasian plate, mainly on the Iranian plateau. Gilgit–Baltistan and Azad Kashmir lie along the edge of the Indian plate and hence are prone to violent earthquakes. Ranging from the coastal areas of the south to the glaciated mountains of the north, Pakistan's landscapes vary from plains to deserts, forests, hills and plateaus.

Pakistan is divided into three major geographic areas: the northern highlands, the Indus River plain and the Balochistan Plateau. The northern highlands contain the Karakoram, Hindu Kush and Pamir mountain ranges (see mountains of Pakistan), which contain some of the world's highest peaks, including five of the fourteen eight-thousanders (mountain peaks over 8,000 metres or 26,250 feet), which attract adventurers and mountaineers from all over the world, notably K2 (8,611 m or 28,251 ft) and Nanga Parbat (8,126 m or 26,660 ft). The Balochistan Plateau lies in the west and the Thar Desert in the east. The 1,609 km (1,000 mi) Indus River and its tributaries flow through the country from the Kashmir region to the Arabian Sea.

With 180.1 million residents reported in 2012, Pakistan is the sixth most populated country in the world, behind Brazil and ahead of Bangladesh. Its 2.03% population growth rate is the highest among the SAARC countries and gives an annual increase of 3.6 million. The population is projected to reach 210.13 million by 2020 and to double by 2045. In 1947, Pakistan had a population of 32.5 million. From 1990 to 2009 it increased by 57.2%. By 2030 it is expected to surpass Indonesia as the largest Muslim-majority country in the world. Pakistan is a 'young' nation, with a median age of about 22 and 104 million people under 30 in 2010. Pakistan's fertility rate stands at 3.07, higher than its neighbours India(2.57) and Iran(1.73). Around 35% of the people are under 15.

The majority of southern Pakistan's population lives along the Indus River. Karachi is its most populous city. In the northern half of the country, most of the population lives in an arc formed by the cities of Lahore, Faisalabad, Rawalpindi, Islamabad, Gujranwala, Sialkot, Gujrat, Jhelum, Sargodha, Sheikhpura, Nowshera, Mardan and Peshawar. During 1990–2008, city dwellers made up 36% of Pakistan's population, making it the most urbanised nation in South Asia. Furthermore, 50% of Pakistanis live in towns of 5,000 people or more.

Expenditure on health was 2.6% of GDP in 2009. Life expectancy at birth was 65.4 years for females and 63.6 years for males in 2010. The private sector accounts for about 80% of outpatient visits. Approximately 19% of the population and 30% of children under five are malnourished. Mortality of the under-fives was 87 per 1,000 live births in 2009. About 20% of the population live below the international poverty line of US\$1.25 a day.

More than sixty languages are spoken in Pakistan, including a number of provincial languages. Urdu, the lingua franca and a symbol of Muslim identity and national unity, is the national language and is understood by over 75% of Pakistanis. English is the official language of Pakistan, used in official business, government, and legal contracts; the local dialect is known as Pakistani English. Punjabi is the most common native language in Punjab and has many native speakers. Saraiki is mainly spoken in South Punjab. Pashto is the provincial language of Khyber Pakhtunkhwa, Sindhi is the provincial language of Sindh, and Balochi is dominant in Balochistan.

Pakistan's census does not include immigrant groups such as the 1.7 million registered refugees from neighbouring Afghanistan, who are found mainly in the Khyber Pakhtunkhwa and FATA areas, with small numbers in Karachi and Quetta. As of 1995, there were more than 1.6 million Bengalis, 650,000 Afghans, 200,000 Burmese, 2,320 Iranians and Filipinos and hundreds of Nepalese, Sri Lankans and Indians living in Karachi. Pakistan hosts more refugees than any other country in the world.

The population comprises several ethnic groups. As of 2009, the Punjabi population dominates with 78.7 million (44.15%), followed by 27.2 million (15.42%) Pashtuns, 24.8 million (14.1%) Sindhis, 14.8 million (10.53%) Seraikis, 13.3 million (7.57%) Muhajirs and 6.3 million (3.57%) Balochs. The remaining 11.1 million (4.66%) belong to various ethnic minorities. There is also a large worldwide Pakistani diaspora, numbering over seven million.

Pakistan is a rapidly developing country and is one of the Next Eleven, the eleven countries that, along with the BRICs, have a high potential to become the world's largest economies in the 21st century. However, after decades of war and social instability, as of 2013, serious deficiencies in basic services such as railway transportation and electric power generation had developed. The economy is semi-industrialized, with centres of growth along the Indus River. The diversified economies of Karachi and Punjab's urban centres coexist with less developed areas

in other parts of the country. Pakistan's estimated nominal GDP as of 2011 is US\$202 billion. The GDP by PPP is US\$488.6 billion. The estimated nominal per capita GDP is US\$1,197, GDP (PPP) per capita is US\$2,851 (international dollars), and debt-to-GDP ratio is 55.5%. A 2010 report by RAD-AID positioned Pakistan's economy at 27th largest in the world by purchasing power and 45th largest in absolute dollars. It is South Asia's second largest economy, representing about 15 percent of regional GDP.

Pakistan's economic growth since its inception has been varied. It has been slow during periods of civilian rule, but excellent during the three periods of military rule, although the foundation for sustainable and equitable growth was not formed. The early to middle 2000s was a period of rapid reform; the government raised development spending, which reduced poverty levels by 10% and increased GDP by 3%. The economy cooled again from 2007. Inflation reached 25% in 2008 and Pakistan had to depend on an aggressive fiscal policy backed by the International Monetary Fund to avoid possible bankruptcy. A year later, the Asian Development Bank reported that Pakistan's economic crisis was easing. The inflation rate for the fiscal year 2010–11 was 14.1%.

Khewra Salt Mine is the world's second largest salt mine with reserves of over 600 million tons. Pakistan is one of the largest producers of natural commodities, and its labour market is the 10th largest in the world. The 7 million strong Pakistani diaspora, contributed US\$11.2 billion to the economy in FY2011. The major source countries of remittances to Pakistan include UAE, USA, Saudi Arabia, GCC countries (including Bahrain, Kuwait, Qatar and Oman), Australia, Canada, Japan, UK and EU countries like Norway, Switzerland, etc. According to the World Trade Organization Pakistan's share of overall world exports is declining; it contributed only 0.128% in 2007. The trade deficit in the fiscal year 2010–11 was US\$11.217 billion.

The structure of the Pakistani economy has changed from a mainly agricultural to a strong service base. Some of the earliest ancient human civilisations in South Asia originated from areas encompassing present-day Pakistan. The earliest known inhabitants in the region were Soanian during the Lower Paleolithic, of whom stone tools have been found in the Soan Valley of Punjab. The Indus region, which covers most of Pakistan, was the site of several successive ancient cultures including the Neolithic Mehrgarh and the Bronze Age Indus Valley Civilisation (2800–1800 BCE) at Harappa and Mohenjo-Daro.

The Vedic Civilization (1500–500 BCE), characterised by Indo-Aryan culture, laid the foundations of Hinduism, which would become well established in the region. Multan was an important Hindu pilgrimage centre. The Vedic civilisation flourished in the ancient Gandhāran city of Takṣaśilā, now Taxila in Punjab. Successive ancient empires and kingdoms ruled the region: the Persian Achaemenid Empire around 519 BCE, Alexander the Great's empire in 326 BCE and the Maurya Empire founded by Chandragupta Maurya and extended by Ashoka the Great until 185 BCE. The Indo-Greek Kingdom founded by Demetrius of Bactria (180–165 BCE) included Gandhara and Punjab and reached its greatest extent under Menander (165–150 BCE), prospering the Greco-Buddhist culture in the region. Taxila had one of the earliest universities and centres of higher education in the world.

The Medieval period (642–1219 CE) is defined by the spread of Islam in the region. During this period, Sufimissionaries played a pivotal role in converting a majority of the regional Buddhist and Hindu population to Islam. The Rai Dynasty (489–632 CE) of Sindh, at its zenith, ruled this region and the surrounding territories.^[32] The Pala Dynasty was the last Buddhist empire that under Dharampala and Devapala stretched across South Asia from what is now Bangladesh through Northern India to Pakistan and later to Kamboj region in Afghanistan.

The Arab general Muhammad bin Qasim conquered Indus valley from Sindh to Multan in southern Punjab in 711CE. The Pakistan government's official chronology identifies this as the point where the "foundation" of Pakistan was laid. This conquest set the stage for the rule of several successive Muslim empires in the region, including the Ghaznavid Empire (975–1187 CE), the Ghorid Kingdom and the Delhi Sultanate (1206–1526 CE). The Lodi dynasty, the last of the Delhi Sultanate, was replaced by the Mughal Empire (1526–1857 CE). The Mughals introduced Persian literature and high culture, establishing the roots of Indo-Persian culture in the region.

The gradual decline of the Mughal Empire in the early eighteenth century enabled Sikh rulers to control large areas until the British East India Company gained ascendancy over South Asia.^[35] The Indian Rebellion of 1857, also known as the Sepoy Mutiny, was the region's major armed struggle against the British. The largely non-violent freedom struggle led by the Indian National Congress engaged millions of protesters in mass campaigns of civil disobedience in the 1920s and 1930s.

The All-India Muslim League rose to popularity in the late 1930s amid fears of under-representation and neglect of Muslims in politics. In his presidential address of 29 December 1930, Muhammad Iqbal called for "the formation of a consolidated North-West Indian Muslim State" consisting of Punjab, North-West Frontier Province, Sind and Baluchistan. Muhammad Ali Jinnah, the founder of Pakistan, espoused the two-nation theory and led the Muslim League to adopt the Lahore Resolution of 1940, popularly known as the Pakistan Resolution. In early 1947, Britain announced the decision to end its rule in India. In June 1947, the nationalist leaders of British India—including Jawaharlal Nehru and Abul Kalam Azad representing the Congress, Jinnah representing the Muslim League, and Master Tara Singh representing the Sikhs—agreed to the proposed terms of transfer of power and independence.

The modern state of Pakistan was established on 14 August 1947 (27 Ramadan 1366 in the Islamic Calendar) in the eastern and northwestern regions of British India, where there was a Muslim majority. It comprised the provinces of Balochistan, East Bengal, the North-West Frontier Province, West Punjab and Sindh. The partition of the Punjab and Bengal provinces led to communal riots across India and Pakistan; millions of Muslims moved to Pakistan and millions of Hindus and Sikhs moved to India. Dispute over Jammu and Kashmir led to the First Kashmir War.

After independence, the President of the Muslim League, Mohammed Ali Jinnah, became the new nation's first Governor-General, and the Secretary General of the Muslim League, Nawabzada Liaquat Ali Khan became the first Prime Minister. From 1947 to 1956, Pakistan was a dominion in the Commonwealth of Nations under two monarchs. In 1947, George VI relinquished the title of Emperor of India and became King of Pakistan. He retained that title until his death on 6 February 1952, after which Queen Elizabeth II became Queen of Pakistan. She retained that title until Pakistan became an Islamic and Parliamentary republic in 1956, but civilian rule was stalled by a military coup led by the Army Commander-in-Chief, General Ayub Khan. The country experienced exceptional growth until a second war with India took place in 1965 and led to economic downfall and internal instability.^{[45][46]} Ayub Khan's successor, General Yahya Khan (President from 1969 to 1971), had to deal with a devastating cyclone which caused 500,000 deaths in East Pakistan.

In 1970, Pakistan held its first democratic elections since independence, that were meant to mark a transition from military rule to

democracy, but after the East Pakistani Awami League won, Yahya Khan and the ruling elite in West Pakistan refused to hand over power. There was civil unrest in the East, and the Pakistan Army launched a military operation on 25 March 1971, aiming to regain control of the province. The genocide carried out during this operation led to a declaration of independence and to the waging of a war of liberation by the Bengali Mukti Bahini forces in East Pakistan, with support from India. However, in West Pakistan the conflict was described as a Civil War as opposed to War of Liberation.

Independent estimates of civilian deaths during this period range from 300,000 to 3 million. Attacks on Indian military bases by the Pakistan Air Force in December 1971 sparked the Indo-Pakistani War of 1971, which ended with the formal secession of East Pakistan as the independent state of Bangladesh.

With Pakistan's defeat in the war, Yahya Khan was replaced by Zulfikar Ali Bhutto as Chief Martial Law Administrator. Civilian rule resumed from 1972 to 1977. During this period Pakistan began to build nuclear weapons; the country's first atomic power plant was inaugurated in 1972. Civilian rule ended with a military coup in 1977, and in 1979 General Zia-ul-Haq became the third military president. Military government lasted until 1988, during which Pakistan became one of the fastest-growing economies in South Asia. Zia consolidated nuclear development and increased Islamization of the state. During this period, Pakistan helped to subsidise and distribute US resources to factions of the Mujahideen movement against the 1979 Soviet invasion of Afghanistan.

Zia died in a plane crash in 1988, and Benazir Bhutto, daughter of Zulfikar Ali Bhutto, was elected as the first female Prime Minister of Pakistan. She was followed by Nawaz Sharif, and over the next decade the two leaders fought for power, alternating in office while the country's situation worsened; economic indicators fell sharply, in contrast to the 1980s. This period is marked by political instability, misgovernance and corruption. In May 1998, while Sharif was Prime Minister, India tested five nuclear weapons and tension with India heightened to an extreme: Pakistan detonated six nuclear weapons of its own in the *Chagai-I* and *Chagai-II* tests later in the same month. Military tension between the two countries in the Kargil district led to the Kargil War of 1999, after which General Pervez Musharraf took over through a bloodless coup d'état and assumed vast executive powers.

Musharraf ruled Pakistan as head of state from 1999 to 2001 and as President from 2001 to 2008, a period of extensive economic reform and Pakistan's involvement in the US-led war on terrorism. On 15 November 2007, Pakistan's National Assembly became the first to complete its full five-year term, and new elections were called. After the assassination of Benazir Bhutto in December 2007, her Pakistan Peoples Party (PPP) won the largest number of seats in the 2008 elections, and party member Yousaf Raza Gillani was sworn in as Prime Minister. Musharraf resigned from the presidency on 18 August 2008 when threatened with impeachment, and was succeeded by Asif Ali Zardari. Gillani was disqualified from membership of parliament and as prime minister by the Supreme Court of Pakistan in June 2012. By its own estimates, Pakistan's involvement in the war on terrorism has cost up to \$67.93 billion, thousands of casualties and nearly 3 million displaced civilians. The Pakistani general election of 2013 saw the Pakistan Muslim League (N) achieve a majority, following which Nawaz Sharif became elected as the Prime Minister of Pakistan, returning to the post for the third time after fourteen years, in a democratic transition.

The constitution of Pakistan requires the state to provide free primary and secondary education. At the time of independence Pakistan had only one university, the University of the Punjab. As of September 2011 it has 136 universities, of which 74 are public universities and 62 are private universities. It is estimated that there are 3193 technical and vocational institutions in Pakistan, and there are also madrassahs that provide free Islamic education and offer free board and lodging to students, who come mainly from the poorer strata of society. After criticism over terrorists' use of madrassahs for recruitment, efforts have been made to regulate them.

Education in Pakistan is divided into six main levels: pre-primary (preparatory classes); primary (grades one through five); middle (grades six through eight); high (grades nine and ten, leading to the Secondary School Certificate); intermediate (grades eleven and twelve, leading to a Higher Secondary (School) Certificate); and university programmes leading to graduate and postgraduate degrees. Pakistani private schools also operate a parallel secondary education system based on the curriculum set and administered by the Cambridge International Examinations. Some students choose to take the O level and A level exams conducted by the British Council.

Meanwhile, by 2013 all educational institutions in Sindh will have to provide Chinese language courses, reflecting China's growing role as a superpower and Pakistan's close ties with China. The literacy rate of the population above ten years of age in the country is 58.5%. Male literacy is 70.2% while female literacy rate is 46.3%. Literacy rates vary by region and particularly by sex; for instance, female literacy in tribal areas is 3%. The government launched a nationwide initiative in 1998 with the aim of eradicating illiteracy and providing a basic education to all children. Through various educational reforms, by 2015 the ministry of education expects to attain 100% enrolment levels among children of primary school age and a literacy rate of 86% among people aged over 10.

After earning their HSC, students may study in a professional college for Bachelor's degree courses such as engineering (B.Engg/BS Engg.), B.Tech Hons/BS Engg.Tech medicine (MBBS), dentistry (BDS), veterinary medicine (DVM), law (LLB), architecture (B.Arch), pharmacy (Pharm-D) and nursing (B.Nurs). Students can also attend a university for Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Commerce (BCom) or Bachelor of Business Administration (BBA) degree courses.

Pakistan has an area of 796095 km², and is inhabited by a estimated population of 132.352279 million in 1998 population census⁴. There are currently 113 Districts in Pakistan proper, each with several Tehsils and Union Councils. Provinces of Pakistan are (1) Baluchistan, (2) Khyber Pakhtunkhwa, (3) Punjab and (4) Sindh. Except these there are 1) Islamabad Capital Territory, 2) Federal Administrative Tribal Areas including Frontier Region, 3) Azad Jammu and Kashmir and 4) Gilgit-Baltistan. The tribal areas comprise seven tribal agencies and six small frontier detached from neighboring districts while Azad Kashmir comprises ten and Gilgit-Baltistan seven districts respectively. Pakistan's Gross Domestic Product, as measured by Purchasing Power Parity (PPP), is estimated to be US\$ 475.4 billion, while its per capita income stands at US\$ 2,942. The poverty rate in Pakistan is estimated to be between 23% and 28%. Agriculture now only accounts for roughly 20%, of the GDP, while the service sector accounts for 53% of the GDP⁵. Pakistan is a federation of four provinces, each with aparliamentary system, federally administered Tribal Areas and Islamabad Capital Territory.

⁴ The Population Census, Pakistan: 1998.

⁵ Wikipedia.org.

The four provinces are Punjab, Sindh, Northwest Frontier Province (NWFP) and Balochistan. The country has an estimated literacy rate somewhere between 48% and 54% depending on the sources and the definitions used (10 years+ or 15 years+) with big gender differences and differences between rural, tribal and urban areas. 32% of the population live below the poverty line. The main occupation is within agriculture (42%), while 38% of the labour force work in services and 20% in industry. The country has suffered from long internal disputes, a low level of foreign investment and conflicts with India. The Constitution from 1973 (article 33) requires development of an education policy to ensure the preservation, practice and promotion of Islamic ideology and principles as enshrined in the teachings of the Koran and the Holy Prophet. The National Education Policy (1998-2010) clearly states the objective of making Islamic studies the code of life incorporated in all education.

In terms of percentage of the GDP (gross domestic product), budgetary allocation for education in Bangladesh stands at only 2.2 per cent, this is one of the lowest in South Asia. According to the World Bank Report, 2013, the Maldives spends 10.3 per cent of its GDP on education, Bhutan 4.7 per cent, Nepal 4.6 per cent, India 3.3 per cent and Pakistan 2.4 per cent. Geographical separation of Bangladesh from West Pakistan by 1,000 miles of Indian territory was reinforced by linguistic, cultural and political differences, which led to a successful struggle to become the independent nation of Bangladesh at the end of 1971. Despite their differences, the two countries have many comparable features. In 1999 their largely Muslim populations are both in the 130-150 million ranges and each growing by some four million per year, having quadrupled since 1947. Education sector can be improved dramatically if qualified and dedicated teachers can be recruited and class sizes come down to a reasonable one. Only these two things can bring a significant change in the education sector. Education is a backbone of a nation. All kinds of developments of a country depend upon its proper education. Illiteracy is drastically contributing to all three country's poverty since most heads of the ultra poor households are illiterate. The authors have tried to identify the prevailing problems of literacy programs, formal education and non-formal education in Bangladesh, India and Pakistan. At the same time the author has tried to draw the kind attention of the authority concerned to come forward to solve these problems for the welfare of the general people of Bangladesh, India and Pakistan.

Chapter Two

World Declaration on Education and Features of Education

Kinds of Education

Three forms or kinds of education are Informal Education, Formal Education and Non-formal Education.

Informal Education

a veritable lifelong process by means of which the individual acquires attitudes, values, skills and knowledge through day-to-day experience, educative influences and the resources of his environment, that is, his family and neighbors, his work and his recreational activities, at the market place, the library and from mass media.

Formal Education

the hierarchically structured and chronologically organized education system extending from primary school to the university and including, in addition to general academic studies, a variety of specialized programs and full-time technical and vocational training institutions. UNESCO defines Formal Education as “Education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people, generally beginning at age six and continuing up to 20 or 25 years of age”.

Non-formal Education

any educational activity organized outside the established formal system-whether functioning separately or as a significant component of a broader activity- and designed to serve identifiable clienteles and educational objectives.

Contrasts between 'formal' and 'non-formal' programs

Simkins (1976) analyzed non-formal education program in terms of purposes, timing, content delivery systems and control, and contrasted these with formal educational programs. The resulting ideal-types provide a useful framework - and bring out the extent to which non-formal education initiatives, while emphasizing flexibility, localness and responsiveness remain located within a curricula form of education (in contrast with those forms driven by conversation).

Ideal-type models of normal and non-formal education

| | formal | non-formal |
|-----------------|---|---|
| purposes | Long-term & general Credential-based | Short-term & specific Non-credential-based |
| timing | long cycle/preparatory/full-time | short cycle/recurrent/part-time |
| content | standardized/input centered academic entry requirements determine clientele | individualized/output centered practical clientele determine entry requirements |
| delivery system | Institution-based, isolated from environment. rigidly structured and teacher-centered intensive | Environment-based, community related. flexible, learner-centered and resource saving |
| control | external/hierarchical | self-governing/democratic |

(Adapted by Fordham 1993 from Simkins 1977: 12-15)

Adult Education in Development gives a good feel of the sorts of initiatives this might include. They look particularly at health education, literacy, rural development and the role of women in development.

There is no alternative to expansion of technical and vocational education for transforming the people to an efficient workforce. In order to improve the socio-economic conditions of both the countries, Bangladesh, Pakistan and India need an education and skilled human resource. Both the countries that participated in the 'World Conferences on Education for All' held in March 5-9' 1990 in Jomtein, Thailand. Realizing the enormous, all encompassing and immense benefits of education a right to education has been created and recognized by some jurisdictions: since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right of education. At the global level, the United Nations International Covenant on Economic, Social and Cultural Rights of 1966 guarantees the right under Article 13.

The main features of World Declaration on Education for All -1990

Meeting Basic Learning Needs

Every person-child, youth and adult shall be able to benefit from education opportunities designed to meet their basic learning needs.

Shaping the Vision

To serve the basic learning needs of all requires more than a commitment to basic education as it now exists. What is needed is as "expanded

vision” that surpasses present resource levels, institutional structures while building on the best in current practice.

Universalizing Access and Promoting Equity

Basic education should be provided to all children, youth and adults.

Focusing on Learning Acquisition

Whether or not expanded educational opportunities will translate into meaningful development for an individual or for society depends ultimately on whether people actually learn as a result of those opportunities, i.e. whether they incorporate useful knowledge, reasoning ability, skills and values.

Broadening the Means and Scope of Basic Education

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- a. Learning begins at birth. This calls for early childhood care and initial education.
- b. The main delivery system for the basic education of children outside the family is primary schooling.
- c. The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.
- d. All available instruments and channels of information, communications and social action could be used to help convey essential knowledge and inform an educate people on social issues.

Enhancing the Environment for Learning

Learning does not take place in isolation societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education.

Strengthening Partnerships

National, regional and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for the task. New and revitalized partnerships at all levels will be necessary.

Developing a Supporting Policy Context

Supportive policies in the social, cultural and economic sectors are required in order to realize the full provision and utilization of basic education for individual and social improvement.

Mobilizing Resources

If the basic learning needs for all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources public, private and voluntary.

Strengthening International Solidarity

Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to reduce existing economic disparities.

Delors Commission report 1996, UNESCO on Learning- the Treasure Within

International Commission on Education for the Twenty-First Century (1993-1996) which is known as Delors Commission submitted a report in 1996 to United Nations Educational, Scientific and Cultural Organization (UNESCO) on Learning- the Treasure Within. The identified areas in this report are as follows:

- Education and Development
- Education and Science
- Education and Citizenship
- Education and Culture
- Education and Social Cohesion and
- Education and Work.

Except this the commission identified the following 6 (six) world wide problems provided guideline for twenty first century worldwide education:

- The global versus the local,
- The universal versus individual,
- Tradition versus modernity,
- Long-term versus short-term considerations,
- The need for competition versus the concern for equality and
- Age-old tension between the spiritual and the material.

According to Delors Commission report the guideline for twenty first century worldwide education need to be as follows:

- Guiding Principles;
- Learning throughout Life;

- Four Pillars for the Education of the Future:
 - a. Learning to know, b) Learning to do, c) Learning to Live Together and d) Learning to Be;
- Strengthening from Basic Education to University Education;
- Teacher Education;

Education Conferences

Over the last decade, many international conferences and summits on education including the ‘Adult Education Conference’ in 1996, the UNESCO World Conference on Higher Education, held in Paris in 1998, the ‘Dakar (Senegal) Conference’ in 2000 and ‘Education for All Summit Conference of Nine High Population Countries’ in New Delhi in December 16, 1993 were also held. One common message that came out of all these conferences was the imperative to ensure basic education for all.¹

Goals and Strategies of the Dakar (Senegal) Framework for Action (DFA) by World Education Forum 2000

Six Goals and 12 (twelve) Strategies of The Dakar (Senegal) Framework for Action (DFA) by World Education Forum 2000 are as follows:

Goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantage children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

¹ UNESCO Reports: 1996-2002.

6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life-skills.

Strategies

1. Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
2. Promote Education for All (EFA) policies within a sustainable well-integrated sector framework clearly linked to poverty elimination and development strategies;
3. Ensure the engagement and participation of civil society in formulation, implementation and monitoring of strategies for educational development;
4. Develop responsive, participatory and accountable systems of educational governance and management;
5. Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programs in ways that promote mutual understanding, peace and tolerance and that help to prevent violence and conflict;
6. Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
7. Implement as a matter of urgency education programs and actions to combat the HIV/AIDS epidemic;
8. Create safe, healthy, inclusive and equitably resource educational environments conducive to excellence in learning with clearly defined levels of achievement for all;
9. Enhance the status, morale and professionalism of teachers;
10. Create new information and communication technologies to help achieve EFA;
11. systematically monitor progress towards EFA goals and strategies at the national regional and international levels and
12. Build on existing mechanisms to accelerate progress towards education for all.

World Conference on Early Childhood Care and Education

The first ever World Conference on Early Childhood Care and Education, jointly sponsored by UNESCO and the City of Moscow in 2010, stressed

on the link between strong foundations required to prepare children's transition from home onward (school and beyond) and the foundations driving societies towards development and prosperity. The Conference emphasized that every child gets a good start in life for "Building the Wealth of Nations".

United Nations Millennium Declaration-2000

United Nations Millennium Declaration-2000 committing to achieve a set of targeted goals in eight sectors by 2015. The goals are:

1. Eradication of extreme poverty.
2. Achievement of universal primary education (Ensure that, by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling).
3. Promotion of gender equality (Eliminate gender disparity in primary and secondary education preferable by 2005 and in all levels of education no later than 2015).
4. Reduction of child mortality.
5. Improvement of maternal health.
6. Combating HIV/AIDS, malaria and other diseases.
7. Ensuring environmental sustainability and
8. Develop a global partnership for development.

UNESCO World Conference on Higher Education

Ten years after the first UNESCO World Conference on Higher Education held in Paris in 1998, the 2009 World Conference reaffirmed the role of Higher Education in meeting global challenge from poverty eradication to sustainable development and Education for All (EFA). The Conference concluded with a call to governments of all countries to invest more in higher education along with encouraging diversity and strengthening regional cooperation to serve societal needs. Quality higher education needs to be restored to create and advance knowledge, educate and train responsible, enlightened citizens and qualified specialists, without whom no nation can progress economically, socially, culturally or politically. The 2009 UNESCO World Conference on Higher Education also emphasized the importance of shared goals between EFA and higher education suggesting that countries rely more on the research and analysis functions of university to monitor EFA objectives.

World Teaching Community

October 5, is a day of celebration of the World Teaching Community, in view of the adoption by UNESCO of the recommendations concerning

the status of teachers on that date in Paris in 1966, which were later approved by International Labor Organization (ILO). But, the 1966 recommendations did not cover the teachers and education personnel in higher education. Due to this, a special session of the committee of experts was held in Paris from September 15-18, 1997, which adopted the status of Higher Education Teaching Personnel as well. From then, UNESCO-ILO 'recommendation' means both the stipulations of 1966 and of 1997. Four of its salient features are:

- i. Since education is a service of fundamental importance it should be recognized as a responsibility of the state;
- ii. Teachers organization should be recognized as a force which can contribute greatly to educational advance and which therefore should be associated with the determination of education policy;
- iii. Since education is an essential factor in economic growth, educational planning should form an integral part of total economic and social planning undertaken to improve living conditions.
- iv. Teachers salaries should (a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service, (b) compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications, provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in future education or in the pursuit of cultural activities thus enhancing their professional qualification.

Six goals of Education for All (EFA)

The six goals of Education for All (EFA) have become UNESCO's overriding priority in education:

Expand early childhood care and education

The goal calls for better and more possibilities to support young children, and their families and communities, in all the areas where the child is growing – physically, emotionally, socially and intellectually.

Provide free and compulsory primary education for all

Therefore this goal sets the objective of seeing that all children – girls as well as boys – go to school and finish primary education.

Promote learning and life skills for young people and adults

This goal places the emphasis on the learning needs of young people and adults in the context of lifelong learning.

Increase adult literacy by 50 per cent

This goal calls for a certain level of improvement in adult literacy by 2015 – it says that it should be 50 per cent better than it was in 2000.

Achieve gender parity by 2005, gender equality by 2015

This goal calls for an equal number of girls and boys to be enrolled in primary and secondary school by 2005 – this is what gender parity means.

Improve the quality of education

This goal calls for improvement in the quality of education in all its aspects, aiming for a situation where people can achieve excellence.

The major education programs under UNESCO

The major education programs under United Nations Educational, Scientific and Cultural Organization (UNESCO) are

The UNESCO Associated Schools Project Network

Founded in 1953, the UNESCO Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of **9566** educational institutions in 180 countries. It will celebrate its 60th anniversary in 2013. Member institutions – ranging from pre-schools, primary, secondary and vocational schools to teacher training institutions - work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

Early Childhood Care and Education

Early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years lay the foundation for subsequent learning and development. UNESCO advocates for Early Childhood Care and Education (ECCE) programmes that attend to health, nutrition, security and learning and which provide for children's holistic development. It organized the first World Conference on ECCE in September 2010, which culminated in the adoption of a global action agenda for ECCE called Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations. As a follow-up to the World Conference, UNESCO works in partnership with Member States, partners and other stakeholders to encourage timely and effective implementation of the Moscow Framework so that all young children develop their potential to the fullest.

Economic Crisis and Education

The aftershock of the global economic and financial crisis in 2008-2009 risks depriving millions of children in the world's poorest countries of an education (Education for All Global Monitoring Report, 2010). With 72 million children still out of school, a combination of slower economic growth, rising poverty and budget pressures could erode the education gains of the past decade.

UNESCO is addressing these challenges through timely research, evidence-based policy advice, and knowledge sharing. The resources available on this platform for knowledge exchange provide updated information on the implications of the economic crisis on Education for All, and enable governments and the international community to effectively foster dialogue, learn from each other's experience and move closer to international education goals.

Education for Sustainable Development (ESD)

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Education for Sustainable Development requires far-reaching changes in the way education is often practiced today. UNESCO is the lead agency for the UN Decade of Education for Sustainable Development (2005-2014).

Education for All Movement

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals.

The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other conveners of the Dakar

Forum (UNDP, UNFPA, UNICEF and the World Bank). As the leading agency, UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilisation of funding, and capacity development.

In order to sustain the political commitment to EFA and accelerate progress towards the 2015 targets, UNESCO has established several coordination mechanisms managed by UNESCO's EFA Global Partnerships team. Following a major review of EFA coordination in 2010-2011, UNESCO reformed the global EFA coordination architecture.

Education for All Global Monitoring Report

Developed by an independent team and published by UNESCO, the Education for All Global Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education for All. The Report In April 2000 more than 1,100 participants from 164 countries gathered in Dakar, Senegal, for the World Education Forum.

The participants, ranging from teachers to prime ministers, academics to policymakers, non-governmental bodies to the heads of major international organizations, adopted the Dakar Framework for Action, Education for All: Meeting Our Collective Commitments and agreed upon six wide-ranging education goals to be met by 2015.

The Education for All Global Monitoring Report is the prime instrument to assess global progress towards achieving the six 'Dakar' EFA goals. It tracks progress, identifies effective policy reforms and best practice in all areas relating to EFA, draws attention to emerging challenges and seeks to promote international cooperation in favour of education.

The publication is targeted at decision-makers at the national and international level, and more broadly, at all those engaged in promoting the right to quality education – teachers, civil society groups, NGOs, researchers and the international community.

While the Report has an annual agenda for reporting progress on each of the six EFA goals, each edition also adopts a particular theme, chosen because of its central importance to the EFA process.

Vision Statement for the EFA Global Monitoring Report

The Report is funded jointly by UNESCO and multilateral and bilateral agencies, and benefits from the expertise of an international Advisory

Board. During annual meetings, the Board discusses the scope and contents of the Report underway and provides advice on its future development.

Each Report is developed over a 12 to 18-month period. It draws on scholarship and expertise from governments, NGOs, bilateral and multilateral agencies, UNESCO institutes and research institutions. Research papers commissioned for each Report are available on the website.

The Report is submitted to the Director-General of UNESCO on an annual basis and considered by the High-Level Group on Education for All, whose members include government ministers, representatives of donor organizations, UN agencies and non-governmental organizations. Its role, as stated in the Dakar Framework for Action (paragraph 19), is to sustain and accelerate the political momentum created at the World Education Forum and serve as a lever for resource mobilization.

The Report is translated into the six UN languages and other languages so that its messages and findings may be widely shared.

Frequently Asked Questions

What is the Education for All Global Monitoring Report? Does the report target a specific audience? The report is published by UNESCO but recognized as being independent. Why? Who funds the report? How is the report prepared? Where do the data come from? Why do countries often claim that they have more up-to-date data? Can the performance of countries be ranked? How is the report shared and disseminated? Are these goals reachable?

Education for Holocaust Remembrance

UNESCO recognizes that teaching the lessons of the Holocaust is fundamental to establishing respect for human rights, basic freedoms and the values of tolerance and mutual respect.

UN Member States are encouraged to develop educational programmes to transmit the memory of the Holocaust to future generations so as to prevent genocide from occurring again. UNESCO promotes these learning materials and provides a platform for institutions, teachers, students and interested parties to access resources on Education for Holocaust Remembrance.

In following up General Resolution 61 on Holocaust remembrance through education (adopted by UNESCO's 34th General Conference in

2007), the Organization works with The Holocaust and the UN Outreach Programme and other major specialized institutions to promote educational resources that use the lessons of the Holocaust to develop knowledge, attitudes and skills that will help students become more tolerant and prevent future genocides.

Gender Equality in Education

Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as early marriage and pregnancy, gender-based violence, and discriminatory education laws, policies, contents and practices still prevent millions of girls from enrolling, completing and benefitting from education.

Gender must therefore be integrated at all levels of education, from early childhood to higher education, in formal and non-formal settings and from planning infrastructure to training teachers.

UNESCO works to promote equal opportunities to quality learning, free from gender-based or other forms of discrimination. In particular, UNESCO:

- promotes gender equality in national education laws, policies and plans
- seeks to expand access to learning opportunities, in particular for girls and women, in both formal and non-formal education
- develops the capacity of education policy-makers, planners, teachers and other education personnel regarding gender-sensitive approaches
- supports countries to make education content gender-sensitive and free from discrimination
- seeks to address obstacles to learning such as gender-based violence and HIV & AIDS

General Education System Quality Analysis/Diagnosis Framework (GEQAF)

International, regional and national assessments of learning outcomes testify to the poor quality of education in many countries around the world. Both developed and developing countries are aware of the quality crisis and its development consequences. Most education reform programs therefore include education quality improvement and the enhancement of equity among the key strategic objectives.

Despite all the efforts, the education quality challenge persists, and the EFA quality goals are dauntingly off track. One of the major obstacles is the lack of tools for conducting systemic analyses of critical constraints hampering the achievement of education quality goals.

Therefore, UNESCO, in collaboration with its Member States, developed the General Education Quality Analysis/Diagnosis Framework (GEQAF).

Its objective is to strengthen national capacity in assessing education systems based on local knowledge and expertise. The diagnostics/analysis guided by the GEQAF should strengthen both the qualitative and quantitative knowledge base required to design and implement responsive, targeted and timely quality improvement interventions.

The GEQAF contains 15 Analytical Tools covering all key aspects of an education system taking into account the interdependencies and linkages between the various aspects.

Higher Education

At no time in human history was the welfare of nations so closely linked to the quality and outreach of their higher education systems and institutions. (World Conference on Higher Education Partners, June 2003).

As the only United Nations agency with a mandate in higher education, UNESCO facilitates the development of evidence-based policies in response to new trends and developments in this field emphasizing its role in achieving the Millennium Development Goals and particularly poverty eradication.

The Organization fosters innovation to meet education and workforce needs and examines ways of increasing higher education opportunities for young people from vulnerable and disadvantaged groups.

It deals with cross-border higher education and quality assurance, with a special focus on mobility and recognition of qualifications, and provides tools to protect students and other stakeholders from low-quality provision of higher education. UNESCO promotes policy dialogue and contributes to enhancing quality education, strengthening research capacities in higher education institutions, and knowledge sharing across borders.

Human Rights Education

Human rights education is an integral part of the right to education and is increasingly gaining recognition as a human right in itself. Knowledge of

rights and freedoms is considered a fundamental tool to guarantee respect for the rights of all. UNESCO's work in human rights education is guided by the World Programme for Human Rights Education.

Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.

World Programme for Human Rights Education

ICT in Education

Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration.

UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

UNESCO's global network of offices, institutes and partners provide Member States with resources for elaborating ICT in education policies, strategies and activities. In particular, the UNESCO Institute for Information Technologies in Education (IITE), based in Moscow, specializes in information exchange, research and training on the integration of ICT in education while UNESCO's Bangkok office is strongly involved in ICT for Education in Asia and the Pacific.

Addressing exclusion (Inclusive education)

If the right to education for all is to become a reality, we must ensure that all learners have access to quality education that meets basic learning needs and enriches lives. Still, today, millions of children, youth and adults continue to experience exclusion within and from education around the world. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from or limitation to educational opportunities on the bases of socially ascribed or perceived differences, such as sex, ethnic origin, language, religion, nationality, social origin, economic condition, ability, etc. Education is not simply about making schools available for those

who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion.

UNESCO works with governments and partners to address exclusion from and inequality in educational opportunities.

Languages in Education

UNESCO promotes mother tongue-based bilingual or multilingual approaches in education - an important factor for inclusion and quality in education. Research shows this has a positive impact on learning and learning outcomes.

The Organization provides normative frameworks for language policy and education and shares good practices in bilingual and multilingual education and mother tongue instruction.

Literacy

Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world.

The uses of literacy for the exchange of knowledge are constantly evolving, along with advances in technology. From the Internet to text messaging, the ever-wider availability of communication makes for greater social and political participation. A literate community is a dynamic community, one that exchanges ideas and engages in debate. Illiteracy, however, is an obstacle to a better quality of life, and can even breed exclusion and violence.

For over 65 years UNESCO has worked to ensure that literacy remains a priority on national and international agendas. Through its formal and non-formal literacy programmes worldwide, the Organization works to realize the vision of a literate world for all.

Education in Emergencies: Preparedness, Response, Recovery

A significant proportion of the 132 million children out-of-school worldwide, live in countries affected by war and natural disasters. Achieving Education for All requires that we ensure learning opportunities for these children and youth affected by emergencies. It is increasingly recognized that education must be a principal part of any

humanitarian response. Conflict and disaster-affected communities themselves prioritize the provision of education for their children, often even before more immediate material needs. Education can save and sustain lives, offering physical, cognitive and psychosocial protection when delivered in safe, neutral spaces. Education restores routine and gives people hope for the future; it can also serve as a channel both for meeting other basic humanitarian needs and communicating vital messages that promote safety and well-being. As the UN lead agency for Education, UNESCO plays an active role in promoting education as a part of emergency response and for long-term recovery.

Policy and Planning

The development of coherent policies and plans is crucial to bring about real and sustainable change in education systems throughout the world and achieve the goal of Education for All.

UNESCO supports national decision-makers in developing solid and relevant education policies and strategies and in managing their effective implementation.

According to the context, this support can come in the form of technical assistance in education policy analysis, the design of education sector development plans and donor mobilization in support of national educational priorities.

In other cases, the support can relate to national institutional capacity-building in policy formulation, sector analysis, educational planning, policy simulation and dialogue, resource projections, sector management, programme monitoring and evaluation, development cooperation and donor coordination.

The Right to Education

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty.

Normative instruments of the United Nations and UNESCO lay down international legal obligations for the right to education. These instruments promote and develop the right of every person to enjoy access to education of good quality, without discrimination or exclusion. These instruments bear witness to the great importance that Member States and the international community attach to normative action for

realizing the right to education. It is for governments to fulfil their obligations both legal and political in regard to providing education for all of good quality and to implement and monitor more effectively education strategies.

Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens.

Science and Technology Education

UNESCO encourages the design of effective science and technology education programmes by promoting gender-sensitive, socio-culturally and environmentally relevant policies and curricula.

It promotes a multidisciplinary approach to science and technology education and gives particular attention to the provision of basic knowledge, life skills and scientific literacy for all, as well as preparation for the world of work.

In a rapidly-evolving world, science and technology education is an important instrument in the search for sustainable development and poverty reduction. Yet educational systems are faced with the challenge of science and technology education that has lost relevance not being able to adapt to current scientific and technological developments.

Secondary Education

A secondary education of quality helps young people realize their full human potential and take their place in society as productive, responsible and democratic citizens.

Progress towards achieving Universal Primary Education and the rapidly changing needs and requirements of a modern society and economy has led to a growing demand for secondary education. In response, there has been widespread expansion of secondary education in all regions of the world. The most notable increases during 1999 to 2009 occurred in sub-Saharan Africa, where the Gross Enrolment Rate for lower secondary education rose from 28% to 43%. Despite significant improvements in access to secondary education, 21.6 million in Africa and 14.1 million in East Asia and the Pacific of lower secondary school-age children were out of school in 2009.

UNESCO supports national efforts to meet this demand, along with improving access to secondary education and enhancing its quality

Teachers Education

The main challenge faced by the teaching profession today is both one of numbers and quality. With an estimated 1.7 million new teachers required to reach universal primary education by 2015, the recruiting of new teachers must go hand in hand with improving the quality of teaching and learning. Achieving quality education for all, in line with Goal 6 of the Dakar Framework for Action, calls for more and better trained teachers, as pedagogical processes lie at the heart of quality education. Equally, schools must be supported in attracting qualified teachers. The challenge of quantity must be met head-on, while ensuring quality and equity. UNESCO works to address these challenges and aims to mobilize and assist Member States in the design and implementation of viable national policies for teacher initial and continuous training, recruitment, retention, status and working conditions.

The Organization's activities are guided by the UNESCO/ILO Recommendations on the Status of Teachers, and framed by a new teacher strategy. A new initiative, Quality teachers for EFA, is replacing the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), and focuses on developing institutional capacity for training and developing a high quality teaching force in countries most hampered by the lack of teachers.

“Teaching Respect for All” – the UNESCO-USA-Brazil joint initiative

Launched on 18 January 2012, the UNESCO-USA-Brazil project Teaching Respect for All aims to design a curricular framework to fight racism and promote tolerance, which countries can adapt to their respective contexts and needs. The project will also elaborate educational materials for addressing racism and tolerance in education. These tools will build on lessons learned and current good practices in the field. The materials will be disseminated worldwide by UNESCO through education ministries as well as the Organization's extensive networks, including the UNESCO Associated Schools.

UNESCO is concerned by the rise of racism, xenophobia and intolerance, and considers that education is essential to strengthening the foundations of tolerance, reducing discrimination and violence, and learning to live together. Education is vital to achieve these aims and cultivate respect for all people regardless of colour, gender, or national, ethnic or religious identity. It is especially important to reach out to children and young people during their formative years, notably through educational materials and curricula.

Technical and Vocational Education and Training (TVET)

Skills are vital for poverty reduction, economic recovery and sustainable development. As a consequence, policy attention to technical and vocational education and training (TVET) is increasing worldwide. TVET comprises formal, non-formal and informal learning for the world of work. Young people, women and men learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings and in diverse socio-economic contexts.

UNESCO leads the global debate by advocating for the rethinking of TVET to enhance its role in developing more equitable and sustainable societies. From 14-16 May 2012 UNESCO convened the Third International Congress on TVET in Shanghai, ‘Transforming TVET: Building Skills for Work and Life’, which resulted in the adoption of the Shanghai Consensus.

Chapter Three

Literacy and the Evolution of Education in Bangladesh, India and Pakistan

Literacy Situation in Bangladesh, India and Pakistan

Literacy is a basic right and also the foundation for lifelong learning and human development. The Indian Sub-Continent was divided into two parts in 1947 and Bangladesh became a part of Pakistan. Multiple streams of education in Bangladesh, India and Pakistan reflect the economic and opportunity divide, an undesirable situation in nation building efforts. There are chiefly three streams of education existing side-by-side in these countries – State Language Medium, English Medium and Madrasa (Aliya and Quomi) System. Long practices have given each given each of the streams its individual characteristic. People, the privileged ones, afford to send their children to expensive schools that claim to be providing standard education. On the other hand, the public schools, which are the last resorts of many middle-income groups, are suffering from numerous problems like shortage of efficient teachers and classrooms. Any analysis into the disorganized state of education would blame the absence of a concrete education policy for this.

In both Bangladesh, India and Pakistan a large number of students, mainly from low-income families are admitted to technical and vocational education centers for acquiring skill in relevant fields. Many state run polytechnic and mono-technique institutions are under regular revenue budget. But a good many others are placed with in the operational domain of various projects; they are worst sufferers. The situation prevailing in the private technical and vocational education centers is no-better either. Hundred of thousands of unskilled workers who are now employed abroad are drawing poor wages. Had they been properly skilled, the amount of money such workers remit every year would have been several times higher than what the country is receiving now. More importantly, the demand for skilled manpower, at home is quite high. The need for producing a strong pool of manpower, having quality technical education, has been highlighted, time and again,

particularly in view of the demand for the same in many of the Middle East and South East Asian countries.

Traditional schools in then India, East Bengal and West Pakistan are described in literature dating back to 1600 or earlier. Pedagogy centered on the teacher, rote memorization, and painful punishment¹. Little change in rural schools- a situation unfavourable to the revolution of school ethos required for 'Inclusion' of disabled children. The benefits were recognised of allowing children to "acquire a considerable knowledge of Bengalee before they began to learn English". British officers found some female education "in all parts of the Punjab" among Hindus, Muslims and Sikhs: "the existence of such an education, almost unknown in other parts of India, is an encouraging circumstance". The Bengal government adopted parts of the kindergarten approach in 1901, in an optimistic and ultimately unsuccessful effort to modernise and revitalise existing indigenous schools². Similar efforts in the Punjab also fell into the gulf between planners' ideals and rural school realities.

According to the Wikipedia, an academic year refers to the annual period during which students attend schools, colleges or universities. It is divided into several terms where school activities including classes, exams and co-curricular activities are held. The year starts at different times in different countries. In India, it normally starts from June 1 and ends on May 31. In Bangladesh, for the primary and secondary levels, it's from January to December. Most Public Universities follow yearly system and most Private Universities have spring, summer and fall trimesters. In Pakistan, the academic year starts from 1st April with summer vacation for two and half months during June-August, a winter break for two week at the end of December and a short spring holiday during April.

A working day or school day is any day, including a period day, when children attend school for learning and other academic activities. In Bangladesh, National Text Book and Curriculum Board (NCTB) recommends 220 working days per year. It includes all kind of teaching-learning activities, including admission, book distribution, class activities and three internal examinations. As a result the number of actual class

¹ DAS GUPTA, T.C. (1935) Aspects of Bengali Society from Old Bengali Literature. University of Calcutta.

² SHAHIDULLAH, K. (1984) The new education in Bengal: the 1900 syllabus for the 'kindergarten' and 'lower primary' years and its problems. Indian Economic & Social History Review 21: 215-247.

days in Bangladesh secondary schools is at least 180-185 days which is after deducting 85 government holidays, 52 Fridays and 45 days for examinations. In Pakistan, the school work for 32-34 hours a week and the common pattern is eight periods a day of 40 minutes duration each. There are many official and unofficial holidays, and the number of actual school days per year ranges between 120-130 days compared to 150-180 days in other developing nations. Additionally schools are often closed during bad weather.

Still most of the students of Universities in Bangladesh, India and Pakistan belong to relatively higher economic class of society showing the opportunities are open for the higher segment of population. In respect of higher education the emphasis should be given on infrastructure building, research capacity enhancement and technological uplift. Public Universities should construct safety nets of the pupils coming from poor segment of population.

Existing Literacy Situation and the Evolution of Education in Bangladesh

Bangladesh has an area of 147570 square kilometers, and is inhabited by a population of 142.319 million in 2011 population census³. Gross National Income (GNI) which was US\$ 751 in the 2009-10 fiscal year, stood at US\$ 818 in 2011 as revealed by the Bangladesh Economic Review released with the budget 2011-12. The per capita GDP also increased to US\$ 755 from US\$ 687 in the same period⁴. The economy of Bangladesh is a rapidly developing market based economy. According to the International Monetary Fund (IMF), Bangladesh ranked as the 47th largest economy in the world in 2010 in PPP terms and 57th largest in nominal terms, among the Next Eleven or N-11 of Goldman Sachs and D-8 economies, with a gross domestic product of US\$ 269.3 billion in PPP terms and US\$ 104.919 billion in nominal terms. More than half of the GDP belongs to the service sector; a major number of nearly half of Bangladeshis are employed in the agriculture sector, with RMG, textiles, leather, jute, fish, vegetables, leather and leather goods, ceramics, fruits as other important produce.

In Bangladesh, the literacy situation has improved over the years. According to the Literacy assessment Survey conducted by the Bangladesh Bureau of Statistics in 201, functional literacy rate of age 11

³ The 5th Population and Household Census, Bangladesh Bureau of Statistics (BBS): 2011.

⁴ Bangladesh Economic Review: 2011, Ministry of Planning, Government of the People's Republic of Bangladesh.

to 44 is 53.7% as the result of reading, writing and numeracy skill tests. Bangladesh conforms fully to the 'Education for All (EFA)' objectives, the 'Millennium Development Goals (MDG)' and international Declarations. Article 17 of the Bangladesh Constitution provides that all children between the ages of six and ten years receive a basic education free of charge. Education arena in Bangladesh is not so developed. Literacy rate is low and there is a significant disparity between female and male literacy rates. However, with on going awareness of both the government and NGO's, literacy rate has been going up. Bangladesh gets International Literacy Prize 1998 from UNESCO for its ongoing literacy rate. It is targeted that, the country will be illiteracy-free by the year 2015.

The education system is divided into 4 levels— Primary (from grades 1 to 5), Secondary (from grades 6 to 10), Higher Secondary (from grades 11 to 12) and tertiary. Primary education covers a cycle of five years (grades I-V), secondary education covers seven years (grades VI-XII, 3+2+2 years), Bachelor's degree takes 2 years (pass course), Honor's degree 4 years, Masters degree 1-2 years. Post Master's education takes 2-5 years.

The education system and structure of Bangladesh has three major stages-primary, secondary and higher educations. Primary education is a 5-year cycle while secondary education is a 7- year one with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary. The private schools also receive strong financial support from the state. The tertiary education (3-5 years) is provided through universities (34 public and 60 private universities) and affiliated colleges under supervision of University Grants Commission. Establishment of private universities has gained momentum in recent years. At all levels, students can choose the medium of education from Bangla or English.

The Ministry of Education is the supreme state office for education which again is subdivided in different directorates for each level while running numerous development projects (Education Projects and Technical projects). Ministry of Education is the apex policy making institution of the Government regarding administration and development of post-primary education sector. Ministry of Education formulates policies and programs for the development of post-primary to higher education including Madrasah, Technical and Vocational education. It also formulates laws, rules and regulations for the management and administration of post-primary education sector and its institutions of the

country. There are several attached bodies for supervision and management of formal education in post-primary and secondary schools, colleges, madrasahs, technical schools and colleges, polytechnic institutes, engineering colleges and universities. There are about 35121 post primary secondary schools/colleges/madrasahs and 35 public and 76 private universities in 2013. According to the article 17 of the Constitution, all the children of Bangladesh are supposed to receive full free education up to secondary level. Secondary and higher secondary schools are affiliated under ten (10) education boards. The boards administer three public examinations - Junior School Certificate (JSC) Examination, Secondary School Certificate (SSC) Examination and the Higher Secondary Certificate (HSC) Examination. The higher secondary schools are known as colleges. There are also Madrasah (religiously inclined) and English medium schools which are enrolled under Madrasah Education Board and Foreign Education Board respectively. Besides this, a Technical Education Board has been established to administer the vocational training schools at post secondary level in Education Board. The National Curriculum and Textbook Board is the authority to develop, approve and manage the curriculum and text books for primary, junior, secondary and higher secondary level. Government has also established Bangladesh Bureau of Educational Information and Statistics (BANBEIS) which keeps educational information at all levels. Bangladesh Government has published an Education Policy which is developed based on the inputs taken from different education commissions over the years. There are also many non-profit organizations which operate informal and semi-formal education for underprivileged children under supervision of Bureau of Non-formal Education.

Alongside national educating system, English medium education is also provided by some private enterprises. They offer 'A' level and 'O' level courses. There is also Madrasah system which emphasizes on Arabic medium Islam-based education. A parallel system of formal religious education (Islamic) is offered through madrasahs. Starting with Ebtedayee (equivalent to primary), it advances through Dakhil (Secondary School Certificate, SSC), Alim (Higher Secondary Certificate, HSC), Fazil (Bachelor's) and Kamil (Masters) level. Privately managed Nizamia, Khariji, Qaomi madrasahs also offer primary level (Ebtedayee) education. There are also mosque-based and residential Maktabs/Hafezia/Forkania and Qiratia madrasahs which offer childhood and religious teachings. This system is supervised by the lone Madrasah Board of the country.

The five years of lower secondary education concludes with a Secondary School Certificate (SSC) examination. Students who pass this examination proceed to two years of Higher Secondary or intermediate training, which culminate in a Higher Secondary School (HSC) examination. Seven 'Education Boards' lead by the Ministry of Education deals with education up to HSC level in Bangladesh. Undergraduate level is finished with HSC and then begins graduation level which is dealt by universities. Universities also offer Master's and Doctorate degrees.

The Madrasah Education System focuses on religious education, teaching all the basics of education in a religious environment. Islamic teachings are compulsory. Religious studies are taught in Arabic and the children also usually serve the related mosques. Students also study some or all of the courses from the General Education System. Madrasahs take in many homeless children and provide them with food, shelter and education, e.g. Jamia Tawakkulia Renga Madrasah in Sylhet. When Bangladesh became independent in 1971 Bangladesh had around 1000 Aleya Madrasahs. At present Bangladesh has about 92000+ Aleya Madrasah where 0.3453 million students study. There are around 5 million students studying in 15000 Quomi Madrasahs of the country controlled by at least 13 bodies earning in these madrasahs.

The Technical and Vocational Education System in Bangladesh under Directorate of Technical Education, Ministry of Education provides courses related to various applied and practical areas of science, technology and engineering, or focuses on a specific specialized area. Course duration ranges from one month to four years.

There are chiefly three streams of education existing side-by-side in the country – Bangla medium, English medium and Madrasah system. Long practices have given each given each of the streams its individual characteristic. People, the privileged ones, afford to send their children to expensive schools that claim to be providing standard education. On the other hand, the public schools, which are the last resorts of many middle-income groups, are suffering from numerous problems like shortage of efficient teachers and classrooms. Any analysis into the disorganized state of education would blame the absence of a concrete education policy for this. To fix the derailed education system of the war-torn newborn country in 1971 after the independence of Bangladesh, Bangabandhu Sheikh Mujibur Rahman formed an education commission with eminent scholar, scientist and educationist Dr. Quadrat-e-Khuda in 1974 as the head. The first serious attempt to envision educational development and provide a policy direction for a newly independent

nation was the 1974 Quadrat-e-Khuda Commission Report. Dr. Khuda chalked out a scientific and pro-people education policy. But the policy did not get the governments' consideration after Bangabandhu's killing. In 1996, the government took initiative to formulate an education policy in light of Dr. Qudraat-e-Khuda's report. It formed a committee headed by Prof. Shamsul Haque and the committee produced a policy in 1997. But this policy was also abandoned after the change in government in 2001. The commissions and committees came up with their policy recommendations. But unfortunately lack of political will and narrow political culture of rejecting predecessor's initiatives of different governments obstructed the path of implementing the positive recommendations that could raise the standard of education to some level. Following the legacy, the committee, headed by National Professor Kabir Chowdhury, assessed the reports of Quadrat-e-Khuda Education Commission and Shamsul HaQUE Education Committee and produced National Education Policy 2010 to achieve the goals of education and human resource development as enunciated in Vision 2021.

History of Special Education in Bangladesh, India and Pakistan

Formal special educational efforts in Bengal were recorded as early as 1840 at Calcutta, where blind orphans used Lucas's embossed script to read in an ordinary school. In fact, fifty years of work with disabled children took place in ordinary settings before special schools started⁵. A school for deaf pupils began in 1893⁶, and by 1904 there were two for blind children⁷. At Kurseong, just outside East Bengal, 1918 saw the opening of The Children's House, following Montessori's famous Casa Dei Bambini, training "those children who through physical and mental defects are unable to profit by the instruction given in an ordinary school". Psychology teaching began at Calcutta University in 1916, then at Dacca (Dhaka) in the early 1920s. Dacca Training School staffs were pioneers of intelligence testing in the 1930s. A case study of special education concerned a Bengali boy at Calcutta whose individual programme was "in the form of play-work": detailed records were kept, and the psychologist commented that "where ordinary system of schooling is of no avail, training by modern psychological methods proves efficacious"⁸.

⁵ MILES, M. (1997) Disability care and education in 19th century India. Revised. ERIC ED 408747.

⁶ Calcutta school (1895) American Annals of the Deaf 40 (I) (January), 79.

⁷ Progress of Education in India, 1897-98 to 1901-02. Vol.I. Fourth Quinquennial Review (1904) London.

⁸ SINHA, S. (1936) Learning curve of a mentally deficient child. Indian Journal of Psychology 11: 223-235.

While European missionaries and their Indian colleagues developed formal disability services, a more malign western influence arose from Eugenics literature. Rural welfare problems, "insanity, feeble-mindedness and idiocy" to be hereditary, and "the only way to eradicate them is by preventing those now affected from parenthood". Bhattacharyya (1939, p. 13), surveying Indian special education, feared an "abnormal growth" in the number of "imbeciles", and found the "education and segregation of this class" a matter of national importance⁹. The Ranchi Mental Hospital superintendent called mental deficiency "a social evil of tremendous proportions", and advised provincial governments to "sort out all grades of defective children from existing schools by the help of the School Medical Officers and establish special schools for them"¹⁰. Fifty years later, a prolific Pakistani social commentator still bases his views of "feeble-mindedness" on Goddard's eugenic literature of 1914, suggesting that the question still arises "Would it not be better quietly to put them out of their misery?"¹¹.

Bengalis attending Persian schools, and millions of Sindhi and Punjabi children in the period before Independence, memorised parts of Sadi's *Gulistan*, including a tale of vain efforts to educate a slow learner¹². In another tale, a teacher's own sons outshine the king's son. To the king's complaint, the teacher responds, "the education was the same, but the capacities are different" (*Ibid.*, p. 233). In real-life schools, slow-learning boys were often integrated with their peers, only to be ejected when the teacher lost patience. Generations of South Asian students were thus assured of the futility of trying to 'educate the ineducable'. Yet members of India's Central Advisory Board of Education had a different vision¹³. Whatever its drawbacks, IQ testing had shown them that imperceptible gradations of mental ability existed across the spectrum. They saw that many pupils would need "special education only for a limited period", after which they should rejoin the mainstream. Less intelligent children might have "other attributes which will enable them to play their part as independent and useful citizens". Even if they might do some work separately, it was "essential that throughout the school life

⁹ BHATTACHARYYA, K. (1939) A statistical survey of education of the infirm in India. University of Calcutta, *Journal of the Department of Letters* 31: 1-56.

¹⁰ Annual Report on the Working of the Ranchi Indian Mental Hospital, Kanke, in Bihar, for the Year 1937 (1939) Patna.

¹¹ QUDDUS, S.A. (1990) *Social Change in Pakistan*. Lahore: Progressive.

¹² GLADWIN, F. (transl.) (1988, reprint) *The Gulistan or Rose Garden* by Muslehuddeen Shaik Sady. Lok Virsa, Islamabad.

¹³ Post-War Educational Development in India. Report by the Central Advisory Board of Education (1944) Delhi: Government of India.

they should have opportunities of mingling freely with their brighter fellows and of sharing with them such work and pleasures as all children enjoy" (Ibid., p. 77). The Board foresaw that an early investment would save later remedial costs.

There is evidence that thousands of children with mild to moderate disabilities had long been casually integrated in ordinary schools with no special attention or resources. Leitner (1882, Part I, p. 19), surveying indigenous schools in Punjab, was pleased to find no whole-class teaching "retarding the industrious for the sake of the dullard"¹⁴. Each boy went at his own pace, though the "dullard" was at greater risk of being caned. Integration of blind students was reported also from the Deoband training institute for Mullahs in the 1870s (Ibid., p. 79). Leitner named various blind men as notable schoolteachers, among scores of other teachers with disabilities. An energetic English headmistress at Lahore c. 1872 undertook the integrated education of a young blind girl, Asho, who later became a capable teacher of blind adult¹⁵. Soon after Pakistan's Independence in 1947, a more extensive integration of children with visual impairments began in a Middle School at Pasrur¹⁶. Children with various impairments and disabilities continued to be part of the normal enrolment throughout the primary cycle, and the introduction of compulsory education would later reinforce this. Rauf (1975), who studied schooling at Lahore from the 1950s to 1970s, realised that even secondary school classes contained both prizewinners and "the repeaters, the dullards, the laggards and the backward"¹⁷ (p. 202). Later studies and reports confirm that children with appreciable levels of learning difficulty continue to sit in ordinary classrooms without any special attention being paid¹⁸.

In East Bengal a school for deaf children opened at Barisal in 1911; then between 1916 and 1939 similar schools began at Dhaka, Chittagong and elsewhere¹⁹. A detailed study of language, speech and thought forms in Bengali children focused on sign languages used unofficially by deaf

¹⁴ LEITNER, G.W. (1882/1991) *History of Indigenous Education in the Punjab since Annexation and in 1882*. Lahore: Republican Books.

¹⁵ HEWLETT, S.S. (1898) "They shall see His face". Oxford: Alden.

¹⁶ GRANT, I.L.D. (1963) *Integration at Pasrur*. In I.L.D. Grant (ed) *Handbook for teachers and parents of blind children in Pakistan*, pp. 74-76. Lahore: Ilmi Press.

¹⁷ RAUF, A. (1975) *Dynamic Educational Psychology*, 3rd edition, Lahore: Ferozsons.

¹⁸ BEGUM, K. (1991) Identifying learning difficulties and adoption of remedial measures for primary school children. *Teacher's World* (Dhaka) 14 (2): 1-7.

¹⁹ BANERJI, S.N. (1949-50) Sixty years with the deaf in India. *The Deaf in India* I (1): 3-9; I (2): 3-18; I (3): 26-27.

pupils²⁰. Case studies on speech disorders appeared later at Lahore. In what is now Pakistan, the earliest formal disability rehabilitation centres were a government "blind school" at Lahore, opened in 1906²¹, and in 1923 the Ida Rieu School for 'blind, deaf, dumb and other defective children' at Karachi. Pressure from parents of deaf children in the 1940s resulted in the formation of a "Deaf and Dumb Welfare Society" at Lahore in 1949, and a special school opened soon afterwards (Ibid., pp. 6-7).

Relevant Features of National Education Policy 2010

The most important feature of the National Education Policy 2010 is to establish a unified education system. The policy tries to give the scattered education system into a unified form by introducing compulsory subjects to primary and secondary level of general, madrasa and vocational education. The policy that aims to introduce a unified education system in the country has been at its implementation stage with the ministry preparing an education act in light of it. The students, whatever system they follow, will have to read six textbooks provided by 'National Curriculum and Textbook Board (NCTB)' on six subjects so that they may have better understanding about certain aspects of the country. The subjects are (i) Bangla, (ii) English, (iii) Mathematics, (iv) Bangladesh Studies, (v) Paribesh Parichiti (education on social environment and climatic change), (vi) Information Technology and Science. The policy however, direct to incorporate Bangla and Bangladesh Studies in 'O' and 'A' levels. By studying these subjects, the policy framers believe, the students may develop a common outlook, which is very important for the unity of the nation.

The policy suggests introduction of two new public examinations after class V and VIII with the view to lessening exam fear among the children and improving quality of education. A number of poverty stricken families in the rural Bangladesh do not feel interested to continue education of their children if they fall in class V. They engage them in the work to help the families. On the other hand, the teachers remain busy with only few class V students for the scholarship exams. As a result, the rest of the students remain uncared for and a number of students drop out. To stop the discrimination, the policy suggested a public exam after class

²⁰ BANNERJEE, H.C. (1928) The sign language of deaf-mutes. Indian Journal of Psychology 3: 69-87.

²¹ MAKHDUM, S.A. (1961) Special Education in West Pakistan. Lahore: West Pakistan Bureau of Education.

V instead of the scholarship exams. The government already initiated the examination in 2009 and it gained huge attention and saw an improvement in primary education. Now, the teachers care for all students, so do the parents as certificate and scholarships are being given after the exam. Besides, it is mandatory for a student to pass the examination to be promoted in class VI. The policy also recommends initiating another public exam after class VIII for same reason. It, however, keeps the public exams after class X and class XII as the tradition of the country. The Government of Bangladesh has taken steps to reorganize the curriculum from class six to twelve keeping pace with the modern knowledge, science and technology. It has announced that the students will get the books under new curriculum by January 1, 2013. The country now sees the curriculum adopted eighteen years back and implemented in 1996. In this new curriculum from six to eight in general and madrasa English for 150 marks, Bengali 150, Mathematics 100, Bangladesh and the World Affairs 100, Science 100, Environment 50, ICT 50 where total 700 marks, 300-400 marks will be for their own stream. In the secondary level from class nine and ten there will be Humanities, Science and Business Education groups. For each group there will be Bengali for 200 marks, English 200, Mathematics 100, Religious Education and Moral Education 100, ICT 50, Education, Health and Games and Sports for 100 marks where total 750 marks compulsory and 400 for their own stream. In eleven and twelfth grades Bengali will be taught for 200 marks, English 200, ICT 50 and Health Education and Games and Sports for 100 marks. The duration of class time will be 50 minutes. Yearly leaves/ vacation will be 116 days. Up to 2011, the education field of the country sees only 2-3 percent expenditure from national income. Other developing countries of the World already have been using 6 percent of the GDP and Bangladesh promises to do it.

The situation does not show any positive sign before us as we can collect only 11 percent revenue income and to spend 6 percent from it for education proves to be absurd. In 2012, the government in line with the recommendations of the education policy has brought major changes to 111 textbooks from class I to class IX-X to keep pace with the demand of time both at home and abroad.

Primary Education in Bangladesh

The Ministry of Primary and Mass Education (MOPME) is responsible for basic education, comprising formal free and compulsory primary education, literacy and non-formal education. Around 16.5 million children are now (2011) enrolled in primary level education, the result of

impressive gains in access in recent year, currently only 60 percent of children complete class I to V in five years, of which 44 percent go onto secondary school²². There were 11 (eleven) kinds about 81508 primary schools in the country up to the year of 2011²³. In 1998 there were about 52,000 primary schools 11000 secondary institutions in Bangladesh. The Distribution of Primary Level Institution are as follows: (1) Government, (2) Non-Government Registered, (3) Non-Government Unregistered, (4) Schools attached to high schools, (5) PTI's experimental school, (6) Ebtedayee Madrasah, (7) Ebtedayee attached to high madrasah, (8) Kindergarten, (9) Satellite (Classes I & II), (10) Community Schools, (11) NGO Schools. At the same time about two third of the students were enrolled in government primary schools. Non-government institutions are particularly active in the delivery of primary education to the economically most disadvantaged children in Bangladesh. The private costs of primary education is high for poor families because of high opportunity costs of education and expected benefits are lower for poor families out of primary education. Still free education for the primary students fails to lure them to complete the circle because of timing. Most poor children have to spend the hours when they are supposed to earn something for supporting their families.



"The Author (Md. Saidur Rahman) stand in front of a Primary School in Bangladesh"

The government of the then East Bengal introduced compulsory primary education in the province in 1947 but the scheme was suspended in 1953 and finally abolished in 1957. In the early 1950s, when East Pakistan had minimal special services, only 40% of all school-age children received any education, and the best of school buildings were "tin sheds with bamboo walls and earth floors"²⁴. Ordinary primary schools experienced drop-out rates of up to 90%, a colossal wastage which persisted into the 1960s.

Attention to disabled children was therefore an extremely low priority. The government established 5000 primary schools as compulsory and non-compulsory primary school. They were later renamed as model and non-model primary schools. The remarkable development in primary education was initiated by the government of Sheikh Mujib immediately

²² The World Bank Report, 2011.

²³ Reports of Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh: 2011.

²⁴ HUU, M.S. (1954) Compulsory Education in Pakistan. Paris: UNESCO.

after the independence of Bangladesh in 1972. In 1972, the government formed the Kudrat-e-Khuda Education commission to recommend objectives, strategies and action plans for creating a modern education system that would meet the needs of an independent nation and be compatible with the systems of the neighboring countries. The report of the commission was published in 1974 and it outlined the objectives of primary education as:

- To develop and nurture the child's moral, mental and social personality;
- To bring up the child as a patriotic, responsible, inquiring and law-abiding citizen, and develop in him/her love for justice, dignity, labor, proper conduct and uprightness;
- To learn to read and write in the mother tongue, and to be able to count and calculate;
- To be able to acquire the fundamental knowledge and skills needed for a future citizen;
- To prepare for the next stage of higher education.

The commission also recommended compulsory primary education up to Class VIII and appointing female teachers to attract female students.

The antinationalization of primary education in 1973 was undertaken with the noble aim of expanding and improving primary education access for all children, and expressing state commitment to provide basic education. By promulgating an ordinance on October 26, 1973, the government nationalized a large number of primary schools. The government nationalized and took over 36165 primary schools in 1973 and regularized it under the Primary Education (Taking Over) Act of 1974 and declared 157724 primary school teachers as government employees. Primary education was free and made compulsory under the Primary Education (Compulsory) Act 1990, implemented initially in 68 Upazilas (Sub-districts) in 1992 and extended to the rest of the country from 1993. To emphasize the importance of primary education the government set up the Directorate of Primary Education in 1980-81. In 1992, a separate ministry level division, the Primary and Mass Education Division (PMED) was set up in order to help accelerate activities that would attain goals of achieving both Universal Primary Education (UPE) and Education for All (EFA). The Directorate of Primary Education (DPE) established in 1981 as a step to strengthen the administrative infrastructure of primary education, was moved from the Ministry of Education to the PMED in 1992. There is also a separate Compulsory

Primary Education Monitoring Unit headed by a Director General. The DPE and its subordinate offices in the districts and thanas are responsible entirely for management and supervision of formal primary education. A Director General heads the DPE with functional divisions assisted by Directors and other relevant staff at the headquarters. In the different tiers of administrative units (division, district and thana) the Directorate has field officers, the Deputy Director, the District Primary Education Officer (DPEO) and Thana Education Officer (TEO). Their responsibilities include distribution of textbooks, in service training of teachers, recruitment, posting and transfer of teachers and other staff over the years. The responsibility of school construction, repair, and supply of furniture is with the Facility Department and Local Government Engineering Department (LGED). The National Curriculum and Textbook Board (NCTB) is responsible for the development of curriculum and the production & distribution of textbooks. Each of Thana's (/Upazilas) has a number of TEOs and ATEOs for school supervision and academic support to teachers²⁵. There are 53 PTIs in different locations in the country, which impart pre-service training to primary school teachers. The National Academy for Primary Education (NAPE) has the role of training the Primary Training Institute (PTI) instructors, officials of different levels and conducting PTI examinations and related research activities as an apex training and research institute of primary education.

There are 16.5 million children in 2011 enrolled in primary education in Bangladesh. About 60 percent of children enrolled complete grade 1-5 in five years and only 44 percent of them go onto secondary school. It was realized, by the way the nationalized system performed, that the central government could not manage effectively a farflung system that would guarantee acceptable learning outcomes for most, if not all children. Thus arose the unstated policy of letting registered non-government schools and Ibtidayee Madrasahs serve the increasing numbers of primary age children. Introduction of two public examinations at the end of class V and class VIII has also created competitiveness among the students. In January, 2013 government announced to nationalize all 26,284 non-government primary schools of Bangladesh. The government also introducing multimedia classroom at 20,000 schools and setting up 1,500 more primary schools across the country, widened stipend schemes, put an apparent curb on coaching and admission business. One of the largest non-government institutions

²⁵ There are 481 Thanas (with 4,510 staff), 64 districts (690 staff) and Seven Divisions (71 -80 staff).

involved in primary education in Bangladesh is BRAC (Bangladesh Rural Advancement Committee). Up to the year of 2000 in total, BRAC schools enroll 1.3 million children. Promotion in BRAC schools is close to 95 percent for the three grades offered. Between 1980 and 1997, enrollments doubled from 8 to 16 million and from 65 to 85 percent of the age group²⁶. There were total of about 1.3 million students under the BRAC preprimary and primary schools in 2010. Some 11765 preprimary schools and 31670 primary schools are being operated by BRAC across the country. If schools run by non-government institutions are included, enrollments are increased by further 2 million.

Existing Primary Education (UPE) Projects in Bangladesh

Universal Primary Education (UPE) Projects in Bangladesh

The government took up two Universal Primary Education (UPE) projects in 1981 on limited scale, one with donor support and the other with government's own funds. The projects introduced some measures to strengthen field level supervision with appointment of Assistant Thana (now Upazila) Education Officer (AUEOs), appointment of female teachers with relaxed qualifications, etc.

Primary Education Development Program (PEDP) in Bangladesh

The government of Bangladesh, assisted by external donors, has embarked upon a major 'Primary Education Development Program (PEDP)-I, and PEDP-II', which is a comprehensive development program for 1998 to 2005 and 2006 to 2012 respectively. The overall PEDP-I program calls for a total investment of about \$750 million, of which slightly more than half is to be financed by a consortium of external donors. These investments are aimed at increasing enrollment in under-served areas, expanding the provision of textbooks, developing and applying better methods of measuring learning, training teachers, and reorganizing central and local management. PEDP-II is the sector wide program in primary education sector implementation of which started from January, 2004. The participation of the community students and parents in school management for ensuring better educational environment demonstrated by UNICEF funded "Intensive District Approach to Education for All (IDEAL)" Project was acknowledged and incorporated in the PEDP-II program.

The government of Bangladesh, assisted by 11 external donors (ADB, USAID, CIDA, DFID, EC, JICA, Government of Netherlands, UNICEF,

²⁶ Bangladesh, Education Sector Review. Volume: I-III, UPL, World Bank: 2000.

World Bank/IDA), has embarked upon a major ‘Third Primary Education Development Program (PEDP-III) (next stage of PEDP-II)’, which is a comprehensive development program for 2011 to 2016. The overall PEDP-III program calls for a total investment of about Taka (Tk.) 230000 million, of which is to be financed by a consortium of 11 external donors and additional same amount of money to be expended by the Government of Bangladesh. World Bank (WB) is now working with the government to improve the quality and participation levels in primary education, focusing on results. The World Bank (WB) has approved a US\$ 300 million credit for the PEDP-III to support primary education in Bangladesh. The approval came on August 25, 2011. The credit of IDA, The World Bank’s concessionary leading arm carries a 0.75 percent service charge, a maturity of 40 years, including a 10 year grace period. Along with the WB, eight to ten other development partners have indicated their commitment to support the PEDP-III, the cost for the first four years is an estimated US\$5.89 billion. Of this, the total development partner contribution will be US\$ 909.4 million. The PEDP-III aims to increase net enrolment to 98 percent and primary completion rates to 65 percent by 2015. These investments are aimed at control dropout in under-served areas, expanding the provision of school feeding activities, delivering textbooks to no fewer than 90 percent of primary schools within the first month of the academic year, developing, quality education, ensuring child friendly atmosphere in schools, applying better methods of measuring learning, ensuring merit-based teacher recruitment and improving teacher education, training teachers, effective use of school level grants, creating needs-based infrastructure development, measuring student learning and developing a competency-based national primary completion examination and reorganizing central and local management. Program-III has a plan to set up new schools in particular areas.

Reaching Out of School Children (ROSC)

Encouraged by the success of the project “Reaching out of School Children (ROSC)” the World Bank (WB) and Swiss Agency for Development Cooperation (SDC) has agreed to provide the financial support to expand the implementing areas to 90 Upazilas from the existing 60. World Bank (WB) will give US\$ 35 million for the project titled “Reaching out of School Children (ROSC)” to bring more children in poverty stricken and low enrolment rates districts under education. More 7.5 lakh disadvantaged children who had missed out schooling at right age or had been forced to drop out mainly because of poverty, went

to in 22000 “Ananda Schools” in the last six years under the project. The main objective being implemented by the Ministry of Primary and Mass Education of the project is to cut the number of out of School children through access to quality primary education.

School Feeding Program

In many developing countries ‘School Feeding Programs’ have received attention as a policy instrument for achieving the ‘Millennium Development Goals’ of ‘Universal Primary Education’ and hunger reduction. A well designed ‘School Feeding Program’ may have broad impacts on attendance, performance, cognitive development, nutrition of school children and prevalence of anemia in adolescent girls. In July 2002 the World Food Program (WFP) and the Government of Bangladesh initiated ‘School Feeding Program’ targeted to schools with chronically food insecure in rural areas and in urban slums in the capital, Dhaka. The program was intended to distribute fortified biscuits to elementary school children in the targeted schools six days a week during the school year. The goals of the program were to increase school enrolment and attendance, reduce school repetition and dropout rates, improve attention and learning capacity by reducing short term hunger and thereby improve school achievement. The program directly addresses the goals of reducing hunger by half, achieving ‘Universal Primary Education’ and of achieving gender parity in ‘education for all’ by 2015. Again, the “School Feeding Program” set up with financial assistance from the European Union was scheduled to start in January 2009 and is supposed to end in June, 2014. The Ministry of Primary and Mass Education (MOPME) is supposed to implement the program with guidance of the Directorate of Primary Education (DPE). Though ‘School Feeding Program’ seems to be a new phenomenon in our country, it goes on in many developing countries with good impact. In Bangladesh Education Policy 2010 this idea has been incorporated. It is possible for the learners to concentrate on what the teachers say in the class when their hungry stomachs cry for food. The poor families cannot afford enough food at home for their children and most schools in developing countries lack canteens or cafeterias. School meals are a good way to channel vital nourishment to poor children. Having meals at school must be a good attraction for the children. Again, having a full stomach also helps them to concentrate a better on their lessons. Parents get motivated to send their children to schools instead of keeping them at home to work or care for siblings. About 43 percent of children below five are not as

tall as they should be because of malnutrition. About 17 per cent of the children are too thin and 41 percent are under-weight for their age²⁷. NGOs were given the job to distribute biscuits in schools in Upazilas. The financing agreement between Bangladesh and European Union was signed on December 13, 2007. According to project document the EU's contribution to the program is 1.45 million euros equivalent to Tk. 13050 lakh. The program was intended to distribute fortified biscuits to elementary school children in the targeted schools six days a week during the school years. Under the program 75 grams of fortified biscuits will be distributed for all students in all primary schools in 10 selected Upazilas. A child's 67 percent protein requirement will be covered by this biscuit. The biscuits provide 300 kilocalories (about 15 percent of daily calorie requirement) and a range of micronutrients, contributing about 75 percent of vitamin A, zinc, folate and iron. The program will cover 617 schools in 10 Upazilas.

The percentage of the population living under the poverty line is about 31.5 percent in 2010²⁸. However, 17.6 percent of the population is still extremely poor and the country did not perform well in redressing inequality during the period as wealth remained concentrated in the hand of a few people. Around 60 million people consume less than the minimum daily recommended amount of food. Considering this, another "School Feeding Pilot Program" set up with financial assistance from the 'World Food Program (WFP)' was started in 'Gimadanga Tungipara Model Government Primary School' on September 28, 2011 and is supposed to end in June, 2014. Directorate of Primary Education, The Ministry of Primary and Mass Education (MOPME) is supposed to implement the program. According to project document the program cost is Tk. 11430 million. Under the program 75 grams of fortified biscuits will be distributed for all 2.6 million students in all Primary Schools, Community Schools and Ebtedai Madaras in 86 selected Upazilas. The objectives of the 'School Feeding Program' are: ensure hundred per cent admission, increase attendance in the class, stop dropout, help complete the cycle of primary education, increase the quality of education and fulfill the demand of protein of the students.

The Upazilas where this kind of program was going on in limited scale earlier showed significant positive results. Quality education, dissemination and health of the students have improved in these areas and students became attentive in the class. Teachers of these areas reported

²⁷ Bangladesh Demographic and Health Survey 2007.

²⁸ Household Income and Expenditure Survey, 2010.

that a significant improvement in class room behavior, less disruptive behavior, better attention and motivation and less sleepiness among children were found.

Primary Education Stipend project

In Bangladesh, up to 2003, a total of 18.0 million individuals have been provided with literacy services and national literacy rate has been up to 62% in 2004. In 2003 the Net Enrolment Rates (NER) was 81% for boys and 84% for girls²⁹. The gross primary school enrolment ratios were 94% for boys and 98% for girls in 2004. However, at least one third of those who enter primary education do not complete it. Net Enrolment in the primary level has increased, in 2011 standing at 99.47 percent which means that 99.47 percent of the children aged between 6 and 10 years are enrolled in schools. According to the government estimates in the year of 2000 there are about 40 million illiterates between 8 and 35 years old. About 6.3 million of these are working children between the age of 5 and 14, many of whom are involved in hazardous child labor. While there are more working children in rural areas, there are also 1.1 million boys and 0.4 million working girls live in urban areas.

In order to promote equity and access of underprivileged children to primary education the government introduced a five years country wide Primary Education Stipend project at a cost of Tk. 6630 million (US\$ 114 million) in 2003. It is an incentive program for primary education in Bangladesh financed by Government of Bangladesh, Primary Education Stipend Project, under which children who came from poor families are given up to Taka 100 for one child and Taka 125 for two child of a family per month if enrolled in government primary school. Primary education is five years in length in Bangladesh, starting at age 6. Communities established, managed and financed schools before independence of Bangladesh in 1971, with only partial financing by government. About 70 percent of poor children attend primary school. However, only about 40 percent of the children of very poor households enroll in school³⁰. The reasons for non-attendance are mainly financial: the parents cannot afford the direct or indirect (opportunity) costs of attendance. The families are so poor that the children must work. In part the hard to reach 10 percent are difficult to reach geographically. They live in remote or inaccessible areas, such as the Chittagong Hill Tracts or the 'chors'.

²⁹ Multiple Indicator Cluster Survey (MICS), BBS, UNICEF: 2003.

³⁰ Secondary Education Project, Asian Development Bank. 2000.

Nationalization of Primary Schools in Bangladesh

Primary schools were nationalized after independence. As a result about half of the schools are currently managed by government. The government finances all expenses in government schools and 80 percent of the teacher salaries in non-government registered schools, on the basis of school registration and eligibility criteria. The government also makes grants to non-government schools for the repair of school buildings, which is decided based on a checklist of eligible criteria. Student in both Government and Non-government registered schools receive free textbooks. Bangladesh by 2020 should have achieved a strong system of basic education with virtually all children enrolled and completing primary education with at least minimum levels of competency directly related to life skills. Primary education for poorer groups would be supported by targeted preschool education addressing nutritional and health concerns. Malnutrition is very common among the children under 5 in Bangladesh, more than 25 percent of whom are stunted. For those previously bypassed by the formal system, a variety of non-formal programs would be available that combine literacy with life and income generating skills.

Conclusion

A large disparity exists between male and female literacy rates. Male adult literacy rate (15+) is 56%, whereas female adult literacy rate is merely 43%. Working children remain one of the main groups excluded from formal education. In urban slums, the net enrolment rate is significantly lower than rural areas, i.e. around 60%, and more than 30% of school-aged children in urban slums have never enrolled in any schools. It may sound strange that about 38 percent families of the country don't have a single literate person although the present literacy rate ranges about 42 to 62 percent³¹. In Bangladesh primary education as basic education has been extended to eight years in the 'Education Policy of Bangladesh 2010'. The 'Education Policy of Bangladesh 2010' adopted by the parliament on December 7, 2010 proposed free, compulsory education up to class VIII, instead of up to class V, and introducing one year preprimary education for children who have reached five years of age. The extension of primary education is believed to be contributing much in accelerating literacy rate in the country. According to the policy after completion of grade five of primary education the students will have to take course on vocational education and information

³¹ News Today (The National Daily Newspaper of Bangladesh), dated February 5, 2011.

technology. On completion of the primary level, the students can get admitted in the vocational and technical education and can pursue their higher education on technical and vocational subjects. However, extending primary level to class VIII would be a massive challenge for the government, as it requires an extensive amount of time, fund and effort. Developing school structures for the necessary extension would be colossal job. The government will have to take a pragmatic step here. However, this sector, which is crucially important to industrial growth and national development, needs to be restructured in line with the global technological advancement as it has been neglected for long.

Bangladesh's rank was 11th in terms of complete basic education, 5th in terms of state action for Education for All (EFA) programs, 6th in terms of quality inputs, 10th in terms of gender equality and 10th in terms of overall equity among the 14 developing countries from Asia Pacific in 2010-11. Bangladesh ranked 105th position in Education Development Index (EDI, value of 0.663) out of 121 countries³². Actual EDI value decreased from 0.692 in 2005 to 0.663 in 2006, indicating sliding back in EDI during last one year. It ranked 83rd in total primary NER (Net Enrollment Rate) 116th in adult literacy, 102nd in Gender related EFA index and 116th in survival rate to grade V. Specific segments of the population, particularly within the poor, ethnic groups and in remote locations, still have to struggle for access. Progress has been slower than what would be required to achieve universal access and completion as well improved school quality. Despite efforts to achieve EFA goals, progress rates remain seriously short of those needs to reach the targets identified by 2015. The common barriers to attain EFA goals are from both supply side and demand side. From demand side, poverty is the major hindrance in sending children to school. The majority of these included children are either living in isolated rural communities, disaster prone areas and are in all likelihood, homeless, child laborer or from marginalized ethnic minorities or from urban slums or specially challenged children. First these families cannot afford to pay school tuition. Major expenditure items incurred by families are private tuition, pen and paper, Tiffin, dress, evening lighting, cost of books, examination fees, transport cost etc. Yet hidden costs can reach up to about Taka 1000 per year.

The government is going to launch quite an ambitious plan of introducing multimedia in classrooms in all primary schools by 2015, according to the state minister for primary and mass education Md

³² The New Nation (The Daily National News Paper of Bangladesh), May 22, 2011.

Motahar Hossain. A report in the Metropolis page of yesterday's daily sun mentions that to implement the project one teacher from each school will be provided training. One thousand teachers have already been provided training. The minister further said that a laptop and multimedia projector will be provided for two schools in every upazila this year. Ten thousand more schools will be brought under this project next year and all schools will be covered under multimedia facilities by 2015.

Keeping in view the needs of the time we cannot call the project unrealistic but it is certainly very challenging. Since education is a relatively successful area of performance of the present government (universal primary enrolment and gender balance, high rate of success in SSC, timely supply of textbooks, end to mass copying in public exams, reduced 'session jam' in public universities, ban on private tuition by teachers etc) we may hope that as regards multimedia also some decisive progress will be made. Set against the moderate achievements in primary education, there are some negative phenomena which will not be easy to address. About one-third of the 65,000 villages had no primary school to start with. This gap is being met by nationalizing non-government primary schools. And many primary schools even do not possess proper building and toilet, table and benches and blackboard, let alone such indispensable tools as map, globe and teaching aids. Therefore priority has to be determined very carefully. Some eye-catching projects to the neglect of fulfillment of the basic needs cannot be called real progress. Also, school feeding programme should be taken up to prevent dropout. In many rural projects the computer has been misused. The laptop to be supplied must be put to real purpose instead of being used only in playing video games³³.

At the primary level of madrasah stream offers 5 years of Ibtidaia, which is quite close to mainstream primary education. The word 'Madrasah' means a place where 'darse' or lessons are given, literally a school. Madrassas gradually became a place exclusively of religious education. Aliya Madrasahs functioned under the control of the Madrassa Board and followed Government approved syllabus. There were also few thousand Deobandi madrasah known as Quomi Madrasahs which were unregistered and unregulated. By 2008, there were more than 9000 Aliya Madrasahs in the country and more than 3.5 million students are enrolled in these institutions. Since the early 1980s, there had been a sharp increase in numbers of Aliya and Quomi Madrasahs in the country. Between 2000 to 2008, while the number of Primary school students fell

³³ Daily Sun, National Daily News paper of Bangladesh, May 29, 2013

from 17.6 million to 16.0 million and the secondary school students fell from 7.64 million to 6.8 million, the number of Aliya madrasahs students went up from 1.2 million to 1.7 million. According to suggestion of Education Policy 2010, restructuring Ibtidaia education to bring it in conformity with the 8 year uniform primary education, put greater emphasis on Bangla, English, Mathematics, social Sciences and Environment.

Secondary Education in Bangladesh

The Ministry of Education (MOE) is responsible for secondary and higher education: it also looks after the Madrasah (Islamic) and other formal religious streams of education. The secondary levels of education are controlled by the six General Education Boards, each covering a region. The boards' headquarters are located in Barisal, Comilla, Chittagong, Dhaka, Jessore, Rajshahi, Dinajpur and Sylhet. In addition, the Madrasah Education Board covers religious education in government-registered Madrasahs, and the Technical Education Board controls technical and vocational training in the secondary level. Seven region-based Boards of Intermediate and Secondary Education (BISE) are responsible for conducting the two public examinations, SSC and HSC, in addition to granting recognition to non-government secondary schools. A private Qaomi Madrasah Board has been set up, which prepares curricula and syllabi of Qaomi madrasahs, conducts examination and awards certificates and degrees. Religious education systems also exist for the Buddhists, Christians and Hindus. Sanskrit and Pali Board, with the Directorate General of the Directorate of Secondary and Higher Education, covering the tols (schools for teaching Sanskrit), choupathies and colleges, which admit students with SSC to a three years course. Buddhist religious education is offered in Buddhists religious language Pali. It follows a three years course as in Sanskrit. The Sanskrit tols graduates get the title "Teertha" while the Buddhist tol graduates get the title "Bisharad". The Christian religious education is offered in bible schools and intermediate seminaries to SSC pass students are admitted in major seminaries and theological colleges, managed by Church bodies of different denominations, the theological colleges offer Bachelor and Master's degrees to successful candidates³⁴.

At the school level, in the case of non-government secondary schools, School Management Committees (SMC), and at the intermediate college level, in the case of non-government colleges, Governing Bodies (GB), formed as per government directives, are responsible for mobilizing

³⁴ BANBEIS, 1999.

resources, approving budgets, controlling expenditures, and appointing and disciplining staff. While teachers of non-government secondary schools are recruited by concerned SMCs observing relevant government rules, teachers of government secondary schools are recruited centrally by the DSHE through a competitive examination. In government secondary schools, there is not an SMC. The headmaster is solely responsible for running the school and is supervised by the deputy director of the respective zone. Parent Teachers Associations (PTAs), however, exist to ensure a better teaching and learning environment.

Most Secondary Schools are non-government institutions. About 9 out of 10 secondary education institutions belong to the private sector. They are, according to the law, not-for-profit institutions with a school management committee overseeing the administration of school. Government representatives are in the school management committees. Bangladesh has an extraordinarily high percentage of students enrolled in non-government schools, including 85 percent at lower secondary level, 83 percent at secondary level, and 62 percent at higher secondary. They have some strengths and pockets of achievement but the abyss between schools with everything and schools with nothing is pronounced between urban and rural areas. Government subvention usually as Monthly Pay Order (MPO) is not connected to performance and inspection by the relevant directorate which is perfunctory. Since August 2006, all teachers and staff of most of the non-government educational institutions have been getting 100 percent salary from the public exchequer. In Bangladesh, most of the educational institutions are established by private initiative and later, the government started paying salaries from the exchequer, in the form of Monthly Pay Order (MPO) only if institution applied for such support. The private sector manages the English Medium Schools.

There are about 27.7 million adolescents aged 10-19 years in the country, making up one fifth of the total population. The net secondary school enrolment ratios are 42% for male and 47% for female. The gross secondary school enrolment ratios are 45% for male and 50% for female in 2004³⁵. In 1997 in Bangladesh, 44% of the age group 11-13 was enrolled in lower secondary education, 27 percent of the age group 14-15 was enrolled in secondary and 16% of the age group 16-17 was enrolled in higher secondary level of education. Data reveals that only 52% of primary school children complete that level. Out of these only 44% enroll

³⁵ UNESCO Institute for Statistics.

in secondary schools and less than 50% of those then complete secondary education³⁶. It is an imperative of the time to introduce the 'School Feeding Program' in the secondary level institutions as well. The authorities concerned should take pragmatic initiatives to introduce 'School Feeding Program' in the secondary level schools along with the primary schools. The students of secondary level have to remain in the classroom for long with empty stomach. Their growing age needs adequate food which many cannot afford. To make their classroom an attractive place school feeding activity along with fruitful and participatory works can play a vital role.

Students are divided into various 'streams' or specializations in secondary education. The National Education Policy 2010 advised merging of secondary level with the higher secondary education. The Secondary Education level would be from class IX to XII. The choices in grades IX-X are science, social science and vocational. In 1997, 37 percent of the secondary students were enrolled in the science stream, including 47 percent of the boys and 26 percent of the girls. At the upper secondary level (Grades XI-XII) students must choose between sciences, humanities and commerce. In 1997, 21 percent of the candidates for HSC were in the science stream, more than 50 percent were in humanities and the rest were in commerce³⁷. A total about 1.51 million students had registered to take the country's first-ever Junior School Certificate and Junior Dakhil Certificate examination held on November 4-22, 2010. Of them about 1.4 million students set the tests while as many as about 0.114 million avoided the terminal examinations. The public examination, for the Secondary School Certificate (SSC), is given at the end of Grade X. The SSC is a pre-requisite for admission to Higher Secondary (Grades XI-XII). At the end of grade XII a further public examination takes place for the Higher Secondary Certificate (HSC). The HSC pass is mandatory for admission to degree programs as well as appointment to secretarial positions in government services³⁸. The policy sets the aim of this level education is to make the students capable of participating in the job market as efficient people. Aliya Madrassas offer Dakhil and Alim degrees after 10 and 12 years of education. These degrees are equivalent to, but not really equal to Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) respectively. The SSC and HSC examinations, imperfect as they are, do provide a proxy measure for

³⁶ World Bank, Bangladesh, 2010.

³⁷ BANBEIS, 1998, Section 1, Table 7, Section X, Table 23.

³⁸ Government of the People's Republic of Bangladesh, et. al., Secondary Education in Bangladesh: A Subsector Study, December 1992, p. 9.

quality of educational outcomes. The SSC and HSC examinations are nationwide, standardized and accepted by tradition. Multiple streams of education in Bangladesh reflect the economic and opportunity divide, an undesirable situation in our nation building efforts. The need to reform Madrasa education, especially the Quomi stream, is long overdue. The total number of candidates for HSC and equivalent exams was about 0.78 million in 2011 under the ten education boards including Madrasa and Technical Education Boards. Of the total examinees, approximately 0.43 million are male and 0.35 million female. The number of examinees was approximately 0.63 million in eight general education boards, about 0.08 million in Madrasa Education Board and approximately 0.07 million under Technical Education Board.

According to statistics available with the Education Boards, the number of students studying science subjects in the secondary and higher secondary courses have been declining for the last two decades. In the Secondary School Certificate (SSC) examination of 1990, the percentage of science examinees was 42.21, which dropped to 22.32 percent in 2010. The percentage of science examinees was 28.13 in the Higher Secondary Certificate examinations of 1990 and it decreased to 18.14 percent in 2010³⁹. The dropout rate at SSC level has come down to less than 20 percent in 2012 from 42 percent in 2009. However, the rate is not yet satisfactory as several lakh students still dropout every year at this level.

The administration of secondary education is highly centralized. The Directorate of Secondary and Higher Education (DSHE) in the Ministry of Education is responsible for implementing government policy in secondary education. It is responsible for control of 13800 secondary schools (including junior secondary), 900 intermediate colleges and intermediate sections in almost 800 degree colleges. Another key national structure is the network of Boards of Intermediate and Secondary Education (BISEs). Five geographically based Boards exist as well as a separate Madrasah Boards of Intermediate and Secondary Education (BISEs). Boards of Intermediate and Secondary Education (BISEs) are responsible for two important functions in secondary education: (1) accreditation of non-government secondary institutions; and (2) administration of the SSC and HSC examinations. In terms of examinations, the BISEs oversee the preparation, printing, distribution and administration of examination papers through Thana/Upazila centers. Subsequent to testing the BISEs organize the marking of papers, process

³⁹ Official Statistics, 2010 & 2012. Secondary and Higher Secondary Education Board, Dhaka, Bangladesh.

the results and produce the certificates. BISEs are autonomous, self-regulating and are completely self-financed from fee income.

Some Existing (in 2013) Secondary Education Programs in Bangladesh

Various donor funded stipend and school improvement programs have helped this sub-sector. Secondary education in Bangladesh has benefited from several external assistance projects. The Asian Development Bank has been the main supporter.

‘Secondary Science Education Sector Project (SSESP)’

Between 1985 and 1990 that established ‘science development centers’ for in-service teacher training. Ranking secondary schools on the basis of public examination results has been done for the first time in 2011 in Bangladesh by the Directorate of Secondary and Higher Education (DSHE) at the behest of the Ministry of Education. The planning wing of DSHE through the financial support of ‘Secondary Education Sector Development Project’ has done the ranking where ‘A’ category schools obtained 90-100 percent marks, ‘B’ 80-89.9, ‘C’ 70-79.9, ‘D’ category schools are considered weak which have got 50-69.9 percent marks. ‘E’ category obtained 20-49.9 percent marks and they are identified as non-functional or extremely poor performing schools. According to this ranking the number of ‘A’ category schools in the country is two thousand 455 and 14 percent of the total school, ‘B’ category eight thousand 897 (50 percent), ‘C’ category four thousand 789 (27 percent), ‘D’ category one thousand 619 (8 percent). One thousand 53 schools showing one percent are ‘E’ category i.e. non-functional or extremely poor performing schools. Madarasa has not been included in the first year, only schools were considered. Seven criteria were set to rank the schools. They are (i) teachers teaching and students learning environment of the school; (ii) the leadership quality of the institutional heads; (iii) activities and role of School Managing Committee (SMC) in the school affairs; (iv) professionalism of teaches; (v) students success in the public examinations; (vi) co-curricular activities of the school; (vii) relation of schools with community and guardians. The information was collected on 45 issues and then was analyzed. Through this ranking the activities of the school will be pictured and the poor performing schools will directly receive appreciation or warning, if necessary.

Secondary Education Sector Development Project (SESDP)

Duration: 01/01/2007-30/06/2013 Total Allocation: 79333.00 Lakh ADB, GOB

Secondary Education Sector Development Project (SESDP) is being implemented as a continuation and follow up of SESIP which commenced in January, 2007 with a number of sub-sector improvement activities such as strengthening accountability in secondary education management by Policy Support and Project Monitoring and Quality Assurance Unit (PMQAU), Human Resource Management (HRM), enhancing quality of secondary and higher secondary education by reforming the assessment and examinations system and improving equity of access to secondary and higher education which includes establishment of new Madrasahs and modernization of education by piloting ICT in secondary level.

The ADB's 'Secondary Education Development Project (SEDP)' supported curriculum reform, teacher training and instructional materials from 1994-99. The 'Higher Secondary Education Project (HSEP)' provided support for curriculum and textbook development, teacher training and management improvement for intermediate colleges between 1992 and 1998.

Both the ADB and World Bank have been financing a 'Female Stipend Program (FSP)' to increase participation of the girls in secondary education. Approximately three million females have received the stipends in grades VI-X.

Higher Secondary Female Stipend Project (Phase-4)

Duration: 01/07/2009-30/06/2014, Total Allocation: 58875.39 Lakh, GOB

To encourage SSC pass Female students from poor families (40% of the total enrolled Female students) to continue their study in Higher Secondary Level (Grades 11 and 12) by providing financial incentives in the form of stipend and allowances and thus bringing the rate of net/gross female enrollment from 43 to 50 percent during the project period (July/08-June/11).

The main objective of the project is to encourage the female students to study science in HSC and in the tertiary levels by providing them stipend, book allowances and examination fees at an enhanced rate.

To reduce the rate of dropouts of the female students who come from poor families and to reduce population growth rate by keeping girl students unmarried upto HSC final examination by providing stipend and other allowances.

Secondary Education Stipend Project (SESP)

Duration: 01/07/2009-30/06/2012, Total Allocation: 68793.00 Lakh

To increase the enrollment of boys' and girls' in Secondary level institutions through continued financial assistance with the aim of expanding boys' and girls' education. The main objectives of the project are to improve the quality of secondary education. To reduce population growth by motivating the stipend recipient (boys and girls) to refrain from marriage till the completion of Secondary School Certificate Examination/Dakhil Examination. To increase involvement of men and women in socio-economic development activities. To increase self-employment to alleviate poverty. To render special assistances for disabled learners. To establish Upazila Secondary Education offices for three newly included Upazila and strengthen 305 selected Upazila Secondary Education offices with official equipment and accessories.

Promote

The European Union financed project was PROMOTE, the Program for Motivation, Training and Employment of Female Teachers. The Asian Development Bank (ADB) approved a project in secondary education with a loan of US\$60 million that seeks improvement focused on sub-sector management, examination, assessments, textbooks and local supervision.

'Secondary Education Quality and Access Enhancement Project (SEQAEP)'

Duration: 01/07/2008- 30/06/2014, Total Allocation: 118177.00 Lakh, IDA.

The objectives of the project are: To improve the quality of education particularly, the teaching learning process at the secondary level (grades 6-10). To ensure equitable access by providing subvention against tuition fees, stipends and incentives for the poor students at the rural areas and proper conduction of smooth schooling. To strengthen the capacity of school management, monitor and assess teaching learning outcomes within the scheduled period. To reduce the rate of drop-outs at the secondary level by providing incentives and simultaneously making aware the parents and community people and to provide facilities for ensuring supply of safe drinking water and sanitation facilities etc.

Initiated in 2008, with support from the World Bank, 'Secondary Education Quality and Access Enhancement Project (SEQAEP)' aims to provide 'stipends and tuition support' to boys and girls from poor disadvantaged families in 122 Upazilas. The objectives of the Secondary Education Quality and Access Enhancement Project (SEQAEP) for Bangladesh are to improve the quality of secondary education,

systematically monitor learning outcomes, and to increase access and equity in project upazilas. SEQAEP Project, with International Development Association (IDA) financing support of US\$130.7 million, is implemented by Government of Bangladesh in 122 upazilas (sub-districts) of the country. Approved in July 2008, the project became effective in September, 2008 and has a closing date of June 30, 2014. SEQAEP has made significant physical and financial progress since the project was launched in 2008. Of the six Key Performance Indicators (KPIs), the end of project targets set for two KPIs have already been surpassed, three are on pace to be achieved by the end of the project, and the one on monitoring of learning assessment is yet to take place. A Mid-Term Review (MTR) - carried out in July, 2011 - noted that despite very good physical and financial progress, the overall implementation progress is downgraded to moderately unsatisfactory because a number of critical issues in project management, procurement and financial management are yet to be addressed satisfactorily. The project covers about 6,700 secondary education institutions in these Upazilas. Up to September, 2011 about 0.846 million students have already received tuition support under this project. The World Bank has committed US\$ 130 million for the project. The project will end in 2014. To improve academic performance, the project also provides incentive awards to students, teachers and schools and extends support to students in English and Mathematics. So far 90 thousand students received awards for best performance in classes VI to IX. Another 97 thousand stipend and tuition recipient students also received awards for good performance in SSC examination. Eight thousand teachers have been trained in English and Mathematics. Fifteen hundred institutions are now offering additional classes on English and Mathematics to their students. 'Bishwa Sahitya Kendra' is implementing a 'Reading Habit Program' in 2500 institutions under this project and around 0.253 million children are participating in the program. The program will soon expand to 4500 institutions in project Upazilas. The project also aims to provide water and sanitation facilities in schools and strengthen the management and accountability systems of the institutions. Almost all SEQAEP institutions have established Parent Teacher Association (PTA). Fifty thousand PTA members have received orientation training.

Teachers Quality Improvement in Secondary Education project (TQI-SEP).

Duration: 01/07/2005-30/06/2012, Total Allocation: 64471.00 Lakh, GOB, CIDA & ADB

To help the Government establish a Non-Government Teacher Registration and Certification Authority and a Teacher Education Authority for the registration, accreditation and deployment of qualified and competent teachers in non-government secondary schools. To help the Government in managing and coordinating secondary teachers' training nation-wide and thereby enhance the quality of secondary education. To help to establish an integrated national secondary teacher's training network and improve the teacher's training system and thereby contribute to the quality of teaching learning at secondary level. To provide the scope of initial and in-service teacher's training for the teachers serving in government and non-government secondary schools and thereby enhance their professional competency. To increase training access in the under-served and disadvantaged areas and thereby ensure quality teaching. To build upon an appropriate integrated system for linking the Ministry of Education with its stakeholder institutes to raise awareness about their roles and responsibilities and thereby contribute towards educational quality.

Transformation of Existing Non-government Schools in Selected 306 upazila Headquarters

Duration: 01/01/2009-31/12/2013, Total Allocation: 46577.00 Lakh

Transformation of Non-government Secondary Schools into Upazila Model Schools in Selected Upazila Headquarters where there is no government schools. Improvement of educational quality of these selected non-government schools through developing/creating physical facilities (repair, renovation, extension etc.) and teaching learning aids/opportunities (computer/language labs, science lab rotary, library facility, recruitment of additional teachers and subject-wise teacher training etc.). Enhancement of school Management capacity of the non-government schools through training of the SMC members and Head/Assistant Headmasters. Minimization of the existing wide urban rural differences with respect to educational quality as well as school management capability through demonstration and dissemination of the improved educational management systems to be developed at these selected transformed Model Schools within the entire Upazila through training/workshops/exchange of views among different stakeholders.

Development of Post-Graduate Government Colleges at the District Headquarters for Improving Quality of Education

Duration of the project: 01/08/2010-31/12/2013, Total Allocation: Tk. 65500.00 Lakh, GOB

To provide enhanced physical facilities and learning materials to cope with the increased students of the eminent govt. postgraduate colleges at the district headquarters. To provide training for teachers of all courses taught for updating knowledge and enhancing the skill of teachers on the revised curriculum and syllabi under the National University. To improve overall quality of education at the Honors and Post-graduate teaching in the Government Colleges. Construction of academic-cum examination hall for conducting examination without suspending classes and enhancement of physical facilities and logistics support to facilitate quality education.

Establishment of 11 Secondary Schools and 6 Colleges (Government) in Dhaka Metropolitan City

01/07/2010-30/06/2014, Total allocation: 43500.00 Lakh, GOB

To create enough room for enrollment of the increased students at the Secondary and College level in the Dhaka metropolitan city. To provide enhanced physical/infrastructural facilities along with learning materials to cope with the present need of the students in the Dhaka city. To meet the demand of quality education for the increasingly growing population of the Dhaka city. To improve educational outputs in terms of quantity as a whole in the Dhaka city.

ICT for Education in Secondary and Higher Secondary Level Project

Duration: 01/01/2011-31/12/2012, Total Allocation: 30565.34 (Lac BDT) GOB

To build a nation powered by technology, fuelled by information and driven by knowledge. To educate all students of junior Secondary & Higher Secondary Education level with ICT education. To educate and prepare the students of Secondary level with ICT education and increase their access in this field for higher education. To make classroom teaching more attractive. To mitigate digital divide between the rural and urban students.

Establishment of Foreign Language Training Centre (FLTC)

Duration: 01/01/2004-31/12/2010 Total Allocation: Tk. 1940.00 Lakh, GOB

This project is being implemented with a view to developing communicative foreign language skills among job seekers and labourers going to the Middle-East and English speaking countries so that they are able to compete in the global job markets as skilled

professionals and contribute to the government's foreign remittance earnings. The languages include English, Arabic, Korean, Malay, Chinese, French, Japanese, etc. Presently, English and Arabic courses are being offered at the 10 (Ten) centers of the project. The training is open to all having passed SSC or equivalent examination. The project provides training through Lab-based Communicative approach for trainees to develop their communicative language skills. It operates through its language training centers established at 6 Divisional Headquarters and at 4 Districts.

Policy Advisory Technical Assistance to Develop and Implementation Strategy of the National Education Policy with emphasis on Secondary Education Sector

Duration: 01-05-2011-31-11-2011, Total Allocation: Tk. 486.45 Lakh
GOB

The main objective of the project is to develop an implementation Strategy of the National Education Policy in a consultative process with all stakeholders, including a roadmap to a more sector-wide approach.

Higher Education in Bangladesh

The history of modern higher education in Bangladesh may be traced back to the establishment of Dhaka University in 1921. The establishment of Dhaka University was considered an impartial concession made in appease the adverse feelings of the Muslim middle class of East Bengal following the annulment of the partition of Bengal in 1911, which resulted from the movement of protest led by the more privileged Hindu community. Quite a few post secondary schools and colleges existed before the establishment of Dhaka University. However, entry and education in these schools and colleges were often limited to middle class or the upper middle class children while children from lower income classes' backgrounds often could not enter the educational institutions imparting even basic primary education. Parents and guardians either could not afford to send their children to school or thought it wiser to engage their children in helping them in their profession, mostly as agricultural labors. Practically all schools were established by the wealthy 'Zemindars' (the land owners) and were founded on religious practices. Lessons on the matters relating to the religious belief mostly Hinduism and Islam were given priority. Towards the beginning of the nineteenth century the Jesuit Priests also played a very important role in the transformation of the education system in then India as well as in Bangladesh. Schools established by Christian missions

started to emerge in different parts of then Indian subcontinent. Initially they catered to the education needs of Christian converts, where teaching of the Bible was given a priority. Before establishment of Calcutta University there were a few intermediate colleges in East Bengal. Later most of such colleges were upgraded as degree colleges and affiliated with Calcutta University viz. Chittagong College in 1869, BM College in Barisal in 1884, Sylhet MC College in 1892. A survey done on HSC graduates in 1993 found that about seven of ten graduates entered higher education and about 30 percent entered the labour market. Rampant nationalization of non-Government colleges in the 1980s led to a drastic deterioration of standards. This trend continued when in 1993 and 1994, 180 and 190 degree colleges were 'recognized' by the Government of Bangladesh. Overall enrolment catapulted and now non-government colleges' make-up 70% of all degree colleges and over 60% enrolments in higher education. This increase was accomplished without provision of trained faculty, appropriate management and adequate facilities. There are as many as 76 private Universities as opposed to 35 Public Universities at the year of 2013.

According to UNESCO –Higher education includes all types of studies, training, or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities.

The graduates of world class universities can provide the most important ingredients of development, namely required knowledge, skills, leadership, innovation and changes. Economic development is synonymous with knowledge economy.

Higher education is one of the three major components of the total education system, the other two being primary and secondary. The quality of education imparted at primary and secondary schools depends on the quality of education and training the teachers of primary and secondary schools receive at the tertiary level. If these teachers are not well educated and trained most of the children do not attain the target level literacy. The weaker students who come from the primary schools continue to remain weaker at the secondary level as well. Expecting a smaller percentage, the weaker students continue up to the college and university level and get their degrees.

The first UNESCO world conference on higher education was held in 1998, the decade on Education for Sustainable Development (ESD) was declared by the United Nations in March 2005. The 2009 world

conference on higher education reaffirmed the role of higher education in meeting global challenge on Sustainable Developments. The 2014 the World Conference on ESD will be held in Japan in November to mark the end of the decade of ESD and to celebrate its achievements and launch future ESD activities.

The public universities of Bangladesh:

1. University of Dhaka (DU)
2. Rajshahi University (RU)
3. Bangladesh Agricultural University (BAU), Mymensingh
4. Bangladesh University of Engineering and Technology (BUET)
5. Chittagong University (CU)
6. Chittagong University of Engineering and Technology (CUET)
7. Comilla University (CmU)
8. Dhaka University of Engineering and Technology (DUET)
9. Jahangirnagar University (JU), Dhaka
10. Khulna University of Engineering and Technology (KUET)
11. Islamic University (IU), Kustia
12. Shahjalal University of Science & Technology (SUST), Sylhet
13. Khulna University (KU)
14. National University (NU), Gazipur
15. Bangladesh Open University (BOU), Gazipur
16. Bangabandhu Sheikh Muzibur Rahman Agricultural University (BSMRAU), Gazipur
17. Bangabandhu Sheikh Mujibur Medical University (BSMMU), Dhaka
18. Sher-e-Bangla Agricultural University (SBAU), Dhaka
19. Patuakhali Science and Technology University (PSTU), Patuakhali
20. Rajshahi University of Engineering and Technology (RUET)
21. Hajee Mohammad Danesh Science and Technology University (HSTU), Dinajpur
22. Mawlana Bhasani Science and Technology University (MBSTU), Tangail
23. Begum Rokeya University (BRU), Rangpur
24. Sylhet Agricultural University (SAU),
25. Jagannath University (JnU), Dhaka

26. Noakhali Science and Technology University (NSTU)
27. Jatiya Kabi Kazi Nazrul Islam University (JKKNIU), Trishal, Mymensingh.
28. Jessore Science and Technology University (JSTU)
29. Chittagong Veterinary & Animal Science University (CVASU), Chittagong.
30. University of Textile Technology, Dhaka
31. Barisal University
32. Gopalganj Science and Technology University (GSTU)
33. Pabna Science and Technology University (PSTU)
34. Leather Technology University, Dhaka, Bangladesh
35. Bangladesh University of Professional (BUP).

The private universities of Bangladesh:

1. Ahsanullah University of Science and Technology, 2. America Bangladesh University*, 3. American International University Bangladesh, 4. ASA University Bangladesh, 5. Asian University of Bangladesh, 6. Atish Dipankar University of Science & Technology, 7. Bangladesh Islami University, 8. Bangladesh University, 9. Bangladesh University of Business & Technology (BUBT), 10. Bangladesh University of Health Science, 11. BGC Trust University Bangladesh, 12. Chittagong BGMEA University of Fashion & Technology, 13. BRAC University, 14. Britannia University, 15. Central Women's University, 16. Chittagong Independent University (CIU), 17. City University, 18. Daffodil International University, 19. Darul Ihsan University** 20. Dhaka International University, 21. East Delta University, Chittagong, 22. East West University, 23. Eastern University, 24. European University of Bangladesh, 25. Exim Bank Agricultural University, Bangladesh, 26. Far East International University, 27. Feni University, 28. First Capital University of the Bangladesh, 29. Gono Bishwabidyalay, 30. Green University of Bangladesh, 31. Hamdard University Bangladesh, 32. IBAIS University, 33. Independent University, 34. Bangladesh International Islamic University, Chittagong, 35. International University of Business Agriculture & Technology, 36. Ishakha International University, 37. Khwaja Yunus Ali University, 38. Leading University, Sylhet, 39. Manarat International University, 40. Metropolitan University, Sylhet, 41. North Bengal International University, 42. North East University, Bangladesh, 43. North South University, 44. North Western University, Khulna, 45. Northern

University Bangladesh, 46. Port City International University, 47. Premier University, Chittagong, 48. Presidency University, 49. Prime University^{***}, 50. Primeasia University, 51. Queens University*, 52. Rajshahi Science & Technology University (RSTU), 53. Ranoda Prashad Shaha University, 54. Royal University of Dhaka, 55. Shanto Mariam University of Creative Technology, 56. Sheikh Fazilatunnesa Mujib University, 57. Sonargaon University, 58. Southeast University, 59. Southern University of Bangladesh, Chittagong, 60. Stamford University, Bangladesh, 61. State University Of Bangladesh, 62. Sylhet International University, Sylhet, 63. The Millennium University, 64. The Peoples University of Bangladesh, 65. The University of Asia Pacific, 66. United International University, 67. University of Development Alternative, 68. University of Information Technology & Sciences, 69. University of Liberal Arts, Bangladesh, 70. University of Science & Technology, Chittagong, 71. University of South Asia, 72. Uttara University, 73. Varendra University, 74. Victoria University of Bangladesh, 75. World University of Bangladesh, 76. Z.H Sikder Univfrsity of Science & Technology.

The government is attaching importance to achieving higher educational results by improving teaching skills and focusing on quality education. Unrest at some different public and private universities continued in the last few years with clashes between associate bodies of the ruling and opposition parties and intra-party conflicts. However, ensuring quality education still remains a big challenge for the government and to do so more budgetary allocation would be required.

Existing Program of Higher Education in Bangladesh

Higher Education Quality Enhancement Project (HEQEP)

The World Bank approved a US\$81 million interest-free IDA credit to Bangladesh, designed to improve the quality and relevance of teaching and research in the country's higher education institutions.

The Higher Education Quality Enhancement Project will support both innovation and accountability within universities and enhance the technical and institutional capacity of the higher education sector.

Bangladesh's achievements in the education sector are many. Gross primary school enrolment rate is around 90 percent, and secondary school enrolment has more than doubled since independence. Gender parity has been achieved at both levels. However, similar progress has not been realized at the higher education level. Bangladesh's tertiary enrollment rate is one of the lowest in the world at 6 percent and the sub-sector faces

significant challenges when it comes to funding, quality, governance, and management.

“Higher education is vitally important to energize Bangladesh’s economy and to boost its investment climate,” said Xian Zhu, World Bank Country Director for Bangladesh. “This project will fund activities which can bring rapid and visible benefits to the academic community, and help more Bangladeshi youth enroll in universities.”

The project’s main component is to establish conditions that will stimulate teaching, improve learning, and boost research in universities, and introduce an efficient instrument for the allocation of public funds to universities with an emphasis on innovation and accountability.

“The project will help establish a mechanism – the Academic Innovation Fund (AIF) - that will allocate resources based on performance,” said Yoko Nagashima, World Bank task team leader for the project. “The project’s goal is to reward universities that demonstrate vision, innovation, and discipline. AIF resources will be made available as a grant for all eligible public and private universities on a competitive basis.”

The project also aims to integrate Bangladesh’s universities in the globalized world of knowledge. In this regard, the project will establish a Bangladesh Research and Education Network (BdREN), a high performance Information and Communications Technologies (ICT) network providing connectivity among education and research institutions in both public and private sectors to enable academics, scientists, and researchers to communicate with their peers within the country and globally.

The credit from the International Development Association (IDA), the World Bank’s concessionary arm, has 40 years to maturity with a 10-year grace period; it carries a service charge of 0.75 percent

In 2010 the Ministry of Education, Government of Bangladesh, with the assistance of the World Bank has undertaken, through the University Grants Commission of Bangladesh, a “Higher Education Quality Enhancement Project” to improve the quality of teaching, learning and research capabilities of higher education institutions of the country. The main objective of the Higher Education Quality Enhancement Project for Bangladesh is to improve the quality and relevance of the teaching and research environment in higher education institutions through encouraging both innovation and accountability within universities and by enhancing the technical and institutional capacity of the higher

education sector. The restructuring comprises the following elements: revision of the results framework and monitoring, simplification of project design by streamlining components and dropping some activities, reallocation of credit in line with the above changes, and extension of the credit closing date. The closing date of the project will be extended from December 31, 2013 to October 31, 2015. The extension is needed for the following reasons: it will allow the implementation and completion of 110 second round sub-projects which have the closing date beyond the current project closing date; and it will allow to fully implement the Bangladesh Research and Education Network (BdREN) whose execution has taken longer than initially envisaged owing to the fact that this is the first time that all universities located in different regions of Bangladesh are being brought under a single high performance nationwide network. This will be the first extension of the project. Activities involving the promotion of academic innovation, the building of institutional capacity of the universities and the raising of connectivity capacity in the higher education sector are considered to be critical for universities in Bangladesh for initiating positive impacts on developments.

Project At-A-Glance

Revised Development Project Proposal

Brief Description of the main Features of Revision with Justification:

The “Higher Education Quality Enhancement Project (HEQEP)” was approved on 23/10/2008 in the ECNEC meeting. Administrative approval was issued from MoE on 13/01/2009. The date of commencement of the project was laid down on 01/01/2009 in the approved DPP and RDPP. But, practically it started on May 14, 2009 after getting clearance from the World Bank. The first withdrawal application was submitted to IDA (HEQEP-001) on July 13, 2009 and first installment was received from IDA on July 29, 2009. The project implementation progress was initially delayed for some administrative reasons and at the end of financial year 2009-2010 it was found that the cumulative progress of the project was less than 1%.

From the beginning, the project has been facing problems regarding manpower and some other important issues. A few adjustments in respect of allocation in different items are found essential. For this, 1st revision of DPP was made and approved on 25/01/2011 in the ECNEC meeting. Administrative approval was issued from MoE on 26/04/2011. In 1st revision, the re-adjustment of item costing had been made and no additional cost was added for project.

Halfway through the project implementation period, an IDA team for Bangladesh on behalf of the development partner WB, and the project implementation support mission for the Project (HEQEP) carried out a Mid-Term Review (MTR) from January 8 to 26, 2012. The main objective of the review was to agree on necessary adjustments and refinements of project design, management, implementation and financing arrangements for the remaining project period; and to reach an agreement on an implementation plan for the remaining period. Prior to the WB mission, the project management unit had prepared a mid-term review report with the help of a hired consultant. The WB MTR mission discussed the recommendations of the report and finally made some recommendations for the project. In order to accommodate and meet MTR recommendations, 2nd revision of DPP was made (MTR included in RDPP-II, Page: 97-101).

An IDA team carried out the preparation mission for the proposed Additional Financing (AF) for Higher Education Quality Enhancement Project (HEQEP) during June 10 – July 2, 2013. The proposed HEQEP AF is in agreement reached with Government of Bangladesh (GOB) during the AF identification mission in April 2013 and subsequent AF request from GOB dated April 10, 2013. The mission's objectives were to: (a) assess the progress of the original project (HEQEP) and update its results framework; (b) finalize the Interim Impact Assessment Study (IIAS); (c) discuss and seek agreement with the Government and key stakeholders on the proposed activities to be financed under the AF, implementation arrangements, cost estimates, and revised results framework; (d) finalize Governance and Accountability Action Plan (GAAP) with the counterparts; (e) assess fiduciary (procurement and financial management) and safeguards (environmental and social) aspects of proposed AF; and (f) agree on the timetable for finalization of additional financing package.

However, after completing mission, the Additional Financing Preparation Mission outlined some justifications for further revision of HEQEP, which are described in the following sections:

Justification of Proposed Third Revision

The key reforms that are proposed under the project are:

- Establishing enabling conditions to enhance the quality and relevance of teaching, learning and research in universities;
- Introducing an efficient instrument (AIF) for the allocation of additional public funds to universities with an emphasis on innovation and accountability;

- Reinforcing the strategic and institutional capacity of the sector both at the central and Higher Education Institutions (HEIs) level;
- Establishing a high performance Bangladesh Research and Education Network (BdREN) and digital library which will link faculty and students of Bangladesh to the global academic community and learning resources; and
- Developing a national level Higher Education Management Information System (HEMIS) to support planning, monitoring and evaluation of the performance of the sector.
- For all these expansion and extension WB agreed to make required funding (Additional financing)

Rationale for Wb Additional Financing

Rationale: Higher education is the catalyst for economic growth and poverty reduction. One of the rationales for Bank involvement in the sector and for the original project was to build upon the success of the past decades in primary and secondary education, and to start addressing the many weaknesses plaguing higher education identified in Bangladesh's Higher Education Strategic Plan 2006-2026. Given the extreme political sensitivity of the sector, the original project took a prudent, selective, and progressive approach. The Project was viewed as the first operation of a long-term, phased program of support aimed at improving the quality and relevance of the sector.

Higher Education is an integral part of the strategy to increase transformative investment and enhance the business environment and this strategy constitutes the third pillar of Bank's FY11-14 Country Assistance Strategy. The Education Policy 2010 and Sixth Five Year Plan (2011-15) have placed emphases on creating a knowledge society through producing skilled tertiary education graduates.

Through implementation of AIF, the project has contributed to building the capacity of academics and policy makers and institutionalizing the competitive funding mechanism. Trained academics are evaluating not only the AIF proposals, but also proposals of research funds provided by other government agencies. They are also playing a vital role in formulating the policies for fund allocation. The UGC, and the Bangladesh Academy of Sciences have already revised their operations manual for the allocation of research funds and adopted proposal formats as well as evaluation methodologies of AIF. The MoE and the Ministry of Science and Technology are also expected to follow similar approach.

Another important impact of HEQEP AIF is that a large number of academics were exposed and trained on the procurement process according to the government Public Procurement Regulations (PPR) as well as the World Bank guidelines. This has created vast awareness about the accountability of spending public funds among the academia which was done mostly by officials previously.

In view of the absence of an institutional culture of self-assessment in higher education in Bangladesh, the Project has provided funds under the AIF for self-assessment for the undergraduate and post-graduate programs and at the department level in public universities on voluntary basis since 2009. A total of 26 departments in nine universities have received the funds under the first and second rounds AIF.

There also has been progress in the development of a QA mechanism at the national level led by MoE and the UGC. The UGC has formed a committee to draft the Quality Assurance and Accreditation Council of Bangladesh Act. The committee is finalizing the draft Act incorporating comments provided by the committee members, QA experts and other stakeholders.

In terms of enhanced connectivity, Bangladesh has become a member of the Trans Eurasia Information Network (TEIN), now administered from South Korea and termed TEIN*CC, since January 2012. BdREN has been connected to TEIN*CC. Through TEIN, Bangladeshi academia now has direct access to knowledge data base of the member countries spread over most of South Asia and Europe. Initially, the bandwidth subscribed was only 45 Mbps, but even this narrow bandwidth has been found to be useful by the academia. From January 2014, the bandwidth subscribed will be 155 Mbps. The important application of TEIN will be in sharing virtual classrooms with HEIs in other countries, including lab work like operations in medical institutes. This will be possible after BdREN network is fully established with video conferencing facilities in the HEIs of Bangladesh under the proposed AF.

These reforms deal with core governance and accountability issues which are necessary to improve the quality and relevance of higher education in Bangladesh. This project was the first Bank-supported effort to implement reforms in higher education sub-sector in Bangladesh.

The project was restructured in January 2013 to improve the likelihood of fully achieving project objectives and to enhance the sustainability of reforms introduced under the project. As part of the restructuring, the Credit Closing Date was extended for 22 months from December 31, 2013 to October 31, 2015 and the following changes were

introduced: (i) simplification of the Results Framework; (ii) streamlining selected project activities (i.e. dropping University level HEMIS and consolidating monitoring and evaluation activities); and (iii) reallocation of Credit proceeds to reflect the proposed changes.

The pace of implementation has accelerated since the restructuring and the project has fully disbursed/committed all the funds under the original IDA Credit. The rationale for the proposed AF is to build on the successful implementation of reforms under the original project mentioned above. Specifically, it will expand the successful reforms in the areas of quality enhancement of tertiary education, research and innovation, and governance and management in which the Bank has a vast and in-depth experience. For quality enhancement, the AF will support the establishment of the quality assurance mechanisms at both national and institutional levels. The AIF will continue to aim, through the distinct four windows, deepening reforms in a number of areas (i.e. improved teaching and learning, enhanced employability of graduates through market relevant research and programs, innovation through stronger university-industry linkages and commercialization of research; improved transparency and accountability in the use of public funds, and improved management and implementation of activities).

Achievements under the Original Project

The project is on track to achieve its PDO and project ratings for outcome have continued to remain Satisfactory. The pace of implementation has been rapid and the project continues to show strong evidence of progress against outcomes and intermediate outcome indicators, *inter alia*: (i) increased satisfaction in all key stakeholders (students, faculty, and employers), based on mid-term satisfaction surveys completed in June 2013 (see para 10 below for details); (ii) accelerated fund utilization by the sub-projects under the AIF resulting from increased on-time technical assistance and training provided by UGC and the project unit; (iii) process for institutionalizing the competitive funding mechanism has been carried out according to schedule; (iv) increased access to BdREN with 12 percent of students and 18 percent of faculty members having access (compared to 0% at baseline); (v) targets of the KPIs related to BdREN are likely to be achieved by the end of December 2013; and (vi) Digital Library has been established and fully operational in 34 universities.

An Interim Impact Assessment Study was carried out in June 2013 to measure the progress made so far and to evaluate the likelihood of achieving the PDOs by the end of project implementation. The findings

of this Study confirm that despite some initial delays in implementation, the project is on track to achieve its development objective. Satisfaction level of the stakeholders has achieved the target level. A summary of achievements under the first and second rounds of AIF is: (i) large number of equipment, IT facilities, laboratories, books and journals are being made available to the students and faculty members; (ii) approximately 65 articles have been published; and (c) 390 national and international seminars and workshops have been arranged by the universities. Through the establishment of UGC Digital Library, online journals are now available to teachers and students free of costs. Improvement of IT infrastructure along with establishment of computer labs and digital management information system has opened doors to the world of knowledge.

The Study noted successful implementation progress to-date which has created scope and necessity of scaling up some of the activities to ensure sustainability of project achievements. Key recommendations of the study include the need for: (i) stronger awareness raising campaign for increasing the utilization of the facilities made available by HEQEP funding; (ii) initiatives for establishing Industry-University collaboration for fostering research relevance; (iii) standardized measurement for quality across the board and establishment of an independent body for monitoring and facilitating quality assurance; and (iv) initiative for addressing issues with assessment system and soft skills of the graduates such as IT literacy, communication skills and moral values.

Status of Legal Covenants under the Original Project:

All covenants, except one, have been complied with satisfactorily. The covenant related to the establishment of the BdREN Trust has been partially complied with. Staffing of BdREN Trust has been completed and a Trust document has been prepared. The MoE is currently working with relevant ministries for the registration of the BdREN Trust and this covenant is expected to be complied with by December 2013.

Lessons Learned

Importance of investment in higher education

- The project is the first major development initiative in Bangladesh's higher education sector which was both under funded and lacked technical expertise to upgrade its teaching-learning and research infrastructure. The project provided these and the system is beginning to respond positively.

- For widespread buy-in of politically sensitive initiative in the higher education sub-sector, there is need to find a balance between requiring more time with the need to have rapid and visible benefits so that sustainable systemic improvement may be achieved.
- Strengthening the analytical and strategic capacity of UGC has enabled the sector to look into the areas which require reforms (i.e. existing admission and examination system) and to formulate strategies for the entire higher education sector. Together with the reform measures implemented at universities through AIF, the project was able to promote a culture of reform throughout the system.

Academic Innovation Fund is an effective mechanism

Innovation Funds are highly effective mechanisms for improving the transparency and efficiency of the budget allocation process in higher education systems, and for boosting educational quality and relevance within tertiary institutions.

- Capacity building of academics in proposal writing, procurement and financial management, and project management is essential for successful implementation of Innovation Funds.
- Transparency and competence in the proposal review process are crucial for the legitimacy necessary to stimulate widespread participation.
- The Interim Impact Assessment Study on HEQEP suggests that establishing linkage between higher education institutes and industry will help in achieving higher level outcomes under the project. Employers regarded activity-based learning as opportunities for developing skills such as analysis, problem-solving, teamwork and leadership highly relevant to the workplace
- The number of eligible private universities has increased from four in the first round to nine in the second round. Allowing competition between the public and private providers has created a more level playing field for accessing resources.

Research and Education Networks are potentially transformational

- Establishment of a country wide Research and Education Network can transform the higher education sector by connecting it to the global pool of knowledge and release the tremendous potential for the nation's teaching and research capacity.

- Establishment of a UGC Digital Library has given opportunities to the participating universities to access latest e-journals for improving the teaching-learning and research culture.
- It is vital that the project reaches out to strong networks of REN/REN community of practice where technical knowledge and capacity building activities are abundant, in order to implement this component effectively.

Institutional QA cell as a catalyst for the establishment of Quality Assurance mechanism at HEIs

- Incomplete information and limited and poor data quality, coupled with lack of transparency and accountability, can impede the formulation and implementation of sound, evidence-based policy and practice at tertiary education institutions. The experiences of Self-Assessment subproject teams under the first and second rounds AIF indicate heightened awareness of these issues and readiness to act on their findings. Reasonably funded and trained Institutional QA cells could be helpful in addressing management and administrative gaps in a systematic way.

Investing in effective Monitoring and Evaluation

- The full impact of project activities will take time to materialize and would only be adequately assessed after project completion. Therefore, Key Performance Indicators should be a combination of outcome and output indicators which are concrete and practical, allowing an assessment of how the project has progressed.
- IIAS found that unrealistic reporting requirements and weak monitoring and evaluation capacity at the national and institutional levels can hinder the realistic assessment of progress towards achievement of project development objectives. Developing realistic indicators and deepening the capacity to monitor them is key.

Capacity building is a key element to success

Investment in capacity development has to continue for (i) project staff to maintain effective project management and (ii) UGC/MoE to ensure adequate guidance to project staff and the formulation of appropriate policy.

(RDPP-III)

- | | | | |
|--------|---|-------------------|---|
| 1 | Project Title | : | Higher Education Quality Enhancement Project (HEQEP) [Revised] |
| 2 | a) Sponsoring Ministry/Division | : | Ministry of Education |
| | b) Executive Agency | : | University Grants Commission of Bangladesh |
| 3 | Objectives of the Project (Please specify) | : | The project aims to improve the quality and relevance of the teaching-learning and research environment in higher education institutions through encouraging innovation within universities and by enhancing the technical and institutional capacity of the higher education sector. |
| 4 | Location of the Project | : | All Public and eligible Private Universities of Bangladesh |
| 5 | Attach original DPP | : | Attached original DPP Annex-XXVIII: RDPP -II |
| 6 | Project implementation period : | a) Original | i) Date of commencement : January, 2009 |
| | | | ii) Date of completion: December, 2013 |
| | | b) Revision - I | i) Date of commencement : January, 2009 |
| | | | ii) Date of completion: December, 2013 |
| | | c) Revision - II | i) Date of commencement : January, 2009 |
| | | | ii) Date of completion: December, 2015 |
| | | d) Revision - III | i) Date of commencement : January, 2009 |
| | | | ii) Date of completion: December, 2018 |
| 7. (a) | Revised cost of the project (In Lakh Taka): | i) | Total: Tk. 205432.00 lakh |
| | | ii) | GOB: Tk. 26277.00 Lakh |
| | | iii) | PA : Tk. 179155.00 Lakh (1US\$= Tk.79.90 in July 2013) |

Proposed Changes

The project development objective of the AF would remain the same as under the original project. The PDO is to improve the quality and relevance of the teaching and research environment in higher education institutions through encouraging both innovation and accountability within universities and by enhancing the technical and institutional capacity of the higher education sector.

Components

The original project has four components: (i) Promoting Academic Innovation; (ii) Building Institutional Capacity; (iii) Raising Connectivity

in Higher Education Sector; and (iv) Project Management and M&E. The AF would finance the four original components as well as one new component (Component 4) on Establishment of Quality Assurance Mechanism. The following specific changes would be made to the project design (see Annex 3 for revised detailed project description):

- financing to cover the shortage of funds for the 1st and 2nd Round of AIF under Component 1.
- adding a third Round of AIF under Component 1: Additional grants will be provided through Window 1 – Teaching Learning, Window 2 - Research and Window 3 – university wide. Window 3 will include additional eligible activities for the establishment of Technology Transfer Office.
- adding a new window 4 - Innovation Fund to be financed under Component 1.
- scaling up activities under Components 2 and 3:
- under Component 2, the AF will continue to support the capacity building activities under sub-component 2.1 and 2.2 as well as support capacity building activities under a new sub-component on Intellectual Property Literacy.
- under Component 3, the AF will finance additional activities to utilize full potentials of the connectivity facilities.
- adding a new component (Component 4) on Establishment of Higher Education Quality Assurance Mechanism. This component will support: (i) strengthening of UGC's QA Unit and establishment of Quality Assurance and Accreditation Council of Bangladesh (QAAC); and (ii) establishment of Institutional Quality Assurance Cells (IQAC) at the universities; component 5 will include communication activities and enhance the management capacity to support scaled up activities in addition to project management and monitoring and evaluation;
- changes and improvement in procurement arrangements; and
- triggering the OP 4.10 indigenous peoples policy.

Results Framework

The Results Framework (RF) has been modified for more clarity and to reflect the expanded scope of the project due to AF, and to measure medium-term results and outcomes that are linked to the PDOs statement. The revised RF includes additional PDO level indicators to measure newly introduced QA component and to monitor outcomes of activities.

Newly added indicators at PDO levels include: (PDO 3) Monthly average volume of inbound education/research data traffic in BdREN, (PDO 5) Number of IQAC established and produces self-assessment based on the established framework, and (PDO 6) Number of academic publications produced by beneficiaries of AIF sub-projects. “Number of universities (public and private) connected to BdREN” is now moved to IO level. “National HEMIS is in place and operational at UGC” is introduced by replacing “Number of analytical studies carried out for updating Higher Education Strategy”.

Closing Date

The Closing Date of original project and the proposed AF will be December 31, 2018.

Costs

The total original project cost for HEQEP was US\$91.8 million of which IDA commitment was US\$81 million equivalent. The project has disbursed US\$76 million (91%) and the pending balance of US\$5 million is fully committed. Total cost of AF is US\$144.2 million of which IDA commitment is US\$125.0 million and GoB funding is US\$21.2 million (the equivalent BDT is already mentioned).

Detailed Description of Activities under revision-III

The following components/activities will be financed with additional financing of US\$122 million: (i) Component 1: Promoting Academic Innovation; (ii) Component 2: Building Institutional Capacity of Tertiary Education Sector; (iii) Component 3: Raising the Connectivity Capacity in the Higher Education Sector (BdREN & Digital Library); (iv) Component 4: Establishment of Quality Assurance (QA) Mechanism; and (v) Component 5: Project Management and Monitoring and Evaluation.

Component 1: Promoting Academic Innovation (Additional Total US\$48.7 million, IDA US\$ 46.9)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|----------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 1705.00 | 75915.60 | 77620.60 | 1554.89 | 41235.71 | 42790.60 |

The objectives of this component are to: (i) establish enabling conditions to enhance the quality and relevance of teaching, learning and research in universities; and (ii) introduce an efficient instrument for the allocation of additional public funds to universities with an emphasis on innovation and accountability.

Sub-Component 1.1 - Financing to cover the shortage of funds for the 1st and 2nd rounds AIF (Additional Total US\$5.0 million, IDA US\$4.8 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|---------|---------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 365.00 | 39662.60 | 40027.60 | 214.89 | 4982.71 | 5197.60 |

The objective of this sub-component is to provide the necessary funds to complete the first and second rounds AIF sub-projects which are under implementation. The shortage was created when the Project needed to temporarily reallocate the funds to the BdREN activities under Component 3 during the restructuring in January 2013.

Sub-Component 1.2 - Third additional round of AIF under Windows 1, 2, 3 and three rounds of AIF under a new Window 4 (Additional Total US\$43.7 million, IDA US\$42.2 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|----------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 1340.00 | 36253.00 | 37593.00 | 1340.00 | 36253.00 | 37593.00 |

The AIF will allocate its resources through four competitive windows: (i) Window 1- Improvement of teaching and learning; (ii) Window 2 - Enhancement of research capabilities; and (iii) Window 3-University-wide innovations which will include additional eligible activities for the establishment of Technology Transfer Office; and (iv) Window 4-Innovation Fund. Revised description for third round of AIF under Windows 1, 2, 3 along with description of new additional activities under Window 3 and Window 4 (Innovation Fund) are provided below:

Third round of AIF for Windows 1, 2, 3

The AF will support the third round of AIF through existing Windows 1, 2 and 3 with following modifications:

- a. Self-assessment will no longer be supported under window 1 as it is included under sub-component 4.2 – Establishment of Quality Assurance Mechanism at Institutional level;
- b. AIF allocation by window, discipline, and individual grant size (minimum and maximum) will be modified (Annex XXIV, Table 1);
- c. University Grouping will be revised based on the updated data on full time academics holding a PhD. Fund allocation for each group will

remain the same: (60% for Group A, 30% for Group B, 10 % for Group C (Annex XXIV, Table 2).

- d. Preliminary Proposal process has been dropped;
- e. Proposal evaluation process has been streamlined;
- f. Operations Manual will be updated incorporating the agreed changes and illustrating the streamlined processes.

New additional activities to be covered by Window 3: Establishment of Technology Transfer Office

For creating a robust and sustainable industry-university interaction system, a linking agent or an interface between the two is required. Worldwide, it is a common practice to have a small but effective Technology Transfer Office (TTO), which fulfills this role. Establishment and operation of up to five such offices can be funded through Window 3 on a pilot basis. Proposals from the interested universities will be reviewed and evaluated by the specialists and AIF grant will be awarded on a competitive basis. The project will provide necessary technical assistance during the sub-project implementation.

The TTO's role broadly is to assist in maintaining, valuing, and transacting the transfer of all marketable intellectual assets (such as patents, copyrights, trademarks, designs, etc.) of the university to industries as well as spurring the creation of new science and technology led businesses, and businesses based on the research done in the university. In other words, they have a pivotal role in converting the new knowledge generated in the university system to wealth for the benefit of the university and the nation.

Specifically, the TTO is to:

- Assist the scientists in converting the scientific findings, wherever feasible, into monetizable knowledge in the form of patents, copyrights, etc.;
- Maintain securely such intellectual assets of the university by preventing intentional or unintentional infringement;
- Perform, on a continuous basis, the techno commercial evaluation of these intellectual assets of the university;
- Perform all such acts that will help monetize these intellectual assets such as marketing, seeking new customers, participating in technology transfer conferences, etc.;
- Design, negotiate and execute the technology transfer and licensing agreements with the industry; and

- Help create a greater awareness of the science based business opportunities within the university students, faculty and management.

Suggested staffing of the TTOs are

(a) person with law background to work on the development and execution of licensing agreements; (b) business development specialist with excellent communication skills; (c) Intellectual Property (IP) expert who will be able to manage and facilitate IP assets of university through reviewing patentability of researches/products/processes, training, etc.; and (d) marketing expert who has knowledge on techno-commercial arena and continuously interacts and negotiates with industries. These staff could be hired from the market and/or deputed from relevant departments and faculties of universities and will have to be professionally trained in the above skills.

Monitoring and Evaluation of Performance

The work of TTOs will be monitored and evaluated against the annual targets established in the proposals. These will be: number of licensing agreements between university academics and industries and national/private research labs; filing of number of patent application, etc.

Eligible expenses and sub-project activities

The funds will support human resources required for the TTOs, operational costs of TTOs, expenses on patent filing which include fees for patent attorneys for drafting patent documents, knowledge sharing activities, training of TTO staff as well training of university academics in relevant skills, networking with other TTOs in Bangladesh as well as in other countries.

Window 4 – Innovation Fund

Background

Education disseminates known knowledge. Research converts money into knowledge. Innovation converts knowledge into money. As far as this education-research-innovation chain is concerned, AIF, established under the HEQEP, has been successful in generating a culture of research, innovation and competition and improving the quality of higher education in Bangladesh. It has also enhanced the quality of the research infrastructure in the selected departments and faculties of universities in Bangladesh. This has provided a confident platform now to raise the aspirations. The next logical steps will be to increasing the market relevance of research, and to improve the innovation capacity within

Bangladesh by fostering productive and progressive university-industry interaction. The ultimate aim will be to create and sustain a robust national innovation ecosystem in Bangladesh, which will lead to accelerated growth and development.

Innovation and University-Industry Collaboration

Innovation is the successful exploitation of a new idea. The translation of knowledge to wealth requires a supportive national innovation ecosystem, which involves creative inventors, incubators to convert ideas of these inventors into potentially marketable products, venture capital and other accessible funding that supports this conversion of ideas to products, especially early stage financing, conducive government policies and supportive institutional structures and systems, etc. Productive university-industry interaction forms the very core of national innovation ecosystem. Definition of the problem should be done jointly with the industrial partner and university and an individual expert from the industry should serve as a co-guide throughout the project period. Therefore, the university-industry link should be maintained from the inception to innovation implementation.

Innovation Fund

Universities represent the supply side of innovation in the sense that they generate new ideas leading to new intellectual assets. The industry represents the demand side, who must be continuously seeking such assets. The Government and its regulatory ecosystem play a critical role in not only taking promotional measures to increase the quality of the supply from the universities but also enhancing the appetite for the demand from the industry side and further in taking measures to bring the supply and demand sides together, removing the traditional isolation that separates the two. Considering the special dynamics of the innovation process, it is essential to create a new window, more specifically, Window 4, to accomplish the aforementioned task.

Objectives and Expected Results of the “Innovation Fund”

- Make university research both excellent and relevant at the same time, presently only excellence is aimed at;
- Produce a step jump in both the quality and quantity of the university–industry interaction;
- Build stronger scientific understanding and foundation for the industrial products and processes which will give the Bangladesh industry, a competitive edge;

- Generation of intellectual property which is very weak at the moment;
- Provide the university students and the faculty access to the sophisticated instrumentation and experimental facilities in industry; and
- Increase employability of PhD students based on the significant exposure for industrial problem solving.

Key Characteristics of the “Innovation Fund”

The proposals should be such that they meet the following five essential characteristics:

- Dealing with the immediate and critical needs for building the Bangladesh Innovation Ecosystem;
- Easily implementable, without any significant loss of time;
- Potential of being truly transformative; and
- Capable of providing outputs and outcomes that are measurable on an unambiguous and quantitative basis.

“Innovation Fund” will consist of two sets of funding

(i) University-industry collaborative research funds; and (ii) “industrial research fellowships”. The university-industry collaborative research funds will be granted on a competitive basis to the department or faculty which established university-industry collaborative research and the hosts of industrial research fellows. The university-industry collaborative research funds could be used for: (a) joint formation of innovative research designs oriented towards increasing productivity and innovation in the industries; (b) development and/or improvement of the laboratories and workshops with state-of the-art scientific instruments and equipment with the aim to conduct innovative experiments; and (c) facilitation and strengthening of linkages with the industry/productive sector. The industry participation could be both in cash and in kind. As regards to the in-kind contribution, the participating industries would grant an access to the sophisticated analytical and other experimental facilities to the partner department/faculty and to the Industrial Research Fellows.

Industrial research fellowships will be given to full-time PhDs, part-time workplace PhDs and post-doctorate fellows at the department or faculty to engage in ground-breaking researches in partnership with industries, leading to increased relevance of the university research to industries and creating stronger, direct and productive links between universities and industries.

AIF amount and allocation

The “University-Industry Collaborative Research Funds” will be given maximum of US\$1.0 million based on a proposal jointly prepared by university faculty/department and industry. The “Industrial Research Fellowships” will be granted on a nationwide competitive basis and Industrial Research Fellowships will be given during the project period (for years 2014, 2015 and 2016). To add prestige and also in order to attract the best talent in the university system, this fellowship will have twice the amount of stipend that a normal PhD scholar receives Tk30,000/month (US\$385/month) for PhD fellowship and Tk25,000/month (US\$320) for Industry-Research Allowance, and Post-Doctorate Fellows will receive Tk150,000 (US\$1,925). National prestige should be attached to this fellowship, which therefore, should be given a special title. University-industry collaborative research funds and Industrial Research Fellowships will be given to only the group A universities and institutional cap for the life of project (3 rounds) will be 3 sub-projects.

Industry Contributions

Industries could provide in kind contributions to the PhD scholars and hosting faculty/lab with an access to the sophisticated analytical and other experimental facilities available and these should be clearly identified in the proposal.

Performance Contract

Transparent rule will be set on diverse aspects, such as co-authorships of the patents, rules regarding publication only after the patent is first filed, the benefit sharing in case of commercialization, etc.

Selection Criteria:

- Established a partnership with university department and an industry; and
- New full-time and part-time workplace PhD students/Post-doctorate fellows to be selected by faculty/department and industry through rigorous selection mechanism including external panel members on the selection committees to be placed by universities; and
- Research topics which have a direct bearing and an impact on a challenging industrial problem in the areas identified based on national interests which bring game changing innovative solutions to tackle the most urgent Bangladesh problems and result in socio-economic transformation.

Rounds and Duration of Window 4 Sub-projects

There will be three rounds of “Innovation Fund” (1st round to be awarded 2014, 2nd in 2015, and 3rd in 2016) and maximum duration of AIF sub-project implementation will be 3 years.

“Innovation Review Panel” (IRP)

A three-member panel which will consist of following experts will be set up by the UGC AIFS: (i) domain specialist; (ii) industrial representative; and (ii) innovation specialist. UGCAIFS will create a roster of expatriate Bangladesh experts or international experts and assign relevant specialists for the panel.

Selection of Industrial Research Fellows

PhD students and post-doctorate fellows will be selected by universities with input from industries following streamlined process under HEQEP.

Component 2: Building Institutional Capacity of Tertiary Education Sector (Additional Total US\$4.6million, IDA US\$3.5million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|----------------|--------------------------|------------|--------------|-----------------------------|------------|--------------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 848.98 | 6320.33 | 7169.31 | 651.99 | 3311.95 | 3963.94 |

The objective of this component is to reinforce the strategic and institutional capacity of the sector, both at the central level and at the level of Higher Education Institutions (HEIs). It will support the following sub-components: (i) Improving the strategic capacity of UGC; (ii) Strengthening the institutional capacity of the universities; and (iii) Intellectual Property Literacy.

Sub-Component 2.1 – Improving the Strategic Capacity of UGC (Additional Total US\$3.0 million, IDA US\$2.0 million):

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|----------------|--------------------------|------------|--------------|-----------------------------|------------|--------------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 848.98 | 3873.33 | 4722.31 | 651.99 | 1801.80 | 2453.79 |

This sub-component aims to endow the higher education sector. To that aim, the project will provide additional funds for staffing and capacity building of UGC including strategic planning of higher education sector, Higher Education Management Information System (HEMIS), and transformation to e-management of UGC.

Sub-component 2.2 – Strengthening the Institutional Capacity of Universities (Additional Total US\$1.0 million, IDA US\$ 1.0 million):

| | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|---------|---------|----------------------|--------|--------|
| Funding | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 0.00 | 1915.00 | 1915.00 | 0.00 | 978.15 | 978.15 |

The objectives of this sub-component are to: (i) increase awareness about the AIF and QA among the key stakeholders through appropriate media and communication campaigns with specific emphasis on academic innovation, quality assurance and institutional capacity enhancement; and (ii) strengthen institutional capacity for (a) preparation and evaluation of AIF proposals; (b) preparation of proposals for Institutional Quality Assurance Cells; and (c) implementation and management of sub-projects under AIF and QA; and (iii) enhancing the utilization of the facilities made available through the project. Satisfactory implementation of this sub-component is expected to result in quality participation of the eligible institutions in AIF competition and in QA component and efficient utilization of fund and facilities.

a. AIF and QA Promotion

The objective of these activities is to: (i) inform and sensitize the academic community about the availability of the AIF for innovative activities; (ii) inform and prepare the eligible stakeholders about the availability of fund for QA activities (new under AF); and (iii) disseminate the concept of, and procedures for, the AIF, and thus build and increase awareness about different aspects of the AIF among all key stakeholders so that they can effectively compete for the fund – and make it work. In addition, this subcomponent will disseminate examples of best practices and creative ideas those have been implemented successfully under the first and second rounds of AIF and international experiences and knowledge on TTOs, university-industry collaboration, and commercialization of research.

The awareness programs will follow two arrangements. A cascading arrangement has been followed in the earlier rounds of AIF which worked satisfactorily. A pool of academics selected and trained by UGC, will lead the programs at divisional headquarters. The universities in the respective divisions will send representatives to these programs, who in turn will transmit the knowledge to the departments in their respective universities. In addition, under this component, brochures, posters, booklets and a video program will be prepared for wide dissemination of

availability of AIF and QA funding opportunities, best practices, creative and innovative ideas and also utilization of the available facilities. UGC will prepare an awareness and promotion plan, and develop communication materials. AIF awareness activities will take place immediately after Project Effectiveness (and again prior to the call for the third AIF round). The project will finance the development of the materials and the technical assistance needed for effective campaigns.

b. AIF Training and Workshops

In order to strengthen institutional capacity for preparation and evaluation of AIF and QA proposals and implementation and management of AIF sub-projects and QA activities, three sets of training will be provided by UGC AIF Secretariat (UGCAIFS) for all AIF eligible public and private universities: (i) proposal writing; (ii) proposal evaluation; (iii) sub-project financial management, procurement and M&E; and (iv) record keeping, file maintenance and office management. In addition, separate training will be provided for the UGCAIFS staff on AIF implementation and management and workshops for the UGC Board for AIF (UGCBAIF) staff on their roles and responsibilities in management and oversight of the AIF. Two rounds of training (one for each batch) will be provided, and ad hoc training will also be organized for additional needs arising during project implementation.

Sub-component 2.3: Intellectual Property (IP) Literacy (Additional Total US\$0.6 million, IDA US\$0.6 million):

| | Proposed RDPP-III | | | | Additional Financing | | | |
|----------------|--------------------------|--|------------|--------------|-----------------------------|--|------------|--------------|
| Funding | GOB | | RPA | TOTAL | GOB | | RPA | TOTAL |
| BDT (in lakh) | 0.00 | | 532.00 | 532.00 | 0.00 | | 532.00 | 532.00 |

This is a new sub-component of Component 2. Innovation converts knowledge into money. Only that knowledge can be monetized, on which one has legal proprietary rights. The IP literacy and incidence of patenting of new industrial and intellectual properties in Bangladesh are in a poor state and a great cause of concern. Around 300 patent applications are received by the patent office annually. Out of these, 90% are by foreigners and among the remaining 10% almost 90% of those are by Bangladesh Council for Scientific and Industrial Research (BCSIR) alone which means the huge university system in Bangladesh contributes an insignificant number. This is entirely due to the patent illiteracy prevailing in the university system. Good ideas were being published without patenting them first. Therefore, Bangladesh is losing in terms of creating wealth based ideas and inventions. Therefore, it is critical that

strengths in the academic community on aspects related to intellectual property rights be developed, be they patents, copyrights, trademarks, and so on. The project will provide intellectual property (IP) literacy training for university academics and Industry Research Fellows.

Objectives

The objectives of these capacity building activities are:

- Reduce patent illiteracy for the Bangladesh University system; and
- Changing the minds and the mindsets of Bangladesh university researchers to make them IPR savvy and getting them ready to create wealth from their IP.

Training on IP Literacy

The project will support local, international and online intellectual property/patent training on the following areas: patent filing, techno-commercial analysis of patents, research and business strategy development, IP right in contractual relationship, protection of products and technologies, etc. Necessary assistance from the World Intellectual Property Organization (WIPO) will be harnessed for a coherent improvement on the IP literacy.

Component 3: Raising the Connectivity Capacity of the Higher Education Sector (Additional Total US\$44.2 million, IDA US\$38.3 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|----------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 11889.00 | 62989.60 | 74878.60 | 5253.00 | 35326.60 | 40579.60 |

The basic infrastructure backbone of BdREN is expected to be established by December 2013. Once the network is established and becomes operational, there is an urgent need to: (i) strengthen and scale up its management structure including technical and management competencies of BdREN staff and fully support all the services up to field level ; (ii) expand the network and its services to ensure BdREN's optimal utilization at the selected universities (campus network, video conference facility, etc.); (iii) ensure good governance and strong ownership by the stakeholders, including acquiring Tier-1 connectivity to provide cost effective connectivity to the educational institutions. This component will support the following four sub-components. All of the above activities are new under the AF.

Sub-component 3.0: Raising Connectivity in the Higher Education Sector (BdREN)

This is the ongoing component of BdREN. It remains as RDPP-II in the proposal of RDPP-III. The new activities are outlined in sub-component-3.1 to 3.4.

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|--------|--------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 6636.00 | 27904.20 | 34540.20 | 0.00 | 241.20 | 241.20 |

Sub-component 3.1: Strengthening BdREN connectivity (Additional Total US\$29.5 million, IDA US\$ 23.5million):

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|----------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 5253.00 | 21364.00 | 26617.00 | 5253.00 | 21364.00 | 26617.00 |

Basic connectivity through PGCB overhead dark fiber would be established by December 2013 to the universities as planned in the original project. To use the full potential of the new connectivity, campus networks would be established for the remaining 19 public universities which still do not have a campus network. All the public and private universities would have access to the BdREN connectivity. The implementation modality of Campus Network will follow AIF Operation Manual. In addition, Video Conferencing (VC) facilities using the BdREN connectivity could be established in the major medical colleges, major post-graduate colleges and selected research institutions. Provisions would be made available for add-on software including cloud-computing and equipment for performance enhancement. GoB would add another US\$6.0 million equivalent to the BdREN Trust endowment funds.

Sub-component 3.2: Awareness building and knowledge exchange (Additional Total US\$0.6 million, IDA US\$0.6 million):

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|--------|--------|----------------------|--------|--------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 0.00 | 536.00 | 536.00 | 0.00 | 536.00 | 536.00 |

Awareness raising and knowledge exchanges on best practice of ownership, governance and exploitation of NREN will be arranged for the stakeholders of BdREN. The exchange programs could include: (a) Policy level knowledge exchange with the countries having exemplary

results in NREN; (b) academic and technical level knowledge exchange with other countries on various areas of science, technology and humanities (big data computing, climate modeling, health and agro sciences, performing arts, etc.); (c) National and international awareness programs will be organized in order to enhance usages of BdREN. Seminars, workshops and knowledge campaign will be arranged at regular interval involving faculty members, students and IT professionals; (d) BdREN IT personnel will be funded to participate in national and international technical events; and (e) development of educational contents in Bengali.

Sub-component 3.3: Capacity building for BdREN Technical Operation (Additional Total US\$ 6.4million, IDA US\$ 6.4 million):

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|---------|---------|----------------------|---------|---------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 0.00 | 5789.40 | 5789.40 | 0.00 | 5789.40 | 5789.40 |

As human resource requirement was grossly underestimated under the original project, a revised organogram has been proposed and additional funding has been kept for BdREN staffing as per a revised organogram for making the organization fully functional. Local training, international training, scholarships/fellowship and international placement programs on campus networking and other areas of REN would be organized for BdREN technical personnel and concerned university personnel taking support from professional overseas trainers, if needed, to enrich national pool of ICT resource persons.

Sub-component 3.4: Digital Library and BdREN Application development (Additional Total US\$ 7.8 million, IDA US\$ 7.8 million):

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|---------|---------|----------------------|---------|---------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 0.00 | 7396.00 | 7396.00 | 0.00 | 7396.00 | 7396.00 |

Additional support would be necessary for ensuring (a) enhancement of digital library access, (b) partnership with regional and continental RENs, and (c) utilization "pump-priming" activities in education and research collaboration. Digital library would include online journal subscriptions and acquiring ownership of the digital books from the online publishers. A series of learning activities (course exchanges, cyber lab, remote seminars etc.) using blended learning will be developed and delivered to various campuses utilizing BdREN resources (Network, VC facilities, unified communication etc.). Faculty members and experts from

universities and industries from home and abroad will be brought in a common platform to contribute towards improving quality of teaching-learning and research.

Component 4: Establishment of Quality Assurance Mechanism (Additional Total US\$37.0 million, IDA US\$27.0 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|----------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 8757.74 | 22905.80 | 31663.54 | 857.74 | 22905.80 | 31663.54 |

This is a new component under the AF. The objective of the component is to ensure quality of higher education in Bangladesh through the establishment of QA mechanisms and quality assurance cells at the national and institutional levels respectively.

Currently there is no national level quality assurance mechanism for higher education. Neither are there any known well-structured internal university-wide quality assurance cells within public and private universities. There are however, intermittent QA mechanisms to meet demands particularly of the various professional and international bodies/partners. This gap is recognized in The Strategic Plan for Higher Education 2006-2026 which proposed the establishment of an independent Accreditation Council catering for both public and private universities and this component gives the UGC and the MoE the opportunity to revisit related issues.

In view of the absence of an institutional culture of self-assessment in higher education in Bangladesh, the Project has provided funds under the AIF for self-assessment for the undergraduate and post-graduate programs and at the department level in public universities on voluntary basis since 2009. A total of 26 departments have received the funds under the first and second rounds AIF.

There also has been progress in the development of a QA mechanism at the national level led by MOE and the UGC. The UGC has formed a committee to draft the Quality Assurance and Accreditation Council of Bangladesh Act. The committee is finalizing the draft Act incorporating comments provided by the committee members, QA experts and other stakeholders.

To build on the momentum generated under the first two rounds of AIF and the recent efforts made in developing a national QA mechanism, the Project would support the following activities with proposed additional financing: (i) the establishment of QA mechanism at the

national level; and (ii) the establishment of QA mechanism at institutional level.

Sub-component 4.1: Establishment of QA Mechanism at the National Level (Additional Total US\$15.4 million, IDA US\$5.3 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|---------|----------|----------------------|---------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 8757.74 | 4633.80 | 13391.54 | 8757.74 | 4633.80 | 13391.54 |

The objective of this sub-component is to provide funds for the establishment of an overarching QA mechanism at the national level with the ultimate task of establishing the Quality Assurance and Accreditation Council for Bangladesh. As an interim measure, the project proposes to utilize existing functionalities to incentivize QA in higher education in Bangladesh.

Currently there is a Quality Assurance Unit (QAU) within UGC's organogram. However, it has to be made functional. The Project will support the operation and strengthening of the QAU which will oversee the establishment of Institutional Quality Assurance Cells (IQAC) at individual universities and the selection and management of IQAC Funds (IQACF). The QAU shall be responsible for the joint development of the framework and guidelines for IQAC (Operations Manual for IQAC). The QAU will function as the pro-tem or a temporary council until the formation of the Quality Assurance and Accreditation Council, Bangladesh (QAACB), working on the draft Act, national qualifications framework and other quality assurance documents. Upon the establishment of the QAACB, the QAU shall cease to exist. The project proposes that UGC continues to monitor QA in Bangladesh through enforcement upon the establishment of the QAACB and receipt of institutional report from the same.

QAU will be led by a Head who is an experienced QA person from the universities, with preference for a person with knowledge of international developments in quality assurance systems. Should a suitably qualified person be not found, an international adviser/expert may be hired initially for 12 months and could be extended up to 36 months to support and train Head and others on the job. The Head will be supported by two QA Specialists, one from the public universities and the other from the private universities, with relevant support and clerical staff. The organogram is provided in **Annex-XXI**.

Specifically, the AF will finance staffing, hardware and software (including staff development) necessary for the QAU to be implemented by the HEQEP, to fulfill its mandate and provide expert and technical assistance in the areas of quality assurance. QAU shall identify and AF shall also fund the formation of a panel of experts for the development of the national qualifications framework and other quality assurance documents and when the QAACB Act is enacted, the sub-component would continue to support the finalization of Regulations, Qualification Framework, and other QA documents and further provide additional funding for awareness campaigns and necessary capacity building activities. GoB would provide US\$10 million equivalent endowment funds towards initial funding for QAACB to maintain its operations. The QAU will continue to be a permanent setup of the UGC and functions as coordinating unit between the QAACB and HEIs.

Sub-component 4.2: Establishment of Quality Assurance Mechanism at the Institutional Level (Additional Total US\$21.6 million, IDA US\$21.6 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|----------|----------|----------------------|----------|----------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 0.00 | 18272.00 | 18272.00 | 0.00 | 18272.00 | 18272.00 |

Under this sub-component, the pilot IQACF will be made available to universities that have more than 1,000 students in a three-stage scaled approach. Existing data from the Universities Grants Commission's Annual Report 2012 (UGCAR 2012), indicates that a total of 76 institutions has more than 1,000 students thus overcoming the first barrier for eligibility for the fund. Of these, 28 and 48 are public and private universities respectively. The application for this fund however shall be on a voluntary basis to promote quality enhancement culture within the higher education institutions.

Given man power constraints and the need to ensure success of the activity, there will be three rounds of IQAF. The eligibility for the different rounds is depended on full time teaching staff numbers as provided in the UGCAR 2012. Details of the round distribution criteria are provided in Table 1. The utilization of the scales will provide a gradual increase to the number of recipients thus providing the QAU capacity building opportunities.

Table 1: Details of the Three Disbursement Rounds

| Rounds | Total Fulltime Teaching Staff | No of Public Universities | No. of Private Universities | Total |
|--|--------------------------------------|----------------------------------|------------------------------------|--------------|
| Round 1 for Group A Universities in 2014 | > 200 | 11 | 10 | 21 |
| Round 2 for Group B in 2015 | $100 \geq 200$ | 6 | 21 | 27 |
| Round 3 for Group C in 2016 | < 100 | 11 | 17 | 28 |
| Total | | 28 | 48 | 76 |

Note: Groups were made based (i) fulltime teachers; (b) number of students; and number of departments as per UGC Annual Report 2012.

The Fund will finance the (i) establishment and operation of IQAC; (ii) establishment of institutional data collection with the view to develop institution wide benchmarks (iii) creating awareness programs among staff members; and (iv) preparation of self-assessment, process facilitation and training, external peer reviewers' visits, experience exchange programs. Details of the implementation mechanism for this Fund will be laid out in the Operations Manual for IQAC.

IQACF amount and allocation

IQACF will be allocated to eligible public and private universities. A Financial Management Manual for the fund will be prepared. IQACF shall be allocated in the following manner:

- Establishment Funding (according to the size of the universities; Group A - US\$100,000, Group B - US\$ 75,000 and Group C - US\$50,000). This will be given in tranches in declining basis to ensure the sustainability of IQAC work after the Project
- Pre-agreed matrix which is based on the number of Department/ Faculty/Institute at US\$12,000 per Department/ Faculty/Institute

Eligibility for receiving grants

In order to be an eligible recipient of the IQACF, the universities should:

- be a legal organization under an Act of parliament;
- be legally appointed Vice Chancellor
- have a functional Syndicate or its equivalent;
- be recognized by the UGC as a higher education institution;
- have a student population of not less than 1,000; and
- provide an audited financial statement not older than previous two years.

Specific objectives and performance indicators

Some of the tasks of IQACs are: (i) review existing internal QA processes; (ii) develop, prepare documentations, and adopt new ones to support quality learning and teaching in the institutions; and (iii) prepare year-end reports to QA Committee, Syndicate and UGC (QAU). These are identified in the Operations Manual for IQAC. These activities are necessary as the pre-cursor to the establishment of the QAACB and impending program accreditation and audit exercises envisaged under the new Act. Specific objectives, performance indicators and milestones for the IQACF will be spelled out in each proposal and will be regularly monitored by UGC's QAU.

Eligible expenses and Activities of Institutional Quality Assurance Cell to be supported by IQAC Funds

A set of expenses for training and workshops, consulting, procurement of goods and services, and small renovation and refurbishing of IQAC office and faculty QA cells will be eligible under the IQACF. Eligible activities of IQACF are:

- Establishment of well-equipped IQAU in universities;
- Establishment of Faculty QA Cells, and defining their duties and responsibilities;
- Awareness programs among staff members at faculty level to encourage as many Department and Faculty as possible to prepare self-assessment for program review;
- Training and workshop for university staff on quality assurance at faculty level and preparation of self-assessment;
- Preparation of self-assessment for external institutional review of academic processes to support quality learning and teaching; and
- Assistance for Departments and Faculty in the preparation of self-assessment.

Calls for proposal

Calls for proposal will be published in the national dailies and the UGC website by the QAU and also on UGC/HEQEP website. The universities will have four weeks to prepare and submit a proposal to the UGC QAU. All proposals will be evaluated by the QA Panels to be established by the QAU. Appropriate forms with implementation plan will be developed and included in the IQACF Operations Manual (IQACF OM).

Proposal evaluation criteria and processes

The proposals will be screened by the QAU for compliance to the agreed formats/guidelines and will be evaluated by the QA Panel. The screening and evaluation will follow rules and guidelines to be established and will be based on the following broad indicators, details of which will be published by QAU in the Operations Manual after discussion with appropriate stakeholders:

- Clarity and quality of strategic analysis and proposal design
- Quality and clarity of milestones and performance indicators
- Relevance and expected benefit to the institution
- Budgetary justifications
- Quality of the management plans
- Faculty/Department engagement and sub-project management
- Clarity of impact analysis
- Sustainability

Duration of IQACF

The duration of IQACF will be between two to three years from the date of signing of the Performance Contract.

Operations Manual

The IQACF will be implemented according to an agreed IQACF Operations Manual.

Component 5: Project Management & Communication, and Monitoring and Evaluation (Additional Total US\$11.7 million, IDA US\$9.2 million)

| | Proposed RDPP-III | | | Additional Financing | | |
|----------------|--------------------------|------------|--------------|-----------------------------|------------|--------------|
| Funding | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 3076.52 | 11023.00 | 14099.52 | 1803.69 | 9364.16 | 11167.85 |

This component has been renamed to also include communication and monitoring and evaluation. The objective of this component is to ensure proper implementation, management, and monitoring and evaluation of scaled up activities under the project. The component includes two sub-components, namely: (i) project management and communication; and (ii) monitoring and evaluation.

Sub-component 5.1: Project Management & Communication (Additional Total US\$9.8 million, IDA US\$7.6 million):

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|---------|----------|----------------------|---------|---------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 2770.02 | 9134.00 | 11904.02 | 1608.67 | 7819.15 | 9427.82 |

The project management unit, HEQEP Unit (HEQEPU), will continue to support the AF with enhanced capacity to ensure smooth project implementation. The overall responsibility for the proposed project would lie with the UGC, as the implementing agency, with its line units. The original HEQEP Unit will continue to be led by a full time Project Director and staffed with key technical, procurement, and financial management staff. Its main functions will be to plan, manage, implement, monitor, evaluate, communicate and coordinate activities under the project. In addition, project management and implementation capacity will be augmented through the use of government and private specialized agencies as necessary. The resources for communication will enable MoE, UGC and the Project to ensure that findings of policy studies, and achievements and progress under project interventions are appropriately disseminated to policy makers, industries and employers, academics and researchers, students, and general public.

Sub-component 5.2: Monitoring and Evaluation (Additional Total US\$1.9 million, IDA US\$1.6 million)

| Funding | Proposed RDPP-III | | | Additional Financing | | |
|---------------|-------------------|---------|---------|----------------------|---------|---------|
| | GOB | RPA | TOTAL | GOB | RPA | TOTAL |
| BDT (in lakh) | 306.49 | 1889.00 | 2195.49 | 195.01 | 1545.01 | 1740.02 |

Monitoring

The objective of this sub-component is to: a. systematically document all project input, process, outputs, and outcomes; and b. link project interventions with outcomes to indicate the extent of progress and achievement of objectives.

Monitoring activities aim to

a. systematically document all project inputs, processes, outputs, and outcomes; and b. link project interventions with outcomes to indicate the extent of progress and achievement of objectives.

The M&E unit (MEU) under HEQEPU will be responsible for designing, organizing and managing the M&E activities of the project. The basic source of information will be the six monthly reports from the AIF Sub-Project Managers (SPMs). MEU arranges a validation check on 20% of the SPs and will match the findings with the self-reported

information. Based on this information, MEU will produce half yearly synthesis report highlighting the progress made as well as outstanding implementation issues. The Project will further support capacity building of the MEU to increase the efficiency of M&E activities. Specifically, efficiency of the MEU will be enhanced through (i) provision of hands on training on data mining, management and analysis for the current MEU staff; and (ii) outsourcing data collection, management and analysis activities. MEU will supervise this work and will focus mostly on information management, report production and assisting the project director in translating the findings in to actions.

Evaluation

Evaluation activities under the AF include (i) stocktaking of activities to assess the physical changes the funding has brought; (ii) assessing the satisfaction of the stakeholders through satisfaction surveys and other qualitative approaches such as Focus Group Discussions, Key Informants Interviews; and (iii) two rounds of tracer studies of university graduates for monitoring of their employability and relevance of their skills. A follow up satisfaction survey and a follow up stocktaking survey are scheduled in 2015. Final Satisfaction surveys, stock taking survey and other qualitative approaches will be carried out in 2018. Final impact evaluation will be done based on the findings from these surveys.

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|----------------------------------|--|
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| Borrower ^{***} | GOVERNMENT OF BANGLADESH |
| Implementing Agency | MINISTRY OF EDUCATION |
| Total Project Cost ^{**} | US\$ 91.50 million Revised: Tk. 205432.00 lakh) after additional financing |
| Commitment Amount | US\$ 81.00 million |

* *Theme Classification did not exist at the time project was approved*

** *Total project cost includes funding from World Bank and non-bank sources in US\$ millions. Active and Closed projects show commitment at Board approval. It does not reflect any cancellations. Proposed (pipeline) and dropped projects show the forecast amount. The commitment amount for projects in the pipeline is indicative and may be modified during the project preparation.*

*** *Borrower refers to the Borrower of a Loan or Recipient of a Grant*

Project Information Document (Pid) Appraisal Stage

Report No.: AB7369

| | |
|---------------------------------|---|
| Project Name | Additional Financing: Higher Education Quality Enhancement Project |
| Region | SOUTH ASIA |
| Country | Bangladesh |
| Sector | Tertiary education (95%);Public administration-Education (5%) |
| Project ID | P145749 |
| Parent Project ID | P016216 |
| Borrower(s) | PEOPLE'S REPUBLIC OF BANGLADESH |
| Implementing Agency | MINISTRY OF EDUCATION |
| Environment Category | <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD (to be determined) |
| Date PID Prepared | July 23, 2013 |
| Date of Appraisal Authorization | August 8, 2013 |
| Date of Board Approval | October 29, 2013 |

Project Context**Country Context**

Bangladesh has recorded impressive progress in terms of poverty reduction and enhancement of human development outcomes. Per capita Gross Domestic Product (GDP) growth has been nearly 6 percent throughout the 2000-2010 decade, while headcount poverty has declined from 48.9 percent to 31.5 percent in the same period. Net Enrolment Rate (NER) for primary education reached 98.7 percent in 2010, secondary enrolment has more than doubled since independence, and the Millennium Development Goal (MDG) gender parity target has already been achieved at both the primary⁴⁰ and secondary education level. These are all remarkable feats when compared to countries at similar level of income in or outside of the region. At the secondary level, the Ministry of Education (MoE) oversees a unique system of public-private partnership. More than 98 percent of the secondary schools are managed and operated by the private sector, with financial support from the Government. The pass rates at primary and secondary levels have gone up substantially over the past five years, exerting pressure on the intake capacity of institutions at tertiary level. However, the enrollment in tertiary education is still very low (with a GER of 8 percent in 2011), compared to even the neighboring countries, which lag behind Bangladesh in other social indicators.

⁴⁰ In Bangladesh Primary level consists of Grades 1-5, while secondary level consists of Grades 6-10.

Sectoral and Institutional Context

In the higher education sector, the Ministry of Education (MoE) has the overall responsibility for policy formulation, strategic leadership and preparation of the budget for public funding in higher education. In 1973, it commissioned the University Grants Commission (UGC), the oversight apex body for all public and private universities, as the intermediary between the Government and the universities for regulating the affairs of the universities. The tertiary education sub-sector in Bangladesh currently faces many deeply-rooted and intertwined challenges. These include: low quality of education; limited access to tertiary level institutions; low level of research; weak governance and management practices; weak sector planning and monitoring capacity; and inadequate funding levels and mechanisms. All these challenges are compounded by the fact that they occur in a sector characterized by a high level of politicization. In view of these challenges, the Government prepared a Higher Education Strategic Plan 2006-26, which was fully home-grown, with participation of front-line academics from both public and private universities and representatives from think-tanks and the private sector. This Plan, widely recognized as a ground-breaking initiative signaling a strong commitment by the Government to enhance investments in higher education, comprehensively identifies issues and challenges and recommends solutions to the problems to be tackled over a period of 20 years.

Objectives

The Project Development Objective (PDO) is to improve the quality and relevance of the teaching and research environment in higher education institutions through encouraging both innovation and accountability within universities and by enhancing the technical and institutional capacity of the higher education sector.

Rationale for Bank Involvement

Higher education is a catalyst for economic growth and poverty reduction. One of the rationales for Bank involvement in the sector and for the original project was to build on the success of the past decades in primary and secondary education, and to start addressing the many weaknesses plaguing higher education identified in Bangladesh's Higher Education Strategic Plan 2006-2026. Given the extreme political sensitivity of the sector, the original project took a prudent, selective, and progressive approach. The Project was viewed as the first operation of a long-term, phased program of support aimed at improving the quality and relevance of the sector.

Higher education is an integral part of Bangladesh's strategy to increase transformative investment and enhance the business environment, and this strategy constitutes the third pillar of Bank's FY11-14 Country Assistance Strategy. The Education Policy 2010 and Sixth Five Year Plan (2011-15) emphasize creating a knowledge society through better skilling the graduates of tertiary education. The proposed activities under the AF will include initiatives which have strong buy-in from the academic community, and have the potential to revamp the university sector.

The key reforms that are being implemented under the project are: (a) establishing enabling conditions to enhance the quality and relevance of teaching, learning and research in universities; (b) introducing an efficient instrument for the allocation of additional public funds to universities with an emphasis on innovation and accountability (Academic Innovation Fund, AIF); (c) reinforcing the strategic and institutional capacity of the sector both at the central and Higher Education Institutions (HEIs) level; (d) establishing a high performance Bangladesh Research and Education Network⁴¹ (BdREN) and digital library which will link faculty and students of Bangladesh to the global academic community and learning resources; and (e) developing a national-level Higher Education Management Information System (HEMIS) to support planning, monitoring and evaluation of the performance of the sector. These reforms deal with core governance and accountability issues which are necessary to improve the quality and relevance of higher education in Bangladesh. This project was the first Bank-supported effort to implement reforms in higher education in Bangladesh.

Against this backdrop the Ministry of Education (**MoE**) with the assistance of the World Bank (**WB**) has undertaken a Higher Education Quality Enhancement Project (**HEQEP**) to improve the quality of teaching-learning and research capabilities of the tertiary education institutions of the country through encouraging both innovation and accountability and by enhancing the technical and institutional capacity of the higher education sector. It aims to strengthen and develop the quality and standard of higher education and research in Bangladesh through three major activities:

- i. Promoting Academic Innovation in universities to overhaul the quality and relevance of teaching-learning and research (*Component 1*);

⁴¹ High Connectivity Information and Communication Technologies (ICT) network through dark fiber.

- ii. Building Institutional Capacity of the Bangladesh University Grants Commission and the Universities (*Component 2*);
- iii. Raising Connectivity Capacity in the Higher Education Sector (*Component 3*);
- iv. Establishing a HEQEP Unit in UGC (*Component 4*) devoted to the implementation, management and monitoring and evaluation of the activities carried out under the three other components. Estimated cost of HEQEP is Tk 6810 million (or US\$91.8 million) and duration is five years commencing from FY 2008-09 and closing in FY 2013-14. The University Grants Commission of Bangladesh (**UGC**) is the implementing agency of the project.

The Academic Innovation Fund (AIF)

The total cost of the **AIF** component amounts to Tk 3720.60 million (US\$ 50.2 million).⁴² The **GoB** would provide the **AIF** as grant to **UGC** and the **UGC** would in its turn allocate the funds to the universities for the selected **AIF** sub-projects. The funding will be awarded by the **UGC** under a rigorous evaluation and selection procedure delineated in this *Operations Manual*.

Academic Innovation Fund Purpose

The general objectives of this component are to establish enabling conditions to improve the quality and relevance of teaching, learning and research and to introduce an efficient instrument for the allocation of public funds in the higher education institutions with emphasis on innovation and accountability. Its broad objective will be to produce advanced human capital in the form of highly skilled university graduates who would move the country towards higher productivity, economic growth and development. Under the **AIF** component, the Bangladesh tertiary education institutions and their academic staff will be invited to formulate project proposals that will be evaluated and selected by panels of peer reviewers according to transparent procedures and criteria.

The **AIF** will constitute additional resources for the higher education institutions of Bangladesh. The **AIF** will also be used to promote and implement self-assessment exercises at the department and academic program levels, improve the quality of academic activities and outcomes, as well as to strengthen universities' linkages with national development efforts. The **AIF** resources will further be used to encourage cross-

⁴² Total Taka for AIF component may increase or decrease due to changes in US\$-BDT exchange rates over the project period.

disciplinary or inter-institutional academic collaboration, and to focus institutional attention to new or emerging issues of policy importance.

Moreover, it is expected that the inbuilt incentive system in **AIF** would promote changes in organizational behavior, professional attitudes and institutional culture through awards for creative thinking. The **AIF** will also offer opportunities for academic staff in Bangladeshi universities to pursue ambitions, to experiment innovative ideas, and to test possible solutions.

The **AIF** would specifically aim at those areas which need immediate resource allocation/funding in order to enhance the quality of tertiary education institutions' teaching-learning and research capacities.

The **AIF** shall focus on the academic needs of the public and private universities and the project proposals on teaching-learning and research are expected to address the deficiencies identified above.

AIF Coverage

The **AIF** will be accessible to public and private universities, their faculties, departments, centers and institutes provided the universities fulfill the eligibility criteria defined in the *Operations Manual*. The National University and its affiliated colleges and the Open University will not be part of the scheme. The **AIF** resources can only be spent according to approved sub-project proposal that would include previously defined measurable performance indicators. The **UGC** of Bangladesh will be the fund allocating agency and the recipient HEIs and their Sub-project Managers will have to execute Performance Contracts with the **UGC** to access **AIF** grants and implement the project.

Specific Objectives of AIF

Teaching and Learning

To enhance the professional skills of the academic staff participating in **AIF** sub-projects in providing innovative and high quality teaching;

To modernize the undergraduate education by updating the qualifications framework, by formulating a flexible and student-centered curricula design that emphasizes learning outcomes, competencies, interdisciplinary and multidisciplinary courses, and by facilitating lifelong learning and employability;

To improve the institutional academic infrastructure by generating better access to knowledge and information, by integrating **ICT** and laboratory technologies into learning, and by modernizing student learning spaces and support facilities.

Research and Post-graduate Programs

To enhance the professional skills and capacities of the academic and support staff in conducting advanced fundamental and applied research that will contribute to social and economic growth and national innovation, competitiveness and development;

To improve the institutional research facilities, by creating effective access to specialized knowledge and information and by making available the necessary equipment, scientific instrumentation and support services;

To support the development of high quality PhD programs, national and international inter-departmental and inter-university cooperation, collaboration and academic networking that would generate skilled human capital for Bangladesh;

To support and strengthen industry-academia cooperation in the form of joint research activities and by other conceivable means.

Institutional Management

To enhance the institutional management skills and capacities in developing academic proposals, managing programs, projects and activities by results and evaluating impact;

To raise the management capabilities, transparency and accountability of university and academic staff in the formulation, raising of funds, implementation of innovative teaching-learning and research projects.

Self-Assessment

To improve the educational quality by self-assessment exercise at the department and at academic program levels.⁴³

Beneficiaries and Expected Results

Beneficiaries of the AIF are the students, academic staff, public and private universities, and related sectors of the society. The benefits would flow from the direct investments of substantial additional financial resources to the institutions to undertake innovative activities/projects specifically designed to achieve the goals stated in the objectives.

The design of the proposed Additional Financing (AF) is based on the successful implementation of reforms under the original project mentioned above. Specifically, it will expand successful reforms in the areas of quality enhancement of tertiary education, research and innovation, and governance and management, in which the Bank has a

⁴³ A concept note on self-assessment can be seen at *Annex I-A*.

vast and in-depth experience. For quality enhancement, the AF will support the establishment of quality assurance mechanisms at both national and institutional levels. The AIF will continue to aim, through four distinct windows⁴⁴, at deepening reforms in a number of areas (i.e. improved teaching and learning, enhanced employability of graduates through market relevant research and programs, innovation through stronger university-industry linkages and commercialization of research; improved transparency and accountability in the use of public funds, and improved management and implementation of activities).

The following components/activities will be financed with additional financing of US\$120 million: (i) Component 1: Promoting Academic Innovation; (ii) Component 2: Building Institutional Capacity of Tertiary Education Sector; (iii) Component 3: Raising the Connectivity Capacity in the Higher Education Sector (BdREN& Digital Library); (iv) Component 4: Establishment of Quality Assurance (QA) Mechanism; and (v) Component 5: Project Management and Monitoring and Evaluation.

Component 1: Promoting Academic Innovation (Total US\$49.3 million, IDA US\$47.4)

The objectives of this component are to: (i) establish enabling conditions to enhance the quality and relevance of teaching, learning and research in universities; and (ii) introduce an efficient instrument for the allocation of additional public funds to universities, with an emphasis on innovation and accountability. This component will be implemented through four (4) competitive windows: (i) Window 1- improvement of teaching and learning; (ii) Window 2 - enhancement of research capabilities; (iii) Window 3 - university-wide innovations which will include additional eligible activities for the establishment of Technology Transfer Office; and (iv) Window 4 –the Innovation Fund. Specifically, the AF will finance a shortage of funds for the first and second rounds of the Academic Innovation Fund (AIF); will add a new third round of AIF under the original three windows; and will finance three new rounds under Window 4.

- The total budget envelop for AIF amounts to Tk 3720.60 million⁴⁵.
- The allocations given in the first round covered 49.16% (Tk1828.89 million) of the total AIF grant. Tk. 1828.89 million was awarded to these sub-projects.

⁴⁴ Three original windows: (i) improvement of teaching and learning; (ii) enhancement of research capabilities; and (iii) university-wide innovations which include campus network, plus an additional new window to support stronger university-industry linkages and commercialization of research.

⁴⁵ Taka amount for AIF component mentioned here may increase or decrease due to changes in US \$-Tk. exchange rates over the project period.

- The rest 50.84% (Tk 1891.71 million) of the AIF grant would be allocated in the second round.
- The total budget for AIF third round amounts to Tk. 3794.00 million.
- There was a ceiling of 20% of total AIF resources for all eligible private universities.
- The UAIFS/AIFMU staff received a bloc amount of Taka 50,000/- per sub-project as allowances for carrying out the secretarial tasks in a round.

Overview of the AIF 1st Round:

- Eligible 33 universities took part in this competition.
- Out of 726 competing sub-projects, only 91 of them from 27 universities (25 public and 02 private) won in this competition.

Overview of the AIF 2nd Round

- This component has also been Implementing 105 sub-projects in the second round and expected to complete by March, 2015.
- 04 sub-projects are also being implemented for campus network by this component.
- Allocated budget for 2nd round sub-projects was Tk.18870.31 Lakh of which Tk15302.82 Lakh was disbursed (81% received against budget) up to December 31, 2013. On the other hand Tk.11543.66Lakh was utilized up to December 31, 2013 (61% utilized against budget).

Overview of the AIF 3rd Round

- Advertisement for awarding 3rd round sub-project was also made in February, 2014 and expected to award 3rd round sub-projects by the last quarter of 2014.
- 679 complete proposals are submitted by the teachers of different universities for AIF 3rd round.

Types of interventions

Of the total AIF resources available for the 1st round,

- 40% was allocated to Window 1 (Improvement of Teaching-Learning at Undergraduate and Master's Levels; and Self-Assessment);
- 40% to Window 2 (Improvement of Research not Leading to Degree; and for Post-graduate Research Programs (**Master's**, MPhil, PhD); and
- 20% to Window 3 (University-wide Innovation).

Of the total **AIF** resources available for the 2nd round,

- 45% was allocated to Window 1 (Improvement of Teaching-Learning at Undergraduate and Master's Levels; and Self-Assessment);
- 35% to Window 2 (Improvement of Research not Leading to Degree; and for Post-graduate Research Programs (**Master's**, MPhil, PhD); and
- 20% to Window 3 (University-wide Innovation).

Of the total **AIF** resources available for the 3rd round,

- 35% was allocated to Window 1 (Improvement of Teaching-Learning at Undergraduate and Master's Levels; and Self-Assessment): AHSBL-20%(Tk.168.00 million); Sci-Tech-Tk.672.00 million)
- 50% to Window 2 (Improvement of Research not Leading to Degree; and for Post-graduate Research Programs (**Master's**, MPhil, PhD): AHSBL-15%(Tk.180.00 million); Sci-Tech-Tk.1019.00 million) and
- 15% to Window 3 (University-wide Innovation): Tk. 360 million

Allocation for groups of Universities

Group-A: 60%; Group-B: 30% and Group-C:10%.

Allocation for Private Universities

Maximum 20% of total AIF fund.

Limit of allocation

AHSBL:2.5-15.0 million; Sci-Tech: 5.0-50.0 million; University wide: 5.0-50.0 million.

Outcomes of AIF 1st Round

i. Total number of key procurement items

1. Curriculum updated:

At least 25 departments have received funds and training for conducting self-assessment. About 27 departments have updated their curriculum. A major change is in the design of the course with a significantly higher emphasis on practical training in labs.

2. Classrooms renovated/modernized with multimedia devices

- Twenty seven (27) departments have upgraded their classrooms and seminar/conference rooms and established new lecture theatres using AIF funds.
- Renovation and refurbishment works were undertaken in many,
- Approximately 50 department's procured new furniture and fixtures. New facilities and equipment have opened up teaching and research in many areas denied such opportunities previously.

3. New lecture theaters/seminar rooms/computer labs built

Around 70 subprojects have either established new computer labs or improved the existing ones.

4. Laboratories established/revamped and scientific instruments purchased

About 30 world class science laboratories have been established through the AIF component.

(These laboratories have been equipped with modern scientific instruments and supplies. Example of some key equipment purchased through AIF include Atomic Absorption Spectrophotometer, Dichroic Beam Splitter, Incubators, Heating Magnetic Stirrers, Electrochemical Workstation, UV-visible Spectrophotometer with Specular Reflectance and many more. Additionally, chemical reagents and supplies have been purchased in 5 chemistry and bio-chemistry departments and made available to students and researchers).

5. PCs/printers/photocopiers/scanners purchased

- The number of computers (PC, Laptops etc.) purchased had a grand total of 2236.
- In addition printers, scanners, multimedia equipment have also been made available in at least 72 departments in different universities.

ii. Research output

- Research has been undertaken in 14 departments under AIF Round 1 and
- 92 PhD students are being supported.
- Some 390 local and international seminars, workshops and training sessions were organized by the 58 AIF sub-projects under Round 1,
- More than 15,000 books have been procured by the different sub-projects.

iii. Capacity improvements (research, management, planning, training and M&E)

UGC level

The project has supported to develop ICT capacity building through procurement of Desktop PCs, Laptops, Printers and UPS which has been using by all the Officers of UGC.

University levels

The trainings significantly contributed to improving the subproject implementation skills of the 194 SPMTs on public procurement, financial management, monitoring and evaluation etc.

Faculty and department levels:

- Twenty seven (27) departments have upgraded their classrooms and seminar/conference rooms and established new lecture theatres using AIF funds.
- Renovation and refurbishment works were undertaken in many departments,
- 50 department's procured new furniture and fixtures. New facilities and equipment have opened up teaching and research in many areas denied such opportunities previously.

Component 2 – Component 2: Building Institutional Capacity of Tertiary Education Sector (Total US\$3.2, IDA US\$2.3 million)

The objective of this component is to reinforce the strategic and institutional capacity of the sector, both at the central level and at the level of Higher Education Institutions (HEIs). It will continue to include the following sub-components: (i) improving the strategic capacity of UGC; (ii) strengthening the institutional capacity of the universities; and (iii) intellectual property literacy. Under these sub-components, the AF will continue to support the capacity-building activities under the first two sub-components and finance a new sub-component on intellectual property literacy.

- Under this component a national level workshop on the study report on admission system in public universities was organized by SPU on 22 January, 2013.
- A comparative study on examination system for undergraduate courses of public and private universities is going on.
- HEMIS unit collected nominations from 94 public and private universities and UGC for user level training program. First batch of five day long user training was started from 17 November 2013 with 21 participants from different public and private universities and UGC. By the end of December 2013, 41 participants were trained for the use of HEMIS.
- A Local Area Network (LAN) is designed and deployed to interconnect all the PCs for resource and information sharing using computing technology.

Component 3: Raising the Connectivity Capacity of the Higher Education Sector (Total US\$41.2 million, IDA US\$35.8 million)

The basic infrastructure backbone of BdREN is expected to be established by December 2013. Once the network is established and becomes operational, there is an urgent need to: (i) strengthen and scale up its management structure, including technical and management competencies of BdREN staff, and fully support all the services up to the field level⁴⁶; (ii) expand the network and services to ensure BdREN's optimal utilization at the selected universities (campus network⁴⁷, video conference facility, etc.); and (iii) ensure good governance and strong ownership by the stakeholders, including acquiring Tier-1 connectivity to provide cost effective connectivity to the educational institutions. This component will support the following four sub-components: (i) strengthening BdREN connectivity; (ii) awareness building and knowledge exchange; and (iii) capacity-building for BdREN technical operation; and (iv) digital library and BdREN application development.

- In the field of Bangladesh Research and Education Network (BdREN), contract for laying underground local loop optical fiber cable in different locations through the country by Horizontal Direct Drilling (HDD) method for establishing last mile connectivity of the Universities was signed between HEQEP and M/s Hamida Ltd on 19th March, 2013 under G-46 package..
- Underground Fiber Optic Cable installation has been started and 10(ten) links out of total forty four links have been completed.
- Work has been started under G-8 package to install two Diesel Generator and Power System Sub-station at UGC.
- To arrange space, power and other required facilities at PGCB substations where BdREN will install its equipment Joint team of BdREN and PGCB visited Rampura PGCB-SS and Tongi PGCB-SS.
- Video Conferencing with International Partners (KSU, OARNET, HEANET), TEIN*CC and World Bank are being conducted on a regular basis on various aspects for flawless design and configuration of the Network and also for providing quality services to BdREN clients. BdREN.

⁴⁶ Human resource and financial requirements were grossly underestimated under the original project

⁴⁷ The Project will provide campus network to the all remaining public universities (i.e. 19 universities).

- BdREN Pilot Network connecting 6(six) universities are running in full swing with a total of 68 Mbps bandwidth. With implementation of G.25 all public universities are going to be connected to BdREN.

Digital Library

A fully operational UGC Digital Library (UDL) has been established with subscription to 3000+ e-journals from ACM, Emerald and JSTOR. 28 public and 6 private (Total 34) universities signed membership agreements for the e-journals. GBP 67,500.00 for purchasing Emerald e-Books series has been disbursed. USD 170,000.00 and GBP 81,192.00 for subscribing e-journals for the year 2013- 2014 has been disbursed.

Component 4: Establishment of Quality Assurance Mechanism (Total US\$36.8 million, IDA US\$27.4 million)

The objective of the component is to ensure the quality of higher education in Bangladesh through the establishment of QA mechanisms and quality assurance cells at the national and institutional levels respectively.

Currently, there is no national-level quality assurance (QA) mechanism for higher education. Neither are there any known well-structured internal university-wide quality assurance cells within public and private universities. There are, though, intermittent QA mechanisms to meet demands particularly of the various professional and international bodies/partners. This gap is recognized in the Strategic Plan for Higher Education 2006-2026, which proposed the establishment of an independent Accreditation Council catering for both public and private universities, and this component gives the UGC and the MoE the opportunity to revisit related issues.

To build on the momentum generated under the first two rounds of the AIF and the recent efforts made in developing a national QA mechanism, the Project would support the following activities with proposed additional financing: (i) the establishment of a QA mechanism at the national level; and (ii) the establishment of a QA mechanism at the institutional level.

Component 5: Project Management and Communication, and Monitoring and Evaluation (Total US\$9 million, IDA US\$7.2 million)

The objective of this component is to ensure proper implementation, management, and monitoring and evaluation of scaled up activities under the project. It would comprise two sub-components: (i) project management and communication; and (ii) monitoring and evaluation.

Financing

| Source: | (US\$ in million) |
|----------|-------------------|
| Borrower | 19.5 |
| IDA | 120.0 |
| | 139.5 |

Bangladesh's universities are at various levels of development. The old six public universities⁴⁸ which were established before the independence of the country have disproportionately large academic capacity including size compared to those which were founded after independence. The recently established universities are yet to evolve into fully developed institutions with all the required academic infrastructure. Again there are significant differences in respect of academic capacity and infrastructure facilities between and within the public and private universities.

Therefore, in order to ensure equitable distribution of AIF resources among these universities with diverse capacities, they are grouped on the basis of homogenous academic capacity, e.g., in A, B and C. This clustering of universities in groups does not indicate ranking or hierarchy based on excellence or status of an institution included in a group.

Competition will be among all universities across the three groups on an equal footing irrespective of their size or/and academic capacity. Notwithstanding their inclusion in a group, universities will be awarded AIF grants only if their proposals qualify in the evaluation by peer reviewers scoring a minimum threshold mark.

Academic capacity of a university has been determined by the absolute number of full time teachers holding PhD degree in respective universities.

The AIF Investment Windows

The AIF resources will be invested in specific areas for clearly designated activities. These investment areas are called Windows.

The AIF has three windows

Window 1: (a) Improvement of teaching-learning at undergraduate and master's level, and (b) Self-Assessment exercise;

Window 2: Improvement of research capabilities/facilities for (a) promoting innovative research for developing capabilities of faculties; and (b) post-graduate programs (Master's, M Phil, PhD);

⁴⁸ Dhaka University (1921), Rajshahi University (1953), Bangladesh Agricultural University (1961), Bangladesh University of Engineering & Technology (1962), Chittagong University (1966) and Jahangirnagar University (1970)

Window 3: University-wide innovation.

Indicative Sub-projects under the three Windows:

Window 1: Teaching-Learning

Provisional/contractual recruitment of qualified teachers with specialized expertise;

Professional development of academic staff and non-academic personnel in support of teaching activities;

Modernization of academic programs that would enhance innovation in teaching-learning and skills of the graduates in latest scientific knowledge and technologies, meet the demands of labor market and increase the employability of graduates;

Formulation of student-centered curricula designs with emphasis on learning outcomes, competencies, interdisciplinary and multi-disciplinary courses including results based programs;

Invitations to eminent academics and scholars to offer courses and participate in research programs;Improvement of library services;

Design and implement a self-assessment exercise at academic program or department level.

Window 2: Research

Modernization and/or improvement of existing post-graduate programs and/or programs of national importance that will consider the development of research capacities and advanced human capital for the country; Development of high quality PhD program;⁴⁹ Formulation of innovative research by faculty members involving undergraduate and graduate students;

Initiate joint academic and research programs with national and foreign universities and research organizations;

Formulation of innovative research designs oriented towards increasing productivity in the Bangladeshi industries and market demands;

Development and/or improvement of the laboratories and workshops with state-of-the-art scientific instruments and equipment with the aim to conduct innovative researches and experiments;

⁴⁹ Please refer to the footnote nos. 8 & 9.

Collaborative initiatives between the academics, researchers and industries for the application of results of innovative researches;

Professional development of academic and support staff for research activities.

Window 3: University-wide Innovation

Design and implementation of campus access networks (WANs and LANs), MIS;

Improvement of library services through automation, refurbishing of seminar halls and performing arts theater with modern acoustics and lighting system, refurbishing of lecture theater with audio-visual devices, preservation of rare and ancient manuscripts by state-of-the-art techniques and their reproduction for researchers' use, collection of books, journals and special publications etc.;

Equipment for central scientific instrumentation laboratory/ machine workshops and centers;

Joint activities/programs with national and foreign universities and research organizations

The AIF Allocation

The total budget envelop for AIF amounts to Tk 3720.60 million⁵⁰. This financial resource package has been distributed between two rounds of proposal calls covering the entire length of five years of the AIF program, i.e., from January 2009 to December 2013.

The allocations given in the first round covered 49.16% (Tk1828.89 million) of the total AIF grant. The rest 50.84% (Tk 1891.71 million) of the AIF grant will be allocated in the second round.

Of the total AIF resources available for the second round, 45% will be allocated to Window 1 (Improvement of Teaching-Learning at Undergraduate and Master's Levels; and Self-Assessment); 35% to Window 2 (Improvement of Research not Leading to Degree; and for Post-graduate Research Programs (Master's, MPhil, PhD); and 20% to Window 3 (University-wide Innovation).

Under Window 1, 75% of the available fund will be allocated to the broad areas of Science, Engineering and Technology, Agriculture,

⁵⁰ Taka amount for AIF component mentioned here may increase or decrease due to changes in US \$-Tk. exchange rates over the project period.

Livestock and Fisheries, Medical, Health and Nutrition Science subjects; 15% to Arts, Humanities, Social Sciences, Business and Law; and 10% to Self-Assessment. Under Window 2, the Physical, Biological and Earth sciences, Engineering and Technology, Agriculture, Livestock and Fisheries, Medical, Health and Nutrition Science subjects will get 85% and Arts, Humanities and Social Sciences will get 15% of the AIF resources allocated to it. Under Window 3 the University-wide Innovation sub-projects will get 100% of the fund allocated to it.

In the second round the lower and upper limits of an individual grant for a sub-project in arts, humanities and social sciences under Teaching-Learning (Window 1) and Research (Window 2) will be respectively Tk 1.6 million and Tk 10.0 million; and for sciences-technologies will be respectively Tk 5.0 million and Tk 40.0 million. The lower and upper limits of an individual grant for Self-Assessment will be Tk 1.6 million and Tk 5.0 million. For university-wide innovation sub-projects (Window 3) the lower and upper limits will be respectively Tk 8.0 million and 45.0 million among the three groups of universities.

There will be a ceiling of 20% of total AIF resources for all eligible private universities. Other allocation principles however will remain same for them.

1. Allocation of total AIF grant of Taka 3720.60 million between two rounds:
 - **Round-1:** Taka 1828.89 million (49.16%);
 - **Round-2:** Taka 1891.71 million (50.84%)
2. Allocation for three windows: Window-1: 45%; Window-2: 35%; Window-3: 20%;
3. Allocation for disciplines:
 - **Window-1:** Hum & Soc Sc.:15%; Sc & Tech: 75%; SA: 10%;
 - **Window-2:** Hum & Soc Sc.:15%; Sc & Tech: 85%;
 - **Window-3:** University-wide:100%
4. Allocation for groups of universities: Group-A: 60%; Group-B: 30% & Group-c: 10%;
5. Allocation for private universities: Maximum 20% of total AIF grant in a round.

Indicative size of sub-project cost: lower and upper limits:

Window-1: Hum & Soc Sc: Taka 1.6 – 10.0 million

Sc & Tech: Taka 5.0 – 40.0 million

Self-Assessment: Taka 1.6 – 5.0 million

Window-2:Hum & Soc Sc: Taka 1.6 – 10.0 million

Sc & Tech: Taka 5.0 – 40.0 million

Window-3:University-wide:Taka 8.0–45.0 million between university groups C to A.

In the 2nd round, available AIF resources will be apportioned between the three groups of universities⁵¹ respectively @ 60% for A, 30% for B and 10% to C. However, there will be a ceiling on funding to each institution within a group. Under a single Window a university will be allowed to receive a maximum of 25% of the total allocation made to that Window. However, it will be ensured that AIF grant to an individual university does not exceed 25% of the total AIF allocation given to the group in a round. Moreover, if it is observed that fund so allocated would remain unutilized due to lack of competent proposals from a particular group, then UGCBAIF may consider to re-allocate the unutilized fund to groups which might require additional resources for funding adequate number of competent proposals. The UGCBAIF would also consider to apply such fund reallocation/ readjustment mechanism for the three windows and for the three broad clusters of disciplines and self-assessment according to demand and on the basis of merit, score, etc.

Implementation

The AF will continue to support the similar structure of the original project. The formation of the Project Steering Committee and Project Implementation Committee will be expanded to include key stakeholders. UGC and HEQEP Unit capacity would be strengthened to meet the implementation challenges for the scaled-up activities. The proposed AF will also introduce a Governance and Accountability Action Plan to the project. The Operational Manuals would be updated based on the scaled-up activities.

Objectives

The objective of Environmental Management Framework (EMF) is to ensure environmental and social considerations and associated legal compliance requirements are efficiently and appropriately addressed during all stages of World Bank-supported Higher Education Quality Enhancement Project (HEQEP) in Bangladesh. It provides general policies, guidelines, codes of practice and procedures to be integrated into the implementation of the HEQEP.

⁵¹ Please refer to section 9 above and Annex 3 of this *AIFOM*.

Safeguard Policies (including public consultation)

| Safeguard Policies Triggered by the Project | Yes | No |
|---|-----|-----|
| <u>Environmental Assessment (OP/BP 4.01)</u> | [X] | [] |
| Natural Habitats (<u>OP/BP 4.04</u>) | [] | [X] |
| Pest Management (<u>OP 4.09</u>) | [] | [X] |
| Physical Cultural Resources (<u>OP/BP 4.11</u>) | [] | [X] |
| Involuntary Resettlement (<u>OP/BP 4.12</u>) | [] | [X] |
| Indigenous Peoples (<u>OP/BP 4.10</u>) | [] | [X] |
| Forests (<u>OP/BP 4.36</u>) | [] | [X] |
| Safety of Dams (<u>OP/BP 4.37</u>) | [] | [X] |
| Projects in Disputed Areas (<u>OP/BP 7.60</u>)* | [] | [X] |
| Projects on International Waterways (<u>OP/BP 7.50</u>) | [] | [X] |

* *Environmental Management Framework of HEQEP*

The HEQEP would support the higher education sector of Bangladesh through University Grants Commission (UGC). The key development objectives set for the project are to (i) improve the quality and relevance of the teaching and research environment in higher education institutions, and (ii) strengthen the institutional capacity within the higher education sector. The project development objectives would be achieved through three major components: (i) an innovation fund mechanism open to both public and private universities (Component 1); (ii) capacity building of UGC and universities (Component 2); and (iii) providing better access to global knowledge network (Component 3). In addition, the project will have Component 4 for Project Management and Monitoring. About 55 percent of project financing is targeted for the Component 1. The mechanism selected to reach this objective is the provision of additional resources through an Academic Innovation Fund (AIF). AIF will be accessible to all public and private universities, their faculties, departments, centers and institutions fulfilling eligibility criteria defined in project operation manual on a competitive basis. It would provide incentives to launch initiatives aimed at improving their performance. The AIF resources can only be spent according to approved project proposal that would include defined measurable performance indicators. It would instill emulation and accountability, and help to infuse dynamism in the academic community, without threatening its members. The AIF will introduce the concept of academic innovation and results based performance. The eligibility criteria, selection criteria and proposal submission procedures will be carefully spelled out in a detailed Operations Manual. About 5 percent of project financing would be used

for Component 2, 37 percent for Component 3, and 3 percent for Component 4. Component 2 would reinforce the management capacity of the sector, both at the central level and at the level of Higher Education Institutions (HEIs) and major sub-components would be: (i) UGC Strengthening; (ii) University Strengthening; and (iii) Access to National Research and Education Network (NREN). Component 3 is designed to support the creation of the Bangladesh Research and Education Network (BREN), a high performance ICT network (Intranet) providing connectivity among education and research institutions in both public and private sectors to enable academics, scientists and researchers engaged in higher education and research to communicate with their peers within the country. The fourth component of the HEQEP is dedicated to all the activities to be undertaken under the other two components. Its objective is to ensure the proper implementation, management, and monitoring and evaluation of the project, and it is constituted of two sub-components, aiming to reach this objective.

Projects and programs financed with IDA resources need to comply with World Bank Operational Policies. Therefore, activities eligible for funding under this program will be required to satisfy the World Bank's safeguard policies, in addition to conformity with environmental legislation of the Government of Bangladesh (GoB). Consistent with existing national legislation and World Bank's safeguard policies, the objective of the Framework is to help ensure that activities under the proposed education project will address the following issues:

- ❖ Protect human health;
- ❖ Minimize environmental degradation as a result of either individual subprojects or their cumulative effects;
- ❖ Enhance positive environmental outcomes; and
- ❖ Ensure compliance with World Bank safeguard policies

General Principles

The HEQEP will support Higher Education Sector from May 2009 to December 2013. The HEQEP will cover University Grants Commission (UGC) and both public and private universities. The possible areas of AIF uses have already been identified and these are: i) Small infrastructure renovation/ refurbishing; ii) Library (books, journals); iii) Teaching materials (lab equipment etc.); iv) On-line facilities (including access to digital libraries); v) Teachers' development (training/seminars/conferences); vi) Curriculum development/modernization of curriculum; vii) Research collaboration with foreign universities; viii) Collaboration with industries; ix) Research projects (including publications);

x) Development of career centers (for facilitation of internship, job placement); xi) Quality enhancement activities (quality enhancement cell, self-study, etc.); xii) Scholarships and fellowships and xiii) Visiting foreign faculty.

It has been agreed that the project will ensure due diligence in screening any potential environmental risks related to the infrastructure renovation/refurbishing and research activities. The environmental framework is based on the following principles:

- a. The project will support multiple subprojects which may include infrastructure renovation/refurbishing and research activities, the detail design of which may not be known at appraisal stage. To ensure effective application of the World Bank's safeguard policies, the Framework provides guidance on the screening the subprojects and also on environmental mitigation plan for the subprojects having substantial environmental negative impact.
- b. The project will not support any new construction and as such no land acquisition and screening for site selection will be applicable here.
- c. The project will follow Bangladesh Labor Law 2006 and Bangladesh National Building Code (including Building Construction Rules 2006) to ensure safety of life and property during renovation/refurbishing of various parts of a building or any other structures or vertical extension.
- d. For vertical extension, the PMU will ensure that the concerned institution will obtain clearance from local authority and Department of Environment before commencement of construction work.
- e. The contractors for renovation/refurbishing works will meet the requirements/standards pertaining to air, water and noise prescribed in the Environmental Conservation Act 1995 and Environment Conservation Rules 1997.
- f. Given the expected temporary environmental impacts related to Environment and Health Safety (EHS), stockpiling of construction material in all sites and construction activities, PMU will ensure that the contractor has developed and is following an Environmental, Health and Safety plan to mitigate construction and safety related impacts, including potential risks of accident to the construction worker and people in the vicinity.
- g. PMU will monitor that respective institution demonstrated due diligence to ensure student safety is maintained during construction and laboratory operation. A general guideline for student safety is attached in Annex E.

- h. The project will develop its operational manual, which will describe the institutional responsibility and process for environmental screening and related mitigation plans.
- i. The project will promote sound environmental management and practices within in the higher education institutions through the project.
- j. The Project Director will be overall responsible for ensuring environmental safeguard and reporting.

Environnemental Management Framework (EMF)

This EMF has been developed by Ministry of Education of the Government of Bangladesh specifically for the proposed operation to ensure due diligence, to avoid any environmental degradation issues. The purpose of this Framework is also to assist the Implementing Agency in screening all the subprojects for their likely environmental impacts, identifying suitable mitigation measures and implementation of these measures through an environmental management plan.

OP 4.01 Environmental Assessment- The proposed HEQEP is intended to enhance the quality of higher education through restoring the quality of teaching, learning and research, and building institutional planning and management capacity. The activities identified under the project are mainly technical assistance in nature and no major infrastructural activities are proposed. It will not require any acquisition of land, construction of any new institution or building or any major physical expansion. The proposed project may finance, among other things, small infrastructure renovation/refurbishing construction. These small scale construction activities are not anticipated to cause any major environmental impacts considering that all will be done with the existing structures in order to provide better facilities.

The World Bank Group General Environmental, Health and Safety Guidelines: Construction and Decommissioning will also be applicable.

The proposed project will support six categories research activities under the Academic Innovation Fund (AIF). These are: i) Arts, Humanities and Social Sciences, ii) Business and Management, iii) Physical, Biological, and Earth Sciences, iv) Engineering and Technology, v) Medical, Health, and Nutritional Sciences, and vi) Agriculture, Livestock and Fisheries. These research activities can be laboratory based or field based. The research activities to be carried out under i) Arts, Humanities and Social Sciences and ii) Business and Management are not expected to create any major environmental impact.

However, the research under other 4 categories may have negative impact on environment.

Considering the nature and magnitude of potential environmental impacts from relatively limited scale of the renovation/ refurbishing construction works and academic research works, the proposed operation is to be classified as category 'B'. Since the extent and exact locations of reconstruction works and research works are not known at this stage and may not be known at appraisal, the requirement to carry out an environmental analysis as part of project preparation can be waived but, for subprojects with potential adverse impacts, a limited environmental analysis/screening will be done during project implementation prior to approval for any sub-project.

The project will support one/two floor vertical extension of existing building. According to the ECR'97 construction of multi-storied building is Orange B category t. It is also mentioned in the ECR'97 that any engineering works (up to 10 hundred thousand Taka) is an "Orange B" Category project. However, Ministry of Housing and Public works defines that more than 6 storied building outside Dhaka and more than 10 storied building inside Dhaka are multistoried building. But the physical intervention and the detail extension of the project are still unknown at this stage. Before vertical extension PMU will ensure the engineering design has been approved by local authority for vertical extension and environmental assessment obtains no objection from Department of Environment.

Environmental Screening (ES)

For any sub-project which will involve infrastructure renovation/ refurbishing construction works, the sub-project proponent i.e., public and private universities, their faculties, departments, centers and institutions fulfilling eligibility criteria will use a checklist (Annex-A) to identify activity that may have environmental impacts. Similarly, the applicant of research proposal will use a checklist (Annex-B). In addition to identification of possible environmental impacts, this checklist for research proposal will also provide a simple assessment of laboratory facilities and applicant's experience on laboratory. The ES addresses the issues at project (sub-project) identification and pre-feasibility planning stage. The main objective at this stage is to help define the project (sub-project) in terms of locations, components and designs. The main activities of are to:

- assess regional resources and the effects of past interventions;
- examine the likely project-environment interactions;

- establish an effective people's participation program;
- identify the key environmental issues and the range and potential severity of impacts;
- compare the environmental consequences of project alternatives;
- prepare an initial EMP⁵²

Initial Environmental Examination

All infrastructures related projects require Environmental Screening. If ES indicates any environmental impact, IEE will be conducted. IEE is the descriptive approach of the screening format. For example, if cutting of tree is necessary for expansion of a building, IEE provides the information on the type and number of trees to be affected.

Environmental Impact Assessment

Environmental Impact Assessment (EIA) will be only required for the major expansion of building, workshop, laboratories and purchasing raw materials, if IEE⁵³ recommends. EIA will be used by the implementing agencies as a decision-making tool to ensure that the project design and implementation of activities such as raw materials are environmentally sound and sustainable. If any land filling or vertical extension of building is required for sub-project full Environmental Impact Assessment will be a condition for IDA financing. This will include detail examination of potential negative and positive environmental impacts, comparison them with those of feasible alternatives, and recommendation for measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental performance. A sample ToR for Environmental Assessment for vertical extension of existing building is attached in Annex D. In the preparation phase, the EIA shall achieve the following objectives:

- To establish the environmental baseline in the study area, and to identify any significant environmental issue;
- To assess these impacts and provide for measures to address the adverse impacts by the provision of the requisite avoidance, mitigation and compensation measures;
- To integrate the environmental issues in the project planning and design;

⁵² Projects with potential impacts will require environmental impact assessment. Small projects or those with little impact will not require EIA.

⁵³ Initial Environment Examination

- To develop appropriate management plans for implementing, monitoring and reporting of the environmental mitigation and enhancement measures suggested.

The Project Implementation Unit (PIU) will be responsible for carrying out the EIA and the implementing agencies should take prior approval of DOE on these ToRs, if necessary.

Guidelines for preparation of Environmental Management Plan

The primary objective of the environmental management and monitoring is to record environmental impacts resulting from the sub-project activities and to ensure implementation of the 'mitigation measures' identified earlier in order to reduce adverse impacts and enhance positive impacts from specific sub-project activities. Having identified the potential impacts of the relevant sub-project through screening, the next step is the identification and development of measures aimed at eliminating, offsetting and/or reducing impacts to levels that are environmentally acceptable during implementation and operation of the project through the preparation and implementation of an Environmental Management/ Mitigation Plan (EMP). EMP provides an essential link between the impacts predicted and mitigation measures specified. EMP format needs to fit the circumstances in which EMP is being developed. A typical Environmental Mitigation Plan format is presented in Table-1 of Annex-C.

Description of mitigation measures

Feasible and cost effective measures to minimize adverse impacts to acceptable levels should be specified with reference to each impact identified. Further, it should provide details on the conditions under which the mitigation measures should be implemented (ex; routine or in the event of contingencies). The EMP also should distinguish between type of solution proposed (structural & non structural) and the phase in which it should become operable (design, construction and/or operational). Efforts should also be made to mainstream environmental and social opportunities as reasonable.

Monitoring program

In order to ensure that proposed mitigation measures have the intended results and complies with national standards and World Bank requirements, an environmental performance monitoring program should be included in the EMP. The monitoring program should give details of the following;

- Monitoring indicators to be measured for evaluating the performance of mitigation measure (for example national standards, engineering structures, extent of area replanted, etc).
- Monitoring mechanisms and methodologies
- Monitoring frequency
- Monitoring locations

A typical monitoring plan is shown in Table 2 of Annex-C.

Institutional arrangements

Institutions/parties responsible for implementing mitigation measures and for monitoring their performance should be clearly identified. Where necessary, mechanisms for institutional co-ordination should be identified.

Implementing schedules

Timing, frequency and duration of mitigation measures with links to overall implementation schedule of the project should be specified.

Reporting procedures

Feedback mechanisms to inform the relevant parties on the progress and effectiveness of the mitigation measures and monitoring itself should be specified. Guidelines on the type of information wanted and the presentation of feedback information should also be highlighted.

Cost estimates and sources of funds

Implementation of mitigation measures mentioned in the EMP will involve an initial investment cost as well as recurrent costs. The EMP should include costs estimates for each measure, which will be part of the sub-project cost.

Environmental Review and Clearance

All the sub-project proposals should be reviewed first at the institutional level and an environmental professional will be part of the review process. The University Grants Commission will engage a qualified environmental professional who along with the Area Review Panels (ARP) and UGC Board for AIF would look into the environmental aspects of the sub-projects and suggest mitigation measures, if required. The measurable environmental indicators will be used along with other indicators for assessing the sub-projects. The institution will submit their proposal for small infrastructure renovation/refurbishing with an environmental checklist (Annex-A). Similarly, the applicant of research proposal will submit the environmental checklist (Annex-B) duly

reviewed and signed by proposed supervisor and departmental head. This checklist will be used by the proposal review committee (ARP) at UGC to assess possible environment and safety issues. The ARP will review the mitigation and monitoring plan. The committee can ask for further clarification or strengthening the mitigation and monitoring plan. UGC will hire short-term consultant as needed to monitor the environmental safeguard issues in the selected sub-projects and publish half yearly report on environmental compliance of sub-projects based on agreed monitoring indicators. UGC will develop its own monitoring plan to oversee environmentally critical sub-project. In addition, UGC will also assign 2 professional staffs as additional responsibility to review the environmental safeguard issues in sub-projects.

Capacity-Building and Monitoring of Safeguard Framework Implementation

Environment Assessment (EA) in higher education sector project in Bangladesh will be introduced through this project. It is expected that HEQEP will provide an opportunity to the stakeholders involved to understand the overall benefit of EA in respect of sustainable development. As part of the capacity-building on environmental issues in University Grants Commission, selective staffs will receive training in EMF application and environmental management. To assist in this capacity-building, and to provide subsequent guidance and review of the EMF's application, the UGC will contract specialist services for environmental management, as required. During supervision of these operations, the World Bank will assess the implementation of the EMF, and recommend additional strengthening, if required.

Consultation and Disclosure

The EMF will be shared by the Ministry of Education with concerned academic institutions, Department of Environment and civil society. As no potential effects are identified as this stage, such field level consultation will be carried out during environmental assessment stage and will be a pre-requisite of IDA financing. It will be re-disclosed in both Bangla and English by the Ministry of Education on behalf of the GOB in Bangladesh and it will also be made available at the World Bank's Info Shop. Relevant subproject specific safeguard documents/mitigation plans (EMPs) prepared subsequently will also be disclosed to the public.

Lessons Learned from the Original Project

UGC awarded contract to 194 proposals. Of which 52 proposals will trigger environmental impact. The general objectives of most of the sub-

projects with possible environmental footprint are development/improvement of:

- small scale infrastructure renovation/refurbishing/extension work of the existing physical infrastructure (class room, laboratories and libraries)
- equipping undergraduate teaching and training laboratories and graduate research laboratories and
- University wide development of advanced research laboratories.

The screening was carried out as the essential component of the complete project (CP) proposal in accordance with the guidelines provided in the AIF operations manual. In the first phase, it was observed most of the institution could not adopt the system of environmental screening properly. However, later the bottle neck was overcome in the second stage by incorporating training on environmental safeguard in the Pre-Contract Workshops. The participants were trained on fulfilling the screening format, relating environmental concern with project activities and adopting process for sorting out environmental management aspect from the proposed activities.

Environmental Issues

- 28 sub-projects of 1st round (out of 91 sub-projects) identified environment sensitive.
- 26 sub-projects of 2nd round (out of 105) identified environment sensitive.
- All environmental sub-projects were monitored and prepared report. This report was shared with IDA.

Social Issues

The project undertook a number of social awareness activities using the national media (i.e. TV talk shows and discussed the higher education project and the Academic Innovation Funds in particular) which helped create a positive public disposition about the project and its contribution to higher education in the country.

The PMU provided adequate importance for ensuring the environmental safeguard. One senior and one junior focal point in the PMU have been assigned for the project monitoring. They are responsible for preparing the monitoring report and ensuring implementation of environmental safeguard in the field. A short term environmental consultant is hired as needed by the project. The consultant is responsible

for reviewing the screening, updating the EMP and mitigation measures. The environmental screening report of each proposal with environmental foot print and the monitoring report are shared with World Bank.

News & Events **8th Implementation Support Mission by WB concludes**

05/05/2013: Source: Website of HEQEP, UGC

DHAKA 8 April 2013: An IDA/World Bank team carried out the eighth implementation support mission from March 20-April 8, 2013 to review



the progress of all activities and reach agreement on next steps for achieving the project development objectives. The mission also carried out discussions with relevant stakeholders on the key messages and indicative policy options. The mission comprised

Messrs./Mmes: Yoko Nagashima (Sr. Education Specialist, Co-Task Team Leader), Mokhlesur Rahman (Sr. Operations Officer, Co-Task Team Leader), Syed Rashed Al-Zayed (Economist), Hiroshi Saeki (Operations Officer), Asahabur Rahman (Education Policy and Planning Consultant), Rozilini M Fernandez-Chung (Higher Education/Quality Assurance Specialist) Burhanuddin Ahmed (Sr. Financial Management Specialist), Mohammad Reaz Uddin Chowdhury, (FM Specialist), Marghoob Bin Hussein (Sr. Procurement Specialist), Nadia Sharmin (Environmental Specialist, Consultant), Sabah Moyeen (Social Development Analyst), and Syeda Kashfee Ahmed (Consultant).

The mission met with the officials of the Ministry of Education (MoE), UGC, Economic Relations Division, Ministry of Planning and HEQEP Unit including Dr. Kamal Abdul Naser Chowdhury, Secretary; Mr. Iqbal Khan Chowdhury, Additional Secretary (Dev.); Mr Salahuddin Akbar, Additional Secretary (University); Mr. Masud Ahmed, Member, Planning Commission; Mr Arastoo Khan, Additional Secretary, External Resources Division; Prof. Dr. A. K. Azad Chowdhury, Chairman (State Minister), University Grants Commission (UGC); Prof Dr. Atful Hye Shibly, Member, UGC; Prof. Dr. M. Muhibur Rahman, Member, UGC; Prof. Dr. Mohammad Mohabbat Khan, Member, UGC; Prof. Dr. M. Abul

Hashem, Member, UGC and Prof. Dr. Md. Akhtar Hossain, Member, UGC.

The mission participated in the two workshops organized by the University Grants Commission and HEQEP Unit on “Development of Quality Assurance Mechanism in Bangladesh” on March 23, 2013 and “Showcasing the Successful AIF sub-projects” on March 30, 2013.

The mission rated “satisfactory” project performance in the areas of achieving development objectives, implementation progress, project management and monitoring & evaluation. The mission has reported to having found strong evidence of project progress against project outcome and intermediate results indicators, such as (i) growing support for the AIF from the academic community as seen in increased participation of public and private universities (27 universities under the first round and 29 under the second round); (ii) UGC has initiated a process for institutionalizing the competitive funding mechanism as scheduled; (iii) increased access to BdREN with 12 percent of students and 18 percent of faculty members having access (compared to 0% at baseline); (iv) targets of the KPIs related to BdREN are likely to be achieved by the end of December 2013; and (v) Digital Library has been established and fully operational in 34 universities.

The overall implementation progress is rated satisfactory. The project has completed almost four years of implementation. The pace of project implementation has been accelerated in a coordinated fashion at central and field levels since the last mission in July 2012. HEQEP is fully staffed and trained. Implementation of 196 AIF sub-projects has been significantly fast-tracked. Competitive funding mechanism has been institutionalized by MoE/UGC. The project has contributed to change the mindset of academics towards improving the quality and relevance of teaching-learning and research. A study on university admission systems has been completed and shared with stakeholders. As part of capacity building, about 1,500 academics and 120 officials undertook various types of in-country and overseas training. Implementation of BdREN has gained momentum as the key procurement package has been approved by GoB and IDA. Digital Library has been established and operational in 34 universities. HEQEP provided hands-on support to the universities to enhance their procurement capacity for compliance with the Procurement Act and Guidelines. M&E performance has significantly improved in producing various reports and undertaking field visits and verification surveys.

Annex-A

Bangladesh Higher Education Quality Enhancement Project

Environment and Safety Checklist for Small Infrastructure and Renovation/Refurbishing Proposal

Instructions:

The purpose of this checklist is to identify potential environment and safety issues related to the small infrastructure renovation/refurbishing work. This is a generalized checklist format for smaller infrastructure work.

The relevant Engineer of respective institution will fill-up the format, which is expected to be reviewed and signed by an Environmental Professional. However, the checklist must be reviewed and signed by the respective Head of the Department/Institution. If the checklist shows potential negative environmental impacts, the institution will submit a separate sheet for mitigation measures for it (Annex-C).

Title of Sub-project: _____

Applicant Institution: _____

Types of renovation/refurbishing work: _____

Estimated cost of renovation/refurbishing work: _____

Duration of renovation/refurbishing work: _____

Tentative Start Date: _____

Name and Designation of the Sub-project Coordinator/Focal Point:

Brief Description of Small infrastructure renovation/ refurbishing work
(Within 200 words)

.....

.....

Checklist

| SI | Screening Questions | Yes | No | Possible Negative Environmental Impact ⁵⁴ |
|----|---|-----|----|--|
| 1 | Will the renovation work disturb other academic activities? | | | |
| 2 | Will it create major noise? | | | |
| 3 | Will it create dust problem around the sites? | | | |
| 4 | Will it temporarily stop the water supply and sanitation system? | | | |
| 5 | Will any refrigeration/air conditioning units be removed/disposed? | | | |
| 6 | Will any liquid waste, or an item containing liquids (including oils), need to be transported off-site for reuse, recycle or disposal? | | | |
| 7 | Will equipment containing polychlorinated biphenyls (PCB's) be removed (i.e. transformers, capacitors, hydraulic and heat transfer systems, etc.)? | | | |
| *8 | Will building materials containing asbestos be removed/disposed? | | | |
| 9 | Will any building materials be removed/disposed that are coated with lead-based paint? | | | |
| 10 | Will any building materials be removed/disposed that contain lead, silver or chrome? | | | |
| 11 | Will batteries be removed/disposed (lead-acid or nickel-cadmium batteries from emergency lights and other battery-powered or battery-backup items)? | | | |
| 12 | Will mercury-containing devices (switches, gauges, thermostats) be removed/disposed? | | | |
| 13 | Will an emergency generator set or other aboveground storage tank (AST) or underground storage tank be | | | |

⁵⁴ If the answer of the questionnaire is 'Yes', please describe the possible negative environmental impact.

| SI | Screening Questions | Yes | No | Possible Negative Environmental Impact ⁵⁴ |
|----|--|-----|----|--|
| | installed or removed? (if already these are already existing, assess the existing condition and recommend action to avoid any negative environmental impact) | | | |
| 14 | Will the renovation work have any indirect impact on environment and ecosystem? | | | |
| 15 | Will the workers be provided protective equipment, devices and clothing and be ensured those are used? | | | |
| 16 | Will enough health and safety direction and insurance be provided to the workers? | | | |

The project will not allow use of any asbestos material.

Signature

The above answers are true and complete. University Grants Commission can reply on them to make its decision.

Sub-project Focal Point Signature & Date: _____

Contact Number and E-mail: _____

Please sign below to verify that the information in this document is accurate and complete to the best of your knowledge

Environmental Professional Signature & Date (Optional): _____

Name: _____

Contact Number and E-mail: _____

Department/Institutional Head Signature & Date: _____

Name: _____

Contact Number and E-mail: _____

Annex-B

Bangladesh Higher Education Quality Enhancement Project

Environment and Safety Checklist for Research Proposal

Instructions:

The purpose of this checklist is to identify potential environment and safety issues related to the research proposal. This is a generalized checklist format for all category research works. However, it is anticipated the research proposals under 'Arts, Humanities and Social Sciences' and Business and Management' will not have any environment impact and thus the proposals under these disciplines will not require to submit the checklist unless the review committee request for such checklist.

The applicant will fill-up the format, which will be reviewed and signed by the proposed Supervisor and Head of the Department. If the checklist shows potential negative environmental impacts the applicant will submit a separate sheet for mitigation measures for it (Annex-C).

Title of Research Work: _____

Applicant Name: _____

Supervisor Name and Designation: _____

Department: _____

Institution: _____

Level of Research Study: Masters/Doctoral/Others (Specify)

Research Activity: On-going/New Activity

Research Disciplines:

| | |
|---|--|
| <input type="checkbox"/> Arts, Humanities and Social Sciences | <input type="checkbox"/> Engineering and Technology |
| <input type="checkbox"/> Business and Management | <input type="checkbox"/> Medical, Health, and Nutritional Sciences |
| <input type="checkbox"/> Physical, Biological, and Earth Sciences | <input type="checkbox"/> Agriculture, Livestock and Fisheries |

Brief Description of Research Activity (Within 200 words)

Duration of Research Work: _____ Months

Tentative Start Date: _____

Checklist

| Sl | Screening Questions | Yes | No | Remarks |
|----|--|-----|----|---------|
| 1 | Will the research work be laboratory based? [If the answer of question 1 is no, then go to question 6.] | | | |
| 2 | Does the laboratory have | | | |
| | i environment, health and safety protocol or guidelines? | | | |
| | ii adequate fire safety provision? | | | |
| | iii safety provision for gas cylinder handling? | | | |
| | iv proper waste disposal facilities? | | | |
| | v adequate liquid waste management facilities? | | | |
| | vi proper storage facilities for hazardous chemicals, pesticides etc.? | | | |
| | vii adequate ventilation system? | | | |
| | viii first-aid facilities? | | | |
| | ix emergency exit facilities? | | | |
| | x trained professional to guide the researchers/students about safety procedures? | | | |
| 3 | Will the laboratory based research work | | | |
| | i require procurement of hazardous products (WHO Hazard Class I & II)? | | | |
| | ii produce hazardous waste materials? | | | |
| | iii generate infectious waste? | | | |
| | iv cause significant emissions of gas harmful to health? | | | |
| | v generate liquid waste? | | | |
| | vi cause any major noise? | | | |
| 4 | Does the applicant have received formal training on laboratory operation and safety rules? | | | |
| 5 | Does the applicant have previous work experience at laboratory on similar works? | | | |
| 6 | Will the research work require interventions at field level? | | | |
| 7 | Will the field based research work | | | |
| | i located at or near an environmentally sensitive area? | | | |
| | ii require procurement of hazardous products (WHO Hazard Class I & II)? | | | |
| | iii discharge any liquid waste in the environment? | | | |
| | iv discharge large quantities of waste/used water? | | | |

| Sl | Screening Questions | Yes | No | Remarks |
|----|--|-----|----|---------|
| | v generate hazardous waste? | | | |
| | vi impair downstream water quality? | | | |
| | vii have any possible degradation in land and ecosystem? | | | |
| | viii cause local air pollution from any plant/system operation? | | | |
| | ix generate excessive noise and/or dust? | | | |
| 8 | Will medical, biophysical or clinical research be conducted using human subjects? | | | |
| 9 | Will the project have any indirect impact on environment and ecosystem? | | | |
| 10 | Will the research work involve permission or clearance of any government department or agency? | | | |
| 11 | Will future expansion or implementation of research finding cause any major environment problem? | | | |

Signature

The above answers are true and complete. I understand that the University Grants Commission is replying on them to make its decision.

Applicant Signature & Date: _____

Contact Number and E-mail: _____

Please sign below to verify that the information in this document is accurate and complete to the best of your knowledge.

Supervisor Signature & Date: _____

Contact Number and E-mail: _____

Department Head Signature & Date: _____

Name: _____

Contact Number and E-mail: _____

Annex-C

**Bangladesh Higher Education Quality
Enhancement Project**
Environmental Mitigation and Monitoring Plan

Table 1: Typical Environmental Mitigation Plan

| Activity/ Issue | Potential Environmental Impacts | Proposed Mitigation Measures | Responsible Partiers | Estimated Cost |
|----------------------------|--|---|---------------------------------|---------------------------|
| | | | | |
| | | | | |
| | | | | |

Table 2: Typical Environmental Monitoring Plan

| Issue | Parameters | Monitoring Frequency | Monitoring Location | Responsible Parties |
|--------------|-------------------|---------------------------------|--------------------------------|--------------------------------|
| | | | | |
| | | | | |

Annex-D**Sample Terms of Reference (TORs) for an
Environmental Assessment of Vertical
Extension of Existing Building****Introduction**

(State the purpose of the TORs, identify the vertical extension activities/rehabilitation activities to be assessed and explain the executing arrangements for the environmental assessment (EA).

Background Information

(Provide pertinent background for any parties who may conduct the EA, whether they are government agencies, consultants or NGOs. Include a brief description of the major components/sub-components of the proposed project, a statement on its need and objectives, the implementing agency, a brief history of the project (including alternatives considered), its current status and timetable, and the identities of any associated projects. Identify other projects in progress or planned within the region which may compete for the same resources. Major types of projects to be described include, as appropriate: upgrading of existing informal housing and services projects.)

Objectives

(Summarize the general scope of the EA and discuss its timing in relation to other aspects of project preparation, design, and execution. Identify constraints, if any, regarding the adequacy of existing environmental baseline data and needs to phase additional data collection (e.g., seasonal rainfall, river flows, flooding, natural habitats, etc.) and assessment efforts to avoid hindering the project development schedule.)

EA Requirements

(Identify laws, regulations and guidelines that will govern the conduct of the assessment or specify the content of its report. They may include any or all of the following:

- National laws and/or regulations on environmental assessments
- EA regulations of any other financing organizations involved in the project.
- World Bank Operational Policy 4.01: "Environmental Assessment," and other pertinent environmental/social safeguard policies, eg, resettlement (land acquisition), natural habitats, etc.

Identify design or operating standards which project components must meet to be in compliance with environmental safeguards, eg., effluent discharge limitations, , receiving water quality standards, air emission standards and zoning, drainage and building codes, etc.)

5. Study Area. Specify the service area of the project, including its area of influence, eg, increased transport, solid waste management, drainage, etc. and proposed interconnections.

Scope of Work

(In some cases, the tasks to be carried out by a consultant will be known with sufficient certainty to be specified in the TORs. In other cases, information deficiencies need to be identified and resolved or specialized field studies or modeling activities performed to assess impacts; accordingly, the consultant should define particular tasks in more detail for contracting agency review and approval.)

Task 1. Description of the Proposed Project

(Provide a full description of the project: location; general layout, including description and drawings/diagrams for rehabilitation/new components, including building materials; land ownership and characteristics (eg, flooding potential, hazards, seismicity, use of land for waste disposal, industrial or extractive activities); population served, present and projected; adjacent communities/industries to site; existing/new roads or other supportive infrastructure; energy needs and source of supply; anticipated influent and effluent characteristics (depending upon level of treatment) and solid wastes; pre-construction and construction activities (including equipment used for earthmoving operations, handling of waste materials such as oil, borrow pits); schedule, staffing and support facilities and services; operation and maintenance activities; and, required off-site investments. Use of asbestos is prohibited for this project.)

Task 2. Description of the Environment

(Assemble, evaluate and present relevant baseline data on the environmental characteristics of the development and area of influence. Include information on any changes anticipated before the project commences.

- a. *Physical environment:* geology (including seismic characteristics), topography and soils and geotechnical considerations (general description for overall study area, including potential for soil erosion); temperature (effects of vegetation removal), rainfall and

runoff characteristics, flooding and hazard potential; groundwater characteristics; description of runoff and drainage, receiving waters (identity of streams, lakes, or marine waters; annual average discharge or current data by month, water quality; existing discharges or withdrawals), noise disturbance, capacity of the foundation, dead load, expected live load.

- b. *Biological environment*: terrestrial habitats in areas affected by construction, facility siting, use for disposal of wastes; aquatic, estuarine or marine habitats in affected waters; rare or endangered species; sensitive habitats, including parks or reserves, significant natural habitats; species of commercial importance in/near the land site(s) and receiving waters.
- c. *Sociocultural environment*: present and projected population; present land use/ownership; planned development activities; community structure; present and projected employment by industrial category; distribution of income, goods and services; recreation; public health; cultural properties; indigenous peoples; and customs. potential for traffic accidents, student safety hazard, occupational health and safety.)

Task 3. Legislative and Regulatory Considerations

(Describe the pertinent laws, regulations and standards governing environmental quality, pollutant discharges to surface waters and land and to public sewers, building codes of practice, protection of sensitive areas and endangered species, siting, land use control, if needed etc., at international, national, regional and local levels (The TORs should specify those that are known and require the consultant to investigate for others). World Bank Group construction and decommissioning guidelines (available at www.ifc.org) and general Environment, Health and Safety Guidelines will be considered in addition to Bangladesh National Standards.)

Task 4. Determination of the Potential Impacts of the Proposed Project

(In this analysis, distinguish between significant positive and negative impacts, direct and indirect impacts, and immediate and long-term impacts. Identify impacts that are unavoidable or irreversible. Wherever possible, describe impacts quantitatively, in terms of environmental costs and benefits. Assign economic values when feasible. Characterize the extent and quality of available data, explaining significant information deficiencies and any uncertainties associated with predictions of impact. Provide TORs for studies to obtain the missing information.

Special attention should be given to

- Siting: sensitive issues eg, impacts upon drainage patterns, vegetation removal and wetlands and other habitats; hazardous natural or man-made conditions; dislocation of resident populations; historic or cultural resources
- Construction: degradation of natural habitats; increase of erosion/flooding (hazard vulnerability); depletion of groundwater, sewage disposal, landscaping, material disposal (especially toxic wastes), etc.
- Overloading of existing infrastructure and services and depletion of resources, eg, lumber, fuel or overtaxing of industries such as brick-making
- Dislocation of existing residents)

Task 5. Analysis of Alternatives to the Proposed Project

(Describe alternatives that were examined in the course of developing the proposed project and identify other alternatives that would achieve the same objectives. The concept of alternatives extends to siting and design, technology selection, rehabilitation/construction techniques and phasing, and operating and maintenance procedures for collection systems, treatment works, disposal and sludge management. Compare alternatives in terms of potential environmental impacts, land and energy requirements, capital and operating costs, reliability, suitability under local conditions, and institutional, training, and monitoring requirements. When describing the impacts, indicate which are irreversible or unavoidable and which may be mitigated. To the extent possible, quantify the costs and benefits of each alternative, incorporating the estimated costs of any associated mitigating measures. Include the alternative of not constructing the project to demonstrate environmental conditions without it.)

Task 6. Development of an Environmental Management Plan (EMP)

(Estimate the impacts and costs of the mitigation measures and of the institutional and training requirements to implement them. Assess compensation to affected parties for impacts that cannot be mitigated. Prepare an EMP, including proposed work programs, budget estimates, schedules, staffing and training requirements, and other necessary support services to implement the mitigating measures, monitoring, etc. Consider compensation to affected parties for impacts that cannot be mitigated. Include measures for emergency response to natural and accidental events (e.g., flooding, entry of raw sewage into rivers, streams, etc), and health and safety, as appropriate

Prepare a detailed plan to monitor the implementation of mitigating measures and the impacts of the project during rehabilitation/construction and operation. Include in the plan an estimate of capital and operating costs and a description of other inputs (such as training and institutional strengthening) needed to implement the plan. For projects that include a land disposal facility, environmental monitoring should include a regular schedule of monitoring the quality of surface and ground waters. Provide environmental protection clauses for application by consultants and contractors.

Review the authority and capability of institutions at local, provincial/regional, and national levels and recommend steps to strengthen or expand them so that the EMP may be effectively implemented. The recommendations may extend to new laws and regulations, new agencies or agency functions, intersectoral arrangements, management procedures and training, staffing, operation and maintenance training, budgeting, and financial support.)

Task 7. Assist in Inter-Agency Coordination and Public/NGO Participation

(The Consultant will assist the government in coordinating the EA with relevant agencies and the government will consult with affected groups likely to be affected by the proposed project and with local NGOs on the environmental and social aspects of the proposed project.

These groups should be consulted once a draft EA has been prepared and a summary of the EA conclusions will, be made prior to the meeting. The draft EA should also be available in a public place accessible to affected groups and local NGOs.

Relevant materials will be provided to affected groups in a timely manner prior to consultation and in a form and language that is understandable and accessible to the groups being consulted. The Consultant should maintain a record of the public consultation and the records should indicate: means other than consultations) eg, surveys) used to seek the views of affected stakeholders; the date and location of the consultation meetings, a list of the attendees and their affiliation and contact address; and, summary minutes.)

Report

(Provide an EA report that is concise and limited to significant environmental issues. The main text should focus on findings, conclusions and recommended actions, supported by summaries of the data collected and citations for any references used in interpreting those

data. Detailed or uninterrupted data are not appropriate in the main text and should be presented in appendices or a separate volume. Unpublished documents used in the assessment may not be readily available and should also be assembled in an appendix. Organize the environmental assessment report according to the outline below.

- Executive Summary
- Policy, Legal and Administrative Framework
- Description of the Proposed Project
- Description of the Environment
- Analysis of Alternatives
- Environmental Management Plan, incl. mitigation, monitoring, capacity development and training and implementation schedule and costs and environmental protection clauses for use by consultants and contractors.
- Inter-Agency and Public/NGO Involvement
- List of References
- Appendices:
 - List of Environmental Assessment Preparers;
 - Records of Inter-Agency and Public/NGO Communications;
 - Data and Unpublished Reference Documents.)

Consulting Team

(The following specialties should be considered for the core consulting team: environmental engineering, environmental planning (or other environmental generalists); ecology (terrestrial, aquatic or marine, depending on type of discharge); water quality; soils science (for land application); wastewater utility management; and sociology/anthropology. Other specialties that may be needed depending on the nature of the project are public health, agronomy, hydrology, land use planning.

Note: the team will be required to work closely with specialists undertaking the social analysis and to define arrangements for the final report, especially if the EA and social analysis are to be combined in one report)

Schedule

(This section will specify dates for progress reviews, interim and final reports, and other significant events.)

Other Information

(Include here lists of data sources, project background reports and studies, relevant publications, and other items to which the consultant's attention should be directed. Examples are pre-feasibility studies, population and land use projections, land use plans, industrial activity information, water quality studies, sewerage service needs surveys, public health reports, sewer system evaluations.)

Annex-E**General Requirement for Student Health and Safety**

In Bangladesh the main law related to occupational health and safety is Labor Law 2006. The law has provisions on occupational hygiene, occupational diseases, industrial accidents, protection of women and young persons in dangerous occupation. The key salient features of the general requirements for the workers' health and safety stated in this law is presented in the following Table.

General requirements for Workers Health and Safety

| <i>Issues</i> | <i>Requirements</i> |
|----------------------------------|---|
| Health and Hygiene | <ul style="list-style-type: none"> • Cleanliness • Proper ventilation and temperature in room and laboratory • Protection against dust and fumes • Disposal of wastes and effluents • Proper illumination • Provision of adequate latrines and urinals • Sufficient spittoons and dustbins |
| Safety | <ul style="list-style-type: none"> • Safety for building and equipment • Precautions in case of fire • Fencing of machinery • Floor, stair and passage way • Precautions during work on or near machinery in motion • Monitoring against carrying of excessive weights • Maintaining proper safety guideline during handling hazardous chemicals |
| Dust and Fumes | <ul style="list-style-type: none"> • For any dust or fumes or other impurities likely to be injurious to the student, effective measures shall be taken to prevent its accumulation and its inhalation by students and worker during construction work |
| Latrines and urinals | <ul style="list-style-type: none"> • Sufficient latrines and urinals shall be provided • Shall be maintained in clean and sanitary condition • Shall be adequately lighted and ventilated |
| Precautions in case of fire | <ul style="list-style-type: none"> • Shall be provided with means of escape in case of fire from class room and laboratory • Effective measures shall be taken to ensure that all the students are familiar with the means of escape • Firefighting apparatus should be provided and maintained |
| First aid | <ul style="list-style-type: none"> • First aid facility should be provided and maintained. • Ensure one first aid box for every one hundred and fifty workers • Shall be kept with a responsible trained person who shall be available during the working hours |
| Disposal of wastes and effluents | <ul style="list-style-type: none"> • Provide with proper disposal system for solid waste and effluents, generated from daily usage, research and construction |
| Noise | <ul style="list-style-type: none"> • Suitable measures should be taken for machine with excessive noise • Construction work should be avoided during class operation |

Existing Program of Technical Education in Bangladesh

Skills and Training Enhancement Project (STEP)

Directorate of Technical Education, Ministry of Education

The project development objective is to strengthen selected public and private training institutions to improve training quality, and employability of trainees, including those from disadvantaged socio-economic backgrounds.

The specific objectives of the project are to:

To enhance quality and relevance of technical and vocational education and training as a part of meeting the strategic options of the poverty reduction agenda of the government;

To strengthen the overall Technical and Vocational Education and Training (TVET) system through (a) direct start-up and operational support to Industry Skills Councils (ISC) and the National Skills Development Council and (b) support to SSC (Vocational) Schools,

To strengthen the capacity of key institutions (DTE, BTEB and BMET) which play important role in the management and quality assurance of TVET sector; and

To establish a project management and implementation structure, implement communication strategy and undertake monitoring and evaluation.

To face the challenges of 21st century the Government of Bangladesh has undertaken a series of reform programs in technical and vocational education and training (TVET) sector. As a part of the reform the Ministry of Education has been implementing a five-year long “Skills and Training Enhancement Project (STEP)”.

Vision & Mission

Improving the quality, relevance and efficiency of the Technical and Vocational Education and Training (TVET) to increase employability of the graduates at home and abroad with special focus to reduce poverty and improve the quality of life of the general mass in particular.

Specific objectives

1. To enhance the quality and relevance of TVET as a part of meeting the strategic options of the poverty reduction agenda of the government;
2. To strengthen the overall TVET system through (a) direct start-up and operational support to Industry Skills Councils (ISC) and the National Skills Development Council and (b) support to SSC (Vocational) Schools;

3. To strengthen the capacity of key institutions i.e., Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB) and Bureau of Manpower Employment and Training (BMET).
4. To establish a project management and implementation structure, implement communication strategy and undertake monitoring and evaluation.

Implementing information

Estimated cost of the project, jointly funded by the Government of Bangladesh and the World Bank, amounts to BDT 6342 million. Commencing from July 2010 the project will be end in June 2015. The DTE is the implementing agency of the project while the BTEB and the BMET are co-implementing agencies.

Components

The project has four components. Component-wise major activities and implementation progress as on April 2013 are shown below:

Component 1: Improving the Quality and Relevance of Training

Major Activities

- Stipend to 1,60,000 diploma student years (50% of the students applied)
- Implementation Grant to 25 public and 5 private diploma level Polytechnics for institutional development
- Performance Grant to 5 best performing Polytechnics
- Implementation Grant to 42 public and 8 private Short Course Training Providers for Training and Institutional Development
- Full teaching strength to 25 public Polytechnics
- Short Term Training to 50,000 students
- Training to 20,000 unskilled and semi-skilled labors through BGMEA, BKMEA & BAIRA

Progress of component 1:

- 93 diploma level polytechnic institutes (43 Public, 50 Private) selected on competitive basis as "eligible"™ for stipend. Signed performance contract with the institutes.
- Survey firm verified 100% household information of the students selected for stipend.

- Provided stipend to 35,670 students during Jan-June 2011, 46,208 students during July-December 2011 and 37,541 students during January-June 2012. Providing stipend to 38,765 students of July-December 2012 semester is in progress.
- Selected 30 diploma level polytechnics (25 Public, 05 Private) for implementation grant. Performance Contract signed. Implementation of IDP is in progress.
- Around 23% of the contract amount disbursed to 30 Polytechnics.
- Selected 50 short course training providing institutes (42 Public, 08 Private) and signed performance contracts.
- Short Course training provided to 6,953 trainees in 1st cycle (January-June 2012) and 7,984 trainees in 2nd Cycle (July-December 2012). 8,363 trainees got admission in 3rd Cycle (January-June 2013).
- Interactive database for short course trainees established.
- Full teaching strength (708 part-time contractual Teachers) provided to 25 public polytechnics.
- Trained principals & teachers of 30 Polytechnic Institutes and 50 Short Course Training providers on procurement, FM and M&E.
- Cell numbers of all beneficiary students collected for direct communication
- Quality training in short course providing institutes ensured
- Free and fair examination system in polytechnic institutes developed
- Social safeguard ensured through increased enrollment of female students (24.55%).
- Stipend Application Form (SAF) revised incorporating new HIES indicators of 2010 instead of 2005.
- Simplified procurement guideline developed and sent to stakeholders
- FAFAD audit completed, no major findings
- Institute inspection format prepared and information being collected accordingly
- Signed MoU with BGMEA for providing skills training to industry labour

Component 2: Pilots in TVET

Major Activities

- Supporting NSDC and ISCs
- Development of MIS for NSDC/ISCs
- Consulting support for Institution, Policy & Strategy development
- Upgradation of existing workshops of SSC (Voc)
- Strengthening SSC (Voc)

Progress of component 2

- Participation agreement signed with NSDC
- Procurement plan, work plan, and governance and accountability action plan prepared
- Seed financing and operational cost disbursed to NSDC
- Computer & accessories procured and supplied to NSDC & ISCs
- STEP/NSDC team formed to implement NSDC/ISCs activities
- Present situation of SSC (Voc) analyzed and report submitted
- Operational piloting in SSC (Voc) at final stage

Component 3: Institutional Capacity Development

Major Activities

- DTE: Training to DTE staff, establishment of HRMIS & development of PPRU, labor market survey, sector skill mapping and one story vertical expansion
- BTEB: Strengthening M&E and RPL, reviewing of Curriculum and Digitalization of affiliation, registration, admission & certification system
- BMET: Development of Immigration Database, standard setting across the sector resource planning, updating training materials and one story vertical expansion

Progress of the component 3

- Administration and management training for 2,000 teachers started. 443 teachers trained.
- Strengthening HRMIS of DTE
- Signed MoU with BTEB
- Prepared action plan for BTEB
- Need assessment for MIS development of BTEB completed
- Established M&E and RPL unit in BTEB
- Prepared action plan for BMET
- Upgradation of immigration database of BMET in progress
- Vertical expansion of DTE & BMET building at final stage.

Component 4: Project Management and Communications, and Monitoring and Evaluation

Major Activities

- Project Management Unit (PMU)

- Staffing, equipment, furniture and fixtures, operation and maintenance
- Communication:

Materials development, dissemination of information, awareness build up

- Monitoring & Evaluation:

Rigorous M&E survey, data collection and reporting round the project life

Progress of the component 4:

- PIU established, six consultants deployed
- Training plan and communication action plan prepared
- Staff training plan prepared
- Base line data of 93 Polytechnics established
- Result based framework prepared for January-June 2012
- Prepared procurement plan of PIU and sub-projects
- Prepared PRMP and IUFRR and ensured FM agreed action plan
- 48.47% of ADP allocation spent in FY 2012-13
- Environment & Social safeguard cell ensured
- Accounting software for FM established
- MTR and 4th ISM completed
- Major Success till April 2013:
- Selected 93 Polytechnic Institutes for stipend
- Selected 30 Polytechnic Institutes for Implementation Grant
- Students selected for Stipend. 1,57,449 students received money.
- Selected 50 Short Course Training Providers
- 14,937 trainees completed Short Course Training
- All the trainees of Short Course Training received stipend
- 708 teachers deployed to 25 public polytechnics
- Technical training provided to faculties on Procurement, FM and M&E
- Project information disseminated among stakeholders
- Result based framework prepared for January-June 2012
- Established interactive database of short course trainees

It is expected from the above progress that the project will be successfully and timely implemented, which will result in with improving the quality, relevance and efficiency of the TVET education and training in Bangladesh with increased employability which will ultimately help reduce poverty and improve the quality of life.

University Level Education in Bangladesh

Public Universities are managed and governed by Acts and Ordinances made by the government. Four Universities (DU, RU, JU and CU) are run under the separate University Acts of 1973. The spirit of these Acts reflects the intention to protect the autonomy of the country's highest seats of learning. Through the formation of a democratically elected university senate, syndicate and other statutory bodies, the university administration was expected to be made accountable to the university community itself, rather than subservient to the government or the party in power. The University Grants Commission (UGC) was also created in 1973 as a buffer between the government and the universities. The 1973 University Acts replaced the old University Acts which were seen as giving the university administration unbridled powers to press academic freedom. The continuous widening of the gap between the supply of and demand for higher education opened up new opportunities; private entrepreneurs, philanthropists and social leaders stepped in to fill this gap. The government too realized that without a public-private partnership, the demand for higher education could not meet. In order to provide a legal framework, the government enacted the Private Universities Act 1992 and subsequently repealed and replaced by the Private Universities Act 2010; the assumption was that these universities would supplement government efforts to meet the demand for higher education. The operation of private universities was encouraged not to replace public ones but to work side by side with them. Private Universities in general follow the American education system that is a four year first degree program consisting of 12 Semesters.



Fig. Curzon Hall, University of Dhaka, Bangladesh

Universities in Bangladesh are mainly categorized into three different types — Public (government owned and subsidized), Private (private sector owned universities), and International (operated and funded by international organizations such as the Organization of the Islamic Conference). There are as many as 76 private Universities as opposed to 35 Public Universities at the year of 2013. Most

universities focus on general studies, meaning a diverse mix of curriculum, business studies, engineering or technology. Seven universities have specialized curricula focused on Islamic studies (2), agricultural sciences (2), medical sciences (1), Veterinary (1) and women's studies (1). Bangladesh has 35 public universities instructing the bulk of higher studies students. These universities that are funded by the Government and managed as self-governed government institutions. In Dhaka division there are 12 public universities. Amongst them seven are in Dhaka City, two universities in Gazipur, one in Savar. In Mymensingh District there are two universities located in Mymensingh Town and Trishal. In Tangail District there is also a university locating on Sontoss. In Rajshahi division there are three universities, two in Rajshahi and one in Rangpur. There are two public universities in Rangpur division. One is in Rangpur and another one in Dinajpur. In Khulna division there are four public universities; two are in Khulna, one in Jessore and another in Kushtia. The university in Kushtia is the only public university in Bangladesh specializing in Islamic studies. Five public universities are in Chittagong division including three are in Chittagong and one each in Comilla and Noakhali. One of them specializes in Veterinary Sciences. There is only one public university in Barisal division which is located in Patuakhali. Two public universities are in Sylhet division. Both are in Sylhet, one specialized in technology and the other in agricultural sciences. National University and Bangladesh Open University are the public universities that operate through a number of colleges all over Bangladesh instead of a localized campus. Both have headquarters in Gazipur.

Bangladesh has some thirty-three public universities providing education to the bulk of higher studies students. These universities are funded by the government while managed as self-governed organizations. In Dhaka division there are twelve public universities. Amongst them seven are in Dhaka City, two universities in Gazipur, one in Savar. In Mymensingh District there are two universities located in Mymensingh Town and Trishal. In Tangail District there is also a university locating on Sontoss. In Rajshahi division there are three universities, two in Rajshahi and one in Pabna. There are two public universities in Rangpur division. One is in Rangpur and another one in Dinajpur. In Khulna division there are four public universities; two are in Khulna, one in Jessore and another in Kushtia. The university in Kushtia is the only public university in Bangladesh specializing in Islamic studies. Five public universities are in Chittagong division including three are in Chittagong and one each in Comilla and Noakhali. One of them

specializes in Veterinary Sciences. There are two public universities in Barisal division which are located in Patuakhali and Barisal. Two public universities are in Sylhet division. Both are in Sylhet, one specialized in science & technology and the other in agricultural sciences.

Establishment of private university in Bangladesh initiated after the institution of the *Private University Act 1992*. There are 70 such universities that are operational in five out of seven division of the country. Most of the private universities are in Dhaka Division summing up to 45. All of them have their campus in Dhaka city concentrating mostly in Gulshan, Dhanmondi and Uttara regions of the city. Two private universities in Dhaka specializes in Science and Technology, one specializes in women's studies and others are general universities. There are the six private universities located in Chittagong Division. All six have main campuses are in Chittagong city. One has its urban campus in Kumira, outside the main city. Five of them general universities, while one is specializes in Science and Technology. The only private university in Rajshahi Division has its campus in Bogra. In Sylhet Division there are three private universities all having main campuses in Sylhet city. There is no private university in Barisal Division and Rangpur Division .

There are only two international universities in Bangladesh. These universities are neither managed and funded by the government, like public universities, nor established under the Private University Act and managed by a private governing body, like private universities. International Culture University was established by Forum for Culture and Human Development and branded by United Nations Academic Impact(UNAI) and United Nations Global Compact(UNGC), Internationally accredited-affiliated and an active partner of different international organisa-tions working for internationalization of education and international quality. Islamic University of Technology was established by the Organisation of Islamic Cooperation and located in Gazipur, Dhaka division while another is located in Chittagong division and funded by the Asian University for Women Support Foundation (AUWSF), a United States based non-profit corporation.

According to report of the University Grants Commission (UGC) a total of 0.225 million students obtained graduation and post graduation degrees from the country's public and private universities in 2009, the latest academic year of pass in the universities. Some 0.196 million students received graduation and post graduation degrees from 31 public universities while other 0.029 million from 48 private universities during the year 2009. Among the public universities students some 0.064 million

got bachelor (pass) degrees, 0.061 million bachelor (Hon's) degrees, 8508 technical graduations while 0.056 million obtained post-graduate degrees, 1392 technical post graduates, 2348 diploma certificates and 2862 obtained MS, M Phil and PhD degrees. In 2011, about 0.175 million and 0.20 million students are studying at public and private universities respectively. The National University has 17 hundreds institution while 198 colleges admit around one lakh and forty thousand student in graduation (Honors) level. The total of 1450 educational institutions admit students in the honors and degree level and have only 0.176 million academic seat. A large number of private universities have only dubious educational quality though pockets of excellence exist in some of them. On behalf of the government, the University Grants Commission (UGC), an agency of the Ministry of Education (MOE) supervises and monitors all private and public universities.

Universities and degree colleges need to follow the criteria laid down by the University Grants Commission (UGC) and the National University (NU). It is evident that many degree colleges and private universities fail to comply with the minimum NU and UGC requirements. Roles and responsibilities of UGC and NU ought to be reviewed and strengthened in the light of increased responsibilities and complexities of the current higher education sub-sector. Almost all private universities are market-driven and tuition-driven. By implication, private universities offer only those degree programs which they can sell in the market at high prices. This limits the kind of degrees and programs offered. Students want to study primarily those courses which more or less guarantee them better job prospects. Therefore, almost all private universities Business Schools have the largest enrolment followed by IT related subjects. Very few universities offer degrees in subjects that are socially desirable like Philosophy, Sociology, Literature, etc⁵⁵.

In the Technical Education System, after obtaining Diploma-in-Engineering degree (four years long curriculum), students can further pursue their educational carrier for obtaining a Bachelor degree from Engineering & Technology Universities, which offer two and a half to three year long courses for students with a Diploma-in-Engineering degree, to obtain a Bachelor degree (undergraduate degree) (16th Grade) in Engineering. Then they can enroll into post-graduate studies. There are also 51 professional colleges (Medical, Dental, Law, Polytechnic etc)⁵⁶.

⁵⁵ University Grants Commission (UGC), Bangladesh (2011).

⁵⁶ Bangladesh Bureau of Statistics (BBS), 2006.

In Madrasah Education System, after passing 'Alim' (12th Grade), student can enroll in for 3years long study, for obtaining a 'Fazil' level (14th Grade)as well as they can go for further general education like earning all over the universities degree, And after passing successfully they can further enroll into another 2 years long study system to obtain a 'Kamil' level (16th Grade) degree. Religious education systems also exist for the Buddhists, Christians and Hindus. Sanskrit and Pali Board, with the Directorate General of the Directorate of Secondary and Higher Education, covering the tols (schools for teaching Sanskrit), choupathies and colleges, which admit students with SSC to a three years course. Buddhist religious education is offered in Buddhists religious language Pali. It follows a three years course as in Sanskrit. The Sanskrit tols graduates get the title "Teertha" while the Buddhist tol graduates get the title "Bisharad". The Christian religious education is offered in bible schools and intermediate seminaries to SSC pass students are admitted in major seminaries and theological colleges, managed by Church bodies of different denominations, the theological colleges offer Bachelor and Master's degrees to successful candidates.

To enter a university or a degree college one has to complete 12 years of schools studies. The general universities and colleges receive students from four streams of high school sources. They are a) Humanities, b) Science, c) Commerce and d) Madrasa system.

Special Education in Bangladesh

Visually impairedness is one of the major problems in our country. The causes that lead to this impairedness are conjunctiva and corneal infections, trachoma, malnutrition, venereal disease, cataract, glaucoma, injuries, use of surma/myopia, pox, diabetes, retinal hemorrhages, arteriosclerosis, etc. The educational opportunities provided by the DSS to the visually impaired, need to be updated by giving vocational training. In many developed countries, the industrial home or sheltered workshop provides such facilities.

The Government has taken steps for educating the visually impaired children in specialised institution. The Government established 4 visually impaired schools in 4 divisions in 1962 which are located in Dhaka, Chittagong, Rajshahi and Khulna. In 1965, another school was established for the visually impaired in Barisal. The schools provide education in Braille system and teach them how to move and how to walk with white cane. To impart education among the blind, who are severely impaired, must be taught by Braille system while the partial sighted persons need to use magnifying glasses or books with large print. A good

number of children have already received primary level education from these schools. Recently the DSS is considering a project to upgrade the primary school to high school level. The number of students in these schools are 240. In these schools, besides, education, they are getting training on mobility, bamboo and cane works and so on. This helps the inmates eligible for getting jobs suitable for them. In the private sector, there are institutions run by the NGOs where visually impaired children are taught and trained.

Information about the Schools for the Visually Impaired

| Sl.No. | Name and Location | Capacity |
|--------|--|----------|
| 01. | Government School for the Blind, Section-14, Mirpur, Dhaka | 30 |
| 02. | Government School for the Blind, Goalkhali, Khulna | 50 |
| 03. | Government School for the Blind, Muradpur, Chittagong | 50 |
| 04. | Government School for the Blind, Sagardi, Barisal | 60 |
| 05. | Government School for the Blind, Shastitola, Rajshahi | 50 |

The National Policy on Disability 1995 and Bangladesh Disabled Welfare Act 2001-guarantee the equal rights and dignity of the Persons with disabilities including the mentally retarded persons. The said policy and act ensure their full participation in social and state activities. Accordingly Government has taken initiative for those mentally retarded children who are comparatively less developed according to their age. These exceptional/mentally retarded children need special attention on their orientation e.g. behaviour, education and medical treatment. The DSS strongly believes that proper education, training, care and guidance can help the mentally retarded children to live in a family environment.

The DSS has established an institution for the Mentally Retarded Children in Roufabad, Chittagong. Special education, medicare, training facilities are provided there in accordance with causes and severity of the retardness. The total capacity of inmates in the institution is 100. Children between 6-12 years are allowed to be admitted into this institution. Food, lodging and training are provided free of cost in this institution.

The importance of language is obvious in all aspects of life, which plays a dominant role in communication. Hearing impaired children are cut off from communicating with the population at large, the hearing impaired children often grow up in relative isolation. Social and

personality development are hampered for the hearing impaired due to communication gap. Hearing loss can have profound consequences for some aspects of a person's behaviour. Hearing impairment is a great barrier to the normal development of language. Nevertheless, the limitations cannot stop the achievement of human potentialities. We know that Helen Keller's achievement was unique in the history.

For providing education, training and rehabilitation, the DSS is running 7 schools for hearing impaired. Here 270 hearing impaired children are getting free food, lodging, education and training. They are also trained in sign language to express their aspirations, expectations and opinions easily, so that not only the trained personnel but also general people sometimes can guess their sign language.

Information about the Schools for the Hearing Impaired

| Sl. | Name and Location | Capacity |
|-----|--|----------|
| 01. | Government School for the Deaf and Dump, Section-14, Mirpur, Dhaka | 30 |
| 02. | Government School for the Deaf and Dump, Goalkhali, Khulna | 30 |
| 03. | Government School for the Deaf and Dump, Muradpur, Chittagong | 30 |
| 04. | Government School for the Deaf and Dump, Faridpur | 30 |
| 05. | Government School for the Deaf and Dump, Shastitola, Rajshahi | 50 |
| 06. | Government School for the Deaf and Dump, Baburhat, Chandpur | 50 |
| 07. | Government School for the Deaf and Dump, Sheikhghat, Sylhet. | 50 |

Poverty, illiteracy, lack of knowledge about health, malnutrition, lack of vitamin, hazardous jobs like welding, etc. are some of the major causes of blindness in our country. Due to malnutrition, a huge number of children become blind every year in Bangladesh. Due to lack of care, treatment, and training, the blind people live in a miserable condition. There is no specific survey of blind population and so it is difficult to indicate the exact number of blind people in the country.

The DSS is running the "Integrated Education Programme for the Visually Impaired (blind) Children" with a view to provide education with normal students. They are taught in braille system, which requires braille books. The books are published in the braille press of the Employment and Rehabilitation Centre for the Physically Handicapped (ERCPH), Tongi, Gazipur. Started functioning since 1974, the Programme has incorporated the syllabus of the Secondary Education System. Initially, under this programme, 47 units have been set up in selected normal secondary schools in 47 districts. Lessons learnt from the

ongoing 47 units of the said programme, the rest 17 districts of the country have been covered through this programme and the number of units is now 64. The number of students remain 640 every year, as some of the students pass out in the SSC Examination and some new students get admission in the schools.

The programme helps the visually impaired children to get school education, social education and mobility training. Thus the programme aims at the development of the visually impaired students through education and training and make them productive citizens of the country. It has been observed that they are capable to lead self-sustained lives provided they are blessed with essential education and requisite training. The DSS has signed a MOU with an International NGO named the Sight Savers International to enhanced Integrated Education Programme for Visually Impaired Students.

The destitute children are not only the problem of the concerned families but also for the community as a whole and thus the issue needs to be addressed by the Government. Capacity building and empowerment of the children to integrate them in the mainstream of the society is possible by providing training in marketable trades. Under the child welfare and development programme of the DSS, three institutions have been established for training and rehabilitation of the destitute children which are located at Konabari, Gazipur, Tungipara, Gopalganj and Rangunia, Chitta-gong. The first programme started functioning from 1983. In these centres, 750 inmates are getting different types of training.

Destitute and street children between 5 to 14 years of age are admitted into the Destitute Children Rehabilitation Centre. They are provided with formal education in addition to various vocational training like cycle repairing, tailoring, carpentry, electrical works, automobiles etc. with the ultimate objective of rehabilitating them in the society. Moreover, counseling services are also provided for their mental development and self-employment.

The destitute children themselves were the breadwinners for them earlier. After coming into the centre, they are trained and are getting jobs in different trades. The DSS employees always try to help them in finding jobs relevant to their skill and interest. A total of 3141 inmates have so far been rehabilitated through this programme up to date.

The Name & Address of training and rehabilitation centre of the destitute children:

1. The training and rehabilitation centre of the destitute children, Konabari, Gazipur.
2. The training and rehabilitation centre of the destitute children, Rangunia, Chittagong.
3. Sheikh Rasel training and rehabilitation centre of the destitute children, Tungipara, Gopalganj.

Government Orphanage

There are innumerable numbers of children living in a deplorable condition in the country. They are orphans, destitute, disabled and very poor, who are living below the poverty line. From the nineteen fifties some orphans were reared up, educated and rehabilitated by the Government through establishing the state orphanages and were run by the Primary Education Directorate. Later the orphanages have been transferred to the DSS. Other than this programme, the DSS have established many organisations for education, training and rehabilitation for the destitute children, street children, abandoned baby and destitute women, which are described as under.

Sarkari Shishu Paribar (State Children Home)

In 1944, Bengal Orphan and Widow Act was promulgated for the management of orphanages. At the Government level, Primary Education Directorate was initially responsible to run the state orphanages. Since the inception of the Department of Social Services in 1961, the responsibility of running the state orphanages had been shifted to the DSS.

The objectives

It is a fact that orphans have no dignified means to develop themselves. The main objective behind the management of the Sarkari Shishu Paribar (state children home) is to create an environment for children to grow as normal citizens of the country. The specific objectives of Sarkari Shishu Paribar is to take care, protect, maintain and to provide food, education, training, medicare, recreational facilities and also to rehabilitate the orphans.

The activities

There are 85 Sarkari Shishu Paribars under the DSS all over the country with a capacity of 10,300 orphans. Among which 43 institutions are earmarked for boys, 41 for girls and 1 for both sexes. For physical and mental growth of the inmates of orphanages, the following facilities are provided :

- a. Food and lodging
- b. Shelter and maintenance
- c. General education
- d. Religious and moral teaching
- e. Sports and recreation
- f. Medicare
- g. Vocational training
- h. Rehabilitation.

The Government has given special emphasis on overall development of the Sarkari Shishu Paribar. To create homely atmosphere and nursing the orphans, some modernised steps have been taken. With this end in view, the previous concept of Sarkari Shishu Sadan has been changed. Now the orphanages are designed in consistent with family management. The state orphanages are now called Sarkari Shishu Paribars (State Children Homes). This is one of the most important poverty alleviation as well as human resource development programmes of the Government for the destitute orphans. A total number of 51,342 orphans have been rehabilitated through this programme till to date. These orphanages would be modernized with medical centre and computer training facilities.

Other Special Education Institutions in Bangladesh

1). Religious & Amp, Social Service to the Blind, Sharolia; 2). Activities for the Landless Organized with consciousness, Tala, Satkhira; 3). Society for the Care-Education of the Mentally Retarded, Bangladesh; 4). Charfassion Orphanage, H-15, R-12, S-3, Uttara, Dhaka; 5). Latifa Khatun Forkania Orphanage, Bangladesh; 6). Ananta Joty Physiotherapy and Fitness; 7). Bangladesh Protibondhi Foundation, Dhaka; 8). The Bottomley Home Orphanage, Dhaka; 9). Center for Rehabilitation of the Paralyzed (CRP); etc.

Literacy Situation and the Evolution of Education in India

India is inhabited by a population of 1210 million. Out of them, about 37 percent of people are living under the poverty line. 230 million Indians living in rural areas are undernourished. National Commission for Enterprises in Unorganized Section (NCEUS) has established that 77% Indian population live on less than Rupees 20/ per day. 88% of Dalits and 84% Muslims are living in abject poverty. Only 5% lead life of luxury and ostentation⁵⁷. In India, illiteracy has been one of the major factors

⁵⁷ The Daily New Nation, September 25, 2011.

affecting the development of the country. Taking this into consideration various programs have been launched through the years aiming to eradicate illiteracy. The National Literacy Mission under Ministry of Human Resource Department, Government of India, has been entrusted the mammoth task of combating illiteracy. To facilitate the effective execution and co-ordination of various literacy programs in the States, Government of India has sanctioned State Literacy Mission Authorities in the State parallel to the National Literacy Mission Authority at the Center. Guidelines for the constitution and functioning of the State Literacy Mission Authority have been issued by Government of India⁵⁸. At the district level, 'Zilla Saksharata Samiti' is the key organization for implementing the literacy programs. In addition, there are 'Jana Sikshan Sangstans (JSS)' which impart vocational training to advanced learners, neo-literates and non literates enabling them to find scope for earning livelihood and enhancing their economic status.

Monastic orders of education under the supervision of a guru were a favored form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest class, the *Brahmins*, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the *Kshatriya*, were trained in the various aspects of warfare.^[9] The business class, the *Vaishya*, were taught their trade and the working class of the *Shudras* was generally deprived of educational advantages. The book of laws, the *Manusmriti*, and the treatise on statecraft the *Arthashastra* were among the influential works of this era which reflect the outlook and understanding of the world at the time.

Secular Buddhist institutions cropped up along with monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centres became increasingly visible from the period between 200 BCE to 400 CE. The important urban centres of learning were Taxila and Nalanda, among others. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as Buddhist literature, logic, grammar, etc.

By the time of the visit of the Islamic scholar Alberuni (973–1048 CE), India already had a sophisticated system of mathematics. With the arrival of the British Raj in India the modern European education came to India. British Raj was reluctant to introduce mass education system as it was not their interest. The colonial educational policy was deliberately

⁵⁸ Annual Report 2007-09, Mass Education Extension & Library Services Department, Government of West Bengal, India.

one of reducing indigenous culture and religion, an approach which became known as Macaulayism. The system soon became solidified in India as a number of primary, secondary, and tertiary centres for education cropped up during the colonial era. Between 1867 and 1941 the British increased the percentage of the population in Primary and Secondary Education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. However this was much lower than the equivalent figures for Europe where in 1911 between 8 and 18% of the population were in Primary and Secondary education. Additionally literacy was also improved. In 1901 the literacy rate in India was only about 5% though by Independence it was nearly 20%.

Following independence in 1947, Maulana Azad, India's first education minister envisaged strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the central government. The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Taxila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India is

merely 5% although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68–70 billion by 2012. However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree.

As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. In India education system is not based on pure merit, but its based on caste based reservations. In universities/Colleges/Institutions affiliated to federal government there is minimum 50% of reservations applicable to various castes. At state level it varies. State of Andhra Pradesh has minimum 83.33% of reservations as on 2012, which is highest percentage of reservations in India.

Brahmin gurus imparted education by means of begging and not through charging fees or funds from the students or their guardians. Later, temples were also centers of education. Religious education was compulsory but secular subjects were also taught. Students were required to be brahmacharis or celibates. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest class, the *Brahmins*, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the *Kshatriya*, were trained in the various aspects of warfare. The business class, the *Vaishya*, were taught their trade and the working class of the *Shudras* was generally deprived of educational advantages. The book of laws, the *Manusmriti*, and the treatise on statecraft the *Arthashastra* were among the influential works of this era which reflect the outlook and understanding of the world at the time.

Secular institutions cropped up along with Hindu temples, mutts and Buddhist monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centers became increasingly visible from the period between 500 BCE to 400 CE. The important urban centers of learning were Taxila (in modern day Pakistan) and Nalanda in Bihar, among others. These institutions systematically imparted

knowledge and attracted a number of foreign students to study topics such as Vedic and Buddhist literature, logic, grammar, etc. Chanakya, a Brahmin teacher, was among the most famous teachers of Taxila, associated with founding of Mauryan Empire. By the time of the visit of the Islamic scholar Alberuni (973–1048 CE), India already had a sophisticated system of mathematics.

With the arrival of the British Raj in India the modern European education came to India. British Raj was reluctant to introduce mass education system as it was not their interest. The colonial educational policy was deliberately one of reducing indigenous culture and religion, an approach which became known as Macaulayism. This dramatically changed the whole educational system. Educated people failed to get jobs because the language in which they received their education had become redundant. The system soon became solidified in India as a number of primary, secondary, and tertiary centers for education cropped up during the colonial era. Between 1867 and 1941 the British increased the percentage of the population in primary and secondary education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. However, this was much lower than the equivalent figures for Europe, where in 1911 between 8 and 18% of the population was in primary and secondary education. Additionally, they made efforts to improve literacy. In 1901, the literacy rate in India was about 5.4%; by India's independence it was nearly 16.5%.

The credit for fostering education to the masses following independence in 1947 chiefly goes to the first prime minister Jawaharlal Nehru. India's first education minister Maulana Azad envisaged strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, only higher education, which dealt with science and technology, came under the jurisdiction of the central government. The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.

The central government of India formulated the National Policy on Education (NPE) in 1968 and in 1986 and also reinforced the Programme of Action (POA) in 1992. In 2008 the government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan, ssa.nic.in India's initiative for Education for All) and setting up of *Navodaya Vidyalaya* and other selective schools in every district, advances in female education, inter-

disciplinary research and establishment of open universities. India's NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6% of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.

India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. In India, the various curriculum bodies governing school education system are:

- The state government boards, in which the majority of Indian children are enrolled.
- The Central Board of Secondary Education (CBSE). CBSE conducts two examinations, namely, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
- The Council for the Indian School Certificate Examinations (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
- The National Institute of Open Schooling (NIOS).
- International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
- Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.
- Autonomous schools like Woodstock School, The Sri Aurobindo International Center of Education Puducherry, Auroville, Patha Bhavan and Ananda Marga Gurukula.

In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

The central and most state boards uniformly follows the "10+2+3" pattern of education. In this pattern, 10 years of primary and secondary education is followed by 2 years of higher secondary (usually in schools having the higher secondary facility, or in colleges), and then 3 years of college education for bachelor's degree. The 10 years is further divided into 5 years of primary education and 3 years of upper primary, followed by 2 years of high school. This pattern originated from the recommendation the Education Commission of 1964–66.

As a part of the tenth Five year Plan (2002–2007), the central government of India outlined an expenditure of 65.6% of its total education budget of Rs. 438.25 billion (US\$7.98 billion) i.e. Rs. 287.5 billion (US\$5.23 billion) on elementary education; 9.9% i.e. Rs. 43.25 billion (US\$787.15 million) Rs. on secondary education; 2.9% i.e. Rs. 12.5 billion (US\$227.5 million) on adult education; 9.5% i.e. Rs. 41.765 billion (US\$760.12 million) on higher education; 10.7% i.e. Rs. 47 billion (US\$855.4 million) on technical education; and the remaining 1.4% i.e. Rs. 6.235 billion (US\$113.48 million) on miscellaneous education schemes.

See also: Education in India Five Year Plan Expenditure

During the Financial Year 2011-12, the Central Government of India has allocated Rs 38,957 crores for the Department of School Education and Literacy which is the main department dealing with primary education in India. Within this allocation, major share of Rs 21,000 crores, is for the flagship program 'Sarva Siksha Abhiyan'. However, budgetary allocation of Rs 21,000 crores is considered very low in view of the officially appointed Anil Bordia Committee recommendation of Rs 35,659 for the year 2011-12. This higher allocation was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act, 2009. In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government. The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

However, even after five years of implementation of NCMP, not much progress has been seen on this front. Although the country targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Expenditure on education has steadily risen from 0.64% of GDP in 1951-52 to 2.31% in 1970-71 and thereafter reached the peak of 4.26% in 2000-01. However, it declined to 3.49% in 2004-05. There is a definite need to step up again. As a proportion of total government expenditure, it has declined from around 11.1 per cent in 2000–2001 to around 9.98 per cent during UPA rule, even though ideally it should be around 20% of the total budget. A policy brief issued by [Network for Social Accountability (NSA)]^[103] titled "[NSA Response to Education Sector Interventions in Union Budget: UPA Rule and the Education Sector]" provides significant revelation to this fact. Due to a declining priority of education in the public policy paradigm in India, there has been an exponential growth in the private expenditure on education also. [As per the available information, the private out of pocket expenditure by the working class population for the education of their children in India has increased by around 1150 percent or around 12.5 times over the last decade].^[105]

Article 45, of the Constitution of India originally stated

“The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

This article was a directive principle of state policy within India, effectively meaning that it was within a set of rules that were meant to be followed in spirit and the government could not be held to court if the actual letter was not followed.^[106] However, the enforcement of this directive principle became a matter of debate since this principle held obvious emotive and practical value, and was legally the only directive principle within the Indian constitution to have a time limit.

Following initiatives by the Supreme Court of India during the 1990s the Ninety-third amendment bill suggested three separate amendments to the Indian constitution:

The constitution of India was amended to include a new article, 21A, which read

“The State shall provide free and compulsory education to all children of the age of six to fourteen years in a such manner as the State may, by law, determine.”

Article 45 was proposed to be substituted by the article which read

“Provision for early childhood care and education to children below the age of six years: The State shall endeavour to provide early childhood care and education for all children until they complete the age of sixteen years.”

Another article, 51A, was to additionally have the clause

“...a parent or guardian [shall] provide opportunities for education to his child or, as the case may be, [a] ward between the age of six to fourteen years.”

The bill was passed unanimously in the *Lok Sabha*, the lower house of the Indian parliament, on 28 November 2001. It was later passed by the upper house—the *Rajya Sabha*—on 14 May 2002. After being signed by the President of India the Indian constitution was amended formally for the eighty sixth time and the bill came into effect. Since then those between the age of 6–14 have a *fundamental right* to education.

Article 46 of the Constitution of India holds that

“The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation'.”

Other provisions for the Scheduled Castes and Scheduled Tribes can be found in Articles 330, 332, 335, 338–342. Both the 5th and the 6th Schedules of the Constitution also make special provisions for the Scheduled Castes and Scheduled Tribes.

- Macaulayism The Mc Cauley's System Of Education - The Historical background for Implementation of English Education in India
- National Curriculum Framework for Teacher Education
- National Translation Mission
- *Two Million Minutes* (documentary film)
- Shiksha.com an Indian educational information resource
- Scholarship to study in International School in India

Centrally Sponsored and Central Sector Schemes

1. Schemes Of Vocationalisation Of Secondary Education :
2. Operation Black – Board Scheme:
3. Improvement In Science Education Scheme:

4. Modernisation Scheme Of Madarsa Education:
5. Integrated Education For Disabled Children
6. Computer Literacy And Study Scheme In Schools (Class Project)
7. Sanskrit Education Development Schemes:
8. District Primary Education Programme:
9. Sarva Shiksha Abhiyan:
10. Education Gaurantee Scheme :
11. Information Technology Scheme:
12. Education Technology Scheme:

Madhya Pradesh State Government Schemes

1. State Government Schemes
2. State Government Schemes Of Top Priority

The central government of India formulated the National Policy on Education (NPE) in 1986 and also reinforced the Programme of Action (POA) in 1986. The government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan, India's initiative for Education for All) and setting up of *Navodaya Vidyalaya* and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities. India's NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6% of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.

The total literacy rate, which was only 16.67 per cent in 1951 rose to 52.21 per cent in 1991. The 2001 Census indicates that the literacy rate has gone up to 65.37 percent⁵⁹. According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74%. Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas. Female literacy was at a national average of 65% whereas the male literacy was 82%. Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8%

⁵⁹ 2001 Census, India.

literacy. The 2001 statistics also indicated that the total number of 'absolute non-literates' in the country was 304 million⁶⁰. World Bank statistics found that fewer than 40 percent of adolescents in India attend secondary schools. *The Economist* reports that half of 10-year-old rural children could not read at a basic level, over 60% were unable to do division, and half dropped out by the age 14.

After the District Primary Education Program (DPEP) of 1994, the govt. has launched the "*Sarva Shiksha Abhiyan*" or **SSA**. Sarva Shiksha Abhiyan was launched in 2001 to universalize and improve the quality of elementary education in India through community ownership of elementary education. In order to effectively decentralize the management, it has involved *Panchayati Raj institutions*, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grassroots level structures. SSA, apart from being a program with clear time frame for Elementary Education, also offers opportunities to the states to develop their own vision of elementary education. It has set 2007 as the deadline for providing primary education in India and 2010 as the deadline for providing useful and relevant elementary education to all children in the 6 to 14 age group. In order to improve the quality of elementary education in India, the SSA has emphasized on improving the student teacher ratio, teachers training, academic support, facilitating development of teaching learning material and providing textbooks to children from special focus groups etc. Despite all the efforts of the government of India, universalization of elementary education in India remains a distant dream. This is because of the persistent poverty and various prejudices prevailing in the Indian society. While the growth in female literacy is increasing at a faster rate than male literacy, the gap in the male female literacy has been a major hindrance in the universalization of elementary education in India.

Enrolment at the primary level (grades I to V) increased from 19.16 million in 1950-51 to 113.61 million in 1999-2000. In comparison, the growth in enrolment at the upper primary level (grades VI to VIII) has been much more impressive. From 3.12 million in 1950-51, enrolment at the upper primary level increased to 42.06 million in 1999-2000, indicating a 13.5 times increase as against six times at the primary level. The gross enrolment ratio at the primary and upper primary levels improved significantly between 1950-51 and 1999-2000, from 42.6 to

⁶⁰ India 2009: A Reference Annual (53rd edition), 225.

94.9 in the case of primary levels and from 12.7 to 58.79 for upper primary levels. The overall net enrolment ratios at the primary level was 71 per cent, which suggest that at least 29 per cent of children in the 6-10 age groups continued to remain out of school in 1997-98. Educationally backward states and within them backward districts have lower net enrolment ratio than the all India average.

Existing norms stipulated that a habitation (cluster of households) is entitled to have a primary school if it has a population of 300 and more and has no school within a distance of one kilometer. Upper primary schools are to be located at a distance of three kilometer from inhibition with a population of 500 and more. These norms are often relaxed in case of hilly and tribal areas, difficult terrains and border districts. About 83.4 per cent habitations had a primary school within a one kilometer distance. Presently about 100000 habitations remain unserved as per prescribed norms. The alternative and innovative program envisages opening of non-formal education centers in habitations where opening of a full-fledged school is not economically feasible or academically viable.

According to the Sixth All-India Education Survey (1993), 94 percent of rural populations living in 0.884 million habitations have a school within a walking distance of one kilometer and 85 percent have an upper primary school within a walking distance of three kilometer. The situation has improved significantly thereafter. During the first three years of the Ninth Plan (1997-2000), over 43000 new schools were opened and 0.13 million new teachers recruited at the primary level, while more than 21000 new schools and 0.102 million teachers added in the upper primary schools. The gross enrolment ratio at the primary level increased from 90.6 percent in 1996-97 to 94.9 percent in 1999-2000⁶¹.

Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are Union or State Government controlled.

As a part of the tenth Five year Plan (2002–2007), the central government of India outlined an expenditure of 65.6% of its total education budget of Rs. 438.25 billion (US\$9.77 billion) i.e. Rs. 287.5 billion (US\$6.41 billion) on elementary education; 9.9% i.e. Rs. 43.25 billion (US\$964.48 million) on secondary education; 2.9% i.e. Rs. 12.5 billion (US\$278.75 million) on adult education; 9.5% i.e. Rs. 41.765

⁶¹ Sixth All-India Education Survey: 1993

billion (US\$931.36 million) on higher education; 10.7% i.e. Rs. 47 billion (US\$1.05 billion) on technical education; and the remaining 1.4% i.e. Rs. 6.235 billion (US\$139.04 million) on miscellaneous education schemes.

During the Financial Year 2011-12, the Central Government of India has allocated Rs 38,957 crores for the Department of School Education and Literacy which is the main department dealing with primary education in India. Within this allocation, major share of Rs 21,000 crores, is for the flagship program 'Sarva Siksha Abhiyan'. However, budgetary allocation of Rs 21,000 crores is considered very low in view of the officially appointed Anil Bordia Committee recommendation of Rs 35,659 for the year 2011-12. This higher allocation was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act, 2009'. In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government. The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.

However, even after five years of implementation of NCMP, not much progress has been done on these promises or announcements. The public expenditure on education has actually declined from around 3.23 percent of GDP in 2000–2001 to 2.88 percent in the recent times. As a proportion of total government expenditure, it has declined from around 11.1 percent in 2000–2001 to around 9.98 percent during UPA rule. A policy brief issued by [Network for Social Accountability (NSA)] titled “[NSA Response to Education Sector Interventions in Union Budget: UPA Rule and the Education Sector]” provides significant revelation to this fact. Due to a declining priority of education in the public policy paradigm in India, there has been an exponential growth in the private expenditure on education also. [As per the available information, the private out of pocket expenditure by the working class population for the education of their children in India has increased by around 1150 percent or around 12.5 times over the last decade].

Article 45, of the Constitution of India originally stated

The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

This article was a directive principle of state policy within India, effectively meaning that it was within a set of rules that were meant to be followed in spirit and the government could not be held to court if the actual letter was not followed. However, the enforcement of this directive principle became a matter of debate since this principle held obvious emotive and practical value, and was legally the only directive principle within the Indian constitution to have a time limit.

The private education market in India is merely 5% although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012. However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population⁶².

The central government of India formulated the National Policy on Education (NPE) in 1986 and also reinforced the Program of Action (POA) in 1986⁶³. The government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan, India's initiative for Education for All) and setting up of *Navodaya Vidyalaya* and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities. India's NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6% of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.

Though home to 69 billionaires, the country India has more people living in poverty than the whole of Sub-Saharan Africa. While the World Bank commended specific innovations and the impact of schemes in some states, it warned that welfare schemes were yet to make significant

⁶² Education in India, World Bank.

⁶³ India 2009: A Reference Annual (53rd edition), 208.

progress in helping up to 500 million people living below the poverty line in India. India has contributed to the large reduction in global poverty. In India, poverty rates are projected to fall from 51 percent in 1990 to about 22 percent in 2015 (UN annual reports on the Millennium Development Goals), which also pointed out that despite progress, the most vulnerable sections of society were being left out. The Governments' schemes to distribute food and guarantee work in rural areas suffer from poor implementation, red tape and corruption, the common ailments that worry investors in Asia's third-largest economy. While India devotes over 2 percent of Gross Domestic Product (GDP) to her social protection programs the poor are not able to reap the full benefits of such large investments. A decade of booming economic growth has pulled millions of Indians out of poverty, but its failure to provide for its 1.2 billion population means it lags other developing nations, such as China, in key development indicators⁶⁴.

Existing Curriculum Bodies for Governing School Education System in India

The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. In India, the various curriculum bodies governing school education system are:

- The state government boards, in which the majority of Indian children are enrolled.
- The Central Board of Secondary Education (CBSE).
- The Council for the Indian School Certificate Examinations (ICSE) board.
- The National Institute of Open Schooling (NIOS) board.
- International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
- Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.
- Autonomous schools like Woodstock School, Auroville, Patha Bhavan and Ananda Marga Gurukula.

⁶⁴ World Bank Report, 2011.

In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

Primary Education in India

The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India.) The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the Elementary Stage are government run or supported, making it the largest provider of education in the Country.

However, due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes.

This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme.^[32] The current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

In India and Sri Lanka, due to the British influence, a *public school* implies to a non-governmental, historically elite educational institutions, often modelled on British public schools which are in certain cases some are governmental. The most well known public school in Sri Lanka is Royal College Colombo. Although it is a governmental school it has much autonomy. S. Thomas' College located in Mount Lavinia and its branches are located in Kollupitiya, Gurutalawa, Bandarawella and Trinity College, Kandy are the most prominent private schools in the island. Apart from this Ladies' College, Colombo; Bishop's College, Colombo and Hillwood College, Kandy are the well known private school for ladies.

There are privately owned and managed schools, many of whom have the appellation "Public" attached to them, e.g. the Delhi Public Schools, National Public Schools or Frank Anthony Public Schools. Most middle-class families send their children to such schools, which might be in their own city or distant boarding school such as Rajkumar College, Rajkot, the oldest public school in India. The medium of education is English, but Hindi and/or the state's official language is also taught as a compulsory subject. Preschool education is mostly limited to organised neighbourhood nursery schools with some organised chains.

According to current estimates, 80% of all schools are government schools making the government the major provider of education. However, because of poor quality of public education, 27% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards private schooling in cities; even in rural areas, nearly 20% of the children in 2004-5 were enrolled in private schools. According to some research, private schools often provide superior results at a multiple of the unit cost of government schools. However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation.

In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music and drama. The pupil teacher ratios are much better in private schools (1:31 to 1:37 for government schools and more teachers in private schools are female. There is some disagreement over which system has better educated teachers. According to the latest DISE survey, the percentage of untrained teachers (paratechers) is 54.91% in private, compared to 44.88% in government

schools and only 2.32% teachers in unaided schools receive inservice training compared to 43.44% for government schools. The competition in the school market is intense, yet most schools make profit. However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32%).

Even the poorest often go to private schools despite the fact that government schools are free. A study found that 65% of school children



Fig. Author and researcher (Md. Saidur Rahman) visited a school of Joypur, Rajasthan in India.

in Hyderabad's slums attend private schools⁶⁵.

The net primary school enrolment ratios are 90% for boys and 85% for girls. The gross primary school enrolment ratios are 111% for boys and 104% for girls in 2004. The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India). The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are

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⁶⁵http://en.wikipedia.org/wiki/Education_in_India, 2013.

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⁶⁶ India 2009: A Reference Annual (53rd edition), 215.

to Free and Compulsory Education Act which has also significantly simplified the process of obtaining recognition. Homeschooling is legal in India, though it is the less explored option. The Indian Government's stance on the issue is that parents are free to teach their children at home, if they wish to and have the means. HRD Minister Kapil Sibal has stated that despite the RTE Act of 2009, if someone decides not to send his/her children to school, the government would not interference.

District Primary Education Program

This programme is being conducted in 33 districts of the state with the assistance of European community and World Bank, by Rajiv Gandhi Shiksha Mission.

This is a seven yearly programme supported first by European community with a limit from the year 1994 to 2001. In the first phase of DPEP districts viz Betul, Raisen, Rajgarh, Sehore, Umaria, Neemuch, Rewa, Satna, Shahdol, Sidhi, Chatarpur, Panna, Tikamgarh, Mandsaur, Guna, Dhar and Ratlam are included where the scheme is successfully running. For the second phase the DPEP scheme the remaining 16 districts. for a period of 5 years (1997 to 2002) the districts viz. Bhind, Dewas, Damoh, Datia, Dindori, Seoni Sheopurkalan, Jhabua, Khandwa, Khargone, Mandla, Morena, Badwani, Shajapur, Shivpuri and Vidisha. are included. Before the reorganisation of districts the DPEP scheme was running in 34 districts. After reorganisation of districts the programme was running in 48 districts. After division state now the programme is running in 33 districts of M.P. as mentioned above.

The total cost of the sanctioned project is 959.85 crores in which the share of the state Govt. is 143.98 crores.

Operation Black – Board Scheme:

- This scheme is conducted since 1986
- In this scheme the Institutional equipment and Instructional material are provided for the students studying in primary Schools in M.P.
- Provision is made to provide salary of an additional Teacher to these Primary Schools enrolling 100 or more than 100 students for two years.
- In ninth five Year Plan the scheme was extended for middle Schools. Govt. of India provided funds to equip such middle school with Institutional equipment, instructional material and pay the salary, allowances to Shiksha – Karmi Grade 2.
- At present scheme is conducted by Rajiv Gandhi Shiksha Mission .

Jawahar Village Prosperity Scheme:

- Under operation Black – Board Scheme the Govt. of India has provided the 45% fund of the total cost of construct school building. 15% fund is provided by Department of Panchayat and social Welfare. The rest 40% has been contributed by School Education Department from its Plan limit.
- Under this scheme an aims is to construct school building for 1613 primary schools consisting two Class Rooms, one Varandah, one Teacher Room and separate toilets to boys and girls .
- In this scheme 1157 primary school building (CHHATISGARH) are to be constructed at the cost of Rs two lakh each. For this purpose Govt. Of India and social welfare department has released 45% and 15% funds respectively. The rest 40% sum Rs 28341 is also released by Govt. Of M.P. from Grant No. 82 Now Rs. 674 Crore is in balance.
- The scheme is very useful for the department of school Education.

State Government Schemes

Free Of Cost Distribution Scheme Of Text Books

- The scheme is inforce in which text books are distributed free of cost to the students of SC/ST communities studying in class 1 to 5and to the all girls of backward and general categories, who are below poverty line and studying in class 1 to 3.
- Under this scheme free of cost text books are supplied by M.P. text book corporation.
- For financial year 2001-2002 a provision of Rs 6.29 crore is made in Budget.

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Book-Bank Scheme

In this scheme the text books are supplied to the boys and girls of schedule cast and schedule tribe studying in class 6 to 12 through book

bank for financial year 2001-2002 there is a provision of 86 lacs rupees in the budget.

Free of Cost School Uniform Scheme

- Under this scheme free of cost school uniforms are supplied to poor class girls of schedule cast/schedule tribe/other backward class studying at the primary level.
- The scheme provides help to admit girls of in the schools and in continuation of their study.
- The scheme is in force like "study and earn scheme" in which school girls are paid a remuneration on preparing uniform, alongwith their studies in the school.
- The state Govt has declared M.P. state power loom cooperative association ltd., Burhanpur as a Nodal agency for this scheme.
- For financial year 2001-2002 there is a provision of one crore in the budget.

Student Safety Insurance Scheme:

- For this scheme the State Government has given permission vide its letter No F-44-32/94/B-2/20 dated 6:10:1994 to implement the student safety Insurance scheme for the students of Govt. schools.
- The responsibility of enforcing the scheme is laid to "The New India Insurance Company Limited"
- In the beginning the scheme was meant for one year with a premium of sixty paise per month for assured sum of Rs. 10,000/= at death of student.
- Under the scheme a sum of Rs.10000/- is payable at the death of student, Rs. 10000/- for the full disability and Rs. 5000/- payable for partly disability.
- At present the premium payable by the student is increased from sixty paise to Rs. one per month.

Teacher Welfare Programme:

- Under this programme the teachers are selected for state level and Central level awards on the basis of their qualification and the excellent services rendered by them in the field of Education through Teacher Welfare Cell in the Directorate of Public Instructions.
- Every selected teacher is awarded Rs.5000/- cash, Shreephal and a shawl with a letter of appreciation by Honorable Governor of the state.

- For the selection of teachers for National award there is a state level committee in which a representative of Govt. of India is also included .For M.P. a proposal to award 12 primary teachers and six Middle school teachers every year is sent. The selected teachers are awarded Rs.10001/- cash with a silver medal by Honorable president of India on every 5th September.

Secondary Education in India

The gross secondary school enrolment ratios are 58% for male and 47% for female in 2004. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001. However, enrolment figures show that only 31 million of these children were attending schools in 2001–02, which means that two-third of the population remained out of school.

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A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Madhyamik Shiksha Abhiyan

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education. but which was converted into Inclusive Education at Secondary Stage Another notable special programme, the *Kendriya Vidyalaya* project, was started for the employees of the central government of India, who are distributed throughout the country. The government started the *Kendriya Vidyalaya* project in 1965 to provide uniform education in institutions

following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.

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Central Government Schemes For School Education

Education is the most important lever for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process.

Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity⁶⁷.

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education, the Government of India has initiated a number of programmes and projects⁶⁸. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education.

The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development⁶⁹:

| No. | Name of the Scheme | Budget allocation 2013-14 in crore of Rs. |
|-----|--|--|
| 1. | Sarva Shiksha Abhiyan(SSA) | 8079.20 |
| 2. | Kasturba Gandhi Balika Vidyalaya | 183938.44 (Rs. in Lakh) (2012-13) |
| 3. | National Programme for Education of Girls at Elementary Level (NPEGEL) | - |
| 4. | Mid Day Meal Scheme(MDMS) | 3917.50 |
| 5. | Mahila Samakhya | 58.00 |

⁶⁷ India, Planning Commission, Draft Twelfth Five Year Plan (2012-2017) Volume-III, p. 48

⁶⁸ India. Ministry of HRD, Department of Higher Education: Status of Education in India; National Report, prepared by National University of Education Planning and Administration, 2007, p. 18

⁶⁹ Rajya Sabha Starred Question no.2886 dated 22.3.2013

| No. | Name of the Scheme | Budget allocation 2013-14 in crore of Rs. |
|-----|---|--|
| 6. | Rashtriya Madhyamik Shiksha Abhiyan(RMSA) | 3647.20 |
| 7. | Scheme for setting up of 6000 Model Schools at Block level as Benchmark of Excellence | 900.00 |
| 8. | Scheme for construction and running of Girl's Hostel for Secondary and Higher Secondary Schools | 405.00 |
| 9. | Scheme of Vocationalisation of Secondary Education at +2 level | 72.09 |
| 10. | Scheme of ICT @ School | 315.00 |
| 11. | Inclusive Education for the Disabled at Secondary School (IEDSS) | 45.00 |
| 12. | Quality Improvement in School | - |
| 13. | Strengthening of Teachers' Training Institutions | 449.39 |
| 14. | Adult Education and Skill Development Scheme | 514.80 |
| 15. | Scheme for Providing a Quality Education in Madaras (SPQEM) | 157.50 |
| 16. | National Means cum Merit Scholarship Scheme | 63.00 |
| 17. | Scheme for Infrastructure Development in Minority Institutions (IDMI) | 45.00 |
| 18. | National Scheme for Incentive to the Girl Child for Secondary Education | 90.00 |
| 19. | Appointment of Language Teachers | 5.22 |
| 20. | Setting up of New Polytechnics and Strengthening of Existing Polytechnics | - |
| 21. | Pre-matric Scholarship Scheme | 174.27 |
| 22. | Eklavya Model Residential School (EMRS) | - |

Rashtriya Madhyamik Shiksha Abhiyan

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 within 5 years 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

(i) special focus in micro planning (ii) preference to Ashram schools for upgradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) 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.

Financial and Physical Progress Under the Scheme

During the 11th Five Year Plan, the Central Government bore 75% of the project expenditure during the 11th Plan, with the remaining 25% being borne by State Governments. However, funding pattern was 90:10 for North Eastern States.

Fund Allocation and Disbursal till 29 August 2013

| Fund Allocation till 31st October 2013 | | | |
|---|-----------------|----------------|--------------------------------------|
| Year | BE | RE | Actual Expenditure (Released) |
| 2009-10 | 1353.98 | 550.00 | 549.00 |
| 2010-11 | 1700.00 | 1500.00 | 1482.00 |
| 2011-12 | 2423.90 | 2512.85 | 2500.00 |
| 2012-13 | 3124.00 | 3172.00 | 3171.00 |
| 2013-14 | 3983.00 | - | 2404.2 |
| Total | 12584.00 | 7734.85 | 10106.20 |

Physical Target and Achievements

| Sr. No. | Physical Target till 31st March 2014 | Achievements |
|---------|---|---|
| 1. | 11,000 (approx.) new schools | 10230 new schools sanctioned out of which 9219 schools have become functional (as on 31st October 2013) |
| 2 | Strengthening of 44,000 existing schools | Strengthening of 34891 existing schools have been approved in which 23407 new science lab, 19641 computer rooms, 25869 libraries, 28969 art/craft/culture rooms, 19401 toilet blocks, 12370 drinking water facilities and 2020 residential quarters have been approved. Out of these 4632 science labs, 3750 computer rooms, 4721 libraries, 4590 art/craft/culture rooms, 3863 toilet blocks, 3098 drinking water facilities and 338 residential quarters have been completed and remaining structures are in different stages of construction.(as on 31st March 2013) |
| 3 | 1,79,000 additional teachers | 41507 additional teachers have been approved, out of which 21936 additional teachers have been appointed. |
| 4. | Teachers' recruitment for sanctioned new schools @ 5+1 teachers per new secondary school. | 64215 teachers have been sanctioned in respect of new secondary schools out of which 24184 teachers have been recruited. |
| 5 | 88,500 additional classrooms | 49,356 additional classrooms have been approved out of which 9516 additional classrooms have been completed and construction in respect of 8220 additional classrooms is in progress.(as on 31st March 2013) |
| 6 | In-service training of all teachers every year | In-service training of all Govt. teachers including Govt. aided school's teachers have been sanctioned. |

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to

strengthen this stage by providing greater access and also by improving quality in a significant way.

The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2005 was 9.48 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e., at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011. The Gross Enrolment Ratio for classes IX-XII in 2005-06 was 40.49%. The figure for classes IX and X was 52.26 % whereas that for classes XI and XII was 28.54%.

With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. Paras 5.13 – 5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education. Para 5.13 of the NPE, inter- alia, stated that “Access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams... Vocationalization through specialized institutions or through the re-fashioning of secondary education will, at this stage, provide valuable manpower for economic growth”.

Hon’ble Prime Minister in his Independence Day Speech, 2007 has inter-alia stated that,

“We are setting out a goal of universalizing secondary education. This is clearly the next step after universalizing elementary education. While the goal is laudable much work needs to be done before we are in a position to launch the Scheme for Universalisation of Access for Secondary Education (SUCCESS). Its details need to be quickly spelt out and

discussed with States so that we are fully ready to launch it from 2008-09. We must not underestimate the complexity of this task as the principles for universalizing elementary education cannot be easily transferred to secondary education. The physical, financial, pedagogical and human resource needs are quite different. We also need to recognize the role currently being played by the private sector and policy design must factor this in. Detailed strategies and plans would need to be worked out rapidly for each state. Special attention would need to be paid to Districts with SC/ST/OBC/Minority concentration. The recommendations of the Sachar Committee need to be seriously considered while planning for this programme”.

The Tenth Plan Mid-Term Appraisal (MTA) document of the Planning Commission has also, *inter alia*, recommended as follows:

“In order to plan for a major expansion of secondary education in the event of achievement of full or near full retention under SSA, setting up of a new Mission for Secondary Education, on the lines of SSA, should be considered.”

Central Advisory Board of Education (CABE) is the highest deliberative and advisory forum on Education in the country with Education Ministers of all States and eminent educationists as its Members. It was re-constituted and activated in mid-2004 after a gap of several years. After deliberations in the first meeting of the re-constituted CABE, held in August, 2005, seven Committees of CABE were constituted in September, 2005, two of which were particularly relevant for Secondary Education.

Besides the Committee on Universalisation of Secondary Education, CABE had also, at the same time, set up another Committee on “Girls’ Education & Common School System” under the Chairmanship of Chief Minister, Assam. Report of this Committee was also presented in June, 2005. The Committee has recommended, *inter alia*, that:

“...making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System”,

State should invest in public schools system with standards, norms, building, etc., with the same standards as that of Kendriya Vidyalayas.

Reports of both the above CABE Committees were discussed and generally endorsed in the meeting of CABE held on July 14-15, 2005. It is well recognized that eight years of education are insufficient to equip

achild for the world of work as also to be a competent adult and citizen. The pressure on Secondary Education is already being felt due to the success of Sarva Shiksha Abhiyan. Therefore, while secondary education is not constitutionally compulsory, it is necessary and desirable that access to secondary education is universalized leading to enhanced participation, and its quality is improved for all. At the same time, it may not be possible to fully universalize education at the secondary stage during the Eleventh Five Year Plan as the drop out rates are as high as 28.49% from classes I-V and 50.39% from classes I-VIII. However, with rising expectation from improved access to secondary education, retention in classes I-VIII will further improve.

The following statistics give an overview of the present status of Secondary and Higher Secondary Education in the country (as on 30.9.2005),

1. No. of secondary Schools (IX-X) 1,06,084
2. No. of Hr. secondary schools (XI-XII) 53,619
3. No. of Students at secondary level (IX-X) 2.50 crore
4. No. of Students at Hr. secondary level (XI-XII) 1.34 crore
5. Population of 14-16 age group (as on 30.9.2004) 4.78 crore
6. Population of 16-18 age group (as on 30.9.2004) 4.91 crore
7. Pupil Teacher Ratio (IX-X) 33
8. Pupil Teacher Ratio (XI-XII) 34⁷⁰

The Table given below shows the status of enrolment, dropout rates and pass percentage in classes IX-XII (as on 30.9.2005),

Indicators Boys Girls Total

1. Enrolment (IX-X)- Boys: 1.45 crore Girls: 1.05 crore Total: 2.50 crore
2. Enrolment (XI-XII)- Boys: 0.78 crore Girls: 0.56 crore Total: 1.34 crore
3. Gross Enrolment Ratio (IX-X)- Boys: 57.72 Girls: 46.23 Total: 52.26
4. Gross Enrolment Ratio (XI-XII)- Boys: 31.54 Girls: 25.19 Total: 28.54
5. Dropout rate (Class I –X)- Boys: 60.04 Girls: 63.56 Total: 61.59
6. Pass percentage (Class X State Board Exam. -2006)- Boys: 66.30% Girls: 70.26% Total: 67.86%

⁷⁰ *Abstract of Selected Educational Statistics (2005-06), population projections are based on census data compiled by Registrar General of India.*

7. Pass percentage (Class XII State Board Exam.-2006)- Boys: 67.49%
Girls: 77.25% Total: 71.28%⁷¹

In the context of Universalisation of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. It inter-alia requires assessment/provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover upto class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. The strategy for universalizing access to secondary education and improving its quality are as under:

There is a wide disparity in schooling facilities in different regions of the country. There are disparities among the private schools and between private and government schools. For providing universal access to quality secondary education, it is imperative that specially designed broad norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. The norms for secondary schools should be generally comparable to those of Kendriya Vidyalayas.

Development of the infrastructure facilities and Learning Resources will be carried out in following ways,

- Expansion/Strategy of existing Secondary Schools & Higher Secondary Schools shift in existing schools.
- Up gradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools.
- Up gradation of Secondary Schools in Higher Secondary Schools based upon the requirements.
- Opening of new Secondary Schools/Higher Secondary Schools in unserved areas based on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly.
- Rain harvesting systems will be installed in existing school buildings also.

⁷¹ *Abstract of Selected Educational Statistics (2005-06)*

- Existing school buildings will also be made disabled friendly.
- New schools will also be set up in PPP mode.
- Providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster.
- Appointment of additional teachers and in-service training of teachers.
- Bridge course for enhancing learning ability for students passing out of class VIII.
- Reviewing curriculum to meet the NCF, 2005 norms.
- Residential accommodation for teachers in rural and difficult hilly areas.
- Preference will be given to accommodation for female teachers.
- Free lodging/boarding facilities for students belonging to SC,ST,OBC and minority communities
- Hostels/residential schools, cash incentive, uniform, books, separate toilets for girls.
- Providing scholarships to meritorious/needy students at secondary level.
- Inclusive education will be the hallmark of all the activities. Efforts will be made to provide all necessary facilities for the differently abled children in all the schools.
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation/enrichment of face-to-face instruction. This system will also play a crucial role for education of out of school children.

Institutional Reforms and Strengthening of Resource Institutions

Making necessary administrative reforms in each State will be a precondition for Central assistance. These Institutional reforms include,

- Reforms in school governance- Improve schools' performance by decentralizing their management and accountability.
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization/e-governance and delegation/de-centralization;

- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and
- Streamlining financial procedures for speedy flow of funds and their optimal utilization.
- Necessary strengthening of resource institutions at, various levels, e.g.,
 - ❖ NCERT (including RIEs), NIEPA and NIOS, at the national level;
 - ❖ SCERTs, State Open Schools, SIEMATs, etc., at the State level; and
 - ❖ University Departments of Education, Reputed Institutions of Science/Social Science/Humanities Education, and Colleges of Teacher

Education (CTEs)/Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

Involvement of Panchayati Raj and Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent –

Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.

Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools,

(ii) Integrated Education for Disabled Children (IEDC) for assisting State Governments and NGOs in mainstreaming the disabled children in school education, (iii) Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access and Equity) for providing assistance to NGOs to run Girls' Hostels in the rural areas, and (iv) Quality improvement in schools which included provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting International Science Olympiads. All these schemes, in the present or modified forms, will subsume in the new Scheme. (v) Provision for earning while learning for financially weaker children by preparing them for self employment or part-time employment. States/UTs may establish vocational training centers (VTC) and institutions at the block, district levels.

Number of Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas will be increased in view of their importance as pace-setting schools, and strengthening their role.

The scheme assigns due importance to the preparatory activities as these have been conceived as a necessary condition for quality implementation of the programme. The states are expected to put in place certain basic reforms as a precondition for receiving central assistance under the Scheme. Many of the State Governments have constituted a high level Task Force to work out comprehensive policies, plan and programmes for their states. All other states are expected to constitute the Task Force without further delay.

Strengthening of the offices of the District Education Officer and Block level Education Officer has to be undertaken in the preparatory phase in order to adequately equip them to handle the larger tasks during programme implementation.

Setting up of an effective information system is most important activity besides procurement of essential office equipment and computers along with necessary software. An assessment of the additional manpower needs has also to be made during this period.

Undertaking detailed mapping of Secondary Schooling Provisions, course mapping and streamlining the Secondary Education database has special significance for Universalization of access to and improvement of quality at this stage right from the preparatory stage. Some of the urgent activities include identifying deficiencies in existing secondary schools/Higher Secondary schools, identifying potential upper primary schools for upgradation, identifying underserved areas to establish new schools, streamlining for non-government schools, developing state specific norms for physical facilities etc.

In order to initiate a comprehensive school mapping exercise at Secondary and Higher secondary level, it is necessary to develop a reliable data base, i.e., creation of Secondary Education Management Information System (SEMIS) with disaggregated data at the State, District, Block and School Levels. Keeping in mind the objective of the scheme that access to a secondary school will be provided to every one for a Secondary school within 5 Km and a higher secondary school within 7-10 Km of every habitation. The preparation of educational plans for microplanning is also the greatest challenge of the preparatory phase. It is, therefore, essential to develop the capacity of the state and district level officers engaged in the planning and administration of secondary education in the states in this regard and to prepare base line data.

The Micro planning exercise will include a number of studies on the Baseline assessment in a district, in order to reflect the current situation with regard to learning achievements, transition rates, retention, access, gender, equity, social equity, physical infrastructure, etc. that have to be undertaken as preparatory activities. Effort should be made to involve regional research institutions in this process. The reports must be diagnostic and should be able to feed into the planning process. Besides these locally relevant studies, baseline achievement would also be carried out in all districts by the NCERT. Several available studies that are State specific may also be utilized to determine the base-line status in a State.

Another important mapping exercise has to be done with respect to courses at the Secondary and Higher secondary level. The availability of the facilities for science subjects, e.g., Physics, Chemistry, Biology, Mathematics and Computer Courses and all subjects in other academic courses (Commerce and Humanities courses) will also be assessed in all the schools located in rural and urban areas.

National University of Educational Planning and Research (NUEPA) will act as a nodal agency for the SEMIS. The NUEPA and State Governments would undertake the necessary exercises right from the preparatory stage.

De-centralization of school education with adequate delegation of powers to local bodies, school management committees' etc. should be undertaken on priority basis. Appropriate involvement of Panchayati Raj and Municipal Bodies, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations would make these bodies more meaningful, transparent, effective and efficient.

Identification of a team at District level would also have to be undertaken during the preparatory phase. Efforts to identify teachers for their appointment as District Programme Coordinators should also be taken up during this period. These identified District Programme Coordinators could then facilitate the planning process. Local level non-governmental Organisation must also be associated in the planning activities. The management needs in a particular district would also have to be assessed by the State level Implementation Society, to determine the kind of additional support required to operationalize the team at District level. Efforts to make an objective assessment of manpower needs and the restructured command system for the secondary

and higher secondary education administration would have to be a priority. The National and State level Mission will facilitate this process of manpower planning for programme implementation through objective assessment by expert teams.

Reforms in educational administration & de-centralization

Besides, other reforms in educational administration including modernization/e-governance and delegation/de-centralization should be undertaken for effective, efficient and better programme implementation.

Tasks like adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement should be undertaken. This will facilitate assessment of additional teacher requirements as also a convergent planning process that appreciates the presence of private schools. Improvement of pre-service and in service training of teachers with emphasis on use of ICT must be undertaken so as to ensure better quality education for all.

Curriculum renewal and formulation has a special place among the diverse responsibilities envisaged for national and state level bodies working in the field of education. Approved by Central Advisory Board of Education, National Curriculum Framework-2005 has been brought out by NCERT through a wide-ranging process of deliberations and consultations. Existing curriculum and textual materials will be reviewed and modified to meet the needs of quality improvement by the states.

NCERT has already approved/released Rs. 10 lakh to the State Governments to form Core Groups and undertake the curriculum reform process.

There is an urgent need for reform of the prevailing examination system to reduce stress on children and also to enhance its quality. The State Examination

Boards, who are generally financially self-sufficient, should undertake this task on priority. The progress will be monitored regularly.

Building public opinion

An important requirement for planning of universal access to Secondary Education is environment building and generating public opinion in favour of Universalisation of secondary education. Also, secondary education can supply good teachers for the primary stage.

Opening of Bank Accounts

Opening of Bank Accounts of School Management and Development Committee (SMDC) will also be monitored as a preparatory activity so

that effective decentralization can be brought about. The financial norms clearly state that a number of interventions have to be carried out by the SMDC.

Preparatory activities at district level

In order to ensure an effective preparatory phase, up to Rs. 25.00 Lakh will be provided for such activities, based on the actual requirement in a particular district. Besides provision for training and orientation Principals, teachers, community leaders and Education Department functionaries, the preparatory phase provides for the following:

- Office equipment as per needs,
- Cultural Activities and other extension activities for community mobilization,
- Computer hardware and software for effective SEMIS at the district level,
- School-level planning and school based activities, Rs. 1000/- per school.
- Collection of initial data relating to availability of school infrastructure and course mapping
- A set of base line studies etc.

Fund for preparatory activities, as mentioned above, will be released from the amount earmarked for management, monitoring, evaluation and research (MMER) activities.

The preparatory phase is need-based and there is a lot of variation in the demand from districts. During the preparatory phase, States will also make an assessment of manpower needs at the state level. A State component plan will also have to be prepared, highlighting these needs. Assessment of manpower needs would require serious efforts at restructuring of education administration, wherever it has not been attempted so far. State level Resource Groups are expected to facilitate programme implementation.

The teams of resource persons sent by State or National level mission will monitor the preparatory phase. Support for planning activities will be provided by District/State/National level resource institutions. The districts can ask for resource support for carrying out planning activities and NCERT/NUEPA/SCERT/SIEMAT would provide the capacity building support as per requirement. Besides this, the

National and the State Mission will have to effective monitoring and operational support group to facilitate capacity building at all levels and to meet specific need of districts.

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of Secondary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, data collection and its analyses. It is expected that the preparatory phase will take anywhere from four to eight months.

Strengthening of resource institutions at various levels

Strengthening of following resource institutions are to be undertaken, NCERT (including RIEs), NUEPA and NIOS, at the national level, SCERTs, State Open Schools, SIEMATs, etc., at the State level and University Departments of Education, Reputed Institutions of Science/Social Science/Humanities Education, and Colleges of Teacher Education (CTEs)/Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher

Education

Quality Council of India (QCI) which incorporates accreditation boards for health care organizations, Laboratories, Certification bodies on Quality, Environment etc; and Training & personnel.

Planning Process

The starting point for planning activities has to be the creation of a Core Group of governmental and non-governmental persons at the District level, entrusted with the task of implementing RMSA. The State level Implementation Society has to exercise utmost caution and care in ensuring that the core team at the District level is carefully selected and is committed to task of Universalization of Secondary Education. Besides Education Department functionaries, these teams could comprise of faculty members of SCERTs, NGO representatives, representatives of Teachers' Unions, representatives of Women's Groups, representatives of Self Help Groups, retired and serving National and State Award winning Teachers, local literary figures, Panchayati Raj/Autonomous Council representatives, etc. The starting point of the planning process should be an orientation of the District level Core Group. Like the selection of School Management Committee, the selection of Core Group also will be Process based.

These core teams should then undertake an extensive visit of the district, covering every habitation/village/urban slum and the process of micro planning should be initiated. This would involve intensive interaction with each household to ascertain the educational status and the educational need. The requirements have to be discussed at the local level

before they are finalized. The broad financial and physical norms regarding school infrastructure, teachers and teaching materials will have to be basis of the planning exercise.

Requirement of incentives like scholarship, uniforms, shoes, textbooks, notebooks etc. will have to be worked out on the basis of State norms. These would be part of the RMSA but the funding would be mainly from the State Plan. The school level educational plans will be consolidated and appraised by the District level Plan. Due care would require to be taken to ensure that the demand for teachers, classrooms etc. are as per the broad norm for RMSA. Efforts will be taken to identify the upper primary schools for up-gradation into Secondary and Higher Schools first, identification of existing Secondary Schools or Higher Secondary Schools for strengthening or opening of additional classroom. Opening of new schools should be the last priority. It should be done only in un-served areas.

The District Programme Coordinator (DPC) must also work out its information needs and steps to develop formats for household and school surveys should also be taken. This would require capacity support from National/State level institutions. The local context must reflect in all such activities.

The School has to play a critical role in the planning process. The Head Master/Principal and his/her team have to function like the local resource team for planning. The School Management Committee of every identified secondary or upper primary school will prepare a school level Perspective Plan and Annual Plan. In the un-served areas new schools are required to be established. In case of such schools, the school plan will be prepared by the DPC with the help of District Core Group.

District will be the unit of planning for implementation of scheme. Based on School level Plan, each district will prepare a perspective Plan and an Annual Plan.

The perspective Plan will be a Plan for universalisation within the time frame of RMSA. It will be based on the existing position with regard to attendance, retention, transition rates, drop out and learning achievement. It will work out the total requirement for universalisation, spread over a number of years. A clear plan for improving access, increasing retention and ensuring achievement will be a part of the perspective Plan.

The Annual Plans have to be based on a broad indication of resource availability to a district in a particular year. The National and

State Mission will try and finalize the resource likely to be allocated to a particular district at least six months before the first instalment is released to a district. The district would undertake a prioritization exercise in the light of the likely availability of resources.

The Annual Plan will be a prioritized plan in the light of the likely availability of resources. The State Executive Committee will appraise these Annual Plans. The Project Appraisal and Approval Committee at the Ministry of Human Resource Development will appraise the District Plan and State Components (State Plan) at the National level.

The District level plans will be consolidated by the State Mission. The State

Plan will inter alia indicate:

- i. Overall GER target for the state/UT.
- ii. Separate GER target for SC, ST, educationally backward minorities and other weaker sections
- iii. Separate GER target for rural and urban areas
- iv. Enrollment for secondary classes and transition rate from class VIII to IX
- v. Physical facilities required based on the GER target
- vi. Learning achievement targets

The State component plan will be appraised based on the targets set & achieved by the States/ UTs.

While the objective of the Perspective Plan is to assess and plan for the unfinished universalisation of access to and improvement of quality at the secondary and higher secondary Stage in a particular district, the Annual Plan is an exercise in prioritization. The perspective Plans of districts would be the basis for placing demand for additional financial resources in the years to come. As stated earlier, these Plans have to be as per broad norms under RMSA. The appraisal teams would ensure that planning is as per nationally/State accepted norms.

Preparation of Perspective and Annual Plans require creation of capacities at all levels. Besides, the teams of resource persons from the National/State mission, efforts to develop, State specific institutional linkage for planning support will also be explored. Consultation with research institutions for undertaking State specific educational has to be initiated. The same would be finalized in consultation with the State governments. The support of institutions of proven excellence

for research, evaluation, monitoring and capacity building will also be sought.

The quality of planning exercise will depend on the efforts at capacity building and the supervision of the planning process. The RIEs, SCERTS,

SIEMATs etc. have to be carefully nurtured to provide capacity for effective planning. The starting point in any such exercise is for the States to accept the need for careful selection of personnel from the existing governmental functionaries and also to deploy experts on contract from the management costs provided under the RMSA. The State Mission will have a role in selection of personnel in order to ensure objectivity in such processes. It must be reiterated that quality-planning process will require institutional reforms and involvement of local communities to participate effectively in the affairs of the school (through School Management Committees). The involvement of the teaching community in the planning process would also be necessary to ensure that the school system emerges as the principal institution for community partnership.

The allocation of resources will depend on the following.

- Preparatory steps taken by the State Governments as mentioned earlier.
- Preparation of District Plans and their appraisal;
- Commitment from the State Government with regard to the State share;
- Performance of the State Government regarding resources made available earlier;
- Institutional reforms in states to facilitate decentralized management of education,
- Reports of supervision teams regarding the quality of programme implementation;
- Availability of financial resources in a particular year.
- The actual allocation of resources will depend on all these factors.
- It is likely that districts with poor infrastructure will require more resources.
- However, the release will also be performance linked.
- If an educationally backward district does not utilize the resources in the manner intended, it is unlikely to continue to receive a priority.
- There are no fixed criteria for allocation of resources, as the actual allocation will depend on a large number of factors, including the availability of resources.

- The expenditure level of states will not be lower than that on 31.03.08.
- Funding of state schemes for Secondary education will be in addition to this scheme.

What a District Plan Must Have

Preparatory steps taken by the State Governments Targets for GER (separate targets for SCs/STs/Girls/Minorities & Rural-population) Participation of women, SCs/STs, parents of Differently abled Children,

Educationally Backward Minorities and other disadvantaged groups in the planning process.

A clear gender focus in all the activities under the plan. Every intervention must be gender sensitive.

Evidences of school-based cultural /sports activities etc.

- Interface with elected representatives at all levels.
- Process based constitution of committees at each level.
- Institutional arrangements for decentralized decision making
- Consultation with teachers.
- Community contribution for universal elementary education.
- School mapping and micro planning habitation wise/villagewise/cluster wise/urban wise/slum wise/ward wise.
- Joint Bank accounts in each School Management and Development

Committees to receive and spend government grants

- Focus on making education relevant to life.
- Available school facilities, including non-governmental educational institutions;
- Available facilities in schools
- Pass percentage and Transition Rates of 14-18 (VIII to IX and X to XI) years age group children studying at classes I-VIII and facilities for their education and development
- Population of 14-18 age children through preparation of Education

Registers and

- Relocation of teacher units taking into accounts the presence of the non-governmental sector and its impact on school attendance.
- Training needs and survey of capacities for orientation and training with existing institutions;

- Needs, school-wise/habitation-wise of additional school facilities, teachers, etc;
- Needs, school wise of consumables for Science lab, Mathematics lab,

ICT facility, Art/Craft and Culture education, excursion trips and other activities as per the scheme

- School wise incentives of scholarships, uniforms, free textbooks and notebooks, etc.
- Teaching-learning materials;
- Information systems;
- Available financial resources and priority of needs.
- Open schooling facilities.
- Girls, SC/ST, Educationally Backward Minorities education, and
- Children with special needs.

Incorporation of issues like local specific school timings, teachers' attendance, students' attendance etc; Reflection of all investments (in Plan as well as Non-Plan) being made in a particular district for Secondary and Higher Secondary Education.

The Executive Committee of States and Union Territory on Rashtriya

Madhyamik Shiksha Abhiyan will undertake Appraisal of plans. The State appraised plans will be appraised by the Executive Committee (Plan Appraisal and Approval Committee) of the Mission at Ministry of Human Resource Development with the assistance of Technical Support Group, which will also act as a Monitoring and Operational Support Unit. The Technical Support Group will be fully oriented for undertaking the task of appraisal.

The TSG and the Resource Persons of Centre/State Mission will undertake regular visits to districts in order to monitor the quality of preparatory activities and programme implementation. The cost of the Appraisal teams will be fully borne by the National/State Mission. The monitoring and operational support teams at the National/State level Mission will constitute the Appraisal teams.

Appraisal teams will be jointly constituted by the National and the State level Mission. One of the National Mission nominees could be a representative of the research institution that undertakes responsibility for that state. The National Mission will compile a list of resource persons

experienced in Secondary and Higher Secondary Education. The nominees of the State Mission will also have to be approved by the National Mission. A checklist of activities will be prepared for the guidance of the Appraisal team.

For non-governmental representatives in appraisal teams, besides the TA/DA as admissible for government servants, a modest honorarium will be available.

A few salient features of the Appraisal process will be as follows:

- To be conducted jointly by central and state Government representatives in the initial phase, along with experts to be selected by NUEPA/NCERT/SCERT/SIEMAT.
- States to undertake appraisal after sufficient institutional capacities are developed through networking with national level institutions
- Assessment to ensure that plan reflects participatory planning process.
- Participation of NGOs, institutions, individuals, Panchayati Raj Institutions and urban local bodies
- Assessment of community contribution, if any in school activities.
- Assessment of institutional arrangements for decentralized decision making and capacity building in local resource institutions.
- Assessment of involvement of teachers in the planning exercise
- Assessment of Participation of women, SCs/STs, parents of Disabled Children, Educationally Backward Minorities and other disadvantaged groups in the planning process.
- Any other activity.

The provision for base line studies focusing on the local context has been provided as part of the preparatory activities to be undertaken by the State Governments. These studies have to be diagnostic in nature so that these studies contribute to the planning process by taking note of the local context. NCERT will provide technical guidance. Besides State level Baselines studies, Base line achievement tests would be carried out by the NCERT on a priority, to ascertain the current levels. The National and the State Mission will monitor on the basis of these established base lines.

Rashtriya Madhyamik Shiksha Abhiyan requires regular supervision of activities. Ideally, School Management Committees and District Programme Coordinator and his/ her Core Team should be developed effectively to carry out supervision activities.

Supervision teams will be periodically sent by the National/State Mission usually once in six months. Such supervision visits would also include the state-specific resource institutions that have undertaken the task of research and supervision in that State/UT.

Theme specific supervision visits besides the overall assessment visits would also be undertaken. Classroom observation by resource persons has also been provided for. States will work out their supervision/appraisal/monitoring and research Plans, based on the indication of resource availability as per the norm approved from time to time by the National Mission.

Presently, the norm for such activities under the RMSA will be Rs.1500 per school per year subject to the availability of resources within 2.2% allocation earmarked for Management and Monitoring, Research and Evaluation. This amount would be divided between the National/State and District Mission. Rs.100 per school will be spent at the National level. The State Government will decide regarding the balance amount to be spent on monitoring, research, supervision and evaluation at the various levels, from the school to the State level.

Two supervision visits of at least three days each would be undertaken by the National/State level Mission each year, to each of the States. Initially these supervision teams will be constituted by the National Mission in partnership with the States. Subsequently, States will constitute their own supervision teams. Each Supervision team will have four Members, two from the State Mission and two from the National Mission, Representatives of National Resource institutions, State-specific research institutions and University Departments of education would be encouraged to participate in the supervision team.

The non-governmental representative who undertakes supervision visits will be entitled to a modest honoraria, over and above the TA/DA. The visits will be coordinated by the State and the National Mission. Suitable supervision formats will be designed through special workshops to be organized by the National/State level resource institutions. Resource persons involved with training teachers will also undertake classroom observation. Modest honoraria may be provided for non-governmental/retired resource persons involved in this work. Supervision reports will be shared with district and block level officials.

Rashtriya Madhyamik Shiksha Abhiyan is conceived as a long – term partnership between the Central and the State/UT governments. The procedure for release of funds incorporates this idea of a partnership.

Under the programme the districts will prepare their Perspective Plan & Annual Plan proposals based on the broad Framework for implementation. The State level Implementation Society for Rashtriya Madhyamikh Shiksha Abhiyan will forward these proposals to the National Mission for release after appraisal by the State level Executive Committee with the assistance of TSG. The Technical Support Group of National Mission will appraise the Perspective as well as the Annual Plans. The Project Appraisal and Approval Committee of the National Mission will approve the Annual Plan on the basis of the Appraisal Report, the recommendation of the State Implementation Society, the availability of Central Plan funds, and the commitment of the State government regarding financial resources. The Central Government will release the funds directly to the State Implementation Society.

The State Governments have to give written commitments regarding its contribution towards the Rashtriya Madhyamikh Shiksha Abhiyan. The recommendation of the State level Implementation Society must also be accompanied by a commitment of the State Government regarding transfer of its share to the State Society within thirty days of the receipt of the Central contribution, as per the approved sharing arrangement. They will also give an undertaking in writing that funds allocated to Rashtriya Madhyamikh Shiksha Abhiyan will not be used for any other purposes under any circumstances.

The release of the first instalment to the State/UT will be processed after receipt of these written commitments. The appraisal and approval of Plans should be completed in time for the first instalment, to meet the proposed expenditure of the first six months, to be released by 15 April. Some departure from this norm would be necessitated in the first year of programme implementation.

There would be two installments each year: one in April for expenditure between April and September and the second in September for expenditure between October to March. A pool of resource persons selected by the National/State Mission for, before the second instalment is processed will undertake a supervision visit to the programme implementation districts. The second installment will be based on the progress in expenditure and quality of implementation. The utilization certificates from the districts to the States and to the national Mission for funds released in the first instalment would become due at the time of the release of the first instalment in the subsequent year.

After utilizing at least 50 per cent of the funds earlier released, the State Government may apply to the Ministry of Human Resource

Development for the next installment. The release will be subject to the following conditions.

- Submission of Utilization Certificate showing that at least 50 per cent of funds/resources already released have been utilized at the time of submission of the proposal for the next installment.
- Submission of certificate regarding the release and receipt of the State Share against the amount of the Central funds released so far. This must be accompanied with (i) a copy of the order sanctioning the State Share; and (ii) a certified copy of the bank statement indicating the credit of the State Share. The Branch Manager and the Authorized Signatory at the State level must authenticate the bank statement.
- Submission of non-diversion and non-embezzlement certificate.
- Any Other condition indicated from time to time.

The Central Government will bear 75 percent of the cost to implement all the components (where funding is to be done on sharing basis between center and states under the scheme) for all States/UTs except North Eastern States during the 11th Five Year Plan. For the North Eastern States, 90 percent of such cost will be borne by the Central Government.

The State Governments and Union Territories will bear 25 percent of the cost to implement all the components (where funding is to be done on sharing basis between center and states under the scheme) during the 11th Five Year Plan. The North Eastern States will bear 10 percent of such cost.

The State Government will design a comprehensive Financial Management System for the transfer and use of funds through the existing SSA society. This must ensure transparency, efficiency and accountability, and track the use of funds towards the final outcomes.

Separate bank accounts shall be opened for funds under the scheme at the State, District and School levels. The accounts shall be opened in public sector banks. The Head Master or Principal & Vice Principal of the School Education Committee will be the joint holder of the account at School level; the District Programme Coordinator will be a joint holder of the account at the District level.

For the 12th Five Year Plan, the sharing pattern between Central and States will change to 50:50. For the North Eastern States, the sharing pattern will be 90:10 for both 11th and 12th Five Year Plans.

It is imperative to have projection of additional enrolments at Secondary Stage and the targets during the Eleventh Plan period, based

upon which strategy to accommodate additional enrolment could be decided. Keeping mind the basic objective of “access” within 5 Km of every habitation the following strategies need to be followed,

- i. Strengthening of existing Secondary School and deploying desired number of subject wise teachers;
- ii. Opening of additional classrooms in the existing Secondary Schools and laboratories and deploying desired number of subject wise teachers etc; if required on the basis of habitation level micro-planning;
- iii. Upgradation of existing Upper Primary Schools with required infrastructure and teachers etc on the basis of habitation level microplanning; for which Ashram schools will be given preference,
- iv. Opening of New Secondary Schools, if required on the basis microplanning.

Considering the fact that in most habitations the upper primary schools have been established, it would be preferable to follow first three options to overcome the access problem. The new schools would be considered only in the cases of deficient or un-served areas. While deciding the preference for any of the above option, it is desirable to keep in mind the objective of access within 5 Km of every habitation, viability (i.e. ensuring adequate numbers of students enrolment) and cost effectiveness. This norm is only prescriptive and may be relaxed in hilly areas, in areas with difficult terrain and in sparsely populated areas.

At present there are 72755 High/Post Basic Schools under Government, Local Bodies and Aided Private management (Source: SES, 2004-05). The existing Secondary Schools need to be strengthened depending upon the requirements worked out through School level micro planning. The additional enrolments could be accommodated in the existing secondary schools by opening additional classrooms. While strengthening infrastructure, a rain water harvesting system will be installed and school buildings will be made disabled friendly.

At present there are 226595 Middle/Senior Basic Schools under Government, Local Bodies and Private management receiving govt. aids (Source: Abstract of SES, 2004-05 (Provisional)). The additional enrolments will be accommodated in these schools by upgrading their capacity. The State/UTs will identify such schools on the basis of School level micro planning. Based upon the demand and requirements, additional sections will be opened. However, to make them viable, at least two sections each for classes IX and X would be opened with other infrastructure etc. Ashram schools will be given preference while upgrading upper primary schools.

The New Secondary Schools will be opened on the basis of the Perspective Plan and demand worked out through micro planning by the State Governments for a project for opening of new & viable schools, especially in deficient or un-served areas would be approved. In these schools at least two sections each for classes IX and X would be opened with other infrastructure etc. All these schools will have rain harvesting system in their building plan itself. The school buildings will be designed to make them disabled friendly.

Followings are the illustrative list of components;

Class Room- Pupil Ratio: 1:40

Minimum ratio :1:25

Class Room size: as per State norm. At least two additional class rooms should be built in one secondary school At least four additional class rooms, two sections each for classes IX & X should be built in one upgraded upper primary schools Should involve elements of community contribution.

Grants will be available only for those schools which have existing buildings of their own Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc. One Integrated Science Laboratory- for Physics, Chemistry, Biology & Mathematics.

Room size: as per State norm. Should involve elements of community contribution.

Grants will be available only for those schools which have existing buildings of their own Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

Necessary equipments for Physics, Chemistry, Biology and Mathematics' will be needed initially to facilitate academic activities.

One room for Principal. Room will also be used for meeting room. Room size should be adequate as per state govt. norms for holding meetings Should involve elements of community contribution. Grants will be available only for those schools which have existing buildings of their own Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

One room of adequate size as per state govt. norm for office staff and teachers Should involve elements of community contribution.

Grants will be available only for those schools which have existing buildings of their own Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

One room of adequate size as per state govt. norm Should involve elements of community contribution.

Grants will be available only for those schools which have existing buildings of their own. Cost of construction will include fixtures, fittings, circulation area (verandah) etc.

Room size: as per State norm. Should involve elements of community contribution.

Grants will be available only for those schools which have existing buildings of their own. Cost of construction will include furniture, fixtures, fittings, circulation area (verandah) etc.

Class Room size: as per State norm. Should involve elements of community contribution. Grants will be available only for those schools which have existing buildings of their own. Cost of construction will include furniture/equipments/tools, fixtures, fittings, circulation area (verandah) etc.

Library will be established and run in a room of adequate size as per the norms fixed by the State Government or Raja Ram Mohan Roy Library Foundation, the nodal agency of Govt. of India to support public library services and systems. Should involve elements of community contribution. Grants will be available only for those schools which have existing buildings of their own. Cost of construction will include furniture, Almirah, racks, fixtures, fittings, circulation area (verandah) etc.

Community should be approached to provide books and furniture etc. in the library.

Requisite number of toilet blocks in each school, separately for Boys, Girls, staffs & teachers and differently abled children. Adequate drinking water facilities in every school

Proper drainage system in every school etc

- As far as possible, existing furniture should be repaired
- Actual requirements for classrooms, laboratories, libraries and others will be worked out on the basis of approved scales of furniture fixed by the State Governments
- In case of condemnation through due process and/or deficiency, purchase of furniture for following will be subject to the ceiling of Rs. 1.00 lakh per school,
- Principal Room

- Office and Teacher Room
- Due Regard should be paid to usefulness and economy
- Luxury items should not be purchased
- Community will be approached to provide furniture in the schools
- Purchases, if any will be done through State owned small scale industries or NSIC.
- Schools not having playground will use play ground in neighborhood schools or the Community Playground
- Community, PRIs, MP LAD, MLA LAD may also contribute towards development & maintenance.
- Ministry of Youth Affairs and Sports will also be approached.
- Cost will not exceed Rs.10, 000/- per school

Boundary Wall

- Need to be constructed by the States/UTs, if not already constructed
- Community, PRIs, MP LAD, MLA LAD, private sector may contribute towards construction and maintenance of boundary wall.
- Department of Environment and forest may be approached to develop social forestry in the schools.
- Repairing and renovations will primarily be undertaken through involvement of community or the private sector.
- On the basis of approved estimate by State Governments following grants may be considered under special circumstances;
- In case of Major – one time total amount of expenditure should not exceed Rs. 2.00 lakh per school in case of two sections in school and Rs. 4.00 lakh per school in case of four sections in school
- In case of Minor – total amount of expenditure should not exceed Rs. 25, 000/- in a year.

Following repairing works can be undertaken,

- School building
- Toilets
- Tanks
- Play Ground
- Campus
- Conservancy Services
- Electrical fittings

- Sanitary & Other fittings
- Furniture and fixtures etc.

Expenditure on repair & maintenance of building would not be included for calculating the 33% limit for civil works. Grants will be available only for those schools which have existing buildings of their own.

Science lab for classes IX-X

Replacement and/or repairing of laboratory equipments. Purchase of consumables/chemicals etc. Upkeep of laboratories.

Any other activity relating to Science and Mathematics. Annual grant of Rs. 25,000/- per school per annum or as per actual requirements.

- Purchase of books with due reference to the lists of books-recommended by the KVS (or)
- List recommended by the State Governments (or)
- Rs. 10,000 per annum or the actual expenditure, whichever is less.
- Text Books and Reference Books for teachers should also be included.
- (or) as per the scheme formulated by Raja Ram Mohan Roy Library Foundation, the nodal agency of Govt. of India to support public library services and systems.
- State Govt./Community/parents/private sector may sponsor or contribute
- Study tours should be organized by the schools every year
- Willing students should be allowed to participate
- Adequate measures for safety and security of the students, especially girls should be made
- Sports, music, dance, painting, culture, teaching aids
- Equipments for teaching geography as elective
- Drawing equipments & painting materials
- Maps, charts, specified instruments & appliances
- Sports equipments, uniforms etc.
- To meet petty and contingent expenditure like Organizing meetings, Conveyance, stationeries
- Petty repairs & maintenance
- Water, electricity and telephone charges, internet charges/other rates and taxes.

- Other expenditure.
- State Government/community/PRI/private sector may also contribute.
- Grant of Rs. 15,000/- per annum or actual expenditure, whichever is less to meet water and electricity charges.

Teachers

- Subject-wise TG/ PG Teacher
- PTR of 1:30 .*
- Teachers will be employed by the Society implementing RMSA.

Lab Attendant

- One lab attendant,
- will be employed by the Society implementing RMSA

Duftary

- One daftary for office works.

Watchman

- One night watchman
- May be appointed by Community/PRI/Parent – Teacher Association.
- Training of all teacher/ Principal/ Vice Principal for 5 days every year
- Rs.200/- per teachers per day**
- Unit cost is indicative, would be lower in non-residential training programmes
- Residential quarters for teachers in remote/hilly areas/in areas with difficult terrain
- Quarters will be built as residential clusters with accommodation for teachers of all schools within a particular area.
- Rs. 6.00 lakh per quarter subject to availability of fund
- Preference for female teachers.
- The DPC in each district will organize science exhibition
- All the schools will be invited to participate
- Local JNV and KV will also be associated
- The Community, PRIs, NGOs, intellectuals etc. will be invited

* CABE committee on USE and the Working Group on Secondary and Vocational Education have recommended PTR of 30:1

** Planning Commission has allocated Rs. 1000/- per teacher per annum.

- Provision for felicitation/award to best exhibitor will be made
- State Government/Community/PRI/Private Sector etc. may sponsor and contribute.

Note: All financial norms for civil work are suggestive and meant for financial estimation. State/UT PWD schedule of rates will be applicable.

Quality Improvements in Secondary and Higher Secondary Education:

The Rashtriya Madhyamik Shiksha Abhiyan is committed to universalize quality education at Secondary and Higher Stage. The focus in quality interventions would have to be on meeting the complex needs of this stage in terms of quality infrastructure, Management Information System, curriculum development, learning resources, teacher qualification, competency, subject specific deployment in schools, in service training of teachers and heads of the school, academic support at all level, classroom based support and supervision issues etc.

The Mission would encourage States to focus on total development of children, encouragement to sports, cultural activities, project work involving interaction with social and natural surrounding, activity based learning, exposure to life skills with regard to health, nutrition, professions, etc. Encouragement to work experience would require the attachment of children with professionals, farmers, artisans, in order to master the social and natural context.

Undertaking detailed mapping of Secondary Schooling Provisions, course mapping and streamlining the Secondary Education database is of paramount importance for universalization of access to and improvement of quality at this stage right from the preparatory stage. Some of the urgent activities includes Identifying deficiencies in existing secondary schools/Higher Secondary schools, identifying upper primary schools for upgradation, Identifying under served areas to establish new schools, streamlining for non-government schools, Developing states specific norms for physical facilities etc.

In order to initiate a comprehensive school mapping exercise at Secondary and Higher secondary level, it is necessary to develop a reliable database, i.e., creation of Secondary Education Management Information System (SEMIS) with disaggregated data at the State, District, Block and School Levels.

Keeping in mind the objective of the scheme that access to a secondary school will be provided to every one for a Secondary school within 5 Km and a Higher secondary school within 7-10 Km of every

habitation, the preparation of habitation level educational plans for micro planning is also the greatest challenge of the preparatory phase. It is, therefore, essential to develop the capacity of the state and district level officers engaged in the planning and administration of secondary education in the states in this regard and to prepare base line data. Thereafter, it is also necessary to collect periodic data with predetermined regularity for every secondary or higher secondary school in the country through system similar to District Information System for Education (DISE) being used for capturing information at the elementary level. Keeping the goal of universal secondary education, state and locale-specific norms will be developed by the states and local authorities. It must be emphasized that setting up of an effective SEMIS would require contractual engagement of professionals including data analysts and data entry personnel. Similarly, the need for experts on various interventions under the scheme will also have to be assessed in the light of the specific State/UT.

The Micro planning exercise will include a number of studies on the Base-line assessment in a district, in order to reflect the current situation with regard to learning achievements, retention, access, gender, equity, social equity, physical infrastructure, etc. that have to be undertaken as preparatory activities. Effort should be made to involve regional research institutions in this process. The reports must be diagnostic and should be able to feed into the planning process. Besides these locally relevant studies, baseline achievement tests would also be taken in all districts by the NCERT. Several available studies that are State specific may also be utilized to determine the base-line status in a State.

Another important mapping exercise has to be done with respect to courses at the Secondary and Higher secondary level. The availability of the facilities for science subjects, e.g., Physics, Chemistry, Biology, Mathematics and Computer Courses and all subjects in other academic courses (Commerce and Humanities courses) will also be assessed in all the schools located in rural and urban areas.

National University of Educational Planning and Administration (NUEPA) will act as a nodal agency for the SEMIS. The NUEPA and State Governments would undertake the necessary exercises right from preparatory stage.

The requirement of funds for SEMIS will be met out of the 2.2% of the Plan

Allocations earmarked for Management and Monitoring under the scheme subject to the ceiling, as specified from time to time. The budget estimate will be indicated in the District Plan and consolidated estimate will be reflected as State Component.

Curriculum designing and formulation has a special place among the diverse responsibilities envisaged for national and state level bodies working in the field of education. The National Policy on Education (NPE), 1986 (as modified in 1992) and Programme of Action (POA), 1992 view such a framework as a means of establishing a national system of education, characterized by certain core values and transformative goals, consistent with the constitutional vision of India. NPE also points out that implications of the Constitutional Amendment of 1976, which includes Education in the Concurrent List, require a new sharing of responsibility between the Union Government and the States in respect to this vital area of national life. Approved by Central Advisory Board of Education, National Curriculum Framework-2005 has been brought out by NCERT through a wide ranging process of deliberations and consultations. Similar structures will have to be created in all the States/UTs to prepare new syllabi and textbooks at the State level.

Many states are in the process of completing this exercise. Some of them have already completed. The States which have not yet completed the curricular reforms, preparation of new syllabi and text books are expected to complete this exercise in the very first year of the programme implementation.

Budgetary requirement for the creation of new structures, strengthening of existing structure and revision of curriculum by the states under the broad framework of NCF-2005 should be met out of 2.2% of the Plan Allocations earmarked for Management and Monitoring.

The main reasons for failure in exams of a large number of students are their limited understanding of concepts in Mathematics & Science and their weakness in English. NCF-2005 addresses this issue. The National Focus Group on "Teaching of Science" suggested prevention of marginalisation of experiments in school science curriculum. Investment in this regard is needed for improving school Libraries,

Laboratories and Workshops to promote experimental culture while reducing the importance of external examinations. There is also need to have Computer –Interfaced Experiments and Projects utilizing database from public domain.

The younger generation needs to be sensitized to the potential of Health and Physical Education, Art Education and Crafts. This further requires a pool of trained personnel/teachers to impart basic knowledge and skills along with Craft Laboratories with space facilities and raw materials in all schools. For Health, Yoga and Physical Education, certain minimum outdoor and indoor facilities coupled with proper ventilation and sanitation in the classroom and school premises is needed.

Further, in view of inclusion of all children, the schools should also be equipped with the resource support needed in the form of Special Educators, Assistive Devices and Teaching-Learning material for children with special needs.

For qualitative improvement of social science teaching and making it lively and relevant for the young learners, required infrastructural facilities in terms of physical space and resource materials need to be provided in every school. The spirit of inquiry and creativity among children as well as teachers can be promoted in an interactive environment. Hence every school should have a social science room for performing various group activities/project work, experimenting/demonstrating and displaying their creativity and storing best creations for further use as resource material.

The National Focus Group on Work and Education, constituted as part of the exercise for revision of National Curriculum Framework (NCF)-2005, expressed its concern about the exclusionary character of education in general and secondary education in particular. This is founded on the artificially instituted dichotomy between work and knowledge (also reflected in the widening gap between school and society). Those who work with their hands and produce significant wealth are denied access to formal education, while those who have access to formal education not only denigrate productive manual work but also lack necessary skills for the same. A common core curriculum incorporating work-centered pedagogy initially united class X and within the foreseeable future up to class XII for all children should be the objective. A detailed framework of "Work and education" for School Education needs to be developed by NCERT for operationalization.

In view of the above, at least a Science Laboratory and an Art and Crafts laboratory along with necessary equipments need to be set up in each secondary school. While, there can be only one room for science laboratory in a secondary school, there should be at least three laboratories for Science subjects in Higher Secondary schools, in addition to one Art and Craft laboratory. The Arts and Crafts Lab will be used for

carrying out the activities related to Social Sciences, Arts and Heritage Craft, Health and Physical Education and Work Education. To manage the affairs of these laboratories at least one Lab Attendant in Secondary School and three Lab Attendants in Higher Secondary schools will be deployed. The details of Physical and Financial norms have been discussed in a separate chapter.

The Mission recognizes the importance of aesthetics and artistic experiences for secondary level children, especially in view of the role that such experiences can play in creating awareness of India's cultural heritage and its vibrant diversity. In the context of education of arts (music, theatre, visual arts and dance) and heritage crafts, the Mission is guided by the recommendations of the National Focus Group on these subjects and the report of the CABE Committee on Culture. The syllabus for arts developed by NCERT should be followed and teachers who have been appropriately trained should be appointed for art education. Art is to be treated as a part of the curriculum and not as an extra-curricular activity. As recommended by NCF-2005, art education must become both a tool for the enrichment of learning in all subjects, and also as a subject in its own which is taught in every school up to class X and facilities for the same may be provided in every school.

There is need to make available resources for the integration of the arts and heritage crafts. It is important that the school curriculum provides adequate time for a wide range of activities pertaining to arts and crafts. Block periods of about 1 to 1½ hours are necessary. The aim of activities provided in these periods is to support the child's own expressions and style. India's heritage crafts should enter into the curriculum as a part of art, with an emphasis on creative and aesthetics aspects. Crafts persons themselves should be treated as teachers and trainers for crafts and ways of enabling them to serve in schools on a part-time basis need to be identified. Craft labs equipped with adequate materials and tools need to be developed in every school.

Crafts Mela should be organized to expose children to local crafts and traditions and also for children to display their own creative endeavours. States/UTs need to consider the appropriate weightage for admission in colleges for students who have been deeply involved and who excel in the different art forms and crafts.

Learning Resource Centres (LRC)

In conformity with the advocacy in the National Curriculum Framework (NCF-2005) about curriculum enrichment for overall

development of children rather than remaining textbook centric, and ensuring that learning is shifted from rote memorization and also in order to ensure quality in Secondary and Higher Secondary Education, all schools need to be equipped with Learning Resource Centres (LRC) with following inputs.

The ICT Resource Room and Library of the school may be housed in one big room or these may be housed in two adjacent rooms. All Library operations from accession to issue of books will be computerized. The provision of integrated Learning Resource Centre (LRC) will facilitate such activities. These resources will be instrumental in raising the knowledge and achievement levels of students.

There is need of a regular librarian cum computer instructor to look after the affairs of library as well as ICT activities. The scheme also provides for physical and financial norms for construction of library, if it was already not provided in the school and purchase of books, periodicals, new papers, magazines etc. The norms have been discussed in a separate chapter.

Ministry of Human Resource Development is running a scheme called Information and Communication Technology (ICT) at Schools which is intended to establish an enabling environment to promote the usage of ICT, especially in Secondary and Secondary Government Schools in rural areas. The scheme is presently under revision. The revised scheme will subsume in this scheme as and when comes into force.

Adolescent Education Programme (AEP)

There is a scheme on Adolescence Education, presently funded by NACO and implemented by MHRD. It started as on HIV/AIDS Awareness Scheme for school children. It is suggested that health related education of Adolescents, including awareness about AIDS, should be treated in the larger context of life skilled education and holistic development which covers health, physical education and sports. The focus of AEP needs to be on,

- Comprehensive operationalization of AEP in all schools in all States and UTs with necessary inputs like teachers' training to act as counselors,
- Curricular integration of Adolescence Education elements in the Courses of Study.
- Curricular integration in the Teacher Education System (both preservice and in – service).

The implementation strategies include development of need based materials, training package, capacity building programmes for teachers' advocacy programmes for parents and community leaders, integration of elements of Adolescence Education in the content and process of school education, adult education, alternative innovative education programmes, and open schooling/university system. A Monitoring and Evaluation System also needs to be formulated and operationalized for AEP.

In order to manage the stress factor in examination, it is necessary to reconstruct and redesign examination system with attributes like flexibility where a student can achieve learning in a flexible time frame and accumulate credits, eliminating tests of fixed duration and adopting continuous and comprehensive evaluation. The practice of mark sheet indicating marks in certain subjects must be replaced by a portfolio that would accommodate a student's performance in variety of domains like life skills, academic/non-academic and vocational subjects, personal qualities, etc. The portfolio should be comprehensive, revealing the total being of the student.

While School –based Assessment by teacher is an essential part of assessment globally; its actual implementation in most states of India leaves much to be desired. NCERT and State-level nodal agencies should take steps through workshop and other modes of information dissemination, including creation of websites dedicated to this issue. School-based assessment should be graded internally but moderated externally to eliminate the widespread fraud currently perpetrated by school.

The present typology of examination questions leads to rote learning rather than the development of conceptual understanding, analytical writing and problem solving skills. It is proposed that the incidence of short-answer questions be reduced and replaced with Multiple Choice Questions (MCQs) on one-hand and Reflective (long answer) type questions on the other. Orientation programmes to make the teachers familiar with MCQs and how to have them test higher-order thinking need to be organized. While long answer type questions involve more examiner time than spent today, MCQs, being machine-marked, will involve nil.

Reporting of performance of a student is an essential aspect of evaluation process. The National Focus Group on Examination Reforms suggested inclusion of wider range of performance parameters on the mark sheet- absolute marks/grades, percentile rank among all candidates of that subject, and percentile rank among peers (e.g., schools in the same

rural or urban block). The percentile rank among peers would be a crucial test of merit. Making this information public will allow institutions of higher learning to take a more complete and relativist view of the notion of merit.

The budget to initiate the proposed reforms would include expenditure on conduct of workshops by NCERT/SCERT/Boards of Education/IASEs/CTEs/University Department of Education to familiarize teachers and Board personnel with better modes of administering School Based Assessment (SBA), to make teachers familiar with changing typology of questions, multiple choice questions (MCQ) and testing of order thinking and preparation of such items, to train evaluators for judging reflective type answers (multiple answers); external moderation of internal grading under school based assessment; technology for machine-marking of MCQs for Boards; one time subsidy to Examination Boards to develop statistical and software infrastructure for estimation of relative merit (percentile mark relative to other students of the district/block), in addition to absolute mark and preparation of question banks and also to conduct Research studies on various aspects of Examinations.

As suggested by NPE-1986 (as modified in 1992), a National Evaluation Organisation (NEO) needs to be developed: as a quality control measure; organizing national-wide tests for comparability of performance and for independent tests; and developing common admission tests for admission in graduate courses in colleges for de-linking degree from jobs.

Budgetary requirement for expenditure on the activities mentioned should primarily be met out of the resources raised by the respective State Examination Boards. Remaining amount, if any should be met out of 2.2% of the Plan Allocations earmarked for Management and Monitoring subject to the ceiling prescribed by the National Mission.

Guidance and Counseling, both as an approach and as a service, will be an important strategy for promoting universalisation of Secondary Education in terms of its pro-active as well as remedial role. Guidance and Counseling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others.

This stage of education coincides with adolescence, a period in an individual's life that is marked by personal, social and emotional crises

created due to the demands of adjustment required in family, peer group and school situations.

Counsellors, especially trained in theory and practice of counselling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The provision of these services in schools particularly at this stage would help students cope with increasing academic and social pressures. A multi-pronged strategy is needed to make available guidance services at school stage across the country.

The existing Bureaus/Units/Wings of Educational and Vocational Guidance, which are about 20 in number, need to be activated both in terms of policy directions and funding. Presently their work seems to be diluted. Thus, strengthening the existing Bureaus of Guidance, which are in majority part of SCERTs in terms of establishing accountability channels to root out ambiguities in their functioning is important. It would further require adequate staffing pattern, training provision, resource materials and other aids for effective implementation.

Proper utilization of trained manpower by the state guidance agencies becomes important. The State Governments and UTs are needed to appoint full time school counselors of PGT level at cluster/block/district level. Besides, every school should have at least one teacher and preferably two (one male and one female) teacher trained in guidance and counseling. Teacher -Counselors already trained should be utilized for extending training further at state level. In order to meet the growing demand, the curriculum of in-service training programmes of teachers and principals are required to be suitably modified. The Guidance and Counseling should be an essential part of in-service training programme for teachers and principals/vice principals. The scheme provides for in-service training of all teachers and heads of schools for 5 days every year. Similarly, component of guidance and counseling in pre-service teacher education needs to be strengthened by the State Governments. Every State Department of Education/State Bureau of Guidance is expected to ensure creating a cadre of trained guidance personnel as Guidance Officers. Guidance Resource Centers would need to be created in every Examination Boards/further strengthened for providing guidance-counseling services at cluster/block/school levels.

Sensitization programmes for Principals/Heads of Schools at state level and enrichment programmes for trained guidance personnel should be a regular feature.

Depending upon the Perspective plan and availability of resources the scheme provides for Guidance and Counseling Grant to the States for strengthening of Guidance Bureaus in States as under,

- Strengthening of Guidance Bureaus/filling up of five posts in 35 States/UTs. 5 persons @ 2.4 lakh per person per year,
- Setting up of Guidance Resource Centre (funds for psychological tests/tools, guidance/career literature, display materials etc.) @ Rs.50,000/- per State,
- Resource Persons/Research Assistant for development work/field work @ Rs. 1.0 lakh (Salary + TA/DA + Contingency),
- Sensitisation programmes (2 days) for Principals (35-40) by State Bureaus @ Rs.40,000/- per programme per state for 35 States plus contingency

At Secondary and Higher Secondary stage, the subject wise teachers are required to be deputed in every school. Besides, the specialized teachers for Physical Education, Art/ Craft and Culture Education are also required to be deputed.

Orientation of Secondary School Teachers

Since the teacher is the most important component in school education it is necessary to continuously upgrade the quality of teachers through in-service education programmes and a variety of other measures, apart from pre-service qualifying programme of teacher training viz., B.Ed. There is great regional disparity in the provision for secondary teacher training institutions in the country. There are regions such as the northeastern region for example, that do not have enough teacher training facilities compared to other states. Careful state-level planning will be necessary for ensuring adequate number of trained teachers and their continuous enrichment. Besides the conventional in-service education programmes, it will be necessary to develop a mechanism whereby secondary school teachers will be able to share their experiences and learn from each other, thereby developing a learning community and culture.

An Orientation Programme for the Teachers teaching the Secondary Classes needs to be planned and operationalised through NCERT. The role of DIET should also be up-scaled and involved in Secondary/ Hr. Secondary in-service teachers training programmes.

Orientation of Educational Planners and Administrators: To cover all the Headmasters/Principals/Vice Principals National University of Educational

Planning and Administration (NUEPA) needs to collaborate with and make a network of institutions like IASEs, CTEs, University Departments of Education, Management Schools, Regional Institutes of Education, (NCERT), Indian Institutes of Management, etc. This will enable NUEPA to expand its resource base and also give it a form of Networking Organisation rather than an organization, which trains heads of school on its own. An orientation Programme for Educational Planners and Administrators needs to be planned and operationalised on a mass scale. The Training Programme may be backed by appropriate Training Packages. The policy of the training of these heads of schools needs to cover, inter-alia, development of “Leadership Capabilities” which includes,

- **Educational Leadership:** which encompass professional knowledge and understanding of the art of teaching and learning to inspire commitment and achieve quality outcomes for students. Principals seek to evoke a passion for learning and believe that every child is important and every school day makes a difference to the achievement outcomes.
- **Personal Leadership:** are the inner strength and qualities that underpin ethical and professional practice. Principals demonstrate integrity and commitment to professional. Moral and ethical behavior.

They possess the courage to make difficult decisions, the ability to balance their personal & professional life and the capacity to model these capabilities to others.

- **Relational Leadership:** are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people.
- **Intellectual Leadership:** require clever thinking, reasoned judgment and wise decision-making. Principals enact the mission of public education. They seek to understand and to influence the strategic agenda; and to recognize emerging local, national and international trends.
- **Organizational Leadership:** support continuous school improvement through effective management of human, financial and physical resources. Principals build efficient and effective processes and structures to lead and manage high performing school communities.

The scheme provides for In-service training of all teachers and heads of schools for 5 days every year at the rate Rs. 200 per teacher per day. Depending upon the Perspective plan, District Plan and availability of resources the central assistance will be released.

Public Private Partnership

The Mission recognizes public-private partnership as an important tool for improving the quality of certain aspects and facilities which contribute to the overall quality of education provided in schools. A partnership model can be used to enhance the basic infrastructure available in schools for the sciences, arts, sports, ICT and audio-visual education. Wherever possible, philanthropic investment by private organizations should be utilized for improving school infrastructure in areas like libraries, science labs, audio-visual and ICT facilities, art workshops, sports facilities and equipment, drinking water and toilet facilities. It is to be expected that availability of material such as paints, crayons, racquets, balls, sports shoes, etc. will have a positive effect on the size and diversity of rural markets in the context of children's needs. From this point of view States may want to consider providing tax incentives to attract investment in school infrastructure and children's requirements in the areas indicated above. The success of the Madhyamik Shiksha Mission also depends on the availability of necessary infrastructure, facilities and a range of pedagogic equipment in teacher training institutions such as DIETs, CTEs and IASEs. Public-private partnership can also be, therefore, considered for the enhancement of quality in all aspects of infrastructure and facilities available in these institutions. Maintenance of equipment poses a significant problem in the prevailing situation. It has been pointed out in several studies that equipment already supplied as well as common fittings in school requiring minor repair do not receive due attention. Private-public partnership can improve this situation if local private agencies are identified for maintenance of different kinds of equipment and fittings. A detailed discussion on Public Private Partnership has been made in a separate chapter.

Structure of School Education

The secondary stage consists of classes IX–X in 19 States/UTs—Arunachal Pradesh, Bihar, Harayana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Nagaland, Panjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman and Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry. But in 13 States/UTs, the Secondary stage covers from classes VIII–X. They are Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala,

Maharashtra, Meghalaya, Mizoram, Orissa, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Mahe and Yanam regions of Pondicherry.

Though +2 stage schooling is available in all the States/UTs, in certain States/UTs these classes are also attached to Universities and Colleges. It implies that there exist differences in the structure of Secondary Education in the country.

It is now high time that all the States and Union Territories adopt 8+2+2 system of school education. Among other things, it will facilitate inter-state mobility of students and smooth operationalisation of curricula and capacity building programmes for teachers, supervisors etc and improve the quality of Secondary and Higher Secondary Education administration.

The Mission impresses upon this “Structural Reforms”

In the wake of global competitive scenario, quality assurance in school education needs to be the priority agenda. The indicators for quality in various aspects of school education may be prepared by NCERT for formal schooling and by NIOS for Open Schooling. The quality assurances are needed in all aspects of school education right from the curriculum, syllabi, textbooks, teaching-learning strategies, evaluation of students, planning, monitoring of implementation, infrastructure and other resources, and training of functionaries.

Quality is not merely a measure of efficiency; it also has a value dimension. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice.

It is being observed that State schools now generally cater to deprived sections of population. Such segregation of students along class and caste lines is against the policy of neighborhood schools suggested by the Education Commission (1964-66). Adequate social mix in Classrooms will ensure that society as a whole has a stake in the future of state-run schools. Quality assurance is therefore a common denominator for success of planning and implementation strategies in the Education Sector.

Education of girls is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. Efforts will be made to mainstream gender concerns under RMSA framework. The state governments should undertake community mobilization at the habitation/village/urban slum level especially among SC/ST and Educationally Backward Minorities. The

participation of Women in the affairs of the school will be ensured through constitution of School Management Committee.

The distribution of uniforms, scholarships, educational provisions like textbooks and stationery, will all take into account the gender focus. Every activity under the programme will be judged in terms of its gender component.

Besides, The School Management and Development Committee through school level cultural activities and or with the help of Parent Teachers Association and the Core Group at the District level with the help of PRIs/ ULBs, Local Community leaders, NGOs, retired officers of the locality, women activists of Self Help Group etc. should undertake extensive community mobilization to overcome cultural barriers in girls education at secondary and higher secondary stage. The programme should be given wider publicity in the areas where cultural barriers are very strong and where the parents are not inclined to send their adolescent girls due to various socio-economic and cultural reasons. The District Programme Coordinators of high population of SC/ST/ Educationally Backward Minorities and BPL families will be allowed to spend Community Mobilization & Innovative interventions Grant up to Rs. 1.00 lakh per annum out of 6% Management and Monitoring Cost on such activities at School level, habitation, urban settlements, slums, Block and District level. This should be indicated in the District Plan.

Taking note of the fact that there is a gross shortage of secondary schools the dropout of girls is extremely high mainly in northern states. The incentives for girls' education need to be revisited. The measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles such as poverty, domestic/sibling responsibilities, girl child labor, low preference to girls education, preference to marriage over education, etc. Many State Governments have already started various incentive schemes like Provision of Bicycle, scholarship schemes, cash incentive schemes etc.

At the national level, to encourage greater participation of girls in these secondary and Higher secondary stage, a "National Scheme of Incentive to Girls for Secondary Education" has been launched in June, 2008. According to the scheme, a sum of Rs.3000/- will be deposited in the name of eligible girl as fixed deposit and she would be entitled to withdraw it along with interest thereon on reaching 18 years of age. The scheme will cover (i) all eligible girls belonging to SC/ST Communities, who pass class VIII and (ii) All girls who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of

whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local body schools in the academic year 2008-09.

In order to avoid covering distance through walking the State Government should also provide Transport Facilities to the girls. These facilities could be provided in the form of followings,

- A girl child admitted in IX class in rural areas be given a ladies bicycle/wheelchair (for disabled student). She may use it while studying in subsequent classes also. The Government of Jharkhand is already providing this incentive to the Girls.
- State transport/pass facility may be made available to the girls for going to nearby secondary/secondary schools in rural areas.
- Ensuring safety and security of girl child while commuting to the school. Absence of lady teachers in the Secondary and Higher Secondary Schools is one of the major reasons for dropout among girls. Their absence also affects the access & participation of girls to the schools. In view of the fact that the girls at this stage are in the adolescent age, posting and attendance of Lady Teachers in the schools are must. It has been experienced that due to long commuting hours to the schools situated in Blocks or village, the lady teacher's absenteeism is very high.

This leaves the schools practically without any lady teacher. Hence, there is need for Residence Scheme for Women Teachers working in Rural Areas.

The RMSA recognises the need for construction of four residential quarters in Secondary School Campus at the Block headquarters to cater to women teachers of the block covering an area of Opening of Bank Accounts 700 sq.ft. Fund for the construction may be provided from State Budget.

RMSA also recognises the need for a rural posting allowance for women teachers to attract them to rural postings. Rural Allowance in low women literacy districts @ Rs. 300/- per teacher per month is therefore suggested. This Scheme may be operationalized first in the high gender disparity areas (Blocks, Districts).

Posting details of women teachers and their absenteeism will be reflected in the District Plan. The amount of Rural Allowance will be released subject to the availability of resources and based on the past experience of attendance of women teachers as reflected in the District Plan proposals. This will be reviewed at the end of XI Plan.

A programme called 'Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools' was operational during the Tenth Plan, which envisages recurring grant of Rs.10,000/-per annum per girl boarder and non-recurring grant per girl boarder @ Rs.3,000/-to the Societies and NGOs providing boarding and hostel facilities for girls pursuing education at Secondary and Higher Secondary stages in rural, desert and hilly areas, particularly those predominantly habited by scheduled castes, scheduled tribes and educationally backward minorities.

The Government of India has recently replaced the earlier scheme with wider and a more comprehensive Girls' Hostel Scheme under which one Girls' Hostel of capacity 100 would be set up in each of the about 3500 educationally backward blocks in the country. The location would preferably be within the campus of Kasturba Gandhi Balika Vidyalaya, and if that is not possible, within a Government Secondary School campus. The main objectives of the scheme are to retain girl child in secondary school and also to ensure that the girl students are not denied the opportunity to continue their study due to distance, parents' affordability and other connected societal factors. The girl students in the age group 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. At least 50% of the girls admitted to the hostels should belong to SC, ST, OBC, Minority communities.

The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, Other Backward Classes and Educationally Backward Minorities is special focus in the Rashtriya Madhyamik Shiksha Abhiyan. Every activity under the programme must identify the benefit that will accrue to children from these communities. The participation of SCs/STs/OBC and Minorities in the affairs of the school will be ensured through representation in School Management Committee. To raise the achievement of students, the National Curriculum Framework (NCF) – 2005 has suggested contextualization of pedagogic processes and creation of ethos which enable all children to succeed irrespective of their social backwardness and gender. This requires a flexible system of education, which responds to local needs, and makes children from different backgrounds feel comfortable in schools. It also required greater use of child's home language and more flexible strategies of evaluation. Contextualization of education is important in case of children belonging to ethnic minorities and minority groups. To address this issue and also to utilize child's experience, SCERTs, DIETs,

IASE and CTE have to take up the task of development of local specific supplementary materials for bridging the gap in understanding due to cultural differences. There is also a need to evolve group specific teaching pedagogy and constructivist teaching learning strategy for teaching these children. Therefore teachers are required to be trained in developing such strategies. Encouraged by the significant role played by DIETs in the success of SSA, their role will have to be upscaled to work for the Universalisation of Secondary Education also.

The interventions for children belonging to SC/ST communities have to be based on the intensive micro-planning addressing the needs of every child. The RMSA provides flexibility to local units to develop a context specific intervention.

Some interventions could be as follows

Preference will be given to Ashram schools while upgrading upper primary schools. Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households. Special teaching support as per need.

Ensuring sense of ownership of School Management Committees by SC/ST communities. Training programmes for motivation for schooling. Using community teachers. Monitoring attendance and retention of children from weaker sections regularly.

Providing context specific intervention in the form of a hostel, an incentive or special facility as required. Provision of one additional language teacher (tribal languages) at least TGT level (per school). There is a need to strengthen teachers training component of Ashram Schools looked after by the Ministry of Tribal Affairs (MTA). Whenever a training programme is organized, it should be obligatory to include teachers working in these schools. Provision for hostel facilities. Provision for scholarships. Prime Minister's 15 Point-programme for the Welfare of Minorities inter alia provides, "Improving areas to school education under SSA, KGBV and other similar schemes, it will be ensured that a certain percentage of all such schools are located in villages/localities having a substantial population of minority communities".

One of the recommendations of the Sachar Committee relating to secondary education was as follows

"In pursuance of the goal of universalizing secondary education, priority will be given to opening of secondary/senior secondary schools in areas of Muslim concentration, wherever there is need for such schools".

The interventions for children belonging to Educationally Backward

Minorities will have to be based on intensive micro planning. Special interventions need to be designed to address learning needs of children from these communities and relating education to their life. The State Governments are expected to design specific interventions and campaign programmes to bring them in the Educational Process. Some interventions could be as follows, An area intensive approach ensuring convergences of educational and developmental activities, resource inputs by various agencies and government departments. Community participation in educational endeavors.

Reduction of educational inequities by giving priority to educationally backward areas and population sectors. High Quality Government Schools should be set up in all areas of Educationally Backward Minorities concentration. Exclusive Secondary and Higher Secondary schools for Girls should be set up. This would facilitate higher participation of girls from minority community in school education.

State Governments are expected to ensure that a certain percentage of schools/upgraded upper primary schools is set up in areas of Minority concentration. The percentage may be decided by the State Governments based on State specific requirements.

In co-education schools more women teachers need to be appointed. Extensive Publicity about availability of educational provision in the identified pockets Regular enrolment drives Conduct special camps and bridge courses for them

Open and Distance learning. Providing formal Secondary schooling facilities in centres of religious instruction viz Maktabas and Madarasas. Intensive mobilization efforts among the resistant groups. Working in close collaboration with the community in mobilizing parents in identified pockets. Using Local Community Leaders in community mobilization Providing hostel facilities.

Monitoring attendance in pockets identified for intensive activities, Provision of some token awards, grades or incentives, if possible for better attendance.

Publicly facilitation of children with good academic/ attendance records Community involvement in mobilizing parents for regular attendance of their children. Organization of on regular intervals retention drives to put regular pressure on parents and the schools system to ensure retention of girls. These are not one time drives but are organized at

regular intervals to sustain the pressure and take up corrective measures as may be necessary. Providing scholarships. Special coaching classes/remedial classes especially for Educationally Backward Minority girls and the children who are not doing academically well. Creation of a congenial learning environment in the classroom where they are given the opportunity to learn.

Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same. Teacher sensitization programmes. Deployment of Urdu teachers. The School Management and Development Committee through school level cultural activities and or with the help of Parent Teachers Association and the District Programme Coordinator and his/her Core Group at the District level with the help of PRIs/ULBs, Local Community leaders, NGOs, retired officers of the locality, women activists of Self Help Group etc. should undertake extensive community mobilization to overcome barriers in education of children belonging to SC/ST/OBC/Educationally Backward Minorities at secondary and higher secondary stage. The programme should be given wider publicity in the areas where socio-economic and cultural barriers are very strong and where the parents are not inclined to continue their children's education. The District Programme Coordinators of high population of SC/ST/Educationally Backward Minorities and BPL families will be allowed to spend Community Mobilization & innovative interventions Grant up to Rs. 1.00 lakh per annum out of 2.2% Management and Monitoring Cost on such activities at School level, habitation, urban settlements, slums, Block and District level. This should be indicated in the District Plan.

The measures such as earmarking a reasonable proportion for sub-categories within each category such as SC girls and SC disabled under SC; ST girls and ST disabled under ST have resulted in enhancement in literacy rates of SCs/STs.

However, to reduce further the gap in the following provisions are envisaged for education of children of SCs, STs and Minorities.

Inclusive education where all children study together should become the hallmark of every school especially those located in rural areas so as to take care of the children of disadvantaged groups.

The first priority for establishment of new schools or up gradation of Upper Primary schools should be in the locality with concentration of SC/ST/OBC/Minorities and Low Female Literacy Rates.

Ashram schools will be given preference while upgrading upper primary schools. RMSA recognizes the need for extending following interventions and resource Support to the children belonging to SC/ST/OBC/Educationally Backward Minorities including differently abled children at secondary and higher secondary stage.

- Providing textbooks, Workbooks, and Stationeries etc.
- Providing Uniforms, Footwear etc.
- Provision of Bicycle/wheelchair
- Boarding and lodging for each child
- Stipend for day scholars

The State Governments can allocate adequate resources for providing textbooks, workbooks, stationeries, uniforms, foot wears, Bicycles/wheelchairs etc.

Education for children with special needs

Realizing that inclusion of children and youth with disabilities is not only a human right, it is also good education and promotes the development of social skills, the scheme of Integrated Education for Disabled Children (IEDC) has been replaced with a revised scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS). The proposed new scheme would enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX-XII), in an inclusive and enabling environment. The IEDSS will also support the training programmes for general school teachers to meet the needs of children with disabilities. The revised scheme will form part of RMSA as and when comes into force. It is also proposed to make all schools disabled friendly.

Out of School Children

The Rashtriya Madhyamik Shiksha Abhiyan recognizes the need for special efforts to bring the out-of school children, especially girls and children from disadvantaged sections, to school. This would require a proper identification of children who are out of school in the course of micro-planning. It also calls for involving women, SC/ST, OBC and Minorities through participatory processes in the effective management of schools.

To bring the out of school children back to the mainstream of formal education the State Governments will design Bridge Courses and Alternative Education so as to prepare them join the regular schools. An

allocation of Rs.50crore have been made for assistance to State Governments under the overarching scheme in addition to opening of distance learning opportunities for those who cannot join secondary schools. The assistance will be provided on the basis of assessment of out of school children and provision made in District Plan.

Improvement in Science Education Scheme

- The scheme is initiated since October 1987 to achieve improvement in quality of science Education at the level of middle schools, High school and H.S. School.
- The Main objectives of this scheme are to provide fund for science kits in middle schools, Books on Science in the libraries of high and Higher Secondary Schools, up gradation of laboratories of High Secondary schools, establishment of Laboratories in High Schools. The Scheme also aims for the training of teacher.
- The Govt of India has provide Rs 12.2538 crores to achieve the objectives of this scheme. Out of this Rs 4.293 crores could not be utilized. To utilize the balance the permission of Govt of India is awaited. For the re-provision in Budget the action is under consideration.
- For the non-utilization of the balance of Rs 7.9608 crore the main reason is the registration of the cases in Bureau of Economics offence related to the suppliers. These cases are under consideration in different courts.

Computer Literacy and Study Scheme In Schools (Class Project)

- Class Project is a centrally sponsored scheme in full.
- This scheme was started in M.P. during 1996-97.
- During 1997-98 the scheme was named as Revised class project. In initial year 1996-97 a provision was made to provide 125 computers in the Schools. For next year 1997-98 a provision was kept to provide computers in 175 H.S. School. The scheme is meant for H.S. School.
- At present the scheme is running in 398 H.S. school registering 40000 students.
- Under the scheme 417 teachers were trained which are providing training to students at present.
- Since 1998-99 the scheme was transferred to BHOJ OPEN UNIVERSITY on 29.9.98 with a sum of Rs.595.53 lacs as sanctioned by Govt. of India for maintenance of computers and training of teachers .

- Under the scheme every such school selected was provided one pentium computer and four Dimb-Jist Terminal. At present the action of providing pentium-2 computer in schools is continue by Bhoj Open University.
- In the scheme the computer Hardware and Software are also supplied.
- Under software every such school is provided Unix ware and Uniflex.
- Initially the computer training was imparted by the computer trained teacher of the School.
- During 1996-97 the Examination of class project was conducted by M.P. Board of Secondary school and in 1997-98 it was conducted by state open school. Now a days the Examinations are conducted by Bhoj Open University Bhopal as monitored by it.

Sanskrit Education Development Schemes

- The scheme is launched by Govt. of India to develop Sanskrit Education in the country during 1998-99.
- The scheme aims to award the well learned in Kalidas Samaroh in which training of sanskrit teachers and various scholarships are included. In addition to the above aim the scheme aims to provide Grant in the form of salary of the teachers of Sanskrit primary schools as received by Govt. of India.
- In this scheme the Govt. of India sanctioned Rs. 73.03 lacs during 98-99 and this amount is fully utilized in 1999-2000 along with Rs. 46.50 lacs for Sanskrit studying boys and girls.
- Efforts are in progress to send the proposals for the Budgetary provisions in first supplementary.

Information Technology Scheme

- The aim of this scheme is to provide information to every citizen on the cost which is least as possible as and to propagate the use of information Technology up to 2003 in Govt. High schools/H.S. schools by setting a goal of computer Training in all such educational institutions.
- In this scheme the state Govt. has taken following decisions for the propagation information Technology.
 - a. Preparation of phase wise proposals for every year to ensure the access of the schools to computer/Internet.

- b. Provisions be made to provide computer education in educational Institutions in least time without any Govt. investment by associating Investors of private sector.
 - c. Permission will be given to use the available space in the school after teaching time for commercial purposes.
 - d. The training of the computer course will not be compulsory but will be imparted voluntarily.
 - e. The scheme will not be implemented in the schools where class/clap projects are running.
 - f. 400 sq. ft space with electric supply of Government school building/campus will be made available free of cost for the training centre.
 - g. The cost of electricity will be borne by the bidder.
 - h. Under school education the training course will be in two categories.
 - i. (i) For the students of class IX & X
(ii) For the students of class XI & XII
- As per the decision taken by the Government all the necessary formalities have been completed and a New Delhi based firms has been authorised to impart computer education.
 - The scheme covers all the high schools and higher secondary schools under the Department of school education and department of Tribal Welfare excluding the high schools which are covered under CLASS/CLAP schemes.
 - A uniform fee Rs. 54/- per month would be charged for the purpose.
 - The firms will provide free training to 10 teachers/employees of each institution for the rent free use of the building and the training would be provided free of to the poor students per annum per institution those will be 10% of admission in commercial use for the commercial utilization of the center after the timing of the institution. The teachers, employees or students would be selected/nominated by the principals of the concerned institution.

Education Technology Scheme

- In this scheme of Govt. of India there is a provision to supply one coloured TV and one Two-in-one to those schools of the state where electric connection is available.

- The Govt. of India provides the 75% of the total amount and the rest 25% is provided by state Govt. from its own planning.
- Under the scheme the provision of Rs. Two crores was made in budget during 1999-2000 for the purchase of 1000 TVs and 5000 two-in-one but this amount could not be utilized due to the non-availability of the permission from finance Development.
- On 26.6.2001 the proposal has been submitted to the Govt. to make a provision of Rs. 1.58 crore in first supplementary of budget estimate of year 2001-2002.

Open Schooling System

Despite massive expansion of educational facilities in Secondary Schooling, a large number of the adolescent and the youth in the concerned age groups will not be able to take advantage of formal schooling during stipulated school hours that often coincide with the productive labour required in rural areas for agriculture and in urban areas for a variety of income generating activities particularly for lower middle class and poor families. It is necessary to design, create and establish alternative educational provisions for such prospective learners. As a result of experimentation and initiatives in Open and Distance Learning (ODL) the Open Schooling system has emerged as an effective and potential alternative school education system.

The Open Schooling programmes up to pre-degree level are being offered by the National Institute of Open Schooling (NIOS) and 10 State Open Schools (SOSs). The States that have set up SOSs are West Bengal, Andhra Pradesh, Tamil Nadu, Karnataka, Kerala, Madhya Pradesh, Rajasthan, Haryana, Punjab, and Jammu and Kashmir. The C.A.B.E. Committee on Universalisation of Secondary Education has suggested that the Open Schools network when fully developed should be able to cater to at least 15% students in Secondary Education. It is a great challenge before the Open Schooling System, which needs to be met by making perspective, plans meticulously. The Open Schooling network needs to be expanded to ensure that every state provides Open Schooling facility through its regional language.

Thrust of the Open Schooling system should be on (i) developing NIOS as a potential Resource Organisation in Open Schooling at national and international level, besides offering open schooling courses of study (ii) up scaling of the programmes of the existing 10 State Open Schools, and (iii) setting up SOSs in the remaining 19 States, including NCT of Delhi. The educational needs of the six Union Territories may be looked

after by the concerned neighboring States and NIOS. The Central Government is committed to make Open Schooling system more meaningful to reach the unreached. It is necessary that the remaining State Governments take effective steps to set up the Open Schooling System to cater to the need of Universalisation of Secondary Education. The scheme of Open and Distance Learning will form part of the RMSA.

The School Management and Development Committee headed by the Principal would be empowered to conduct any civil works including repairing & maintenance for improvement of school facilities after following procedures as per rules. The scheme, however also recognizes that all try to mobilize resources under Rural Employment Programme and other developmental schemes for constructing school buildings must be undertaken first before engaging any other modes getting civil work done.

Programme funds on Civil Work should not exceed the ceiling of 33% of the entire project cost approved by the PAAC. The allocation for civil works will not exceed 33% of the approved Perspective Plan. The ceiling of 33% would apply on the entire project cost based on the Perspective Plan prepared for the period till 2011-12. However, in a particular year's Annual Plan, provision for civil works can be considered up to 40% of the Annual Plan expenditure depending upon the priorities assigned to various components of the scheme in that year within the overall project ceiling of 33%.

Each State must formulate a strategy for repair. This expenditure will not be included for calculation of the 33% ceiling on civil works.

School Management and Development Committees will have to carry out the civil works activities through a transparent system of account keeping. The School Management and Development Committee could certify the maintenance and repair work undertaken in a school. For repair and maintenance as well as new construction, technical provisions will be followed. The Communities' right to know the cost parameters has to be fully respected. Efforts to improve the school environment by addition of a few inexpensive internal and external elements will be made. Use of local materials and cost effective technologies will be encouraged. Repair and maintenance of buildings will be given the priority. The States may make use of designs already developed in their specific local contexts or the designs adopted by the Kendriya Vidyalaya Sangathan.

Incorporation of child-friendly internal and external elements will be mandatory in all the new construction and repair works. All schools will

be fitted with rain water harvesting system and disabled friendly provisions. RMSA will encourage use of local construction materials and low cost technologies. Civil works under RMSA should start with a proper assessment of the infrastructure requirement for each district. There need to be a school-wise compilation of physical and monetary requirements. The attempt should be to find out the minimum money required to provide adequate infrastructure to each school including repairs, toilets drinking water, etc. Provision of additional classrooms is to be considered only after exploring possibility of repairs and double shifts. Once the total requirement for the district is obtained, one needs to find out how much of this requirement can be funded through the on going schemes and therefore what is the gap that is required to be funded through RMSA.

The new structures will be constructed as earth-quake resistant and will have facilities for water harvesting.

Provisions for renewable energy utilisation may be explored in the school buildings strengthened/upgraded under RMSA. Solar panels for water heating, running water pump, solar lantern etc. are suggested as some of the possible activities.

Management Structure at National Level

The programme will be implemented in mission mode. Main stream structures will primarily be used for implementing the programme. The Department of School Education and Literacy, Ministry of Human Resource Development will be implementing at the national level.

There will be a National Mission on Madhyamik Shiksha Abhiyan, headed by the Hon'ble Human Resource Development Minister with representatives of States, head of the Resource Institutions and Experts as Member. The Secretary, Department of School Education and Literacy will be the Vice-Chairperson of the Mission. The Joint Secretary (Secondary Education) shall be the Member Secretary. The National Mission will be actively associated in developing capacities. In order to facilitate such a process, demand-based capacity development visits will be organized by the National Mission, in consultation with the State Missions. State Missions will also play an important role in meeting the capacity development needs of the districts as per their requirement. The professional and operational support institutions will also regularly interact with State Implementation Societies and districts to ascertain the capacity development needs. Flexibility in meeting the capacity development needs is critical to the success of Madhyamik Shiksha Abhiyan.

The National Mission will also actively associate in disseminating good practices across the states. This will include encouraging study visits and regularly publishing such good practices. The monitoring and operational support unit of the National Mission will respond to the demand from States and districts. It will have the flexibility of sending monitoring teams at short notice. The National Mission will constantly up-date lists of experts in functional and geographical areas in consultation with State Governments.

The National Mission will be empowered to make financial and physical norms flexible within the framework of scheme. This will also be empowered to make necessary changes in planning, implementation, monitoring and evaluation parameters so as to enable the Centre and/or States to implement the program efficiently and effectively.

There will be an Executive Committee called as Project Approval Board (PAB) headed by the Secretary, Department of School Education and Literacy. PAB will constitute the followings,

Secretary (Secondary Education & Literacy), Ministry of Human Resource

Development – Chairman

- Representative of Planning Commission
- Joint Secretary (Secondary Education), In-charge of RMSA, Ministry of

Human Resource Development – Member

Joint Secretary and Financial Advisor, Ministry of Human Resource

Development- Member

Secretary, In-charge of Secondary Education of the concerned State

Government and UT Administration- Member

Vice- Chancellor, National University of Educational Planning and

Administration- Member

- Director, National Council of Educational Research and Training- Member
- Chairman, Central Board of Secondary Education- Member
- Chairman, National Institute of Open Schooling- Member

There will be a Technical Support Group (TSG) for project appraisal at National Level. The Technical Support Group will be established with

the appointment of consultants on contractual basis as per rules and as per the requirements. In order to facilitate effective monitoring and operational support for SEMIS, the TSG will also act as a Monitoring and Operational Support Unit. The management costs approved for the National Mission will be utilized for engaging the Consultants and establishing the monitoring and operational support unit. The operational support unit will work very closely with the National Resource institutions providing the professional support. The PAAC will approve and recommend releases with the help of Technical Support Group and will be responsible for planning, monitoring, management and evaluation.

A separate Bureau in the Department of School Education and Literacy under Ministry of Human Resource Development headed by a Joint Secretary (Secondary Education), In-charge of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) will be created. There will be five Directors/Deputy Secretaries of the National Mission in the Bureau, each supported by two Under Secretaries and two sections. Each Section will have one section officer, two Assistants, one Stenographer, two UDCs, one LDC, one Daftary and one Peon. Besides, there will also be stenographic and supporting staffs to the Joint Secretary, Directors, Deputy Secretaries and Under Secretaries as per the entitlement. The Directors/Deputy Secretaries, the Under Secretaries and Section Officers in the Secondary Education Bureau, along with the Office Staffs etc. will be part of the National Mission. Each DS/Director shall have specific functional and geographic responsibility. The functional areas may include—i) Planning, Monitoring, Secondary Education Management Information System (SEMIS), research, evaluation, and operational support; ii) Gender, children with special needs, and special focus groups, iii) Curriculum, Pedagogy and capacity development for quality, Teacher Education; iv) Teachers recruitment, rationalization and other policy matters; v) Planning and community mobilization; vi) Budget Accounts, Annual Reports and Audit; viii) Civil works and development of school facilities etc.

The existing schemes of Information and Communication Technology (ICT@ schools, Integrated Education for Disabled Children (IEDC), Open and Distance Learning, Scheme for Strengthening of Boarding and Hostel Facilities for Girls of secondary and Higher Secondary Schools) will subsume in the RMSA. Similarly, the new schemes of National Incentive to Girls of Secondary Schools and National Merit cum Means Scholarship will also subsume in RMSA. In view of the fact that the revised schemes will have the wider coverage requiring more focused implementation, supervision and monitoring, the

administrative and operational control of all these schemes will be under another Joint Secretary supported by four Director/Deputy Secretaries. One Under Secretary and two sections will support each Director/Deputy Secretary. Each Section will have one section officer, two Assistants, one Stenographer, three UDC/data entry operators, one Daftary and one Peon. Besides, there will also be stenographic and supporting staffs to the Joint Secretary, Directors, Deputy Secretaries and Under Secretaries as per the entitlement.

Management Structure at State and Union Territory Level

There will be a State Mission Authority for Rashtriya Madhyamik Shiksha Abhiyan. All activities in the Secondary education sector should be under State Mission Authority. This will facilitate decision making at the State level. The Mission mode signifies a focused and time bound arrangement for decision-making and the presence of Planning and Finance on these bodies at the State level to facilitate this process.

There will be a State Mission on Rashtriya Madhyamik Shiksha Abhiyan which will be called as Governing Council, headed by the Hon'ble Chief Minister of the States with head of the Resource Institutions and Experts as Member. The Minister in charge of School Education and Chief Secretary of the States will be the Vice-Chairpersons of the Mission. The Secretary, In-charge of Secondary Education will be the Member Secretary. Besides, representation of Finance and Planning Departments on the General Council will facilitate decision-making. Department of Rural Development's involvement will facilitate the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. Involvement of NGOs, social activists, university teachers, teacher union representatives, Panchayati Raj representatives, and women's groups will help in ensuring full transparency to the activities of the Mission. Ministry of Human Resource Development will also be represented in the Governing Council.

There will be an Executive Committee in every State and Union Territory on Rashtriya Madhyamik Shiksha Abhiyan headed by the Secretary, In-charge of Secondary Education. The State Mission Director will be the Member Secretary to the Executive Committee. There will be representation of Finance and Planning Departments in the Executive Committee to facilitate decision-making. Similarly, Department of Rural Development's involvement will facilitate the process of mobilizing additional resources under the rural employment programmes for school infrastructure development. As envisaged in the Governing Council, involvement of NGOs, social activists, university teachers, teacher union

representatives, Panchayati Raj representatives, and women's groups would help in ensuring full transparency to the activities of the Mission. Similarly, Ministry of Human Resource Development will be represented in the Executive Committee also. The Executive Committee will be responsible for the project appraisal and its approval at the State Level with the assistance of a Technical Support Group (TSG). Similar to that of at the national level, to facilitate effective monitoring and operational support for SEMIS, there will be a TSG at State level which will also act as a Monitoring and Operational Support Unit. The operational support unit will work very closely with the National Resource institutions providing the professional support. The Executive Committee will approve and recommend the project proposal on the basis of appraisal done by the Technical Support Group. The Technical Support Group will also assist in planning, monitoring, management and evaluation.

The scheme will be implemented through the existing society and administrative setup of Sarva Shiksha Abhiyan. While there will be a separate State Mission Director as Nodal Officer at State Level to be designated by the States, the same Mission Director for SSA in Union Territories will act as Mission Director for Rashtriya Madhyamik Shiksha Abhiyan. The State Mission Director will be supported with a Technical Support Group to be established with the appointment of consultants on contractual basis as per rules and as per the requirements subject to the ceiling on management costs and other supporting Officers and Staffs. Keeping in mind the efficient & effective cost of administration, the existing capacity and strength of the administrative set up of the SSA in the larger states will be enlarged at all level (From district level to the State level), if required, and the additional manpower will be deployed. In the smaller states and Union Territories the same administrative set up of SSA may be utilized to implement the scheme. However, in these states and Union Territories also, the additional manpower at any level may be deployed, if considered necessary. All recruitments under the scheme will be done by the Society only.

The State will designate a separate district level officer as District Programme Co-coordinator (Nodal Officer at the district level) with required numbers of supporting officers, staffs and other where withal for effectively carrying out their responsibility. The District Project Coordinator will be responsible for all activities relating to planning, management, implementation of all the components and its time frame, monitoring, evaluation, maintenance of all necessary records/registers, reporting, control and supervision to the schools, control & supervision to all types of Civil Works- recurring as well as non recurring,

enforcement of all kinds of Govt. Rules and Regulations and other such works which are assigned from time to time.

Management Structure at School Level

There will be School Management and Development Committee for Secondary and Higher Secondary Stage. This committee will be responsible for all the activities including, planning, collection of data under SEMIS, implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/interventions of the scheme- infrastructural as well as academic and others, at the school level. The committee will maintain all the relevant records for recurring as well as non-recurring expenditure. These records will be updated on regular basis and placed before the committee in every meeting. These records and progress on each component/interventions of the scheme will also be placed in the meetings of Panchayat/Urban Local Bodies.

While the specific composition School Management and Development Committee of may be decided by the States, the suggested composition of SMD C may be as follows,

- Principal, Chairman of the Committee
- Vice Principal, Member
- One teacher related to Social Science, Member
- One teacher related to Science, Member
- One teacher related to Mathematics, Member
- One gentleman from parents, Member
- One lady from parents, Member
- Two members from Panchayat or Urban Local Body
- One member from SC/ ST community
- One member from Educationally Backward Minority Community
- One member from women groups
- One member from Education Development Committee of each village (to which the school concerned caters)
- Three experts as members, each from Science, Humanities and Art/Craft/Culture background to be nominated by the District Programme Coordinator through due process.
- One officer from Education Department to be nominated by the District Education Officer as Member
- One member from Audit and Accounts Department

The School Management and Development Committee will be assisted by two sub committees, School Building Committee and Academic Committee, headed by the Principal and Vice Principal respectively.

The School Building Committee will be responsible for all the activities including planning, estimation, management, monitoring, supervision, reporting, maintenance of Accounts, monthly squaring up of accounts, presenting accounts before the School Management Committee or Panchayat or Urban Local Bodies etc. relating to construction, renovation, repairing and maintenance and other related civil works. The Civil Works will be undertaken either on Contract Basis as per rules or by the Community. These works may also be integrated with the appropriate Rural Development Schemes. While the composition of the Sub-Committee can be decided by the State Government, the suggested composition is as under,

- One member from Panchayat or Urban Local Body
- One member from parents
- One member from experts in Civil Works like Civil Engineer/consultant
- One member from Audit and Accounts Department

The Academic Committee will be responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for SEMIS etc. The Academic Committee will be responsible for ensuring quality improvements, equity, reducing barriers- like socio economic, gender and disability, teachers and students attendance, recommending teachers for training, guidance and counseling, students achievements, co curricular and extra curricular activities and over all academic and personality development of students and teachers. While the composition of the Sub-Committee can be decided by the State Government, the suggested composition is as under,

- One member from parents
- Members from experts, each from Science/Mathematics, Humanities, Art/Craft/Culture/Sports etc.
- One Student selected by the Principal (optional)

Meeting of School Management and Development Committee:- The District Programme Coordinator in consultation with the Education Department will prepare a schedule of meetings for every school within his/her jurisdiction. It will be ensured that meetings are held frequently

and in any case at least once in a fortnight. The schedule of meeting will be circulated among all the members by the principal of the school concerned.

Parent Teacher Association

Every school must have a Parent-Teacher Association (PTA). Meeting of PTA will be held at least once in a month. The class teacher will maintain a Suggestion/Complaint Register for parents of every class. The Principal and Vice-Principal will review this Register regularly and take appropriate action on the suggestions and complaints. This register itself should contain a column for "Action Taken". This register will also be placed in the meetings of School Management Committee and the meetings of PRI/ULBs.

Role of Non Governmental Organization and Public-Private Partnership in Rashtriya Madhyamik Shiksha Abhiyan

In the educational sector, non-governmental organizations have been making very meaningful contributions. Work related to pedagogy, mainstreaming out of school children, developing effective teachers training programmes, organizing community for capacity development for planning and implementation, expressing gender concerns, work in the sphere of disability among children, are some such examples. Efforts to explore a longer-term partnership with NGOs with a well defined arrangement for continuity will be encouraged. Cost for such partnership can be incurred out of 6% Management and Monitoring, Research & Evaluation cost. Some of the activities that may be undertaken are as under,

- The Non-Governmental Organizations will be encouraged for partnership in the areas of capacity building and in-service training of teachers, both in schools and in resource institutions.
- The Research, Evaluation and Monitoring activities under the scheme are proposed to be done in partnership with institutions/ NGOs. This would improve transparency of programme interventions and would also encourage a more open assessment of achievements.
- NGOs can also discharge a very useful role in advocacy as well as accountability
- Community mobilization.

Around 58.86% of high schools and 65.47% higher secondary schools are run by private sector. Out of these 31.08% of high schools and 34.74% higher secondary schools are classified as private unaided schools.

Whereas private aided schools generally receive salary of the teaching staff from the respective state governments and have to only provide for the capital expenditure, private unaided schools do not receive any grant and have to be financially sustainable on their own.

Therefore, there is a difference in fee structure though some private unaided schools run on charity. Otherwise unaided schools necessarily have to recover their cost from the school fees. Encouraging such schools would cater only to the population which can pay, unless there is a policy of cross subsidization of fees so that certain percentage of children from the poorer sections of the society can be accommodated free or at subsidized fees. Therefore, establishment of good quality, non-commercial private schools in deficient areas, through a system of incentives will be encouraged. The State Governments will work out the nature and type of incentives and also regulatory mechanism for smooth running of such schools. A few illustrations are given as under, Grant – in-aid system: A large number of schools in the country initially started as private schools on local initiative and were later allowed as grant-in-aid schools by the state government and finally taken over as government schools.

Such a system encourages local participation and fills the gap that exists in the interior areas. If a good regulatory mechanism is built up to ensure quality, this will be a preferable option than government setting up its own school, as there is greater accountability of teachers to the management of the school. Such system has fallen into disuse in the last few years that needs to be revived.

Another policy incentive that can be given to schools is to provide land at subsidized rate. Local resident association should be given priority for opening such schools. This would reduce the capital investment by the governments to a large extent.

If private sectors are willing to run second shift for the children of the underprivileged section, government could encourage them to do so by providing grant-in-aid towards teachers salary only for running the second shift, since capital expenditure is avoided completely.

Private sector will be encouraged to invest part of its profit towards philanthropic activities in the education sector by adopting Government schools for improvement of infrastructure and resources like, library, science lab., audio-visual and ICT infrastructure, art/craft & culture workshops, sports facilities, drinking water and toilet facilities, providing transport facilities etc. This can be done through focused

organized planning in the indicated areas. The private sector can also be involved as part of management of the school while ensuring accountability for resource use by the school in a transparent manner.

Outsourcing

Several functions of the government schools can be outsourced through private sector involvement. For example, entire computer education can be outsourced to private sector that can provide computer and computer teachers for a fee. Such an arrangement would work well for newly emerging or rapidly changing subjects for whom permanent teachers and resources can be avoided in a government set up. Similarly transport arrangements for students particularly for girls can be outsourced.

Vocational schools

In this area, NCF has recommended the creation of work benches which will consist of certified productive units where children can receive vocational training. Identification and certification of such unit, both private and public should be done by VET for each District after surveying the total no. of such units available in each District. While attaching children to such unit for vocational skill and experience, care must be taken that children are not exploited. Private sector can help greatly as most of the teaching learning can take place profitably in the premises of private sector companies and factories. Private sector should also be involved in designing curriculum and in designing a testing and certification system so that the demand for appropriate skill by the industry can be met.

The School Management and Development Committee (SMDC) will monitor progress of implementation of all the components of the scheme at school level. The Head Master/Principal or In-charge of Secondary Education at School level will present all the documents and Registers before every meeting. He/She will also brief the SMDC regarding progress of implementation and status of education in his or her school. The SMDC will inspect the work sites, take stock of progress of non-recurring expenditure under various components of the scheme, take stock of consumables and recurring expenditure on various components of the scheme, availability of required facilities and text books etc., take stock of status of education including teachers attendance, Students attendance, conduct of teachers and students, quality aspects, law and order situation in and around school premises, health conditions & immunization of students, equity aspects like problems encountered by

the girls, SCs, STs, children belonging to BPL families and Educationally Backward Minorities etc.

The Gram Sabha and Gram Panchayat will also monitor progress of implementation of all the components at school level. The Head Master/Principal of In-charge of Secondary School at School level will present all the documents before the Gram Panchayat/Gram Sabha/ULBs. He/She will also brief the panchayat regarding progress of implementation and status of education in his or her school.

He or She will offer the Gram Panchayat/Gram Sabha to inspect the work sites, take stock of progress of non-recurring expenditure under various components of the scheme, take stock of consumables and non recurring expenditure on various components of the scheme, availability of required facilities and text books etc., take stock of status of education including teachers attendance, Students attendance, conduct of teachers and students, health conditions and immunization of students, quality aspects, law and order situation in and around school premises, equity aspects like problems encountered by the girls, SCs, STs, children belonging to BPL families and Educationally Backward Minorities etc.

The District Programme Coordinator and District Panchayat will monitor all aspects of implementation including flow of funds, implementation of all components of the scheme at school level and District level, progress and quality of works, timely and correct payments etc. qualitative and equity aspects of implementation, collection of data for Secondary School Management System (SEMIS), its analysis and suggestions thereupon etc.

The State Mission and State Government by a well structured channel and field visits will monitor all aspects of implementation including performance of all Districts on the quality and pace of implementation of all the components of the scheme for which funds are released, maintain SEMIS, frame guidelines for implementation etc. The State Government will send consolidated reports to the Central Government at every six months. The National Mission and Executive Committee/Project Approval Board (PAB)/Project Approval Committee (PAC), the Bureau concerned and the Consultants at the Ministry of Human Resource Development, in addition to recommending release of funds to the States/UTs, will also monitor the progress of scheme on the basis of half yearly reports and other reports. They will undertake regular visits to the States and UTs.

Verification and quality audit by external and independent institutions must be taken up at the Central, State and District levels. For this purpose,

the Central as well as State Governments/UT administration will prepare a panel of such Institutions. They will also prepare a panel of experienced and reputed NGOs.

A comprehensive Secondary Education Monitoring and Information System

(SEMIS) will be developed by the Ministry of Human Resource Development to facilitate monitoring. A national online monitoring system for key performance indicators will be evolved. All programme implementation authorities—from the

Head Master/Principal to the District and State levels—shall report regularly on this system. National University of Educational Planning and Administration (NUEPA) will act as Nodal Agency for the SEMIS. Field visits; inspections and sample checks (internally and externally) must be undertaken on a regular basis to ensure comprehensive and continuous assessment of the Scheme. In addition, an online central monitoring and evaluation system will be evolved.

Regular evaluations and sample surveys at the District Levels should be conducted. The State Governments at State level and Ministry of Human Resource Development at Central level will evolve evaluation criteria for this purpose. District-wise studies should be conducted or commissioned by the States/UTs. Block-wise evaluation studies should be conducted or commissioned by the District Programme Coordinator.

State Government should seek the association of Research Institutions of repute with this process out of the panel prepared by the Ministry of Human Resource Development or the panel prepared by the respective State Government or any other State Government. The Planning Commission will approve the panel of Research Institutions.

The Central Govt. and the State Governments should formulate the Broad guidelines for evaluation studies. The evaluation studies should also throw light on particular innovations in planning, monitoring or implementation. These should be sent to the State and Central Governments for examination and dissemination to other parts of the State and country. The findings of the evaluation studies should be used for initiating corrective action.

It is important to maintain accurate records of all aspects of implementation. The Right to Information Act, 2005, also requires this. The maintenance and timely updating of information will require a comprehensive computerized Secondary Education Monitoring and Information System (SEMIS). The Centre will develop a core SEMIS for

this purpose, and the States may make suitable additions to suit their respective needs. The records and Registers for implementation of all components of the scheme including Asset Register, Suggestion/Complaint Register, progress charts, Teachers attendance Register, Students Attendance Register, Minutes of all the meetings, records of all the correspondences etc. should be maintained. The State Missions will issue a comprehensive guideline for maintenance of records and reporting.

Besides the above in-built Monitoring and Evaluation mechanism, the Central Government and the State Governments will conduct an independent research on different activities of RMSA by engaging independent institutes of repute. The findings of these research studies will be communicated to all the concerned authorities for corrective measures and further strengthening of the implementation of the scheme. The requirement of fund will be met out of 2.2% earmarked for MMER cost.

Higher Education in India

The Sepoy Mutiny (the first Indian War of Independence) is seen as a turning point in Indian social history. After the mutiny was suppressed the governance of India passed from the 'East India Company' to the Crown. The new English government in India thought wisely that to avoid incidences like the mutiny of the sepoys there has to be more meaningful integration of the white ruling class with the people of India. They believed the separation of the general people from the rulers should be narrowed and institutional facilities should be provided to the people in different spheres of their life, education being an important one.



Fig. Author and researcher (Md. Saidur Rahman) (left), visited the Madraj University of India.

In 1857 the University of Calcutta along with those in Bombay and Madras were established with London University as the model. In those days London University only conducted examinations. A student is said to be doing higher studies when his or her class 12 education is complete. After plus 2, candidates enroll in B.A., B.Sc or B.Com courses which continue for three years. The choices include pass and honors course. However, those who seek admission to engineering, integrated law and medicine programs have to undergo four to five years of education along with 6 months of internship

program. MCA or Master of Computer Application programs can be done over a period of three years. Further, candidates interested in distance learning go for Open Universities and distance education institutes.

University system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.

After passing the Higher Secondary Examination (the grade 12 examination), students may enroll in general degree programs such as bachelor's degree in arts, commerce or science, or professional degree programs such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. In India, education system is reformed. In future, India will be one of the largest education hub. As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 33 institutes which are of national importance. Other institutions include 16000 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system.

Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since Independence. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State

legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing to be more than 30,000 in 2011.

The quantum growth in the HE sector is spear-headed by the Universities, which are the highest seat of learning. University word is derived from the Latin word “Universitas,” which means ‘specialized associations between students and teachers.’ This Latin word referred to institutions of learning, which granted degrees to its students. The present day Universities are no different from the ancient institutions except for the fact that Universities today are much bigger in terms of both the subjects taught and the students.

In India, “University” means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under this Act. Every year, millions of students from within the country and abroad, enter these portals mainly for their post graduate studies while millions leave these portals for the world outside.

The University Grants Commission is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to eligible universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of Higher Education. It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

The UGC establishes autonomous Inter-University Centres within the university system under Clause 12 (ccc) of the UGC Act. The objectives for setting up these centres are:

- To provide common advanced centralized facilities/services for universities which are not able to invest heavily in infrastructure and other inputs.
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country.
- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities which are comparable to international standards.

The Nuclear Science Centre at New Delhi (now called Inter University Accelerator Centre) was the first research centre established in 1994. As

of today, six Inter University Centres are functioning within the university system, which are as follows:

1. Inter University Accelerator Centre (IUAC), New Delhi
2. Inter University Centre for Astronomy and Astro-Physics (IUCAA), Pune
3. UGC-DAE Consortium for Scientific Research (UGC-DAECSR), Indore
4. Information and Library Network (INFLIBNET), Ahmedabad

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government.

The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as “deemed-to-be University” on the recommendation of the UGC.

At present, the main constituents of University/University-level Institutions are : Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

Central University

A university established or incorporated by a Central Act.

List of Indian Central Universities

1. University of Delhi

The University of Delhi, was established in February 1922. This is one of the premier Institutions of higher learning in the country and offers undergraduate and postgraduate programmes in a wide range of disciplines in addition to short and long-term certificate/diploma courses in several application-oriented subjects. (www.du.ac.in)

2. North Eastern Hill University

The North Eastern Hill University (NEHU) was established in 1973 by an Act of Parliament with focus on improvement of the social and economic conditions and welfare of the people of the hill areas of North East Region and in particular their intellectual academic and cultural advancement. The jurisdiction of the University is now confined to the State of Meghalaya, with campuses at Shillong and TURA. (www.nehu.ac.in)

3. Assam University

Assam University was established in 1994 at Silchar. It is a teaching-cum-affiliating University having jurisdiction over the districts of Cachar, Karimganj, Hailakandi, Karbi, Anglong and North Cachar Hills in the State of Assam. It conducts Postgraduate, M.Phil. and Ph.D. courses. In addition a few Five year integrated courses like Social work, Law, Computer Sciences, Fine Arts and a couple of self financing courses are also conducted by the University. (assamuniversity.nic.in)

4. Tezpur University

Tezpur University, a teaching and residential University located at Napaam, Tezpur (Assam), was set up in January, 1994. The University is offering PG Programmes and PG Diploma Programmes and Part time MBA Programme. (www.tezu.ernet.in)

5. Mizoram University

The Central University of Mizoram was established on July 2, 2000 by the Mizoram University Act, 2000 as a Central University. The University offers courses namely M.A., M. Sc., M. Phil, Ph. D., B. Tech, etc. in a number of subjects across the spectrum. (www.mzu.edu.in/)

6. Nagaland University

The Central University of Nagaland was established by the Government of India in 1994 with campuses at Kohima, Dimapur, Lumami and Medziphema. The University offers MA, M. Sc, MMC, M. Phil and Ph. D courses in various subjects. (www.nagauniv.org.in/)

7. Manipur University

Manipur University established under an Act of the Manipur Legislative Assembly was incorporated as a Central University under the Manipur University Act, 2005 which came into force on the 13th October, 2005. (www.manipuruniv.ac.in)

8. University of Allahabad

The University of Allahabad, set up in 1887, is one of the oldest and most prestigious universities in the country. It was declared as an Institution of national importance and was incorporated as a Central University under the University of Allahabad Act, 2005 which came into force on the 14th July, 2005. The academic activities of the University are undertaken through its teaching Departments comprising of on-Campus Faculties, University Institutes and an independent Centre. (www.allduniv.ac.in)

9. Rajiv Gandhi University

Rajiv Gandhi University, Itanagar, established under an Act of the Arunachal Pradesh Legislative Assembly was incorporated as a Central University under the Rajiv Gandhi University Act, 2006 which came into force on the 9th April, 2007. (www.rguhs.ac.in)

10. Tripura University

Tripura University established under an Act of the Tripura Legislative Assembly was incorporated as a Central University under the Tripura University Act, 2006 which came into force on 2nd July, 2007. (<http://www.tripurauniv.in>)

11. Sikkim University

Sikkim University, with its headquarters at Gangtok, has been established as a teaching and affiliating University under the Sikkim University Act, 2006 which came into force on the 2nd July, 2007. (www.sikkimuniversity.in)

12. English and Foreign Languages University

The Central Institute of English and Foreign Languages, Hyderabad has been incorporated as a Central University by the name of English and Foreign Languages University, under the English and Foreign Languages University Act, 2006 which came into force on the 3rd August, 2007. The University is a multi-campus University with campuses at Lucknow and Shillong, besides its main campus at Hyderabad. In furtherance of its objectives, the University is offering a number of on-campus programmes leading to M.A., M.Phil. and Ph.D degrees in English and foreign languages like Arabic, French, German, Japanese, Russian and Spanish. The University is also offering part-time certificate/diploma/advanced diploma courses on campus as well as through distance mode. (<http://www.efluniversity.ac.in>)

13. Aligarh Muslim University

Aligarh Muslim University (AMU), which originated as M.A.O. College, was incorporated as a Central University by an Act of Parliament in 1920. It is one of the premier, fully residential academic institutions of the country. (www.amu.ac.in)

14. Banaras Hindu University

The Banaras Hindu University, established as a teaching and residential university in 1916, is one of the oldest and largest Central Universities of the country. (www.bhu.ac.in)

15. Jawaharlal Nehru University

The Jawaharlal Nehru University, New Delhi came into existence in 1969. It is primarily concerned with Post-graduate education and research. (www.jnu.ac.in)

16. Jamia Millia Islamia

Jamia Millia Islamia, which had been functioning as a deemed to be University since 1962, acquired the status of a Central University in December 1988. The University imparts education from nursery stage to post-graduate and doctorate levels. The University offers courses at the undergraduate and postgraduate levels, in addition to Ph.D, programmes in various disciplines. (www.jmi.nic.in)

17. Visva Bharati

Visva-Bharati, an educational institution founded by late Gurudev Rabindranath Tagore in 1921, was incorporated as a Central University in 1951 by an Act of Parliament. The University imparts education from the primary school level to post-graduate and doctorate levels. (www.visva-bharati.ac.in)

18. Hyderabad University

The University of Hyderabad, established by an Act of Parliament in 1974, has over the years emerged as a premier institution of post-graduate teaching and research in the country. The academic activities of the University are undertaken through its Schools of Study. The School of Medicine and School of Engineering Sciences & Technology have been established in 2007. The Centre for Distance Education of the University also offers programmes under distance mode. (www.uohyd.ernet.in)

19. Pondicherry University

The Pondicherry University was established by an Act of Parliament in 1985 as a teaching-cum-affiliating university with its jurisdiction over the Union Territories of Pondicherry and Andaman & Nicobar Islands with provision for extending it to Lakshadweep. The University offers Post-graduate, M. Tech, M.Phil programme, Ph.D Programme and PG Diploma programmes. (<http://www.pondiuni.edu.in/>)

20. Babasaheb Bhimrao Ambedkar University, Lucknow

Babasaheb Bhimrao Ambedkar University was established in Lucknow in 1996 as Central University with the objectives of promoting advance knowledge by instructional and research facilities in science, frontier areas of technology and other allied disciplines such as agricultural

technology and rural crafts relevant for the development of the socially and economically depressed sections of the people. The University is also promoting the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his life-time. (www.bbau.ac.in/)

21. Maulana Azad National Urdu University

The Maulana Azad National Urdu University was established at Hyderabad in 1998 with the mandate to promote and develop Urdu language and to impart higher technical and vocational education in the Urdu medium through conventional as well as distance mode. (<http://www.manuu.ac.in>)

22. Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya was established at Wardha in 1997. The objectives of the University are to promote and develop Hindi Language and Literature in general and for that purpose, to provide for active pursuit of comparative studies and research in Hindi and other Indian languages. The University also offers programmes of Research, Education and Training in areas like translation, interpretation and linguistic for improving the functional effectiveness of Hindi, to reachout to Hindi scholars and groups interested in Hindi abroad and to popularize Hindi through distance Education System. (www.hindivishwa.org)

23. Indira Gandhi National Open University (IGNOU)

Indira Gandhi National Open University (IGNOU) was established in 1985 by an Act of Parliament with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems. Since then, the IGNOU has undergone rapid expansion and emerged as an international institution in the field of Open and Distance Learning. (<http://www.ignou.ac.in>)

24. Indira Gandhi National Tribal University

The Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh, has been established by an Act of the Parliament of India. It came into existence by the Indira Gandhi National Tribal University Act, 2007 and came into action with the appointment of its first Vice-Chancellor on July 8, 2008. The jurisdiction of the University extends to the whole country and it is fully funded by the Central Government through the University Grant Commission. The university caters to the tribals' long cherished dream of higher education. (<http://igntu.nic.in/>)

25. Central University of Bihar

The Central University of Bihar was established in 2009 by the Government of India under the Central Universities Act, 2009. One of the main objectives of the University is to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit. (<http://www.cub.ac.in/>)

26. Guru Ghasidas Vishwavidyalaya

Guru Ghasidas Vishwavidyalaya was established under the Central Universities Act 2009. Formerly called Guru Ghasidas University (GGU), established by an Act of the State Legislative Assembly, was formally inaugurated on June 16, 1983. The University is a residential-cum-affiliating institution, having its jurisdiction spread over Bilaspur Revenue Division of the state of Chhattisgarh. (<http://ggu.ac.in/>)

27. Central University of Gujarat

The Central University of Gujarat was established by the Parliament vide the Central University Act, 2009, with the objective of dissemination and advancement of knowledge to make special provisions for integrated courses, to educate and train manpower for the development of the country, to appropriate measure for promoting innovation in teaching-learning and to pay special attention to the improvement of social and economic conditions and welfare of the people, their intellectual, academic and cultural development. (<http://www.cug.ac.in/>)

28. Central University of Haryana

The Central University of Haryana was established by an Act of Parliament in 2009. Presently, the University is functioning from its temporary campus located in the new building of Govt. B.Ed. College at Narnaul. Some of the objectives of the University are to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and to make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes. (<http://www.cuharyana.org/>)

29. Central University of Himachal Pradesh

This University was established under the Central Universities Act 2009 of Indian Parliament. The main objectives of the University are to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and to make special provisions for integrated courses in humanities, social

sciences, sciences and technology in its educational programmes. (<http://www.cuhimachal.ac.in/>)

30. Central University of Kashmir

The Central University of Kashmir (formerly known as the Central University of Jammu and Kashmir) was established in March 2009 under the Central Universities Act 2009. The University offers MBA, M. Sc. I.T. & M. A. English courses, which commenced from the Transit Campus from August 25, 2010. (<http://www.cukashmir.ac.in/>)

31. Central University of Jharkhand

The Central University of Jharkhand was established in March 2009 under the Central Universities Act, 2009. The University focuses on conducting research in cutting-edge technologies. (<http://www.cuj.ac.in>)

32. Central University of Karnataka

The Central University of Karnataka (CUK) was established by an Act of the Parliament (No. 3 of 2009) at Gulbarga, Karnataka. The CUK, with its territorial jurisdiction all over Karnataka, has initiated its activities from the academic year beginning August 2009 in keeping with the philosophy of achieving and maintaining the highest levels of academic excellence, sensitivity to equity and access in enrolment and recruitment and emerging as a premier national educational and research institution in the country. (<http://www.cuk.ac.in>)

33. Central University of Kerala

The Central University of Kerala was established under the Central Universities Act, 2009. In January 2009, it started functioning with two academic programmes: MA in English and Comparative Literature and MA in Economics. CUK has statewide jurisdiction, and can establish regional centers in any part of the State. (<http://www.cukerala.ac.in>)

34. Dr. Harisingh Gour Vishwavidyalaya

This University was declared a Central University w.e.f. January 15, 2009. Apart from the conventional degree, post graduate and research courses, Geology, Pharmacy, Criminology & Forensic Science, Anthropology, Performing Arts, Journalism & Mass Communication, Adult Education, Electronics, Business Management, Microbiology, Biotechnology and Computer Applications are some of the subjects. The Institute of Distance Education of the University runs various self-finance, Correspondence Courses like M.Lib.Sc., B.Lib., MC (J), BJ (C), PG Diploma in Environmental Marketing and Personnel Management,

PG Diploma in Criminology and Police Administration.
<http://www.dhsgsu.ac.in/>)

35. Central University of Orissa

The Central University of Orissa was established by the Parliament under the Central Universities Act, 2009. The University is recognized for the excellence of its faculty and the balance they strike between teaching and scholarship; for its students' engagement in scholarship, leadership, and economically relevant education; for its extensive network of partnerships; for its diverse and inclusive campus; and for its commitment to addressing tribal society's educational, economic, and cultural challenges. (<http://cuo.org>)

36. Central University Of Punjab

The Central University of Punjab was established through the Central Universities Act 2009. Some of the main objectives of the University are to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and to make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes. (<http://www.centralunipunjab.com/>)

37. Central University of Rajasthan

The Central University of Rajasthan was established in February 2009 by an Act of Parliament under the Central Universities Act 2009. The University has launched six new PG programs with effect from the academic year 2010-11. These programs, along with the two launched in 2009-10, are being conducted at the temporary campus at Kishangarh. (<http://www.curaj.ac.in/>)

38. Central University of Tamil Nadu

The Central University of Tamil Nadu was established by under the Central Universities Act 2009. The University has been functioning from a temporary campus and is running 4 programmes viz. M. A. English Studies, and Integrated M.Sc. programmes in Physics, Chemistry and Mathematics. (<http://www.tiruvavur.tn.nic.in>)

39. Hemwati Nandan Bahuguna Garwal University

The Hemwati Nandan Bahuguna Garhwal University, first established in December 1973, was subsequently established as a Central University in January 2009. This University has 3 campuses and more than 180 affiliated colleges and institutes (both state run/aided and self financed).

The University offers a variety of higher learning courses and academic programmes through 10 Faculties. (<http://hnbgu.ac.in>)

40. Central University of Jammu

In addition to these 40 Central Universities, there are 2 more central universities viz. Central Agricultural University, Imphal, Manipur, which is under the purview of Ministry of Agriculture and Indian Maritime University, Chennai which is under the purview of Ministry of Shipping. There is one more university namely South Asian University under the purview of Ministry of External Affairs (<http://www.cujammu.in>).

41. South Asian University

The South Asian University is an International University sponsored by the eight Member States of the South Asian Association for Regional Cooperation (SAARC). The eight countries are: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The formal Agreement to establish the University was signed on April 4, 2007. First academic session of the university started in August 2010 with two post-graduate academic programmes, one each in Economics and Computer Sciences. (<http://www.southasianuniversity.org>)

State University

A university established or incorporated by a Provincial Act or by a State Act is called a State Universities. As per section 12(B) of the UGC Act, State Universities established after June 17, 1972 shall not be eligible to receive any grant from the Central Government, UGC or any other Organisation receiving funds from the Govt. of India, unless the Commission satisfies itself, as per the prescribed norms and procedures, that such a university is fit to receive grants. There are 251 State Universities of which, the UGC has been making budgetary plan allocation for only 123 state universities. It does not allocate plan funds to exclusive medical and agriculture universities. Special grants are being provided to other State Universities including Agricultural Universities having Engineering and Technology Departments. Although development of State Universities is primarily the concern of State Governments, development grants, including grants under special schemes, are provided to all eligible state universities. Such grants facilitate the creation, augmentation and upgradation of infrastructural facilities that are not normally available from the State government or other sources of funds.

Private University

A university established through a State/Central Act by a sponsoring body viz. A Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.

It has come to the notice of the University Grants Commission that some of the State Private Universities have affiliated colleges and started off-campus centre(s) in violation of the UGC (Establishment of and Maintenance of Standards in Private Universities) Regulation, 2003 and against the judgment of Hon'ble Supreme Court in case of Prof. Yash Pal & Others vs. State of Chhattisgarh & Others. Some of these Universities are running these Centres on franchising basis also which is not allowed.

The public at large and the student community in particular are therefore informed that as per the information available with the UGC as on date, there are following 166 Private Universities established by the Acts of the Legislatures of different States:

These 166 Universities are competent to award degrees as specified by UGC under Section 22 of the UGC Act with the approval of the statutory councils, wherever required through their main campus. Wherever the approval of the statutory council is not a pre-requisite to start a programme, the Universities are required to maintain the minimum standards regarding academic and physical infrastructure as laid down by the concerned statutory council.

It is also informed that Private Universities cannot affiliate an institution/college. They cannot establish off campus centre(s) beyond the territorial jurisdiction of the concerned State. However, they can establish off-campus centre(s) within the concerned State after their existence of five years and with the prior approval of the University Grants Commission. So far, UGC has not approved any off campus centre(s) of any Private University.

Course(s) under distance mode can be started by the private university only after the prior approval of the UGC-AICTE and DEC joint Committee for which Director, Distance Education Council, IGNOU, Maidan Garhi, New Delhi - 110068 is the coordinator.

Students/Public at large are advised to go through this website carefully at the time of taking admission and should clarify the status of the University from UGC before taking admission in any Private University other than those listed above

Further, para 3.7 & 3.8 of the UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003 are reproduced below for information of all the Private Universities:

A private University shall provide all the relevant information relating to the first degree and post-graduate degree/diploma programme(s) including the curriculum structure, contents, teaching and learning process, examination and evaluation system and the eligibility criteria for admission of students, to the UGC on a proforma prescribed by the UGC prior to starting of these programmes.

The UGC on detailed examination of the information made available as well as the representations and grievances received by it from the students as well as concerned public relating to the deficiencies of the proposed programme(s) not conforming to various UGC Regulations, shall inform the concerned University about any shortcomings in respect of conformity to relevant regulations, for rectification. The University shall offer the programme(s) only after necessary rectification.

Deemed-to-be University

An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.

An Institution of Higher Education, other than universities, working at a very high standard in specific area of study, can be declared by the Central Govt on the advice of the UGC as an Institution 'Deemed-to-be-university'. Institutions that are 'deemed-to-be-university' enjoy academic status and privileges of a university.

These 'Deemed-to-be-University' Institutions have expanded the base of higher education in the country and are offering education and research facilities in various disciplines such as Medical Education, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Armament Technology, Maritime Education, Yoga, Music and Information Technology, etc.

The Department is determined to introduce accountability and transparency in the processing of applications for grant of status of deemed-to-be-university under Section 3 of the UGC Act, 1956. The Department has therefore placed the information regarding status of such applications on its website and reviews the position periodically. The UGC also displays all information in the public domain.

Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of undergraduate education in engineering. The IITs enroll about 10,000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However the IIT's have not had significant impact on fundamental scientific research and innovation. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harishchandra Research Institute (HRI), are acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation.

Government of India is aware of the plight of higher education sector and has been trying to bring reforms, however, 15 bills are still awaiting discussion and approval in the Parliament. One of the most talked about bill is Foreign Universities Bill, which is supposed to facilitate entry of foreign universities to establish campuses in India. The bill is still under discussion and even if it gets passed, its feasibility and effectiveness is questionable as it misses the context, diversity and segment of international foreign institutions interested in India. One of the approaches to make internationalization of Indian higher education effective is to develop a coherent and comprehensive policy which aims at infusing excellence, bringing institutional diversity and aids in capacity building.

Technical Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life of its people. Technical Education covers programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts & crafts, hotel management and catering technology.

The impulse for creation of centres of technical training came from the British rulers of India and it arose out of the necessity for the training of overseers for construction and maintenance of public buildings, roads, canals and ports and for the training of artisans and craftsmen for the use of instruments and apparatus needed for the army, the navy and the survey department. The superintending engineers were mostly recruited from Britain from the Cooper's Hill College and this applied as well to foremen and artificers; but this could not be done in the case of lower grades- craftsmen, artisans and sub-overseers who were recruited locally. As they were mostly illiterate, efficiency was low. The necessity to make them more efficient by giving them elementary lessons in reading, writing, arithmetic, geometry and mechanics, led to the establishment of industrial schools attached to Ordnance Factories and other engineering establishments.

While it is stated that such schools existed in Calcutta and Bombay as early as 1825, the first authentic account we have is that of an industrial school established at Guindy, Madras, in 1842, attached to the Gun Carriage Factory there. A school for the training of overseers was known to exist in Poona in 1854.

Meanwhile in Europe and America, Colleges of Engineering were growing up, which drew to their men having good education and special proficiency in mathematical subjects. This led to discussions in Government circles in India and similar institutions were sought to be established in the Presidency Towns.

The first engineering college was established in the Uttar Pradesh in 1847 for the training of Civil Engineers at Roorkee, which made use of the large workshops and public buildings there that were erected for the Upper Ganges Canal. The Roorkee College (or to give it its official name, the Thomason Engineering College) was never affiliated to any university but gave diplomas considered to be equivalent to degrees. In pursuance of the Government policy, three Engineering Colleges were opened by about 1856 in the three Presidencies. In Bengal, a College called the Calcutta College of Civil Engineering was opened at the

Writers' Buildings in November 1856; the name was changed to Bengal Engineering College in 1857, and it was affiliated to the Calcutta University. It gave a licentiate course in Civil Engineering. In 1865 it was amalgamated with the Presidency College. Later, in 1880, it was detached from the Presidency College and shifted to its present quarters at Sibpur, occupying the premises and buildings belonging to the Bishop's College.

Proposals for having an Engineering College at Bombay city having failed for some reasons, the overseers' school at Poona eventually became the Poona College of Engineering and affiliated to the Bombay University in 1858. For a long time, this was the only College of Engineering in the Western Presidency.

In the Madras Presidency, the industrial school attached to the Gun Carriage Factory became ultimately the Guindy College of Engineering and affiliated to the Madras University (1858).

The educational work in the three Colleges of Sibpur, Poona and Guindy has been more or less similar. They all had licentiate courses in civil engineering up to 1880, when they organised degree classes in this branch alone. After 1880, the demand for mechanical and electrical engineering was felt, but the three Engineering Colleges started only apprenticeship classes in these subjects. The Victoria Jubilee Technical Institute, which was started at Bombay in 1887, had as its objective the training of licentiates in Electrical, Mechanical and Textile Engineering. In 1915, the Indian Institute of Science, Bangalore, opened Electrical Engineering classes under Dr. Alfred Hay and began to give certificates and associateships, the latter being regarded equivalent to a degree.

In Bengal, the leaders of the Swadeshi Movement organised in 1907 a National Council of Education which tried to organise a truly National University. Out of the many institutions it started, only the College of Engineering and Technology at Jadavpur had survived. It started granting diplomas in mechanical and engineering course in 1908 and in chemical engineering in 1921.

The Calcutta University Commission debated the pros and cons of the introduction of degree courses in mechanical and electrical engineering. One of the reasons cited from the recommendations of the Indian Industrial Commission (1915), under the Chairmanship of Sir Thomas (Holland) against the introduction of electrical engineering courses, is given in the following quotation from their report: "We have not specifically referred to the training of electrical engineers, because

electrical manufactures have not yet been started in India, and there is only scope for the employment of men to do simple repair work, to take charge of the running of electrical machinery, and to manage and control hydroelectric and steam-operated stations. The men required for these three classes of work will be provided by the foregoing proposals for the training of the various grades required in mechanical engineering. They will have to acquire in addition, special experience in electrical matters, but, till this branch of engineering is developed on the constructional site, and the manufacture of electrical machinery taken in hand, the managers of electrical undertakings must train their own men, making such use as they can of the special facilities offered for instruction at the engineering colleges and the Indian Institute of Science.”

The credit of first starting degree classes in mechanical engineering, electrical engineering and metallurgy goes to the University of Banaras, thanks to the foresight of its great founder, Pt. Madan Mohan Malaviya (1917).

About fifteen years later, in 1931-32, the Bengal Engineering College at Sibpur started mechanical and electrical engineering courses in 1935-36 and courses in metallurgy in 1939-40. Courses in these subjects were also introduced at Guindy and Poona about the same time.

Quite a number of engineering colleges have been started since August 15, 1947. It is due to the realisation that India has to become a great industrial country and would require a far larger number of engineers than could be supplied by the older institutions.

The All India Council for Technical Education (AICTE)

The All India Council for Technical Education (AICTE) was set up in 1945 as an advisory body and later on in 1987 given the statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions, for introduction of new courses and for variation in intake capacity in technical institutions. The AICTE has delegated to the concerned state governments powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical institutions or programmes. In addition to its regulatory role, the AICTE also has a promotional role which it implements through schemes for promoting technical education for women, handicapped and weaker section of the

society promoting innovations, faculty, research and development, giving grants to technical institutions.

The technical institutions under the AICTE include post-graduate, under-graduate and diploma in the whole spectrum of technical education covering engineering/technology, pharmacy, architecture, hotel management and catering technology, management studies computer applications and applied arts and crafts.

The AICTE has its headquarters in New Delhi and seven regional offices located at Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal and Bangalore. A new regional office at Hyderabad has been set up and is to be operational soon. The Council discharges its functions through an Executive Committee.

The Council of Architecture (COA)

The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by Parliament, which came into force on September 1, 1972. The Act provides for registration of Architects and matters connected therewith. The COA, besides maintaining a Register of Architects, oversees the maintenance of standards, periodically of recognized qualifications under the Act by way of conducting inspection through Committees of Experts. Based on the inspections, the COA can make representation to appropriate Governments with regard to inadequacy of standards maintained by the institutions. The Central Government after further inquiry as deemed fit and keeping in view the comments of the appropriate Governments and the architecture institutions is required to take decision regarding notifying de-recognition of the architectural qualification. The recommendations of the COA are taken before any architectural qualification is notified as recognized under the Act by the Central Government.

Indian council of social science research (ICSSR)

The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening different disciplines, improving quality and quantum of research and its utilization in national policy formulation. To realize these objectives, the ICSSR envisaged development of institutional infrastructure, identifying research talents, formulating research programmes, supporting professional organizations and establishing linkages with social scientists

in other countries. The ICSSR provides maintenance and development grants to various Research Institutes and Regional Centres across the country. Regional Centres have been set-up as extended arms of the ICSSR to support research and development of local talents and its programmes and activities in a decentralized manner.

Since 1976, the ICSSR has been carrying out surveys of research in different disciplines of social sciences.

With a view to give special emphasis to the promotion of social science research in the North Eastern Region, initiatives have been taken in the ICSSR to support research proposals and other activities (www.icssr.org)

Indian council of philosophical research (ICPR)

Indian Council of Philosophical Research (ICPR) was set up in 1977 by the Ministry of Education, Government of India as an autonomous organization for the promotion of research in Philosophy and allied discipline. The ICPR was born out of the conviction that Indian philosophy tradition deserves to have an exclusive and special agency in the country.

The Council has a broad-based membership comprising of distinguished philosophers, social scientists, representatives of the University Grants Commission, Indian Council of Social Science Research, Indian Council of Historic Research, Indian National Science Academy, the Central Government and the Government of Uttar Pradesh. The Governing Body (GB) and the Research Project Committee (RPC) are the main authorities of the council. These bodies are vested with well defined powers and functions. (www.icpr.in)

Project of history of Indian science, philosophy & culture (PHISPC)

PHISPC was launched in the year 1990 under the aegis of Indian Council of Philosophical Research (ICPR) with the basic objective of undertaking inter-disciplinary study so that inter-connection between Science, Philosophy and Culture as developed in the long history of Indian civilization, could be brought out in detail. From April 1, 1997, PHISPC was officially de-linked from Indian Council of Philosophical Research (ICPR) for a greater autonomy to complete the Project by the stipulated period, and is now affiliated to Centre for Studies in Civilizations (CSC). Government of India has recognized CSC as the nodal agency for the purposes of funding the ongoing research project, PHISPC.

The major programme of PHISPC is to publish several volumes on the theme mentioned in the 'Introduction'.

(www.csc-india.in/phispc.html)

Indian council of historical research (ICHR)

Indian Council of Historical Research is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and scientific writing of history. The broad aims of the Council are to bring historians together, provide a forum for exchange of views between them, give a national direction to an objective and rational presentation interpretation of history, to sponsor historical research programmes and projects and to assist institutions and organizations engaged in historical research. It has a broad view of history so as to include in its fold the history of Science and Technology, Economy, Art, Literature, Philosophy, Epigraphy, Numismatics, Archaeology, Socio-Economic formation processes and allied subjects containing strong historical bias and contents.

The ICHR has established two Regional Centres, one at Bangalore and the other at Guwahati with a view to reach out the far flung areas of the country. (www.ichrindia.org)

National council of rural institutes (NCRI)

The National Council of Rural Institute is a registered autonomous society fully funded by the Central Government. It was established on October 19, 1995 with its Headquarters at Hyderabad. Its main objectives are to promote rural higher education on the lines of Mahatma Gandhi's vision for education so as to take up challenges of micro planning for transformation of rural areas as envisaged in National Policy on Education (NPE) 1986. In order to achieve its objectives, the NCRI has been identifying various programmes for providing support and financial assistance, to be taken up by suitable institutions including voluntary organizations. (www.ncri.in)

National Assessment and Accreditation Council

National Assessment and Accreditation Council, an autonomous body, has been established by the University Grants Commission in 1994 in pursuance of the recommendations made by the National Policy of Education, 1986 and the Programme of Action (POA), 1992 which lay special emphasis on evaluating the quality of higher education in India.

The prime mandate of NAAC, as envisaged in its Memorandum of Association (MoA), is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e., departments, schools, institutions, programmes, etc. The NAAC functions through its General Council and Executive Committee where educational administrators, policy makers and senior academicians from a cross-section of system of higher education are represented.

Under the new methodology introduced by NAAC w.e.f. 1st April, 2007, the higher education institutions are assessed and accredited by a two-step approach. In the first step, the institution is required to seek 'Institutional Eligibility for Quality Assessment (IEQA)' and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' for accredited institutions; and 'D' for those which are not accredited. NAAC has identified seven criteria- i. Curricular aspects, ii. Teaching-learning and evaluation, iii. Research, Consultancy and extension, iv. Infrastructure and learning resources, v. Student support and progression, vi. Governance and leadership and vii. Innovative practices as the basis for its assessment procedure. (www.naac.gov.in)

Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities — Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science – Pilani were listed among the top 20 science and technology schools in Asia by *Asiaweek*. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the *Financial Times* of London in 2010 while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment⁷².

Program or Schemes of Higher Education in India

The role of Ministry of Human Resource Development, Department of Higher Education includes policy formulation, programme implementation, coordination with other sectors, data management, training and capacity building, development of women and rights. Over the decades, the Department has also established or substantially funded a number of premier institutions, which have come to acquire a reputation for excellence. The Department of Higher Education carries out substantial part of its work through autonomous organizations.

⁷² Wikipedia

Schemes of University & Higher Education

- A. National research professorship (NRP)
- B. New initiatives of xi plan
- C. Schemes implemented through autonomous organisations
- D. Community colleges

Externally-Aided Projects in Technical Education

1. Technical Education Quality Improvement Programme (TEQIP)

The Ministry of Human Resource Development launched in December, 2002 the “Technical Education Quality Improvement Programme of Government of India (TEQIP)” which aims to upscale and support ongoing efforts in improving quality of technical education and enhancing existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring both at national and international levels. The Programme was conceived and designed as a long term project to be implemented in 10-12 years in 3 phases to support excellence and transformation in Technical Education in the country.

Teqip Phase - I

TEQIP Phase I was implemented with the assistance of World Bank as a Centrally co-ordinated Central and State Sector Project with a total cost of Rs. 1389 crore. Out of this Rs. 306 crore was Central Component and the remaining Rs. 1033 crore was State Component. The program became effective in March, 2003 and closed on 31st March, 2009. 127 Institutions participated in TEQIP, out of which 18 were Centrally Funded Institutions and 109 were State Institutions. The State Institutions were from 13 States namely, Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal. The 18 Central institutions include 17 NITs and NIFFT, Ranchi. The 109 State Institutions include 90 Engineering Colleges and 19 Polytechnics.

The cumulative expenditure by Centre for TEQIP Phase I was Rs. 132.80 crore which is 99% of the total Project allocation.

Teqip Phase- II

Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is to be implemented as a Centrally Sponsored Scheme (CSS) with the assistance of the World Bank at a total cost of Rs. 2430 crore. The

Central contribution will be Rs. 1895.50 crore, out of which Rs. 1395.50 will be reimbursed by the World Bank. The State share will be Rs. 518.50 crore and the Share of Private unaided institutions will be Rs. 16 crore. The funding pattern will be 75:25 between the Centre and the participating States and for North Eastern States it will be 90:10. The TEQIP-II project is for the duration of 4 years covering about 200 institutions based on competitive funding. The Programme will be implemented from 2010-11.

2. Technician Education Project-III

After the successful completion of Technician Education I & Technician Education II projects launched in the Country with the assistance of World Bank, for upgradation of Polytechnics in the country. The Government had launched another project called "Technician Education III" with the assistance of World Bank and the project was directed towards developing Polytechnics in the States/Union Territory of Andaman & Nicobar Islands, Arunachal Pradesh, Jammu & Kashmir, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The Project aimed at capacity expansion, Quality Enhancement and Efficiency Improvement. The Project became effective in January 2001 and ended in June 2007.

The Project covered 21 polytechnics including establishment of 9 new Polytechnics at one each at Arunachal Pradesh, Nagaland & Tripura and two each at Meghalaya and Sikkim and Jammu & Kashmir. The 12 existing Polytechnics were from Andaman & Nicobar (2) Jammu & Kashmir (4), Meghalaya (1), Mizoram (2), Nagaland (2) and Tripura(1). All the Project objectives were achieved in terms of establishing new polytechnics, new programmes, enhancing enrolment including women and disadvantaged groups. The existing laboratories & workshops were modernized and new workshops and laboratories were established. Computer Centres were established in all the Polytechnics with the provision of Internet facilities. Encouragement was given for Internal Revenue Generation, Faculty and staff development and recruitment during the implementation of the Project. In spite of difficulties in location most of the institutes obtained ISO 9001-2000 Certification. Technical Vocational Education & Training (TVE&T) Programmes conducted in the Polytechnics by using existing resources provided training and skills to the unorganized sector.

3. Asian Institute of Technology (AIT), Bangkok

The Asian Institute of Technology (AIT) was established in 1959 as the SEATO Graduate School of Engineering with the objective of meeting

the advanced technical education need of SEATO Member States. In 1967, SEATO relinquished its control and the institute was renamed Asian Institute of Technology and became an autonomous institute with the management being entrusted to an International Board of Trustees. At present India's Ambassador in Bangkok, is a member of the Board of Trustees of AIT, Bangkok.

The Asian Institute of Technology (AIT), Bangkok is an autonomous international post graduate institute providing advanced education in engineering, science and allied fields. The AIT Academic year has two terms beginning January and August. The Government of India provides support to the AIT by way of secondment of Indian Faculty for a period of 16 weeks in selected areas of specialization and reimburses Rs. 33.00 lakhs to the seconded faculty every year. In addition, the Government of India also provides funds to AIT to the tune of 3.0 lakhs for purchase of Indian equipment, books and journals every year.

For more details, go here: www.ait.ac.th

4. Colombo Plan Staff College for Technician Education (CPSC), Manila

The Colombo Plan Staff College for Technician Education (CPSC), Manila is a specialized agency of the Colombo Plan. It was established on December 5, 1973 at the 23rd Consultative Committee Meeting of the Colombo Plan held in Wellington, New Zealand, to assist the member Countries of the Colombo Plan in developing and enhancing their technician education systems. It became operational in 1974 with the Republic of Singapore serving as the first host Government for twelve years. In 1986, CPSC moved to Manila, Philippines.

The Colombo Plan Staff College is a unique organization, being the only regional institution addressing issues related to quality improvement in technician education and training in the Asia - Pacific region. The objective of the staff college is to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programmes.

Besides the Regional programmes, Collaborative Regional Programmes and In-country programmes are also conducted by CPSC, Manila.

For more details, go here: www.cpsctech.org

The rate at which the Information Technology (IT) is growing today is evident from the fact that it has invaded almost every part of our life. Technological progress can be harnessed for augmenting both expansion as well as quality of education.

Present endeavour in this direction has been mainly towards providing the infrastructure and network to the institutions of higher education. The digital resource development and utilizing the digital resource into quality certified programmes and courses need to be fully exploited by the universities.

The Government of India is keen to use the technological resources in helping its mission to make Higher Education accessible to all deserving students. In this regard, it has launched its National Mission on Education through Information and Communication Technology (NMEICT), which is described separately.

Another significant step in this direction is the National Video Server of the National Programme on Technology Enhanced Learning (NPTEL), which was launched at IIT Madras in February 2011 by Shri Kapil Sibal, the Hon'ble Minister for Human Resource Development. The video server is connected to 1 Gbps link of the National Knowledge Network (NKN) and also to 155 Mbps link to the Colleges' Virtual Private Network (VPN). Both the networks come under the National Mission on Education through Information & Communication Technology (NMEICT) and the video server would make the entire NPTEL content available to students across Universities and Colleges online.

National Mission on Education ICT (NMEICT)

The NMEICT is a mission to provide connectivity, valuable content and low cost computing devices to all the Institutions of higher learning in the country.

The Information & Communication Technology (ICT) as a tool in education is available to us at this juncture and we wish to fully utilize it to enhance the current enrolment rate in Higher Education to 15 % by the end of the 11th Plan period. A budget allocation of Rs. 502 crores has been made in 2008-09 for the National Mission on Education through ICT. It is a momentous opportunity for all the teachers and experts in the country to pool their collective wisdom for the benefit of every Indian learner and, thereby, reducing the digital divide. Under this Mission, a proper balance between content generation, research in critical areas

relating to imparting of education and connectivity for integrating our knowledge with the advancements in other countries is to be attempted. For this, what is needed is a critical mass of experts in every field working in a networked manner with dedication. Although disjointed efforts have been going on in this area by various institutions / organizations and isolated success stories are also available, a holistic approach is the need of the hour. This Mission seeks to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach. It is obvious that emphasis on ICT is a crying need as it acts as a multiplier for capacity building efforts of educational institutions without compromising the quality. The Mission is also necessary to sustain a high growth rate of our economy through capacity building and knowledge empowerment of the people and for promoting new, upcoming multi-disciplinary fields of knowledge.

India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since Independence. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing to be more than 30,000 in 2011.

The quantum growth in the HE sector is spear-headed by the Universities, which are the highest seat of learning. University word is derived from the Latin word "Universitas," which means 'specialized associations between students and teachers.' This Latin word referred to institutions of learning, which granted degrees to its students. The present day Universities are no different from the ancient institutions except for the fact that Universities today are much bigger in terms of both the subjects taught and the students.

In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes

any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under this Act. Every year, millions of students from within the country and abroad, enter these portals mainly for their post graduate studies while millions leave these portals for the world outside.

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government.

The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as “deemed-to-be University” on the recommendation of the UGC.

At present, the main constituents of University/University-level Institutions are :- Central Universities, State Universities, Deemed-to-be Universities and University-level institutions.

A university established or incorporated by a Central Act.

A university established or incorporated by a Provincial Act or by a State Act.

A university established through a State/Central Act by a sponsoring body viz. A Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956.

An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.

An Institution established by Act of Parliament and declared as Institution of National Importance.

An Institution established or incorporated by a State Legislature Act.

Technical Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life of its people. Technical Education covers programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts & crafts, hotel management and catering technology.

The impulse for creation of centres of technical training came from the British rulers of India and it arose out of the necessity for the training of overseers for construction and maintenance of public buildings, roads, canals and ports and for the training of artisans and craftsmen for the use of instruments and apparatus needed for the army, the navy and the survey department. The superintending engineers were mostly recruited from Britain from the Cooper's Hill College and this applied as well to foremen and artificers; but this could not be done in the case of lower grades- craftsmen, artisans and sub-overseers who were recruited locally. As they were mostly illiterate, efficiency was low. The necessity to make them more efficient by giving them elementary lessons in reading, writing, arithmetic, geometry and mechanics, led to the establishment of industrial schools attached to Ordnance Factories and other engineering establishments.

While it is stated that such schools existed in Calcutta and Bombay as early as 1825, the first authentic account we have is that of an industrial school established at Guindy, Madras, in 1842, attached to the Gun Carriage Factory there. A school for the training of overseers was known to exist in Poona in 1854.

Meanwhile in Europe and America, Colleges of Engineering were growing up, which drew to their men having good education and special proficiency in mathematical subjects. This led to discussions in Government circles in India and similar institutions were sought to be established in the Presidency Towns.

The first engineering college was established in the Uttar Pradesh in 1847 for the training of Civil Engineers at Roorkee, which made use of the large workshops and public buildings there that were erected for the Upper Ganges Canal. The Roorkee College (or to give it its official name, the Thomason Engineering College) was never affiliated to any university but gave diplomas considered to be equivalent to degrees. In pursuance of the Government policy, three Engineering Colleges were opened by about 1856 in the three Presidencies. In Bengal, a College called the Calcutta College of Civil Engineering was opened at the Writers' Buildings in November 1856; the name was changed to Bengal Engineering College in 1857, and it was affiliated to the Calcutta University. It gave a licentiate course in Civil Engineering. In 1865 it was amalgamated with the Presidency College. Later, in 1880, it was detached from the Presidency College and shifted to its present quarters at Sibpur, occupying the premises and buildings belonging to the Bishop's College.

Proposals for having an Engineering College at Bombay city having failed for some reasons, the overseers' school at Poona eventually became the Poona College of Engineering and affiliated to the Bombay University in 1858. For a long time, this was the only College of Engineering in the Western Presidency.

In the Madras Presidency, the industrial school attached to the Gun Carriage Factory became ultimately the Guindy College of Engineering and affiliated to the Madras University (1858).

The educational work in the three Colleges of Sibpur, Poona and Guindy has been more or less similar. They all had licentiate courses in civil engineering up to 1880, when they organised degree classes in this branch alone. After 1880, the demand for mechanical and electrical engineering was felt, but the three Engineering Colleges started only apprenticeship classes in these subjects. The Victoria Jubilee Technical Institute, which was started at Bombay in 1887, had as its objective the training of licentiates in Electrical, Mechanical and Textile Engineering. In 1915, the Indian Institute of Science, Bangalore, opened Electrical Engineering classes under Dr. Alfred Hay and began to give certificates and associateships, the latter being regarded equivalent to a degree.

In Bengal, the leaders of the Swadeshi Movement organised in 1907 a National Council of Education which tried to organise a truly National University. Out of the many institutions it started, only the College of Engineering and Technology at Jadavpur had survived. It started granting diplomas in mechanical and engineering course in 1908 and in chemical engineering in 1921.

The Calcutta University Commission debated the pros and cons of the introduction of degree courses in mechanical and electrical engineering. One of the reasons cited from the recommendations of the Indian Industrial Commission (1915), under the Chairmanship of Sir Thomas (Holland) against the introduction of electrical engineering courses, is given in the following quotation from their report: "We have not specifically referred to the training of electrical engineers, because electrical manufactures have not yet been started in India, and there is only scope for the employment of men to do simple repair work, to take charge of the running of electrical machinery, and to manage and control hydroelectric and steam-operated stations. The men required for these three classes of work will be provided by the foregoing proposals for the training of the various grades required in mechanical engineering. They will have to acquire in addition, special experience in electrical matters,

but, till this branch of engineering is developed on the constructional site, and the manufacture of electrical machinery taken in hand, the managers of electrical undertakings must train their own men, making such use as they can of the special facilities offered for instruction at the engineering colleges and the Indian Institute of Science.”

The credit of first starting degree classes in mechanical engineering, electrical engineering and metallurgy goes to the University of Banaras, thanks to the foresight of its great founder, Pt. Madan Mohan Malaviya (1917).

About fifteen years later, in 1931-32, the Bengal Engineering College at Sibpur started mechanical and electrical engineering courses in 1935-36 and courses in metallurgy in 1939-40. Courses in these subjects were also introduced at Guindy and Poona about the same time.

Quite a number of engineering colleges have been started since August 15, 1947. It is due to the realisation that India has to become a great industrial country and would require a far larger number of engineers than could be supplied by the older institutions.

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Present endeavour in this direction has been mainly towards providing the infrastructure and network to the institutions of higher education. The digital resource development and utilizing the digital resource into quality certified programmes and courses need to be fully exploited by the universities.

The Government of India is keen to use the technological resources in helping its mission to make Higher Education accessible to all deserving students. In this regard, it has launched its National Mission on Education through Information and Communication Technology (NMEICT), which is described separately.

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Open and Distance Learning (ODL) system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL system of the country consists of State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities. This is becoming more and more significant for continuing education, skill updation of in service personnel and for quality education of relevance to learners located at educationally disadvantageous locations.

Indira Gandhi National Open University (IGNOU) was established in 1985 by an Act of Parliament with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems. Since then, the IGNOU has undergone rapid expansion and emerged as an international institution in the field of Open and Distance Learning. As per the provisions of the IGNOU Act, the University is to:

- a. offer of degree, diploma and certificate programmes related to the needs of employment as necessary for building the economy of the country;
- b. provide opportunities for higher education to a large cross-section of people, in particular the disadvantaged segments of society;
- c. promote acquisition and up-gradation of knowledge and offer opportunities for training retraining in the contexts of innovation and research;
- d. encourage an innovative system of university level education, flexible and open with regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and delivery of the programmes to encourage excellence; and
- e. coordinate, promote, assess and accredit institutions and programmes offered by open and distance learning system as also to prevent through such measures as are considered appropriate, institutions from offering sub-standard courses and programmes.

IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video, tapes, broadcast on radio and educational TV Channels, teleconferencing, video conferencing as also the face to face counselling, at its study centers located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.

Educational development of North-East Region (NER) is another focus area and 10% of the Annual Plan Budget used to be extensively earmarked to the development of this region. The University has established 8 Regional Centres in the North-East Region. One of the significant focuses of IGNOU is to pay special attention to disadvantaged

sections of the society and regions. The university has developed a number of programmes for women and special study centers were established in the backward areas and districts with low female literacy rate.

IGNOU makes use the Information and Communication Technologies (ICTs) extensively for imparting education. In addition to self-instructional printed materials, the university utilizes Audi/Video programme tapes, tele-conferencing, Gyan Vani (FM Radio), Gyan Darshan (educational TV Channels), computer networks for imparting instructions. With the launce of “One Stop Education Portal SAKSHAT”; in October 2006 by the then President of India, Dr. A.P.J. Abdul Kalam, IGNOU developed plan to use this platform, extensively to provide knowledge resources and impart education to its students.

IGNOU has a large number of programmes, ranging from purely academic to technical, professional and vocational at various levels leading to award of Competency Certificates, Diplomas, Bachelor’s, Master’s and Doctor’s degree to successful candidates. Many of these programmes are modular in nature.

For detailed information on the programmes, enrolment etc. visit www.ignou.ac.in

IGNOU has international character and offers its programmes in other countries, which include United Arab Emirates (UAE), Sultanate of Oman, Bahrain, Doha, Sri Lanka, Mauritius, Maldives Nepal, Kenya, Fiji, Caribbean Islands, Samoa, Malaysia, Krgystan, Singapore and Ghana, among others. The University also offers its Distance Education Programmes in collaboration with UNESCO and International Institute for Capacity Building in Africa, in Ethopia, Liberia, Madagascar, Ghana, whereas, education programme in Lesotho, Swaziland, Namibia, Seychelles, Jamaica, Malawi and Belize are being offered through an agreement signed with Commonwealth of Learning (COL).

The University plays an active role in SAARC consortium for Open and Distance Learning (SACODiL) and Global Mega Universities Network (GMUNET).

As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 13 institutes which are of national importance. Other institutions include 16000 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of

technology institutes. Distance learning is also a feature of the Indian higher education system.

Types of universities in India include

- Central Universities, or Union universities are established by Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry. The University Grants Commission (UGC) list 42 central universities.
- State Universities are run by the State government of each of the States of India, and are usually established by a local parliament act. The UGC lists 274 state universities, around 170 of which receiving Central/UGC assistance.
- Deemed university, or "Deemed-to-be-University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the University Grants Commission (UGC) Act, 1956. The USG list from 23 June 2008 lists 130 deemed universities.
- Private universities are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. The UGC list from 28 June 2011 lists 85 private universities.

Universities not specifically belonging to any of these groups are called "autonomous organizations" and are under the administrative control of the Department of Higher Education These include the following:

- Indian Institutes of Technology (IITs) are a group of autonomous engineering and technology-oriented institutes with special funding and administration. The original *Institutes of Technology Act, 1961* lists seven IITs. Nine more are listed under the *Institutes of Technology (Amendment) Act, 2010* which was passed by the Lok Sabha on March 24 2011 and is still to be adopted by the Rajya Sabha.
- National Institutes of Technology (NITs) are a group of engineering, science, technology and management schools which were established as "Regional Engineering Colleges" and upgraded in 2003 to national status and central funding. The latest act governing NITs is the *National Institutes of Technology Act, 2007* which declared them Institutes of National Importance. It lists twenty NITs.^[12] In 2010 the government announced plans for ten more.
- Indian Institutes of Management (IIMs) are a group of business schools created by the Government of India. IIMs are registered Societies governed by their respective Board of Governors. The Department of Higher Education lists 13 IIMs.

- Indian Institutes of Science Education and Research (IISERs) are a group of five institutes established by the Ministry of Human Resource Development, devoted to science education and research in basic sciences. They are broadly set on the lines of the Indian Institute of Science.
- Other autonomous institutes. The Department of Higher Education also lists some other institutes which don't fall into any of the groups above, and are not governed by any specific body. Some of these institutes were also granted deemed university status and are listed below as such. The rest are listed as "Autonomous". One specific such group is the Indian Institutes of Information Technology (IIITs), a group of four institutes focused on information technology. They are established by the central government, centrally funded, and managed by the Ministry of Human Resource Development. Three of the four were granted deemed university status, and the fourth, Indian Institute of Information Technology Design & Manufacturing Kancheepuram, is listed below as "Autonomous". Of specific interest are Institutes of National Importance (INIs). INIs are institutions which are set by an act of parliament. They receive special recognition and funding⁷³.

Role of Indian Government in Higher Education Sector

Education is a part of concurrent list and Indian government, especially the Ministry of Human Resource Development (MHRD), Department of Higher Education, at Center is responsible for synchronization and formation of policies that can elevate the standards of higher education or research, and technical and scientific centers. However, in order to implement the devised policies, central government has set up certain statutory agencies, such as Universities Grants Commission (UGC), All India Council for Technical Education (AICTE), and Distance Education Council (DEC).



Fig. Author and researcher (Md. Saidur Rahman) (middle), visited the Visha Bharati University of West Bengal in India in June, 2005.

As far as the discharge of responsibilities is concerned, UGC is in charge of looking after the quality of higher education in India through the process of coordination, maintenance and decision-making. AICTE has assumed the planning and coordination roles for the technical education sphere in the

73 Wikipedia, July, 2011.

country. When it comes to the development and growth of Open University and distance mode of learning, DEC takes the charge. The statutory body DEC scrutinizes the teaching, research and examination system of these higher education centers. Aside from this, there are several other statutory or autonomous education bodies also which have been vested with significant power and authority to ensure betterment of the higher education system in India. Some of these are listed below:

- Medical Council of India (MCI)
- Indian Council for Agricultural Research (ICAR)
- National Council for Teacher Education (NCTE)
- Dental Council of India (DCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Bar Council of India (BCI)
- Central Council of Homeopathy (CCH)
- Central Council for Indian Medicine (CCIM)
- Council of Architecture
- Rehabilitation Council
- State Councils of Higher Education

This is not all because MHRD also has to take charge in the areas of data management, capacity building and promotion of the unprivileged sections including minority group, women, etc. In order to carry out these and other tasks, education department has introduced some of the aided premier organizations/ centers, which have eventually become the center of excellence in their own right. Some of these autonomous institutions through which the department ensures implementation of its policies include:

- Indian Institutes of Management (IIMs)
- Indian Institute of Science (IISc), Bangalore,
- Indian School of Mines, Dhanbad
- Central Universities, including IGNOU
- Indian Institutes of Information Technology (IIITs)
- National Institutes of Technology (NITs)
- Indian Institutes of Science Education and Research (IISERs)
- School of Planning and Architecture

Further, as per the role of state governments is concerned in this sector, the state governments enjoy the power of setting up universities and

colleges in their respective states. They have to build plan and non-plan grants to ensure the development and maintenance of the institutions. Undoubtedly, the Central Government is entrusted with the exclusive legislative rights in the field of higher education. But, when it comes to effective implementation of policies and discharge of responsibilities, both central and state governments have to cooperate and coordinate with each other; for this purpose, the Central Advisory Board of Education (CABE) has been formed.

Administrative Structure for Higher Education in India

The Minister of Human Resource Development chairs the Ministry of Human Resource Development and receives support from the Minister of State. It is the Minister who makes policies and guides the entire Ministry. As far as the executive level is concerned, a Secretary is appointed to head the Department of Higher Education, and he or she receives assistance from Additional Secretary (Higher Education), Financial Advisor, Joint Secretaries or officers of the same repute. The duties and responsibilities of the department are, further, segregated between 6 divisions. These include:

- University & Higher Education, Minorities Education
- Distance Education & Scholarships
- Integrated Finance Division
- Technical Education
- UNESCO, International Cooperation, Statistics, Policy, Copyrights and Book Promotion
- Administration, Planning, Languages, and Coordination.

Technical Education in India

The history of imparting formal technical education in India can be traced back to mid 19th century, although it got momentum in 20th century with the set up of Constitution of Technical Education Committee of the Central University Board of Education (CABE) in 1943; Preparation of Sergeant Report in 1944 and Formation of All India Council of technical Education (AICTE) in 1945. With the country gaining independence in 1947, the development of technical education had become a major concern for the government of India to face the new challenges and move the country forward. The set up of Indian Institutes of Technology, Indian Institutes of Management and Indian Institutes of Science was a major step in the development of technical education in the country. The quality of education of these institutes have managed to change the outlook of India so much that this ancient country which was earlier known for yoga

and mediation is now known for computer engineers. However, it does not mean that the challenge of making technical education accessible to the rural populace and other under developed sections of the society has been overcome. In order to maintain the standard of technical education, a statutory authority- The All India Council for Technical Education (AICTE)- was set up in 1945. AICTE is responsible for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

The number of graduates coming out of technical colleges increased to over 700,000 in 2011 from 550,000 in FY 2010. However, 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology.

From the first Five Year Plan onwards India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament.^[67] At the Central(federal) level, the Indian Institutes of Technology, the Indian Institute of Space Science and Technology, the National Institutes of Technology and the Indian Institutes of Information Technology, Rajiv Gandhi Institute of Petroleum Technology are deemed of national importance.

The Indian Institutes of Technology are among the nation's premier education facilities. Since 2002, Several Regional Engineering Colleges (RECs) have been converted into National Institutes of Technology giving them Institutes of National Importance status.

The Rajiv Gandhi Institute of Petroleum Technology : The Ministry of Petroleum and Natural Gas (MOP&NG), Government of India set up the institute at Jais, Rae Bareli district, Uttar Pradesh through an Act of Parliament. RGIPT has been accorded "Institute of National Importance" along the lines of the Indian Institute of Technology (IIT), Indian Institute of Management (IIM) and National Institute Of Technology (NIT). With the status of a Deemed University, the institute awards degrees in its own right.

The UGC has inter-university centres at a number of locations throughout India to promote common research, e.g. the Nuclear Science Centre at the Jawaharlal Nehru University, New Delhi. Besides there are some British established colleges such as Harcourt Butler Technological Institute situated in Kanpur and King George Medical University situated in Lucknow which are important center of higher education.

Central Universities such as Banaras Hindu University, Jamia Millia Islamia University, Delhi University, Mumbai University, University of Calcutta, etc. are too pioneers of technical education in the country.

In addition to above institutes, efforts towards the enhancement of technical education are supplemented by a number of recognized Professional Engineering Societies such as

1. Institution of Mechanical Engineers (India)
2. Institution of Engineers (India)
3. Institution of Chemical Engineering (India)
4. Institution of Electronics and Tele-Communication Engineers (India)
5. Indian Institute of Metals
6. Institution of Industrial Engineers (India)
7. Institute of Town Planners (India)
8. Indian Institute of Architects

that conduct Engineering/Technical Examinations at different levels (Degree and diploma) for working professionals desirous of improving their technical qualifications.

Technical Education Courses in India

The courses, which are known as 'technical' in India and therefore come under the purview of All India Council of Technical Education are - degree and diploma courses in Engineering, Master degree Courses in Engineering, Master of Computer Application (MCA), Master of Business Administration (MBA), Pharmacy Courses, Courses in Architecture and Applied Arts and Hotel Management and Catering Technology Courses.

Institutes Offering Technical Education in India

As the technical education courses in India are quite diverse, the number of institutes providing technical courses in India is also huge. The number of AICTE approved institutes that offer engineering degree courses in India is - 4,39,689. There are around 1244 institutes in India that offer

diploma courses in engineering, 415 institutes offer diploma courses in Pharmacy, 63 institutes offer diploma courses in Hotel Management and Catering Technology Courses and 25 AICTE approved institutes that offer diploma courses in Architecture. The number of AICTE approved institutes that offer master of Computer Application courses in India is 1012. Likewise the AICTE also approves institutes from time to time institutes that offer MBA courses, M.E./M.Tech, Architecture and Applied Arts Courses, Hotel Management and Catering Technology Courses. Given the importance of technical education in the further development of the nation, the Government of India is keen on developing some more institutes in the line of IITs, IIMs and IISCs. The Prime Minister of India has unleashed a plan to establish 8 IITs, 7 IIMs and 5 IISCs to improve the spread and quality of technical education in the country. These institutes along with various private institutes and foreign technical colleges have the potential of making technical education accessible to all sections of society in India without compromising on the quality of education⁷⁴.

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1. the Institution of Engineers (India);
2. the Institution of Chemical Engineering (India);
3. the Institution of Electronics and Tele-Communication Engineers (India);
4. the Indian Institute of Metals;

74 All India Council for Technical Education: <http://www.aicte.ernet.in/>

5. the Institution of Industrial Engineers (India);
6. the Institute of Town Planners (India)
7. the Indian Institute of Architects etc.

Who conduct Engineering/Technical Examinations at different levels (Degree and diploma) for working professionals desirous of improving their technical qualifications.

Recent Development in Higher Education in India

In the year 2010-2011, Indian government has assigned 2350.00 crore to UGC under plan grants for extending assistance to state based universities and colleges. Central Universities (CUs) & Deemed Universities (DU) are granted Rs 1980 and 60 crores for providing assistance to Central Universities, Deemed Universities, etc. Like these, other education organizations are also granted aids to help higher education sector flourish and grow.

India's Educational Programs for Scheduled Castes and Scheduled Tribes

The total percentage of Scheduled Castes and Scheduled Tribes combined was found to be 22.5 percent with the Scheduled Castes accounting for 15 percent and the Scheduled Tribes accounting for the remaining 7.5 percent. The Scheduled Castes and Scheduled Tribes are provided for in many of India's educational programs. Special reservations are also provided for the Scheduled Castes and Scheduled Tribes in India, e.g. a reservation of 15% in *Kendriya Vidyalaya* for Scheduled Castes and another reservation of 7.5% in *Kendriya Vidyalaya* for Scheduled Tribes. Similar reservations are held by the Scheduled



Fig. Author and researcher (Md. Saidur Rahman) visited the Education Institute of a Santal (Tribal) dominated village in West Bengal, India.

Castes and Scheduled Tribes in many schemes and educational facilities in India. The remote and far-flung regions of North East India are provided for under the Non Lapsible Central pool of Resources (NLCPR) since 1998–1999. The NLCPR aims to provide funds for infrastructure development in these remote areas.

The government objective for the *Sarva Shiksha Abhiyan* (SSA), started in 2001, is to provide education to children between 6–14 years by 2010. The programme focuses specially on girls and children with challenged social or financial backgrounds. The SSA also aims to provide practical infrastructure and relevant source material in form of free textbooks to children in remote areas. The SSA also aims at widening computer education in rural areas. SSA is currently working with Agastya International Foundation – an educational NGO – to augment its efforts in making science curriculum current and exciting. However, some objectives of the SSA, e.g. enrollment of all children under the scheme in schools by 2005 remain unfulfilled. Education Guarantee Scheme and Alternative and Innovative Education are components of the SSA.

Women from remote, underdeveloped areas or from weaker social groups in Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh, and Uttarakhand, fall under the *Mahila Samakhya Scheme*, initiated in 1989. Apart from provisions for education this programme also aims to raise awareness by holding meetings and seminars at rural levels. The government allowed ₹340 million (US\$7.6 million) during 2007–08 to carry out this scheme over 83 districts including more than 21, 000 villages.

Currently there are 68 *Bal Bhavans* and 10 *Bal Kendra* affiliated to the *National Bal Bhavan*. The scheme involves educational and social activities and recognising children with a marked talent for a particular educational stream. A number of programmes and activities are held under this scheme, which also involves cultural exchanges and participation in several international forums.

India's minorities, especially the ones considered 'educationally backward' by the government, are provided for in the 1992 amendment of the Indian National Policy on Education (NPE).¹ The government initiated the Scheme of Area Intensive Programme for Educationally Backward Minorities and Scheme of Financial Assistance or Modernisation of Madarsa Education as part of its revised Programme of Action (1992). Both these schemes were started nationwide by 1994. In 2004 the Indian parliament allowed an act which enabled minority education establishments to seek university affiliations if they passed the required norms.

Madrassa Education in India

Madrassa education in India aims at educating Muslim children living in this country. Madrassas were originally established to spread the message

of Islam and impart religious teaching on its followers. The Ulamas, a group of religious specialists used to perform the role of teachers in Madrassa to spread Islam outside the Arabian Peninsula. A Madrassa was as treated as a high school or college earlier. In the Islamic era, there were thousands of Madrassas which were as big as some universities today. They were full with exhibit museums, libraries and visiting scholar programs. Great scholars and professors dedicated their lives in the Madrassas for learning the philosophy of Islam, the Farsi language, and more significantly, to broaden knowledge among ordinary public. Monarchs as well as masses were educated in the Madrassas in the yesteryears. And even today *Madrassa education in India* has played a vital role in educating thousands of Muslim children. The importance of Madrassas lies in its potential to make education available to the poorer section of the society.

The central as well as the state government of India provide various facilities to make easy the *Madrassa education in India*. To help Muslim students get higher education, the Central government is trying to permit Madrassa students to join conventional courses in various colleges and universities. Institutes such as Aligarh Muslim University, Jamia Milia Islamia and Jamia Hamdard grant equality of qualifications from Madrassas. Aligarh Muslim University and Jamia have a correspondence commission that evaluates the degrees of students from Madrassas. The Madrassas apply to the committee regarding their courses and the committee recommends the levels of formal education systems comparing to the Madrassa education. The government thinks that the equality system may help conquer the educational backwardness of Muslims. The equality system would help them to offer better job chances. Most of the Madrassa students face the lack of knowledge of science and mathematics. The only option for the Madrassa students is to learn subjects like Urdu, Arabic, Persian and Islamic studies along with Yunani medicine. Some Madrassas teach subjects such as information technology and journalism. The aim of the government is to bring all Madrassas under the roof of the Central Madrassa Board to increase the quality of education provided. However the need of the hour is to impart education that are relevant and help the Muslim children in building up capabilities so that they can compete on an equal footing with other students of the country.

Modernisation Scheme of Madarsa Education

This is a scheme of Govt. of India to initiate volunteering teaching of Science, Mathematics, Social Studies, Hindi and English in Madarsa and Maqtab.

- In this scheme all such voluntary organisation/committees/trusts are competent to take part, which are registered according to the central/state govt acts and are in existence for the last three years or more.
- under this scheme the financial aid is provided for the purchase of Science kit, Mathematics kit, Books and salary of additional teacher in Madarsas/Maqlabs enrolling 40 or more than 40 students in each of them.
- Uptill now the Govt. of India has Sanctioned Rs1,38,13800 in the form of Financial aid for 208 Madarsas
- Including new 204 Madarsa the Govt of India has sanctioned rs220.968crore for total 412 Madarsas for Financial year 2001-2002 and for its Budgetary provision a proposal has been submitted in Govt. of M.P. after budgetary provision
- and sanction the funds are to be disbursed to Madarsas.
- A proposal of Rs. 31,11,000/- for additional 69 Madarsas and Rs. 16,43,000/- for 36 Madarsas are under consideration of Govt. of India.

Special Education in India

Providing access to basic education is a duty the Indian state that has taken upon itself. Therefore the government has taken various measures to provide access to education to all categories of students. Thus the differently able children are provided special education in India so that they can seriously engage in improving the quality of their life. With the advancement of technology, Special education in India for physically disabled or mentally challenged is also fast improving. But some recent research has thrown fresh insights on Special education in India was present since the pre independence time, with very few schools or NGOs helping intellectually impaired children. Today India has come a long way and made a good progress in the field of disability rehabilitation. Presently India has four national institutes for effective implementation of this special education through various government schemes. The popular national level institutes for disabled persons are the National institute for Hearing Handicapped, National Institute for the Mentally Handicapped, National Institute of the Visually Handicapped and National Institute for orthopedically handicapped. National Institute of Rehabilitation, Training and Research and The Institute for Physically Handicapped are other two national level institutes run by government.

Moreover, government has initiated District Rehabilitation Centre (DRC) scheme in ten states to make all-inclusive rehabilitation.

Moreover, four Regional Rehabilitation Training Centers are there to train the staff and teachers who work with these institutes. Today due to global competitiveness, education scenario in India is fast changing. Along with that, special education is also catching importance and various government agencies are working hard to make it available to masses. There are almost 37 diploma courses in the field of *special education in India* some of the institutes offer courses like B.Ed as well. All these courses are regulated and governed by the Rehabilitation Council of India (RCI)- a legislative body under the Ministry of Social Justice and Empowerment. However over the years many scholars have questioned the importance of special education in India as they feel that it leads to segregation and isolation of the differently abled children. They argue that by segregating the children at young age the very purpose bringing all children to the mainstream of, the purpose of special education is defeated. Therefore, to keep the special education at par with regular education, vocational courses are also initiated. Also, there has been a National Policy of Education, in which government has declared that education of children with gentle disabilities will be in regular schools. Due to such reforms and regulations, the quality and reach of *special education in India* has increased over the years giving new hopes and bright future for disabled⁷⁵.

Integrated Education for Disabled Children Scheme

This scheme is sponsored completely by Govt. of India, with a provision of Financial Aid. The scheme has come in the control of school Education Department when it was transferred by Social Welfare Department in 1992. The Aim of this scheme is to make efforts to bring all different disabled boys and girls that are studying in general/common schools of school Education Department in the main stream and after linking them with main stream of education for disabled children the goal of Education for all be achieved by providing different economical facilities and educational guidance.

Under School Education Department the conduction of the scheme has been taking place by Director, State Council of Educational Research and Training Bhopal. Vide letter dated 21.5.1999 of Govt. of M.P.

In this scheme following facilities are provided principally to students:

Books and stationery allowance Rs. 400/- per student per annum.

75 Website: <http://www.rehabcouncil.nic.in/home.htm>

Dress allowance Rs. 200/- per student per annum.

Conveyance allowance Rs. 500/- per student per annum.

Reading allowance to blind students of class 6th to 12th Rs. 500 per student per annum.

Road safety allowance to those students which have disability below abdomen Rs. 750/- per student per annum.

For assisting instruments once in every five years maximum Rs. 2000/- per student.

Under the scheme there is a provision to appoint Resource teachers and for their training also with a provision to establishment a Resource Centre in each District.

Under the scheme Govt. of India provides financial Aid to Voluntary organisations.

The Govt. of India had sanctioned Rs. 55.19 lacs during 1999-2000. During 2000-2001 Rs. 94.55 lacs has been fully utilized and which is confirmed by Govt. of India.

The budget proposal for the Year 2001-2002 will be dispatched as soon as the quantitative information of disabled children of the state is received.

Literacy Situation and the Evolution of Education in Pakistan

The efforts to promote primary education were considered necessary in the country soon after its inception on the map of the World in 1947. The literacy rate was 53.9% in 2010 which will be raised to 55% during the first five years of the education policy of Pakistan and 70% by the year 2013. Functional literacy and income generation skills will be provided to rural women of 15 to 25 age group and basic educational facilities will be provided to working children. Functional literacy will be imparted to adolescents (10-14) who missed out the chance of primary education. The disparities in basic education in 2013 would be reduced to half by year 2015. The problem of adult illiterates was not given enough attention with the result that country has 53.40 million adult illiterates in 1990. The literacy ratio is 30% with sharp differences between male and female and rural and urban population. Only 63.5% of the primary school age group children have access to schools and 50% of those drop out before completing the five year cycle. To eradicate illiteracy the government of Pakistan plans to undertake a massive program and it has constituted Literacy and Mass Education Commission recently renamed as National Education and Training Commission (NETCOM) for it.

The National Education Policy 1998-2010 was announced by the Government of Pakistan on 27 March 1998. It pledges to double the literacy rate, universalize primary education, replicate the non-formal schools to reach the un-reached, widen the learning time by reducing school holidays, improve the assessment system through introduction of National Testing Service, and initiate the decentralization process through the formation of District Education Authorities.

The policy professes to prescribe the ideals and goals for preparing foundation of a reformed educational system which will make it possible for the nation to stand on its feet in the changed socio-economic world.

Education Policy 1998-2010

The government has resolved to eliminate illiteracy from the society and stands internationally committed to Universalize Basic Education for all children, youth and adults by the year 2010.

The Prime Minister's Literacy Commission (PMLC) has been entrusted the assignment of accomplishing this task through the non-formal basic education approach. As per the enhanced programme the PMLC opened 75,000 new non-formal basic education schools. Moreover, the "Compulsory Primary Education Act" will be slightly amended and enforced by the Provincial Governments in letter and spirit.

The real impact of the new policy would need to be seen in terms of the provisions which would be translated into actions; targets supported by correspondingly proportionate allocations in the annual budgets; implementation of the restructuring proposals and pledges through appropriate institutional mechanisms; and effective participation and involvement of local communities through decentralized management of schools by parents, local leaders, and ordinary citizens at the local district and village levels.

- a. Pakistan's commitment to double the rate of literacy by the year 2000 cannot be accomplished without achieving universal primary education (UPE). This will be achieved by complementing the formal primary school system by a strong non-formal basic education initiative.
- b. A massive Non-Formal Basic Education Program, on a war footing, will be launched to provide access economically and expeditiously to all the 5.5 million primary school age (5-9 years old) children who are at present out of school. The 10- to 14-year-old adolescents and youth who have missed primary education, will be given a second chance

through a condensed crash course to enable them to complete the primary education cycle in 2-3 years' time.

- c. The Asian Development Bank sponsored a pilot project for 15 to 25 years-old rural women. On successful completion, the program is planned to be replicated nationwide.
- d. Attainment of literacy, social and occupational skill training programs will equip the beneficiaries with appropriate income generation skills to ensure socio-economic development of Pakistan. Educated unemployed adults will also be able to benefit from these skill-training programs.
- e. Additional strategies, such as the tested Qur'anic Literacy Program and other methods in collaboration with the other sectors, will be used to achieve universal literacy.
- f. A Literacy Fund will be created to finance the literacy movement in the country.
- g. The National Literacy Movement will be launched on an emergency basis in every village, tehsil and district. All parties agree that elimination of illiteracy by the year 2010 will be achieved.
- h. Mosques, wherever feasible, will be utilized as one of the means of providing non-formal basic education to increase literacy.
- i. The Prime Minister's Literacy Commission (PMLC) will prepare a plan of action, in consultation with provinces for a coordinated effort in the National Literacy Movement.
- j. The PMLC, which is the apex body entrusted with the task of raising the literacy rate, will be strengthened as a Statutory Body to enable it to discharge its functions effectively within the minimum possible time. Adequate funds will be ensured to implement policy targets.
- k. All the appointments in the Non-Formal Basic Education Community School/Centres will be made locally, in consultation with the community, without any political interference.
- l. All the industrial units registered under the Factory Act would consider it mandatory to make the employees and their dependents literate. Similarly all the federal as well as provincial agencies like WAPDA, Pakistan Steel, Directorates of Industries, OPF, Chambers of Commerce, PTV, PBC etc. shall be entrusted with the same responsibility.

- m. Another useful resource available in the country, in the form of Boy Scouts and Girl Guides, can be effectively used in the expansion of literacy programs. It is estimated that there are more than 870,000 Boy Scouts and more than 320,000 Girl Guides in Pakistan. These young people have the physical capacity, intellectual motivation, emotional stability, spiritual commitment and, above all, basic knowledge and experience to work with communities collectively in difficult circumstances. They can be entrusted with the responsibility of implementing some of the non-formal education programs. Based on the performance and quality of service rendered, a system of merit certification shall be introduced.
- n. The number of existing Non-Formal Basic Education (NFBE) Community School/Centers will be increased from the existing 7,000 to 82,000 by the year 2002 to meet policy targets of primary education both through formal and non-formal methods to enroll 5.5 million out-of-school children. The NFBE Community Schools will neither be parallel nor permanent, but will be used to accelerate universal access till formal schooling becomes available to the unreached.
- o. The proposed targets for both the formal and non-formal basic education schools will need to be revised in the light of the Census results made available by the end of 1998.
- p. In hard-to-reach areas 25,000 NFBE Community Schools will be gradually upgraded to the middle level, over the policy period.
- q. The implementation would require further resource inputs and infrastructure at union council, district, province and national level. At the national level, the PMLC would co-ordinate with the operational structures at the sub-national level. A major function of the national structure would be to catalyze coordination in both planning and implementation at national-provincial and inter-provincial levels. Similarly, at the provincial level, each provincial structure would catalyze coordination between provincial-district, and inter-districts, and in a similar mode at the district and union council level.
- r. The PMLC will involve and encourage all the organizations, particularly Allama Iqbal Open University (AIOU) in the development of teacher training packages, learning materials, teaching aids, etc. The AIOU will also be involved in developing post-literacy skill training programs through distance learning. The teachers of NFBE Community Schools will be encouraged to take up PTC and CT courses of the AIOU to enhance their skills.

- s. Literacy Corps comprising College/University students/teachers shall be established for literacy programs during vacations.
- t. Khankahs/Mazars (religious institutions) shall donate a portion of their earnings to the literacy fund.
- u. Development grants to local governments shall be linked with literacy programs.
- v. If an illiterate prisoner becomes literate, the duration of his/her imprisonment shall be shortened accordingly.
- w. Driving and ammunition licenses shall be given only to literate persons.

The Federal Ministry of Education has become coordinating body whereas the Provincial Education Departments serve as bridge between the federal and district governments. At district level all necessary departments have been established and the districts are being empowered to prepare their own educational development and fiscal plans.

The Federal Ministry of Education is still responsible for formulation of education policies. It also prepares the national sectoral plans within the framework of the national plan, appropriate guidelines, standards and targets. The Provincial Education Departments are headed by their respective Provincial Education Ministers. Punjab has a Literacy and Non-formal Education Department where the Provincial Education Secretary acts as the executive head of the Department. The provinces are further divided into districts for the purpose of administration. The head of the Education Department in a district is Executive District Officer, Education (EDO Education) and head of the Literacy and Non-formal Education

Department (in case of Punjab) is Executive District Officer Literacy (EDO Literacy). In NWFP and Sindh, literacy is part of the Education Department. In Balochistan, Social Welfare Department is looking after literacy and non-formal education. The hierarchy then runs down to the District Education Officers. At the province level Directorate of Public Instructions (DPI) schools have established. At national level government has established National Commission for Human Development (NCHD), a support organization of Ministry of Education to promote adult literacy and primary education. At the grass root level i.e. the union council level, Learning Coordinators (LCs) provide academic guidance as well as supervise the schools. Village Education Committees/ School

Management Committees Parent and Teacher Associations (PTA) have been set up in the provinces at grass root level.

System of Education

Elementary

Pre-Primary 03 – 05 for children of 3 years or more but less than 5 years.

Primary (i-v) 05 – 10 for children of 5 years or more but less than 10 years.

Middle (vi-viii) 10 – 13 for children of 10 years or more but less than 13 years.

Secondary/Higher Secondary (ix-x/ xi-xii)

Secondary School 13 – 15 (of 13 years or more but less than 15 years)

Higher Secondary 15 – 17 (of 15 years or more but less than 17 years).

Adult Literacy 15 years and above.

Non-Formal Basic 05 – 14 years.

Higher Education BA B.Sc 18-20, B.Sc Honors 17-20, MA M.Sc 21-22,

Professional Degrees (for the following degrees the age of students vary)

Medical Engineering Vocational and Technical B. Ed. M. Ed.

Curriculum

Curriculum Wing established at the Federal Ministry of Education, which works closely with the provincial Curriculum Bureaus and Textbook Boards in all provinces. The curricula for grades (i-xii) has recently been reviewed in consultation with the provinces. A National Curriculum Review Committee, represented by national and provincial experts, approves the contents of the books to be published by the Provincial Textbook Boards. The Textbook Boards develop books up to grade XII. All schools are bound to teach national curriculum but elite private schools follow O' and A' Level Cambridge Education System.

A few elite schools have started using International Baccalaureate (IB) curriculum. These schools also use multi-international textbooks. In order to bring the Pakistan's national curriculum at par with international standards, the new curriculum based on content standards is being planned to be introduced soon.

Adult Literacy Curriculum guidelines were developed in 2006. Based on the said guidelines National Curriculum for Literacy in the following three areas has been developed in 2007 and launched.

- i. Basic Literacy (level I, II and III)
- ii. Functional Literacy.
- iii. Income-generating skills.

Medium of Instruction

The medium of instruction at the primary level is Urdu or provincial/local language. The subjects taught are generally the same throughout Pakistan. Diversification of subjects takes place after class VIII (age 13+). Recently, the system of open competition for multi textbooks has been introduced. The common syllabi based on the national curriculum are operating in all provinces. However, the provinces are free to interpret the outline of a subject in view of the local conditions. The majority of private schools offer education through English as medium of instruction whereas the government has also introduced a scheme of model schools which will impart education through English as medium of instruction. There seems a great increasing demand for English as medium of instruction in the government schools but the schools lack institutional capacity to offer education through English.

Examination

Examinations generally held annually and it is the sole criterion to assess the learning levels and success of the students. However, a system of automatic promotion up to grade-III has been introduced in some schools. At the primary level (classes' I-V) the respective schools conduct examination. However, at the end of the fifth year of the primary stage an examination is held by the District Education Departments but its quality aspect yet need to be addressed. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similar examination for an award of scholarship purpose is also held at middle school (i.e. class VIII). The respective Examination Boards conduct class IX-XII examination.

Teachers' Training

In Pakistan, there are total 275 Teacher Training Institutions which offer pre-service teachers training programmes for Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) to primary school teachers. For secondary school teachers, there are 16 Colleges of Education, offering graduate degrees in education (i.e. B.Ed/ MEd) and there are 9 Departments of Education of public sector universities which train teachers at the bachelor and master's level. There are number of education and extension centres which offer in-service teachers' training.

Besides, the Allama Iqbal Open University, Islamabad, offers a comprehensive teachers' training programme based on distance learning; its total enrolment is about 10,000 per annum of which 7,000 complete various courses every year. The private sector has set up teacher education institutions of international standards such as Aga Khan University, Institute for Educational Development (AKU-IED), Karachi AKU-IED's Professional Development Centres (PDCs), Ali Institute of Education (AIE), Notre Dame Institute of Education, Karachi and others.

Teaching Force

A complete picture of number of schools, student enrolment and teaching force at all levels. It indicates that the student- teacher ratio at primary level (1:36) is higher than secondary level (1:28) in the public sector. Whereas in the private sector the ratio of student-teacher ratio is 1:19 at primary level and 1:18 at secondary level.

Schools, Students enrolment and Teachers at National Level (2005-06)⁷⁶

Public Schools:

Pre-Primary –Enrolment: 4,391,144

Primary- School: 139,821; Enrolment: 11,840,719; Teachers: 354,117

Middle-School: 15,255; Enrolment: 3,642,693; Teachers: 116,509

Secondary-School: 9,425; Enrolment: 1,500,749; Teacher: 167,916

Higher Sec-School: 1,171; Enrolment: 699,463; Teacher: 30,136

Voc./Tech- School: 916, Enrolment: 103,752; Teacher: 7,325

Deeni Madaris (Religious Institutions) School: 354 Enrolment: 42,805
Teacher: 1,668

Private Schools:

Pre-Primary-School: 794; Enrolment: 2,744,303; Teacher: 3,405

Primary- School: 16,911; Enrolment: 4,993,698; Teacher: 86,451

Middle- School: 24,115; Enrolment: 1,619,630; Teacher: 194,244

Secondary- School: 13,484; Enrolment: 632,259; Teacher: 194,272

Higher Sec/Inter college- School: 1,825; Enrolment: 154,072; Teacher: 39,289

Voc./Tech-School: 2,143; Enrolment: 134,935; Teacher: 7,240

Deeni Madaris (Religious Institutions) School: 11, 799 Enrolment: 1,469,640 Teacher: 53,241.

⁷⁶Pakistan Education Statistics 2005-06, AEPAM, Ministry of Education, Islamabad.

Adult Education and learning in Pakistan has the following levels and modes of learning.

A. Formal Education

Secondary Education (grade IX-X)

About 22909 secondary (high) schools both in public and private sectors having an enrolment of 2.1 million (Male 1.25 million Female 0.88 million). The gross participation rate at secondary level is 40%. Number of teachers at secondary level is 362,188. Student school ratio is 93.

College Education (Grade XI-XIV)

About 1135 Arts & Science Degree Colleges having an enrolment of 0.33 million. Besides that, Professional Colleges which include Medical Colleges, Engineering Colleges, Law Colleges, Commerce Colleges and Agricultural Colleges etc etc.

Tertiary/Higher Education

Higher Education is mainly provided by Universities and Post-graduate Colleges. We have more than 100 Universities both in Public and Private sectors. The enrolment in higher education is 0.23 million (Male 0.15: Female 0.08). Gross participation rate in higher education is around 4%.

B. Non-Formal Education

Non-formal is another important mode in adult learning and education. Non-formal education system includes Non-formal Basic Education Schools and Adult Literacy Centers. About, 10,000 Non-formal Basic Education (NFBE) schools which are renamed as Basic Education Community (BEC) Schools. It has been planned to increase these schools to 20,000 in next four years. The enrolment of non-formal schools is more than three hundred thousands in the year of 2010. Adult Literacy Centers cater to the needs of 15+ age group people. Around seventy thousand adult literacy centers having an enrolment of 1.7 million. In adult literacy we primarily focus on reading, writing and numeracy skills.

C. In-Formal Education and Learning

Number of informal means, methods and modes of adult education and learning. These include;

Print media

Such as newspapers, magazines, journals, periodicals etc. These are published from almost all the major cities of the country in various

languages and dialects such as Urdu, English, Sindhi, Pushto, Barowi, Punjabi and Saraiki etc.

- Electronic Media.
- It includes television radio and mobile etc.
- Cinema and Theater
- Meetings, seminars, conferences, and symposia etc.
- Lecturers and DARROS (teaching of Quran through special sessions) as well as public addresses.

The various life skills imparted through the above means and modes, inter alia include;

- i. Islamic Education and Teachings
- ii. Values and Attitude
- iii. Ethics
- iv. Rights and Responsibilities
- v. Our Environment and its protection
- vi. Health and Nutrition
- vii. Mother and Child Care
- viii. Road Safety
- ix. Disaster Management
- x. Life Skills (Conflict Resolution, Decision Making etc)
- xi. Technological Literacy with Special Focus on I.T Literacy
- xii. Gender Equity and Social Issues
- xiii. etc etc

D. Adult Education and Learning in Deeni Madaris (Religious Education Institutions)

Deeni Madaris also play important and significant role in adult education and learning in Pakistan. More than ten thousand registered Deeni Madaris and four thousand un-registered Madaris contributing for learning & Adult Education. The total enrolment in these Madaris is around 1.5 million. A Majority of these students/learners are adults. The main emphasis of Madarassah education is Islamic Education and Teachings. However, a majority of the Madaris also teach formal education subjects as well. This needs to be highlighted that the main focus of this report is adult education and literacy imparted through non-formal mode of education.

The constitution of Pakistan formulated in 1973 recognizes the importance of literacy and need to eradicate illiteracy within minimum possible time. One of the important policy principle/provision in the constitution to eradicate illiteracy is to make education free and compulsory upto secondary level.

The said article of the constitution is reproduced at verbatim, as follows:

State shall be

“Responsible for eradication of illiteracy and provision of free and compulsory education upto secondary level, within minimum possible time” (Article 37-B, Constitution of Pakistan)

b) Literacy Act 1987 (Salient Features)

Literacy Act was enacted in 1987 but implementation is still pending because the enforcement date could not be announced yet by the Federal Government. The salient features of literacy Act are as follows:

- a passport other than a Hajj passport, a driving license or an arms license shall be issued only to literate person; and
- Only literate person shall be eligible for employment under a local body or an establishment or institution under the control of the Federal Government

c. Compulsory Primary Education Ordinances/Acts.

The major break through in adult literacy is possible through Universalization of Primary Education i.e. universal access/enrolment, universal retention; and universal achievement only. Realizing the importance of primary education number of measures and steps have been undertaken to achieve the target of UPE. One of these measures is enactment of Compulsory Primary Education Ordinances and Acts as given below:

Primary Education Ordinances/Acts

- West Pakistan Ordinance No. XXIX of 1962 dated 5th June, 1962;
- Punjab Compulsory Primary Education Act, 1994;
- The N.W.F.P Compulsory Primary Education, Act 1996;
- Sindh Compulsory Primary Education Ordinance 2001
- ICT Compulsory Primary Education Ordinance 2002.

Compulsory Primary Education Ordinances/Acts (Salient Features)

- parents who are required under these Ordinances/Acts to cause a child to attend school fails to do so, will be given an opportunity of being heard by a committee, being constituted for the purpose and after such inquiries as it considers necessary may pass an order directing the parents to cause such child to attend school from a date which shall be specified in the order;
- any parent who fails to comply with an order issued to the effect, on conviction by a Magistrate, be punishable with fine which may extend to five hundred rupees and with further fine which may extend to twenty rupees for every day after the conviction for which the failure continues.
- An employer of such a child who, after receiving due warning from the Committee, continues to employ a child shall on conviction by a Magistrate be punishable with fine which may extend to one thousand rupees and with a further fine which may extend to fifty rupees for every day after the conviction for which the non-attendance continues.

Priority Goals for All

The priority goals for Adult Learning and Education are as follows:

a. Dakar Goals

- i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- ii. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

b Millennium Developments

Target 3: Ensure that, by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary.

Goal 3 Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

c. National Plan of Action on Education for All Goals.

National Plan of Action on Education for All (2001-15) sets the following targets for Primary Education and Adult Literacy in the light of Dakar EFA Goals and MDGs.

_ Universalization of Primary Education

- Male by 2010

- Female by 2015

Administrative Framework of Adult Literacy

Federal Level

a. Policy and Planning

Policy and Planning of Education including Adult Literacy is included in the concurrent list in the constitution of Pakistan. As such the Ministries and Divisions involved in Policy and Planning of adult education and learning at national/federal level are as follows:

Federal Ministry of Education

Ministry of Education formulates, reviews and supervises implementation of adult education and learning policy in the country. Furthermore, in order to translate policy provisions into actions ministry also prepares the development plans. Such as National Plan of Action on Education For all (2001-2015), focusing adult literacy as one of the priority areas was prepared by Ministry of Education to implement the policy provisions of National Education Policy (1998-2010) as well as to achieve the above mentioned EFA and MD goals and targets. However, the provinces and districts can also prepare, implement and monitor literacy plans and programmes in line with national literacy policy.

Planning Commission/Planning Division.

At national level we have Planning Commission/Planning Division for preparation of adult education and learning plans and programmes in consultation with federal Ministry of Education (Policy and Planning Wing and Projects Wing). Development Projects and schemes costing less than 40 million rupees (0.65 million US\$) are approved by the Ministry of Education. Whereas, the projects costing forty million or more than forty million rupees but less than 100 million rupees (1.6 million US\$) are approved by Planning Division. The projects/schemes costing more than 100 million rupees are cleared/recommended by Planning Division and approved by Executive Committee to National Economic Council (ECNEC).

Ministry of Finance and Economic Affairs Division

All federal funded plans, programmes and schemes are provided with the budget/funds by the Ministry of Finance. Whereas, the Economic Affairs

Division (EAD) mobilizes the funds/financial resources through the international development partners. Provincial and Area level.

Four provinces i.e. Punjab, Sindh, North West Frontier Province (NWFP) and Balochistan and three federating Units i.e. Federally Administered Tribal Area (FATA),

Federally Administered Northern Area (FANA) and Islamabad Capital Territory (ICT). The Provinces and areas also plan and implement literacy programmes and projects at the respective level.

b. Implementation

The implementation of literacy and non-formal education programmes is carried out by the provincial education and literacy departments (the counter parts of Federal Ministry of Education). Planning of literacy programmes at provincial level is the responsibility of Planning and Development Departments (in case of Punjab, Punjab Planning Commission). The funds/budget for the Provincial literacy programmes are provided/ approved by the Provincial Finance Departments.

Provincial Administrative/Management Structure for Literacy

And Non-Formal Education Programmes

Each Province has different administrative/ management structure for implementation of adult learning and literacy programmes which is as follows:

Punjab Province

Punjab is the biggest province of the country with respect to population, having 56% population. It has 35 districts. Punjab is the only Province which has separate Literacy and Non-formal Education Department headed by Minister. The Chief Executive of literacy department is the Secretary Literacy and Non-formal Education. The other officers include additional Secretary, Deputy Secretaries, Deputy Directors and Assistant Directors etc etc. Executive District Officer (EDO) Literacy is the Chief

Executive of literacy and non-formal education programmes at district level.

Sindh Province

Literacy and non-formal education programmes are implemented in Sindh by the Education Department.

For the purpose Sindh Province has set up Directorate of Literacy and Non-formal Education at Provincial level. Whereas, at district level they

have District Literacy Officer (DO Literacy) except in one district i.e. district Karachi where they have EDO literacy.

NWFP Province

Literacy programmes in NWFP are implemented by Education Department (Directorate of School and Literacy). They have District Literacy Officers at district level who work under Executive District Officer (EDO) Education. However, the main implementor/stakeholder of literacy programmes in NWFP is Elementary Education Foundation (EEF) set up and sponsored by NWFP Government.

Balochistan Province

It is the largest province with respect to area (43%) of the country area. having 29 districts but only 5% population. The literacy and non-formal education programmes in Balochistan Province are implemented by Social Welfare Department. They have a separate directorate i.e. Directorate of Literacy and Non-formal Education at Provincial level which implements and coordinates literacy and non-formal education programmes. The department/directorate has counter parts at district level.

In Pakistan, adult literacy has never been a matter of high priority. Due to insufficient political will, financial allocations have remained severely inadequate. While allocations for education in the past all along have been very low, never exceeding 2.5% of GDP, in the initial three five-year plans adult literacy was not provided any allocation at all. During the 1970-78 Non-Plan period, literacy received Rs.0.5 million. During the 6th Plan, literacy allocations were 4% of the education budget but this reduced to 1% during the next plan. Highest allocations (8.6%) to literacy were recorded during the 8th Plan but the 9th plan earmarked only 1% of the education allocations to literacy. For non-formal out-of-school children, funds were provided in the late 1980s and in the 1990s but the number of schools has more or less remained the same i.e., around 10,000, despite the initial plan to increase them ten-fold.

However, it is encouraging that after year 2000 (Post Dakkar Period) adult literacy and non-formal basic education got some funds/budget under national and Provincial Annual Development Programmes (ADPs).

Furthermore, the allocation for both the above mentioned areas is on increased in every subsequent year. Despite that the gap is still more than 80%.

FATA and FANA

In FATA and FANA literacy and Non-formal education programmes are implemented by Education Department.

Literacy and Non-formal Education Organizations/Foundations

In addition to the above cited literacy departments some major organizations at national and provincial level who run the adult literacy and non-formal education programme. A brief overview of the said organizations is given below:

National Commission for Human Development (NCHD)

It is a national organization set up in 2002-2003 under the Cabinet Division. NCHD has been declared as lead organization in literacy. It has launched country wide programmes in adult literacy, primary education, health and social welfare. The main focus of NCHD is on promotion of adult literacy.

NCHD has opened 122,000 adult literacy centers/classes in aggregate, since year 2003-04. Total enrolment of these literacy centers exceeds 2.44 million (at the rate of average 20 learners per center/per cycle). Presently, it has covered almost all 122 districts of the country. NCHD has its own administrative and management structure at national, provincial and district levels. It has planned to open more than two hundred thousand adult literacy centers in next five years. The second major programme of NCHD is universalization of primary education (UPE). Under this programme it has opened feeder schools (for grade i-iii), provided additional teacher, where needed in government schools and re-opened the government primary schools (if closed due to non-availability teachers) by giving a teacher on contract basis. Total feeder schools/feeder teachers NCHD opened/provided are around 22,000. Besides that it increased the enrolment of government schools by launching an enrollment drive throughout the country. The major funding for NCHD comes from the federal government. However, it also raises funds through donors, donations and ex-patriate Pakistanis. The policy decisions are made by Board of Directors. The chief executive of NCHD is the Chairman who enjoys the status of State Minister.

II. National Education Foundation (NEF)

NEF is also a national organization totally funded by the Government of Pakistan. It runs around 10,000 non-formal basic education (NFBE) schools re-named as Basic Education Community (BEC) schools.

The total enrolment of these schools is more than 300,000. These schools teach primary education course in a condensed form to 5-14 year out of school children. NEF has recently set up its own administrative and management structure at national, provincial and some of the districts level. BEC schools are opened and run by NGOs under the supervision of NEF. Federal Government has recently launched a mega project of NEF to open 10,000 more BEC schools at a cost of 7 billion rupees (0.12 billion US\$) in next 4 years. BEC schools are opened mostly at the residence of teacher. Teacher is paid reasonable honoraria. The NEF has a Steering Committee and Board of Directors for policy decision.

IV Elementary Education Foundation (NWFP)

The Province of NWFP set up Elementary Education Foundation (NEF) in 2004 to promote adult literacy in the Province. The foundation has opened around 35,000 adult literacy centers in aggregate, under 7 different phases/batches having an enrolment of around 700,000 adult learners. Presently, it is running 7500 adult literacy centers having an enrolment of more than 150,000. EEF has planned to open 50,000 literacy centers in next 5 years.

EEF has its own administrative and management structure at provincial and district levels. The chief executive of the foundation is Managing Director. The policy decisions are made by Board of Directors.

It has sector directors and supervisions at sector/ district level to open, operate and monitor the literacy Centers.

The above administrative and management structure indicates that ALE in Pakistan is not centralized.

Provinces and districts have their own system and structure to plan, implement, manage and monitor the adult literacy and non-formal education programmes. However, the main policy decision is taken at national level.

In addition to the use of traditional approaches it is planning to make extensive use of new educational technology made available in the shape of the mass media. Their life pattern has been so repetitive and the mode of production so simple that formal schooling has had only marginal utility. As a result of the development over the last few years or the situation has undergone a qualitative change which necessitates the acquisition of schooling up to elementary level as a factor of production which can no longer be ignored. The Government of Pakistan in its National Education Policy of 1979 has identified fundamental areas in

education which have not been given the attention that they deserved⁷⁷. It calls for revitalization of the indigenous institutions which have been suffering from lack of appropriate support in order to provide increasing opportunities at all levels to meet the growing social and economic demand for education. The government is keenly interested in improving the quality of life of the poorest segment of its population residing in rural areas and who so far have been excluded from sharing in the benefits of development. Additionally, the government is interested in providing a useful education to a significantly larger population at an acceptable unit and total cost. In this context it aims particularly reaching the rural population to make it possible for them to participate actively in the economic development of their motherland. The educational system in Pakistan is of a multi-stage type.

The Federal Ministry of Education is headed by the Minister for Education. The highest civil servant responsible to the Ministry is the Education Secretary. The Ministry is divided into wings. A provincial Education Department is headed by a Provincial Education Minister. However, the civil servant in-charge of the department is the Provincial Education Secretary. The provinces are further divided into regions, divisions and districts for purposes of administration. The head of the regional office is called the Director Public Instruction (DPI). One DPI looks after the school system and another DPI is responsible for the college education. He is the person who looks after the department professionally. The hierarchy then runs down to the Divisional Director, District Education Officer, Sub-divisional Education Officer, Supervisors or Assistant Sub-divisional Education Officers (ASDEO). The ASDEO has in fact inspected as many as a hundred schools. The advisory bodies, called Education Councils, have been set up at the national, provincial, district and local government levels. Supervision of primary education is provided by provincial education directorates through the delegation of functions of division and district levels.

The General Education in Pakistan can be divided in to 3 levels as Primary or Elementary Education from grade 1 to 5 (age group 5+ to 10+), Secondary Education from grade 6 to 10 (age group 10+ to 15+), College and University Education from grade 11 onward (age group 16+ and onward). The Technical Education stream also flows in parallel to general education and includes the Polytechnic Institutes and Government Colleges of Technologies. Pakistan has also strong base of

⁷⁷ Pakistan Ministry of Education, National Education Policy and Implementation Program: Islamabad. Printing Corporation of Pakistan: 1979.

Engineering and Medical Education having world renowned Engineering and Medical colleges and universities. Education is taken care of both by the public and private sector. The private sector institutions flourish due to their high quality education and better physical facilities.

The basic data about various levels of institutions are given below (Source: Economic Survey of Pakistan 2002-03):

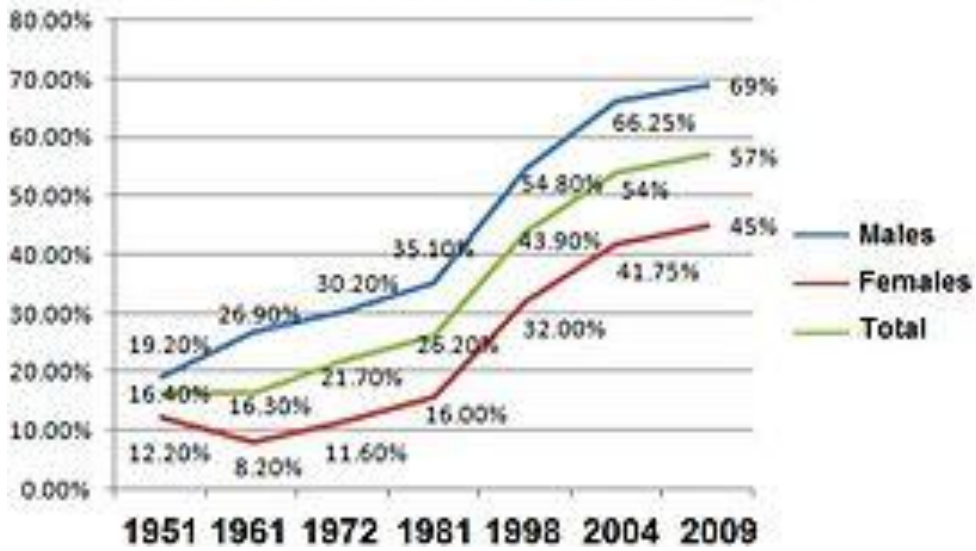
Basic Data

| | |
|---|-------|
| Number of Primary/ Elementary schools (in 000) | 164.2 |
| Number of Middle schools (in 000) | 19.1 |
| Number of High Schools (in 000) | 12.9 |
| Number of Secondary Vocational institutions | 647 |
| Number of Arts and Science Colleges | 925 |
| Number of Professional Colleges | 374 |
| Number of Universities (excluding private uni.) | 29 |

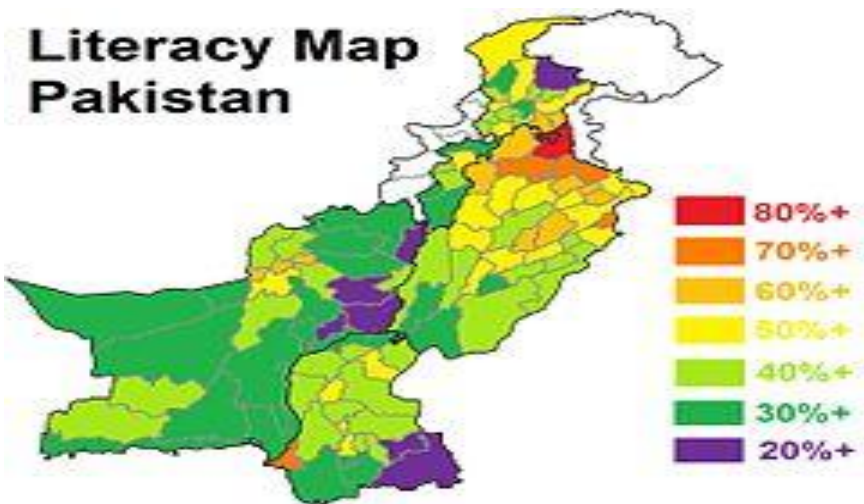
Education in Pakistan is divided into five levels; primary (grades one through five); middle (grades six through eight); high (grades nine and ten, leading to the Secondary School Certificate); intermediate (grades eleven and twelve, leading to a Higher Secondary School Certificate); and university programs leading to graduate and advanced degrees. In fact, the primary and secondary level, (grades I-X) are linked under the term 'School Education' and are managed together. This results in an over emphasis upon grades VI-X to the neglect of grades I-V, since managers perceive the upper grades as having more prestige and importance. Grades I-X is under the control of a District Education Officer (DEO). The DEO has a large number of Assistant Education Officer (AEOs). The overall ratio of AEOs to teachers is about 1:250, but since AEOs also spend most of their time on secondary school matters, the nominal number of teachers per AEO at the primary level is at least 500. With an average school size of two teachers, the typical AEO is expected to cover 200-300 schools, largely without transport; a responsible ratio would be 25-40 schools each visited 5-8 time per year. As a result of these constraints, primary schools remain largely unsupervised. There are certain schools which are visited once in five years, so, as expected complaints about absenteeism on the part of teachers are therefore, very common.

Literacy rate

Literacy Rate Pakistan (1951 - 2009)

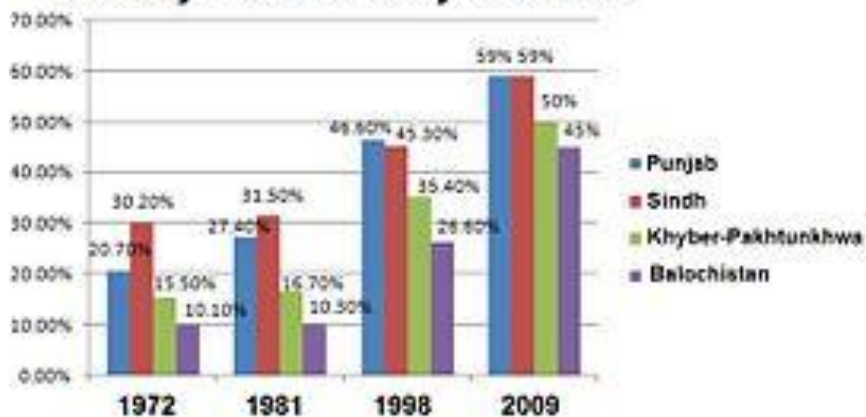


Literacy Rate - Pakistan

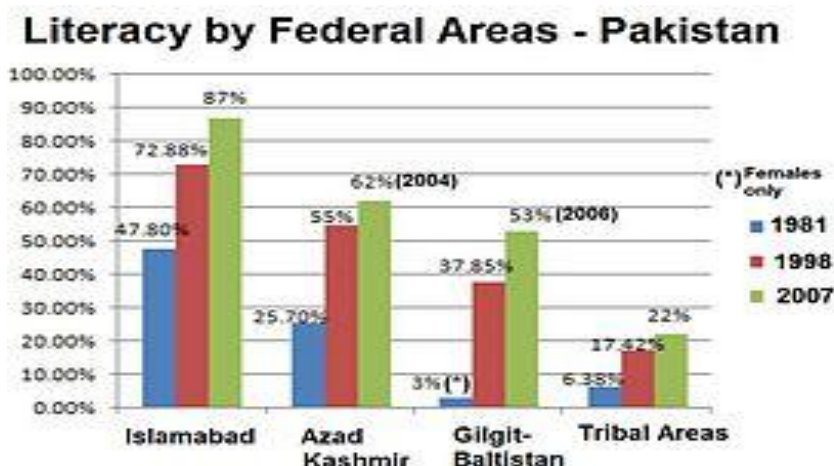


Literacy Map Pakistan

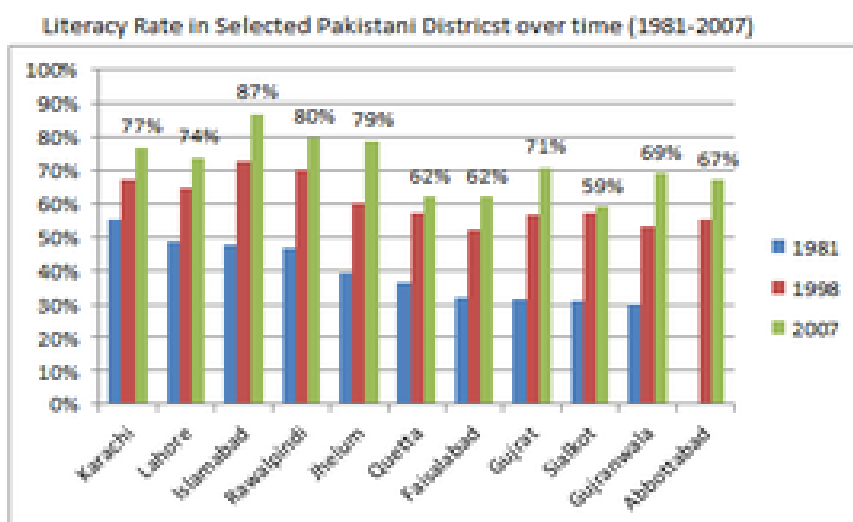
Literacy in Pakistan by Province



Literacy by Province



Literacy by Federal Area



Literacy over time in selected districts

It needs to be highlighted that from census to census the definition of literacy has been undergoing a change, resultantly the literacy figure has vacillated irregularly during the last 5 census. An update of the five censuses is as under⁷⁸:

| Year of census | Male | Female | Total | Urban | Rural | Definition of being "literate" | Age group |
|----------------|-------|--------|-------|-------|-------|--|-----------------|
| 1951 | 19.2% | 12.2% | 16.4% | -- | -- | One who can read a clear print in any language | All Ages |
| 1961 | 26.9% | 8.2% | 16.3% | 34.8% | 10.6% | One who is able to read with understanding a simple letter in any language | Age 5 and above |

⁷⁸ Wikipedia

| Year of census | Male | Female | Total | Urban | Rural | Definition of being "literate" | Age group |
|----------------|--------|--------|--------|--------|--------|---|------------------|
| 1972 | 30.2% | 11.6% | 21.7% | 41.5% | 14.3% | One who is able to read and write in some language with understanding | Age 10 and Above |
| 1981 | 35.1% | 16.0% | 26.2% | 47.1% | 17.3% | One who can read newspaper and write a simple letter | Age 10 and Above |
| 1998 | 54.8% | 32.0% | 43.9% | 63.08% | 33.64% | One who can read a newspaper and write a simple letter, in any language | Age 10 and Above |
| 2004 | 66.25% | 41.75% | 54% | 71% | 44% | | |
| 2012 | 79% | 55% | 69.66% | 84% | 58% | | |

Table below shows the literacy rate of Pakistan by province.

| Province | Literacy Rate | | | |
|--------------------|---------------|-------|-------|------|
| | 1972 | 1981 | 1998 | 2012 |
| Punjab | 20.7% | 27.4% | 46.6% | 71% |
| Sindh | 30.2% | 31.5% | 45.3% | 69% |
| Khyber-Pakhtunkhwa | 15.5% | 16.7% | 35.4% | 60% |
| Balochistan | 10.1% | 10.3% | 26.6% | 50% |

Table below shows the literacy rate of Federally Administered Areas.

| Region | Literacy Rate | | |
|------------------|---------------|--------|------------|
| | 1981 | 1998 | 2007 |
| Islamabad | 57.8% | 72.88% | 96% |
| Azad Kashmir | 35.7% | 65% | 68% (2012) |
| Gilgit-Baltistan | 21% (female) | 57.85% | 62% (2012) |
| Tribal Areas | 6.38% | 17.42% | 22% |

Literacy rate over time in selected districts

| Region | Literacy Rate | | |
|------------|---------------|--------|--------|
| | 2012 | 1998 | 1981 |
| Islamabad | 96% | 72.38% | 47.80% |
| Abbottabad | 87% | 67.77% | 42.38% |
| Jhelum | 79% | 63.92% | 38.90% |
| Karachi | 77% | 65.26% | 55% |

| | | | |
|------------|-----|--------|--------|
| Lahore | 74% | 64.66% | 48.40% |
| Gujrat | 71% | 62.11% | 31.30% |
| Gujranwala | 69% | 53.40% | 29.90% |
| Rawalpindi | 67% | 59.45% | 46.60% |
| Quetta | 62% | 57.10% | 36.70% |
| Faisalabad | 62% | 51.94% | 31.80% |
| Sialkot | 59% | 57% | 30.80% |

Literacy rate of Pakistani districts (2007)⁷⁹

| <u>Ran</u> <u>k</u> | <u>District</u> | <u>Province</u> | <u>Literac</u> <u>y rate</u> | <u>Ran</u> <u>k</u> | <u>District</u> | <u>Province</u> | <u>Literac</u> <u>y rate</u> |
|------------------------|------------------------------|--------------------------------------|---------------------------------|------------------------|-------------------------------|-------------------------------|---------------------------------|
| 1 | <u>Islamabad</u> | <u>Capital Territory</u> | 87% | 11 | <u>Quetta</u> | <u>Balochista</u> <u>n</u> | 62% |
| 2 | <u>Abbottaba</u> <u>d</u> | <u>Khyber Pakhtunkh</u> <u>wa</u> | 87% | 12 | <u>Faisalabad</u> | <u>Punjab</u> | 62% |
| 3 | <u>Jhelum</u> | <u>Punjab</u> | 79% | 13 | <u>Mandi Bahauddin</u> | <u>Punjab</u> | 62% |
| 4 | <u>Karachi</u> | <u>Sindh</u> | 77% | 14 | <u>Toba Tek Singh</u> | <u>Punjab</u> | 62% |
| 5 | <u>Lahore</u> | <u>Punjab</u> | 74% | 15 | <u>Attock</u> | <u>Punjab</u> | 61% |
| 6 | <u>Chakwal</u> | <u>Punjab</u> | 74% | 16 | <u>Ziarat</u> | <u>Balochista</u> <u>n</u> | 61% |
| 7 | <u>Gujrat</u> | <u>Punjab</u> | 71% | 17 | <u>Mianwali</u> | <u>Punjab</u> | 60% |
| 8 | <u>Gujranwal</u> <u>a</u> | <u>Punjab</u> | 69% | 18 | <u>Sialkot</u> | <u>Punjab</u> | 59% |
| 9 | <u>Rawalpind</u> <u>i</u> | <u>Punjab</u> | 67% | 19 | <u>Sheikhupur</u> <u>a</u> | <u>Punjab</u> | 59% |
| 10 | <u>Haripur</u> | <u>Khyber Pakhtunkh</u> <u>wa</u> | 63% | 20 | <u>Dera Ghazi Khan</u> | <u>Punjab</u> | 59% |

- [view](#)
- [talk](#)
- [edit](#)

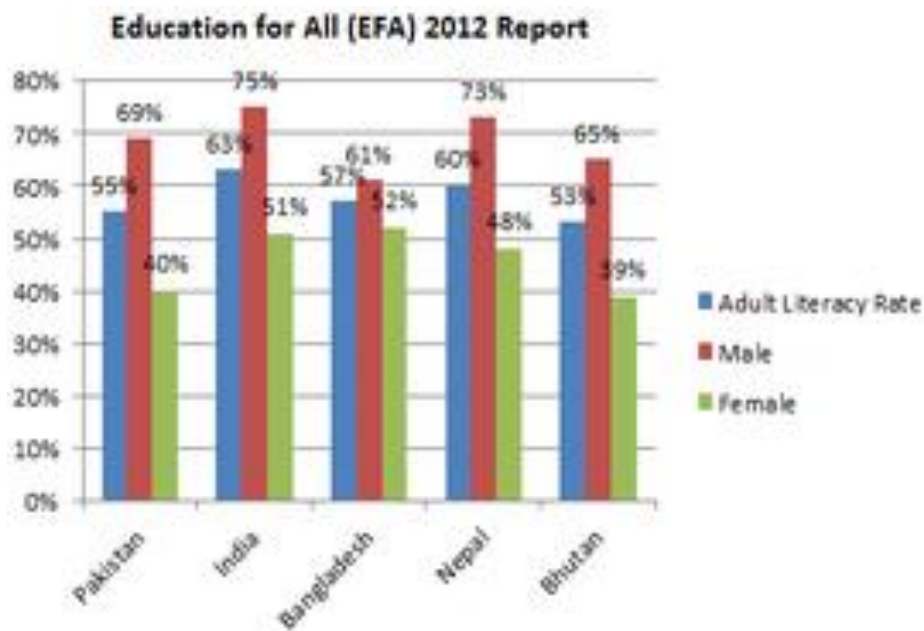
Population aged 10 & over that has ever attended school, highest and lowest figures by region. *Islamabad* has the highest rate in the country at 85%, whilst Jhal Magsi has the lowest rate at 20%.

| Province | Highest | Lowest |
|--------------------|-------------------------|---|
| Punjab | <u>Rawalpindi</u> (86%) | <u>Muzaffargarh</u> and <u>Rajanpur</u> (48%) |
| Sindh | <u>Karachi</u> (78%) | <u>Jacobabad</u> (44%) |
| Khyber-Pakhtunkhwa | <u>Abbottabad</u> (88%) | <u>Upper Dir</u> (42%) |
| Balochistan | <u>Quetta</u> (74%) | <u>Jhal Magsi</u> (28%) |

⁷⁹ Wikipedia

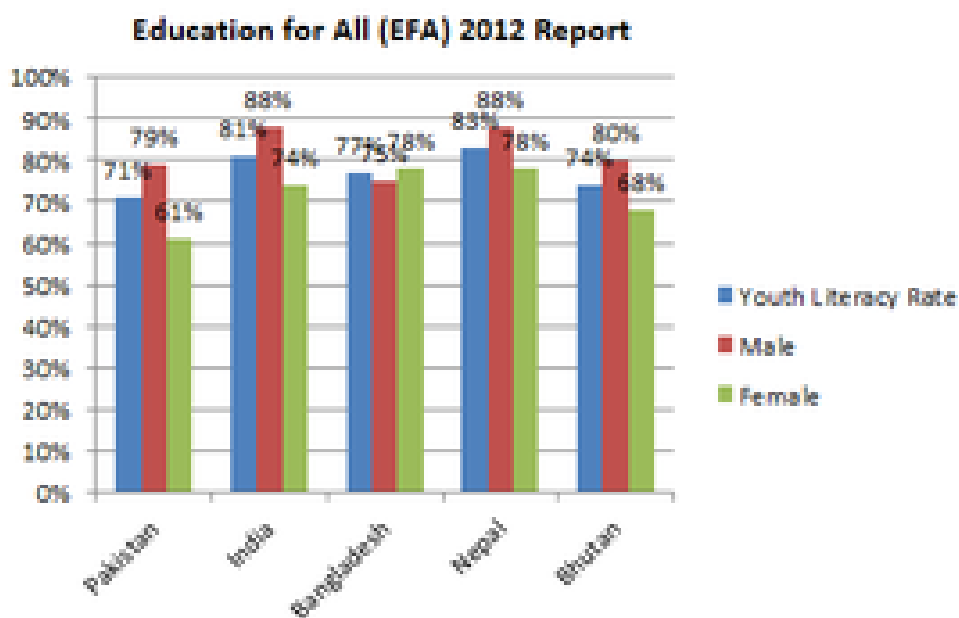
Comparison with other countries⁸⁰

Adult Literacy Rate



| Country | Adult Literacy Rate | Male | Female |
|------------|---------------------|------|--------|
| Pakistan | 55 | 69% | 40% |
| India | 63% | 75% | 51% |
| Bangladesh | 57% | 61% | 52% |
| Nepal | 60% | 73% | 48% |
| Bhutan | 53% | 65% | 39% |

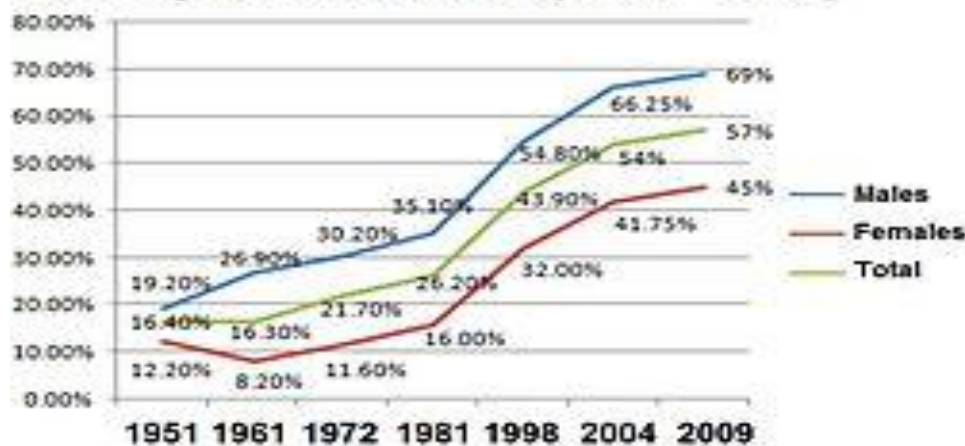
Youth Literacy Rate



⁸⁰ Wikipedia

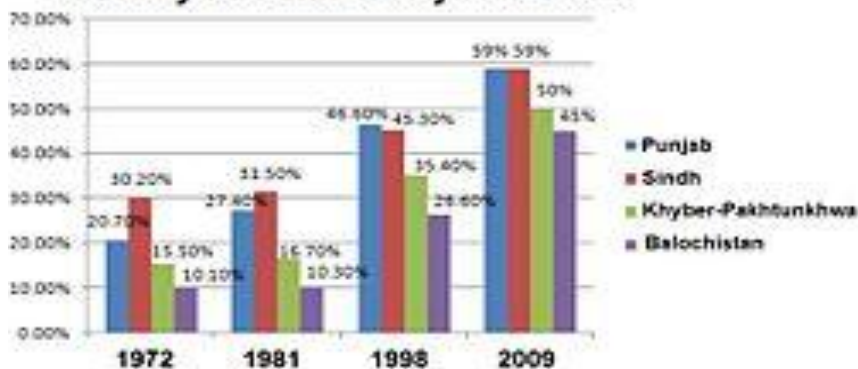
| Country | Youth Literacy Rate | Male | Female |
|------------|---------------------|------|--------|
| Pakistan | 70% | 79% | 61% |
| India | 81% | 88% | 74% |
| Bangladesh | 77% | 75% | 78% |
| Nepal | 83% | 88% | 78% |
| Bhutan | 74% | 80% | 68% |

Literacy Rate Pakistan (1951 - 2009)



Literacy rates since 1951-2009

Literacy in Pakistan by Province



The literacy line graph in the four provinces.

In formal education system, there are a number of stages, which are illustrated in the diagram and are described briefly below:

Pre Primary Schooling: Pre-primary education is functional and managed in schools through out country. Public schools provide pre-primary education as part of socialization process. The students attending pre-primary class are called Kachi. National Education EFA Action Plan Policy, 1998-2010 provided recognition to Kachi class as proxy for early childhood education. According to National Education Policy, 1998-2010, the Kachi class will be introduced as formal class in the primary schools. The age group for pre-primary is 3-5.

Presently, this sector of education accommodates about 46 million students.

This stage consists of five classes I-V and enrolls children of age 5-9 years. Since independence, the policy makers pronounced to make primary education free and compulsory. According to Pakistan Integrated Household Survey (PIHS) 1998-99, the gross participation rate was 71 percent in 1999, for male it was 80 percent and for female it was 61 percent. For urban female it was 92 and for rural it was 50 percent. The lowest participation rate observed for rural female in Sindh Province that was 33 percent. The net enrolment rate was 42 percent, for urban male it was 47 percent and 37 percent for rural female.



Currently this level has 34% of the total students.

The middle schooling is of three years duration and comprised of class VI, VII and VIII. The age group is 10-12 years. The participation rate at middle school was about 34 percent during 2000-2001. Males were 36 percent and females were 33 percent.

This level accommodates 25% of the total students.

The high school children stay for two years in classes IX and X. The Board of Intermediate and Secondary Education conducts the examination. A certificate of secondary school is awarded to the successful candidates. The participation rate at high school was about 22 percent in 2000-2001 of which, 24 percent were males and 20 percent were females. Vocational Education is normally offered in high schooling. There are varieties of trades offered to the students and after completion of the course they get jobs as carpenters, masons, mechanics, welders, electrician, refrigeration and similar other trades. There are 498 vocational institutions with an enrolment of about 88 thousand in 2001-2002.

This level accommodates about 20% of the total students. Vocational education is normally offered in high schooling.

The higher secondary stage is also called the “intermediate stage” and is considered a part of college education. Higher Secondary Education consists of classes XI to XII. During two years stay in this cycle of education, a student at the age of 16 years in this stage can opt for general education, professional education or technical education. The Board of

Intermediate and Secondary Education (BISE) conducts the examination and awards a Certificate of Higher Secondary School Education (HSSC). According to 1979 Education Policy, all schools were to be upgraded to higher Secondary Schools. Middle sections of high schools were to be linked with primary schools (designating elementary education). This system has limited success and some problems were experienced. Keeping in view the problems this system is being introduced gradually. This level accommodates 15% of the total students.

To obtain a degree, 4 years of higher education after 10 years of primary and secondary schooling is required. Students who pass their first-degree stage are awarded a Bachelor's degree in arts or science, typically at the age of 19 years. In order to complete an honors course at Bachelor's degree level an additional one year's study is required. Further, a two years course is required for Master's degree who have completed two years Bachelors' degree. A doctoral degree requires normally 3 years of study after the completion of a master's degree course. This level accommodates 06% of the total students.

The system of examination is highly based on subjective assessment, is considered inappropriate on any criterion of validity and is extremely inefficient. The current education policy proposes the abolition of annual examinations and their substitution by a system of continuous evaluation. The examinations are entirely memory-based and act as a constraint in the adoption of pedagogical practices aiming at inculcating creativity in learners. All examinations are conducted manually and million of student-months are lost whilst waiting for the results to be compiled and declared. The instructional model followed inside the classes is traditional and archaic. There is great emphasis on the use of text-books as the sole medium with a lot of drill as the only method of teaching. The teachers believe that teaching is equal to learning and that he is the sole dispenser of knowledge. The emphasis is on the acquisition of factual knowledge and the instructional objectives become less significant. The teacher patterns his mode of operation after the image of a primitive cultivator rather than after that of a technologist.

The article 25-A of Constitution of Pakistan obligates the state to provide free and compulsory quality education to children of the age group 5 to 16 years. "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law".

The education system in Pakistan is generally divided into five levels: primary (grades one through five); middle (grades six through eight);

high (grades nine and ten, leading to the Secondary School Certificate or SSC); intermediate (grades eleven and twelve, leading to a Higher Secondary (School) Certificate or HSC); and university programs leading to undergraduate and graduate degrees.

The literacy rate ranges from 96% in Islamabad to 28% in the Kohlu District. Between 2000—2004, Pakistanis in the age group 55–64 had a literacy rate of almost 38%, those aged between 45–54 had a literacy rate of nearly 46%, those between 25–34 had a literacy rate of 57%, and those aged 15–24 had a literacy rate of 72%. Literacy rates vary regionally, particularly by sex. In tribal areas female literacy is 9.5%. Moreover, English is fast spreading in Pakistan, with 18 million Pakistanis (11% of the population) having a command over the English language, which makes it the 3rd Largest English Speaking Nation in the world and the 2nd largest in Asia. Despite these statistics, Pakistan still has one of the highest illiteracy rates in the world and the second largest out of school population (5.1 million children) after Nigeria.

Education in Pakistan is overseen by the government Ministry of Education and the provincial governments, whereas the federal government mostly assists in curriculum development, accreditation and some financing of research. These data indicate that, with every passing generation, the literacy rate in Pakistan has risen by around 10%. On top of that, Pakistan produces about 445,000 university graduates and 10,000 computer science graduates per year⁸¹.

The existing educational model has been criticized as rigidly structured. It does not permit the movement of students horizontally and vertically between various program or levels of institutions. Individual once admitted to a program is either completed to stay in it or drop out. He cannot be accepted in another program if he has not joined it from the very beginning, due to the inflexibility of the system. Thus they are excessively theory oriented and fail to equip a teacher with the competencies which are required to do a good job. The level of motivation of teachers has always been low. Duration of pre-service training and even the level of general education of teachers are extremely inadequate. The professional level acquired by the teachers leaves much to be desired.

The National Education Census (NEC) of 2005/06 was the first education census conducted in the history of Pakistan that was specifically designed to collect information on all types of schools. It thus generated a complete and comprehensive picture of the current education system in

81 Wikipedia.

the country, and provides a robust information baseline from which to measure future progress.

Through ensuring a complete listing of schools, it also assists other education data collection activities in the field. Pakistan also has a National Education Management Information System (NEMIS) which collects education data annually. The system covers public education sector, but to date has not comprehensively covered private sector educational provision. Since some 31% of basic education students attend private schools, it is therefore important that up-to-date information be made available on this sub-sector, to ensure that policy development is based on knowledge of the entire education system not just the public sector alone. The NEC provides a snapshot of current conditions in education (including in the private sector), but it does not show whether conditions are improving or deteriorating over time. In order to answer such questions, similar data has to be obtained on a regular basis on both public and private schools. This can be achieved in one of three ways: first, the current NEMIS can be expanded to include private schools in their annual survey. If this is not operationally feasible, an ad hoc survey of private schools could be implemented on a regular basis; or instead, a third option would be to repeat the NEC periodically. If the last alternative were chosen, analysts and policy makers would be likely to require an interval between censuses of no more than four or five years, to ensure its usefulness to coincide with the national planning cycle. Therefore, a second NEC would have to be implemented by 2010/2011 to accurately describe the education system and to assess its progress towards meeting national goals.

A two-year planning cycle for such a census is therefore recommended, which means that work should begin now to set this in motion and to achieve such an objective. However, the current NEC has certain basic deficiencies. For example, it does not collect information on the age of students, which is important for assessing student participation and monitoring change over time. Survey activities in the future should include such information.

A combination of the NEC and the NEMIS shows that over 36 million students were attending an educational institution in 2005/06. Just under 50% of those students (17.8 million) were studying at the primary level, 20.9% (7.5 million) in pre-primary, 15.4% (5.6 million) in middle elementary, 6.9% (2.5 million) in secondary, 2.5% (.9 million) in higher secondary and 4.9% (1.8 million) at the postsecondary level. It is clear that Pakistan is still a long way from achieving universal primary enrolment. As indicated¹ by the primary Net Enrolment Rate (NER)'s estimate of

62%, over 35% of the population 5 to 9 years of age is not in school. Given a population of 5 to 9 years old of some 19.5 million, this means that about 7 million children aged 5 to 9 are out of the education system.¹ Provided by the Academy of Educational Planning & Management.

Furthermore, under current conditions, the education system does not provide for a substantial percentage of students to move beyond the primary level. At present, the average enrolment per grade at the middle elementary level is less than one-half the average enrolment per grade at the primary level. This is considerably less than that of most other countries, and it is clear that the delivery system needs to significantly increase the proportion of students capable of studying beyond the primary level. Pakistan has a Gross Enrolment Rate (GER) at the primary level of almost 80% - (when all primary enrolment is measured against the population 5 to 9 years of age). The difference of 80% between the Net Enrolment Rate (NER) of 62% and the GER is due to the number of primary students who are over 9 years of age or under 5 years of age. Given the number of repeaters in primary grades and the incidence of students beginning their primary school after age 5, it is likely that most of the difference is due to overage students. Numerically, this means that over 2.5 million students in primary school are over 9 years of age. Any reduction in this number, possibly by decreasing the repetition rate, may open up places in the primary system for some of children not currently in school.

Private education institutions enroll 31% of the students who are in basic education (pre-primary through higher secondary). In urban centers, private schools account for slightly more students (51%) than the public sector (49%). However, the situation is reversed in rural areas, where over 80% of students attend public schools. At the primary, middle elementary and secondary levels of education, almost one-third of all students attend private schools. Although most countries have less extensive private provision of basic education than in Pakistan, some experience higher percentages, such as the Netherlands and Lebanon, both of which have over 60% of their basic education provided by the private sector.

In Pakistan, there were 14 million girls studying in basic education in 2005, compared to 18.3 million boys. In other words, there were over 4 million more boys than girls in basic education, which results in a Gender Parity Index (GPI) of .76. This disparity in favour of boys was prevalent at all levels of basic education, with the exception of the higher secondary level, where there was parity between the sexes, producing a GPI of 1.0.

In Pakistan, because there are more boys than girls in the relevant population, this represents a small disparity in favour of girls. This level of GPI at the higher secondary level shows that many more boys than girls discontinued their education after secondary school, with the result that their numbers matched those of the girls in the final level.

Vacant teaching posts and untrained teachers both affect the quality of education provided to Pakistan's youth. In 2005/06, basic education had a vacancy rate of 6.5%, though the higher secondary level had the largest vacancy rate, with over 9% of the teaching positions remaining unfilled. Most teachers in the public school system had received professional training: (only 5% were untrained). However, by comparison, over half of the teachers in private schools had received no professional training.

Analysis of the NEC shows that many schools are in need of better facilities to improve the teaching environment. For example, 9% of primary schools do not have a blackboard, 24% do not have textbooks available for the children and 46% do not have desks for the students. Private primary schools are better equipped with desks and blackboards, but almost one-quarter of primary schools in both the public and private sectors do not have any textbooks. Only 36% of the public primary schools in the country have electricity, though the picture improves further up the education ladder, with most middle elementary, secondary and higher secondary schools having access to electricity.

Pakistan has some of the worst education indicators globally:

- Pakistan has the world's second highest number of children out of school, reaching 5.1 million in 2010. This is equivalent to 1 in 12 of the world's out-of-school children.
- Two-thirds of Pakistan's out of school children are girls, amounting to over 3 million girls out of school.
- From 1999 to 2010, the primary net enrolment ratio rose from 58% to 74%. But the ratio for girls is still 14 percentage points behind the ratio for boys, leaving only eight girls to every ten boys in primary school.
- 49.5 million adults are illiterate, two-thirds are women. This is the third largest globally.
- Projections indicate that the number of illiterate adults will increase to 51 million by 2015.
- The country ranks 113 out of 120 countries in the Education Development Index.

Pakistan's spending on education is very low, and has decreased

- Pakistan has reduced spending on education from 2.6% of gross national product (GNP) in 1999 to 2.3% of GNP in 2010.
- In 2010, the country allocated only 10% of government spending on education.
- Pakistan spends around 7 times more on the military than on primary education.

Pakistan has amongst the widest education inequalities in the world

- In 2007, one quarter of 7-16-year-olds had never been to school, with wide variations by region, wealth status and gender.
- While only 17% had never been to school in Punjab, 25% were in the same situation in Khyber Pakhtunkhwa and 37% in Balochistan.
- Poorest girls are most disadvantaged in all three provinces, with over half never having been to school.
- In Swat District, only around 1 in 3 of girls are in school.

Education for All Global Monitoring Report

Percentage of 7-16 year olds who have never been to school Pakistan, 2007

World Inequality Database on Education: www.education-inequalities.org

The long term effect of neglecting children's education is

There is a huge skills deficit among young Pakistanis now facing the world of work

- Over one in three young people in Pakistan have not completed primary school and, as a result, do not have the basic skills they need for work.
- Equivalent to a total of 12 million 15 to 24 year olds lack basic skills, which is the second highest number in developing countries.

Young people from disadvantaged backgrounds are least likely to have skills for decent jobs

- While over 70% of the richest young men and women have completed lower secondary school, only 16% of the poorest young men and fewer than 5% of the poorest young women have done so
- Nearly half of rural young women in the country have not had the chance to go to school, compared with only 14% of urban young women.

Not getting skills affects young people for life

- While 8% of men are not in the labour force, the figure for women is 69%.
- Men earn 60% more than women, on average. The wage gap is widest for those with low levels of literacy and numeracy.
- Yet education can make a big difference to women's earnings. Women with a high level

The madrasah system or deeni madaris - religious education institutions focusing on religious law, teachings of the Prophet Muhammad, classical logic, literature and the Koran - operate in parallel with the formal education system.

Madrasah or deeni madaris have existed for centuries in the Islamic world, including in Pakistan. The assessment of the function of the madrasah schools varies. The report "Pakistan, education" by the EC Rapid Reaction Mechanism Assessment Mission, (2002) argued that the schools might open up and collaborate with the outside world. In March 2006, an article in *Le Monde Diplomatique* pointed out a few radical schools but stressed that the rest of schools primarily serve a religious and educational purpose.

At independence in 1947 there were about 245 madrasahs in Pakistan. The number of madrasahs has increased since the rule of General Zia ul-Haq (1977-1988). In April 2002, the Minister of Religious Affairs estimated the number of schools to be about 10,000, with 1.7 million students. This number however is contested; different sources name figures from 600,000 to 2 million students.

The madrasahs are controlled by their own organisations or boards. The boards define the curriculum, and collect registration and examination fees⁸².

Central Boards of Madrasahs in Pakistan

| Name | Sub-sect | Place | Established |
|-------------------------------|----------------|-----------|--------------------|
| Wafq-ul-Madaris-al- Salafia | Ahl-i-Hadith | Faislabad | 1955 |
| Wafaq ul Madaris Deobandi | | Multan | 1959 |
| Wafaq ul Madaris (Shia) | | Pakistan | 1959 |
| Tanzim ul Madaris Barelvi | | Lahore | 1960 |
| Rabta-tul-Madaris-al- Islamia | Jamat-i-Islami | Lahore | 1983 ⁸³ |

⁸² Rahman, Tariq: *The Madrassa and the State of Pakistan Religion, poverty and the potential for violence in Pakistan*. Islamabad Policy Research Institute, 2004

⁸³ Pakistan, education: Report of the EC Rapid Reaction Mechanism Assessment Mission, 2002

Madrasah primary schools, called maktabas, are usually attached to mosques and provide basic Islamic education, e.g. reading and memorisation of the Koran. Secondary school madrasahs provide advanced instruction in Islamic education.

As for teaching modern subjects, the Ahl-i-Hadith madrasahs have been teaching Pakistan studies, English, mathematics and general science for a long time, according to Tariq Raman, 2004. The Jamat-i-Islami as well as the larger Deobandi, Bareilvi and Shia madrasahs also teach secular subjects. Urdu and Arabic are the languages of instruction in the madrasahs. Madrasahs have their own examination system and award certificates called sanads corresponding to the formal system:

- Hifz/Tajweed-wa-Quiraat/Ibtedayia = Primary School
- Mutawassita = Middle School
- Sanviya Aama = Secondary School Certificate
- Sanviya Khassa and above = Higher Secondary School Certificate

Holders of the Sanviya Khassa can either continue to higher education within the madrasah system or in the formal sector.

Madrasahs are mostly run on a charitable basis, the fees charged being small or non-existent. Some madrasahs provide free room and board as well. The Pakistan government gives financial assistance to madrasahs in order to modernise textbooks, including secular subjects in the curriculum such as English, mathematics and introducing computers.

In order to bring the madrasah schools into the mainstream, in 2002 General Pervez Musharraf's military government tried to impose reform on the schools in the form of prescription of foreign students, introduction of modern subjects and the creation of model madaris. Only about 4,350 schools (about one tenth) agreed to register.

The Pakistan government however continues the reform of the madaris and the introduction of formal education that started with the National Education Policy 1998-2010. At the end of 2005, the Pakistan government made it mandatory for madrasahs to be registered, and they have declared that all unregistered madrasahs will be closed, beginning in December 2005⁸⁴.

It is possible to continue to higher education within the madrasah system.

⁸⁴ Education Sector Reforms: Action Plan (2001/2- 2005/6), Ministry of Education, Pakistan.

The document below is a degree certificate issued in Arabic by the Wafq-ul-Madaris-al-Salafiya University belonging to the Ahl-I-Hadith (or Wahabi) sub-sect. The degree is considered as equivalent to a Master's degree in Arabic and Islam by the University Grants Commission as can be seen in the stamp on the verso of the document. Stamp on the verso of the document:

As mentioned earlier, it is possible to continue to higher education within the madrasah system. The document to the left is a degree certificate issued in Arabic by the Wafq-ul-Madaris-al-Salafiya University belonging to the Ahl-I-Hadith (or Wahabi) sub-sect.

The degree is considered as equivalent to a Master's degree in Arabic and Islam by the University Grants Commission as can be seen in the stamp on the verso of the document.

According to the Higher Education Commission, if a document bears their stamp, the degree holder can pursue further studies in the same fields at regular universities or find employment in the relevant fields.

Primary Education in Pakistan

Only 87% of Pakistani children finish primary school education. The standard national system of education is mainly inspired from the British system. Pre-school education is designed for 3–5 years old and usually consists of three stages: Play Group, Nursery and Kindergarten (also called 'KG' or 'Prep'). After pre-school education, students go through junior school from grades 1 to 5. This is proceeded by middle school from grades 6 to 8. At middle school, single-sex education is usually preferred by the community but co-education is also common in urban cities. The curriculum is usually subject to the institution. The eight commonly examined disciplines are Urdu, English, mathematics, arts, science, social studies, Islamiyat and sometimes computer studies which is subject to availability of a computer laboratory. Provincial and regional languages such as Punjabi, Sindhi, Pashto and others may be taught in their respective provinces, particularly in language-medium schools. Some institutes also give instruction in foreign languages such as Turkish, Arabic, Persian, French and Chinese. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or an Urdu-medium school.

Primary education comprises Grades I-V. The language of instruction is either Urdu or the regional language. The curriculum includes reading, writing, arithmetic, general science, social studies, Islamic education, and physical education.

As of year 2009, Pakistan faces a net primary school attendance rate for both sexes of 66 percent. A figure below estimated world average of 90 per cent.

Pakistan's poor performance in the education sector is mainly caused by the low level of public investment. Public expenditure on education has been 2.2 percent of GNP in recent years, a marginal increase from 2 percent before 1984-85. In addition, the allocation of government funds is skewed towards higher education, allowing the upper income class to reap majority of the benefits of public subsidy on education. Lower education institutes such as primary schools suffer under such conditions as the lower income classes are unable to enjoy subsidies and quality education. As a result, Pakistan has one of the lowest rates of literacy in the world, and the lowest among countries of comparative resources and socio-economic situations.

Qualitative Dimension

In Pakistan, the quality of education has a declining trend. Shortage of teachers and poorly equipped laboratories has resulted in the out-dated curriculum that has little relevance to present day needs.

Quantitative Dimension

Causative factors include defective curricula, dual medium of instruction, poor quality of teachers, cheating in the examinations and overcrowded classrooms. However, efforts are on the way of moulding the curriculum to meet its national requirements.

Gender Differences

There is great difference in the rates of enrollment of boys, as compared to girls in Pakistan. According to UNESCO figures, primary school enrolments for girls stand at 60 per cent as compared to 84 percent for boys. The secondary school enrolment rate stands at a lower rate of 32 percent for females and 46 per cent males. Regular school attendance for female students is estimated at 41 per cent while that for male students is 50 per cent.

The first stage is called primary. It comprises class I to V and enrolls students of age-group 5+ to 9+. Next is a three year middle stage constituting class VI to VIII corresponding to age group 10+ to 12+. A school with classes I to V is known as a primary school and one with classes I to VIII is called a middle school. The curricula in various disciplines were drafted by National Committee containing a majority of subject experts from the Universities and are highly content oriented.

About 90% of the children in the age group (5-9) will be enrolled in schools by year 2002-03. Gross enrolment ratio at primary level will be increased to 105% by year 2010 and Compulsory Primary Education Act will be promulgated and enforced in a phased manner. Full utilization of existing capacity at the basic level has been ensured by providing for introduction of double shift in existing school of basics education. Quality of primary education will be improved through revising curricula, imparting in-service training to the teachers, raising entry qualifications for teachers from matriculation to intermediate, revising teacher training curricula, improving management and supervision system and reforming the existing examination and assessment system. Integration of primary and middle level education in to elementary education (I-VIII). Increasing participation rate from 46% to 65% by 2002-3 and 85% 2010 at middle level. At the elementary level, a system of continuous evaluation will be adopted to ensure attainment of minimum learning competencies for improving quality of education. Only 63% of Pakistani children finish primary school education. Furthermore, 68% of Pakistani boys and 72% of Pakistani girls reach grade 5. The standard national system of education is mainly inspired from the British system. Pre-school education is designed for 3–5 years old and usually consists of three stages: Play Group, Nursery and Kindergarten (also called 'KG' or 'Prep'). After pre-school education, students go through junior school from grades 1 to 5. This is preceded by middle school from grades 6 to 8. At middle school, single-sex education is usually preferred by the community but co-education is also common in urban cities.

Balochistan Primary Education Project

This project provides financing over five years to implement the long-term Balochistan government primary education program, with special measures to improve girls' education. The project will: (a) establish a new girls' school which boys are allowed to attend; (b) provide classrooms and facilities to mixed shelterless schools; (c) introduce a scholarship program for girls in urban slum areas to attend privately-run schools; (d) establish an appropriate pre-service and in-service teacher training system geared to the multi-grade school conditions in Balochistan; (e) develop core student-activity books and other instructional materials, suitable for multi-grade teaching and learning; (f) establish a Directorate of Primary Education separate from the secondary school administration at provincial and district levels; (g) establish a policy monitoring and evaluation unit within the Directorate of Primary Education; and (h) continue to develop the management information system to facilitate planning and management. Beneficiary participation will be instituted by

setting up parent's committees and involving these committees in school establishment and supervision. The project finances construction, furniture, equipment and educational materials, specialist services, fellowships, training, incremental recurrent cost for additional staff, and operation and maintenance.

Basic Information

| | |
|----------------------------------|---------------------|
| Project ID | P010417 |
| Status | Closed |
| Approval Date | April 13, 1993 |
| Closing Date | December 31, 1999 |
| Country | <u>Pakistan</u> |
| Region | <u>South Asia</u> |
| Environmental Category | C |
| Team Leader | Juan Prawda |
| Borrower ^{***} | GOVT. OF PAKISTAN |
| Implementing Agency | BALOC. EDUC. DEPT. |
| Total Project Cost ^{**} | US\$ 330.00 million |
| Commitment Amount | US\$ 106.00 million |

Sectors

| | |
|-----------------------------------|-----|
| Primary education | 75% |
| Central government administration | 16% |
| Tertiary education | 8% |
| Other social services | 1% |

Themes

| | |
|---|-----|
| Education for all | 23% |
| Gender | 22% |
| Participation and civic engagement | 22% |
| Social safety nets | 22% |
| Administrative and civil service reform | 11% |

* *Theme Classification did not exist at the time project was approved*

** *Total project cost includes funding from World Bank and non-bank sources in US\$ millions. Active and Closed projects show commitment at Board approval. It does not reflect any cancellations. Proposed (pipeline) and dropped projects show the forecast amount. The commitment amount for projects in the pipeline is indicative and may be modified during the project preparation.*

*** *Borrower refers to the Borrower of a Loan or Recipient of a Grant*

Pakistan Reading Project

The U.S. Agency for International Development has awarded the International Rescue Committee \$160 million to implement the Pakistan

Reading Project, an extensive education program in *Pakistan* aimed at tackling one of the highest child illiteracy rates in the world.

Through the Pakistan Reading Project, the IRC and 10 partner organizations will work to improve the quality of reading education in 38,000 schools and advance and develop the reading instruction skills of 94,000 teachers over the next five years.

“The launch of the Pakistan Reading Project represents a long term commitment from the IRC and USAID to reach 3.2 million children with improved reading programs and ensure that 2.5 million of them are reading at grade level,” says John Keys, the IRC’s senior vice president of international programs. “We anticipate that these boys and girls will carry these skills with them into secondary and tertiary education, and then into adulthood. They are the future of Pakistan.”

Pakistan is one of the few countries where illiteracy rates are actually increasing. A 2010 study by the Brookings Institution showed that there were 47 million illiterate adults in Pakistan and that the number is likely to grow to 50 million by 2015. According to government statistics, Pakistan’s primary school enrollment rate is only 66 percent and some 7.2 million primary school age children are not in school. The situation in Pakistan has been widely described as an educational emergency.

The IRC and its partners will be working with Pakistan’s provincial and area governments to provide the highest quality literacy instruction in primary schools across the country, with a focus on underserved rural communities where access to elementary education is limited. The project will expand the number of colleges and universities offering rigorous teacher training in reading and specialized bachelor’s and associate degrees in education. The project will complement other education initiatives being implemented by the Government of Pakistan, USAID and other international partners.

“The foundation of a high-performing education system is primary school,” says John Shumaker, a career global educator who will be overseeing the project for the IRC. “If we make an impact there for children in Pakistan, the benefits will be profound and long term.”

The International Rescue Committee has worked in Pakistan since 1980, delivering extensive humanitarian assistance in response to mass refugee influxes, natural disasters, and internal strife and displacement. Throughout, the IRC has closely partnered with Pakistan’s government to ensure that the most vulnerable children have access to education. With

the Pakistan Reading Project, the IRC continues its commitment to helping Pakistan develop its greatest resource—its children.

About the International Rescue Committee

A global leader in humanitarian assistance for 80 years, the International Rescue Committee responds to the world's worst crises and helps refugees and others uprooted by conflict, disaster and persecution to survive and rebuild their lives. At work in more than 40 countries and 22 US cities, the IRC works to restore safety, hope, opportunity and dignity. For more information, visit www.Rescue.org and follow [@IRCpress](https://twitter.com/IRCpress) for updates.

Primary Education had been the top priority area with in education sector. Which is evident from the fact that on the average half of the education budget/allocations had been earmarked for promotion of primary education. It became possible because of the strong realization amongst educational planners and policy makers that primary education being the very basis of whole educational pyramid and having the highest rate of return (both private and social) needs to be further expanded, strengthened and promoted as a top priority area. It is certainly an achievement of post Jomtein period. However, this message has to be communicated effectively and convincingly to the politicians, communities and masses yet.

The aforementioned realization and feelings have been translated in to a number of policy measures, strategies, innovative programmes, development plans and projects aimed at promotion of primary education in Pakistan. A brief review of some of these programmes and projects implemented or being implemented since 1990 is as follows:-

Social Action Programme (SAP)

In primary education, the key SAP areas are *enhancing girls primary education in terms of access and quality through:-

introduction of mixed schools in places where it is culturally acceptable, introducing the provision of female teachers in mixed schools and putting them under female administration and provision of basic facilities in primary schools such as boundary walls, toilets, a supply of water.

Increased employment of female teachers with a ratio of 70:30 and setting up 60% girls and 40% boys schools in future.

Improving the availability of female teachers through; relaxation of age limits and qualification for entry and re-entry into the professions;

relaxation of qualifications where no female teacher is available; and localization of the teacher cadre to the district level, and below.

Strengthening Primary Education Institutions/Directorates establishing and strengthening the Education Management Information Systems (EMIS) in all provinces and at the federal level.

Basing selection of school sites on merit based criteria using EMIS data.

Restricting the transfer of teachers, especially during the academic year.

Monitoring and assessing the effects of the new policies and related activities.

Improving the quality of primary education

Enhancement in the non salary budget and focus on utilizing it efficiently for the provision of classroom materials and furniture, maintenance and repairs, teacher training and others.

Improving the quality of textbooks through introducing competition and choice in textbook production, and through improvements in the curriculum.

Improving the quality of teachers through improved teacher training programs.

address the problem of the pre-primary or katchi class where most dropouts occur.

Fostering the private sector/NGOs and establishing education foundations in all provinces and at the national level.

Increased focus on the role of the community

Increased use of the private sector, for instance, for supervision or maintenance and repairs. It needs to be mentioned, that under SAP-I upto 1994-95, against 19977 schools, 12,910 could be opened, which was 64.62% of the target. Similarly, against 3487 Mosque schools, 2910 could be opened. In respect of development allocations, against Rs.21.00 billion, about Rs.17.258 billion were provided during first three years of SAP. According to the latest information around 25,000 schools have been established since 1992-93, including Mosque Schools.

Primary Education Development Projects

Efforts are being made to eradicate illiteracy and promote primary education in all the provinces of Pakistan including AJK in

collaboration/coordination with the Provincial Education Departments and foreign donor agencies. A number of development projects/programmes in the area of primary/elementary education are being implemented with the assistance of World Bank, Asian Development Bank, OPEC, EEC, USAID, UNDP, UNESCO, UNICEF, JICA, NORAD, GTZ and other donor agencies. A synopsis of some of the main projects is at annexure-III.

An overview of major Primary Education Development Projects implemented during nineties is as follows:

a. III-Primary Education Project

For qualitative improvement and quantitative expansion of primary education in the province of Punjab, Third Primary Education Project costing US\$ 252.35 million was launched. The cost included a loan of US\$.145.Million from the World Bank and grant in gratis US \$ 17.5 Million from EEC. Under this project, 8993 Primary Schools were constructed and made functional in the Province of Punjab. New text books based on integrated curricula were developed and introduced in Punjab.

b. Girls Primary Education Development Project I & II.

A project costing Rs.1762.95 Million was completed in 1996 in the four Provinces with the financial assistance of Asian Development Bank. Under this project 880 Community Model Schools were established and made functional in Rural Areas by providing all needed educational inputs. The second phase of the subject project has been launched since January 1998. Total cost of the project is US\$.78 Million (ADB US.\$ 45:OPEC 16:GOP 17 Million). The project, interalia, aims at establishment of 900 Community Model Schools, 173 Teacher Resource Centers and Quality Improvement Cells.

c. Primary Education Development and Expansion Project in AJK

A primary Education Development and Expansion Project was launched in AJK assistance of OPEC Fund of Rs.108.9 million. The amount was utilized for construction of 255 primary schools.

d. NWFP Basic Education Project

With a view to improve literacy rate and to have a better quality at elementary level, Primary Education NWFP Project costing Rs.13510 million has been in operation since 1994-95 with co-financing of several donor agencies. Out of the total cost 27% will be provided by the donor while the remaining 63% is being provided by the NWFP Government.

Construction work of 3181 schools has been completed and 1100 new teachers have been appointed during the first two years of this project. Moreover, procurement of instructional material worth Rs.72 million is underway.

e. Sindh Primary Education Development Project

The Sindh Primary Education Development Project has been revised to accommodate some changes in the scope and cost of the project. It was started in September 1990 at a cost of Rs.4284.3 million. 3748 two-room primary schools against the target of 5250 were constructed by 1996. Similarly, 170 five-room primary schools against the target of 475 were established. Moreover, 1864 additional class room were added to the existing buildings, 5299 teachers were trained and 655 girls were provided with the scholarships in 1996.

f. Balochistan Primary Education Development Programme

Balochistan Primary Education Development Programme 1993-98 was launched with the financial assistance and collaboration of World Bank. The programme includes the inputs such as;

Construction of 3000 new girls schools and building for 2000 boys schools;

Repair of 2800 schools;

Mobile and Crash Teacher Training programme;

Instructional materials for 1000 schools.

Elimination of Disparities

In order to eliminate the existing imbalances and disparities between urban rural, and male female, the Government has taken a number of steps. In future all new schools will be mixed schools and 70% teachers in the new schools will be female. The recruitment age of female teachers has been relaxed to increase their availability. To retain the girl child in rural schools, free textbooks, stipends and nutritional food are being provided in disadvantaged and far off areas. This has resulted in an increase in enrolment and a reduction in the drop out rate. Besides, focus on increased female participation rural areas is also pre-eminent in the 8th Plan. *More than 2/3rd of all primary schools* opened in the rural areas of Pakistan to remove the historic imbalance.

Public Private Partnership

In order to facilitate the rapid expansion of primary education, Education Foundations have been set up in all the Provinces and at the national

level. According to the governing principles of the foundations 50% of the cost of opening new primary schools will be provided by the private sector, NGOs and community organizations, and the remaining 50% will be provided by the Government both as grants and loans. Besides, 25% of the recurring cost will be met by the sponsor and 75% by the government for a period of five years. The programmes under implementation by the National Education Foundation include Community Support Rural Programme; Urban Fellowship Programme; Training of Private School Teachers; Financial Assistance to Private schools and NGOs programme; Education Programme for Working Children; and Participatory Development Programmes.

Legislation for Compulsory Primary Education

Apart from motivational campaigns, primary education has also been made compulsory through legislation by the Government of Punjab. Other Provinces of Pakistan are working on similar lines. NWFP government has already approved the compulsory primary education bill. However, enforcement is still pending. Poverty, high opportunity cost and lack of adequate facilities and services at easily accessible distance are some of the main causes for delay in enactment and enforcement of compulsory primary education in Pakistan. Current National Education Policy (1998-2010) envisages promulgation and enforcement of free and compulsory primary education act in a phased manner.

Impact achievement in primary education since 1990 has been assessed with reference to EFA indicators/parameters pertaining to gross enrollment - net enrollment and participation rate as follows:

Gross intake rate in grade 1 is 99.8% total and 83,3% female. It is very encouraging to note that in all the provinces and areas of the country except the province of Sindh gross intake rate exceeded 100%.

Pakistan Integrated House Hold Survey (PIHS) 1998 highlighted the following main factors which adversely affect the primary school enrolment creating the problem of non- attendance and low participation rate.

Distance and Access to Primary School

Table 14 shows that a boys' primary school was located within 1 k.m of the 77 percent of the Primary Sampling Units (PSUs)/ villages/settlements in the country, whereas a girls' primary school was located within 1 km in 69 percent of the PSUs. In urban areas, both government and non-government schools appear to be equally accessible, and approximately four fifths of all PSUs had each of these types of school within 1 km. In

rural areas, however, access to non-government primary schools was markedly poorer, and less than out of every 5 PSUs is within 1 km of a non-government school.

Access to primary level schooling for boys was similar across all provinces of the country. Access to girls' primary level schooling in rural Sindh, however, was markedly poorer than in other parts of the country. Only 31 percent of PSUs had a School within 1 km of the PSU compared to 60 percent for the country as a whole.

II. Income of household

Household incomes are an important factor in determining whether or not children in a particular household attend school. The lower the income of a particular household, the less likely it is able to afford to pay tuition fees and other schooling related expenses. The likelihood that a child has ever attended school increases as the income of the household increases. It therefore appears plausible that a child's likelihood of attending school will be inversely related to the number of other children in the household as, holding household income and other relevant factors constant, the greater the number of children in a given household, the less the amount that will be available for each child's schooling. Hence, the lower the chance that the child ever attends school.

III. Education of Parents.

The most frequently cited reason why the child did not attend school was because the parents did not allow the child to attend school.

In short three main internal and three external factors for low enrolment in Pakistan, according to research findings, along with their rank order are as follows:

Internal Reasons for Low Enrollment

- i. Distance as well as lack of facilities in schools
- ii. Defective textbooks and curriculum which is beyond the comprehension level of students.
- iii. Harsh attitude of teacher.

External Reasons for Low Enrollment

- i. Poverty of parents
- ii. Parent's lack of understanding of value of education
- iii. Opportunity cost to the parents by sending the child to school

National average of net intake rate in grade-I is 59.7% total and 53.6% female against 50% total and 41% female net enrolment ratios at primary level grade (1-V). It shows that in coming years net enrolment at primary level is expected to improve considerably. Net intake rate in the province of Sindh (total 20%: female 21%) is the lowest in the country.

Overall public sector gross enrollment at primary level has decreased by 17.8% in the province of Sindh and 7.7% in Punjab. Country level increase in gross enrollment is only 5.6% in eight years. Highest increase could be possible in the federal areas i.e. FANA 140%, ICT 96% and FATA 82%.

Because of high priority and focus given to female education and number of interventions and inputs made through the development projects, female gross enrollment has increased substantially in all the provinces and areas except Punjab. In the northern part of the country i.e. FANA, NWFP and FATA increase is the highest that is 287%, 157% and 150% respectively.

Despite decrease in male enrolment in public sector in some of the provinces participation rate has increased considerably since 1990. It could be possible because of massive increase in private sector gross enrollment in nineties. A record increase of 24% from 60% in 1990-91 to 84% in 1997-98 in gross participation rate is a great achievement in primary education in Pakistan. Participation rate has increased in all the provinces and areas of the country both for males and females in urban as well as rural areas of the country.

In 1998 total primary school age group (5-9⁺ year) population was 20.46 million which is 15.6% of total population. Half of these children i.e. 10.05 million live in the province of Punjab against only 1.14 million in Balochistan.

Out of these 20.46 million primary school age children only 12.12 million (60%) are enrolled in schools. 50% in public sector schools and only 10% in private sector. A large segment of this age group i.e. 8.3 million (40%) is not enrolled in schools.

Islamabad Capital Territory (ICT) having 97% net enrollment has almost achieved the target of universalization of primary education. Province of Balochistan has the lowest net enrollment ratio i.e. 46% followed by FANA 50% and Sindh 53%.

Some of the basic causes of low enrolments of girls at all levels of education and continuing large male-female differentials in literacy and

participation rates, as identified by different research studies and groups of experts are as follows:

- i. Poverty, illiteracy and conservatism of the parents generating negative attitudes against the education of girls.
- ii. Low base of female education at the time of independence and persistent obsession of parents planners and community leaders that first available educational facility must be reserved for boys and girls be treated as a second preference as compared to boys.
- iii. Demand for separate girls schools and lack of adequate financial support.
- iv. Non-availability of qualified and experienced female school teachers and neglect of basic physical facilities for female schools.
- v. Lack of incentives for girls to attend schools and teachers to take up teaching duties with commitment and devotion.
- vi. Irrelevant curricula and ineffective teaching methodology for multigrade teaching in schools where two teachers teach five classes in one or two rooms.
- vii. Inhibiting role of uneducated mothers and severe attitudinal barriers to girls education in the rural and tribal areas.
- viii. Non-existence of a girls primary school or availability of a school at an inaccessible distance.
- ix. Heavy population growth-rate and burden of house hold work in large families on the female children.
- x. Absence of essential facilities like drinking water, mats for squatting or benches for sitting, urinals and space for playing, ets in existing girls schools.
- xi. Apathy of the community and ineffective supervisory system.
- xii. Poor impact of non-governmental organisations on the motivation of parents and girls⁸⁵.

Primary School Curriculum in Pakistan

The curriculum is usually subject to the institution. The eight commonly examined disciplines are Urdu, English, mathematics, arts, science, social studies, Islamiyat and sometimes computer studies which is subject to availability of a computer laboratory. Some institutes also give instruction in foreign languages such as Arabic, Persian, French and

⁸⁵ Unesco.org

Chinese. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or an Urdu-medium school. The primary school curriculum covers seven subjects in a week; Language: 8 hours; Mathematics, Science and Islamic Studies: 4 hours each; Social Studies, Health and Physical Education and Art 2-3 hours each. In practice, science and art and some portions of arithmetic are neglected or eliminated because materials are in short supply and teachers are unable to teach the subject. Seven curricula cover methods of teaching in the principal primary school subjects and the remaining three include principles of education, child development, and school and classroom organization and management. Although this new plan is an improvement over the previous curriculum, its operation is often ineffective due to weakness in staff, facilities and equipment. Almost all T.T.I. staffs were prepared as secondary teachers, virtually none has ever taught in a primary school. As a result, they are unable to prepare their students for the physical conditions, the pupil needs and the behavior patterns in primary schools.

Universalization of Primary Education in Pakistan

In Pakistan, various plans have been drafted to attain universalization of primary education on a top priority basis. Subsequent realities have revealed that none of the plans succeeded and often were not seriously launched. In 1990, about 37% children of the relevant age group still did not even enroll; the situation is further aggravated by a rapid population growth rate. The existing education system is rigid in its operations. It is primarily because of its absence of flexibility that increases drop-outs, repeaters and failures are taking place. The education system of Pakistan is complex, intricate and in certain ways outdated. This means that numbers of educational institution, enrollment, and teachers have multiplied but a commensurate facility to modernize the education system has not taken place. Although Pakistan is an agricultural country and major part of the population still lives in rural areas hence the efforts to promote education must concentrate in the underserved areas. The education system needs to be geared towards the world of work and make it more acceptable to the masses.

Teachers Training for Primary Education in Pakistan

Teachers training for primary education is conducted in a one year course that a schooling of 10 years in general education. Primary teacher training is provided in 87 Teacher Training Institutions (T.T.Is) that have an average capacity of only 200 students and a combined output of 14,000 p.a. less than 10% of the current stock of 0.15 million teachers. All T.T.Is

are divided by sex, and less than 1/3 caters for females. As a result of inadequate overall capacity, about 14% of male teachers and nearly 25% female teachers enter service without training; many of these are then trained by Allama Iqbal Open University employing a distance learning methodology. Facilities of T.T.Is are quite inadequate; there are often no laboratories, workshops or good libraries, and almost no equipment. A new curriculum for primary teacher training announced in 1976 divides a 48 week institutional year into 10 topic subjects and short and long-term practice teaching of 3 to 5 weeks duration.

Both pre-service and in-service training needs to be expanded and improved and plans have been developed to cover population and enrolment growth and the reduce class size. Major short coming in the pre-service training system include irrelevant curricula, poor teaching and inadequately motivated students, many of whom do not enter teaching profession after training. Opportunities for in-service training are limited and most teachers receive only pre-service training. The void in in-service training for primary teachers is substantial in view of the large stock of teachers in each region. The government places special emphasis on in-service training in view of realization of the inadequate preparation of teachers to do their job in a professional manner. There is also concern for the existing facilities, if continued at present pace; it would require 20 years to complete one full cycle of in-service training. The in-service training which is available also lacks quality and relevance. Instruction is given entirely by lectures conducted by staff who have no primary school experience. No emphasis is given to the teacher's priority need for practical training in how to handle large multi-grade classes particularly in the basic competences of language and mathematics.

Examination System of Primary Education in Pakistan

Examinations are generally held annually and are used to promote the students to higher classes or to retain them in the same class. In the primary classes, examinations are conducted by the schools concerned. However, at the end of fifth year of the primary stage a public examination is held by the Education Department for the award of merit scholarship. Only outstanding students compete. Similarly, the Middle Schools are held by the concerned schools but there is a public examination at the end of grade VIII by the Education Department for the award of scholarships.

Secondary Education in Pakistan

Secondary education in Pakistan begins from grade 9 and lasts for four years. After end of each of the four school years, students are required to

pass a national examination administered by a regional Board of Intermediate and Secondary Education (or BISE).

Upon completion of grade 9, students are expected to take a standardised test in each of the first parts of their academic subjects. They again give these tests of the second parts of the same courses at the end of grade 10. Upon successful completion of these two examinations, they are awarded a Secondary School Certificate (or SSC). This locally termed as 'matriculation certificate' or 'matric' for short. The curriculum usually includes a combination of eight courses including electives (such as Biology, Chemistry, Computing and Physics) as well as compulsory subjects (such as Mathematics, English, Urdu, Islamiyat and Pakistani Studies).

Students then enter an intermediate college and complete grades 11 and 12. Upon completion of each of the two grades, they again take standardised tests in their academic subjects. Upon successful completion of these examinations, students are awarded the Higher Secondary (School) Certificate (or HSC). This level of education is also called the FSc/FA/ICS or 'intermediate'. There are many streams students can choose for their 11 and 12 grades, such as pre-medical, pre-engineering, humanities (or social sciences), computer science and commerce. Each stream consists of three electives and as well as three compulsory subjects of English, Urdu, Islamiyat (grade 11 only) and Pakistani Studies (grade 12 only).

Alternative qualifications in Pakistan are also available but are maintained by other examination boards instead BISE. Most common alternative is the General Certificate of Education (or GCE), where SSC and HSC are replaced by Ordinary Level (or O Level) and Advanced Level (or A Level) respectively. Other qualifications include IGCSE which replaces SSC. GCE O Level, IGCSE and GCE AS/A Level are managed by British examination boards of CIE of the Cambridge Assessment and/or Edexcel of the Pearson PLC. Generally, 8-10 courses are selected by students at GCE O Levels and 3-5 at GCE A Levels.

Advanced Placement (or AP) is an alternative option but much less common than GCE or IGCSE. This replaces the secondary school education as 'High School Education' instead. AP exams are monitored by a North American examination board, College Board and can only be given under supervision of centers which are registered with the College Board, unlike GCE O/AS/A Level and IGCSE which can also be given privately. There is another type of Education in Pakistan which called Technical education. Currently three boards, Punjab Board of Technical

Education, NWFP Board of Technical Education, and Sindh Board of Technical Education providing facilities of technical education. PBTE (Punjab Board of Technical Education) offering Matric tac. and D.A.E (Diploma of Associate Engineering) in different technologies like Civil, Architecture, Mechanical, Electrical, Electronics, Computer Sciences and many more technologies. This is made of three years and combination of Physics, Chemistry, Islamic study, Pakistan Study and other more than 25 books related to their Technology. After matric and then three years diploma is equal to 12th grade, and diploma holder called Associate Engineer. Either they can join their respective field or can take admission in B-tech or BE in their related technology after D.A.E.

Higher secondary education, sometimes referred to as the "intermediate stage", lasts from Grades XI to XII. It often takes place at university colleges or similar. According to the UK NARIC, army public schools, divisional public schools, autonomous colleges and some private sector institutions are commonly recognised as being more prestigious than government schools. The earlier term faculty of arts/sciences for higher secondary education is still often used, e.g. in admission materials from higher education institutions. Regional Boards are granted some autonomy on the subjects and combinations they may offer⁸⁶.

Differences between streams

One of the questions the delegation tried to verify through the Ministry of Education concerned the differences between streams within higher secondary education. The background for the interest was the fact that UK NARIC recognizes higher secondary examination certificates from the pre-engineer and the medical streams as comparable to GCE advanced subsidiary AS level. Certificates from the science stream and humanities stream are only accepted as comparable respectively to a standard between GCE AS and GCSE and to GCSE grades A-C.

According to the Ministry of Education, there are no differences in the curriculum demands and Pakistan itself does not make any distinction between the different streams. However students in general do better within the pre-engineer and medical streams and within the science stream compared with the results of students within the humanities stream. According to the Ministry of

Education, this is due to the fact that students who do not possess the capability of joining the "hardcore" streams more often join the humanities stream.

⁸⁶ Website of the Pakistan Ministry of Education <http://www.moe.gov.pk/>

According to the UNESCO's 2009 Global Education Digest, 6.3% of Pakistanis (8.9% of males and 3.5% of females) were university graduates as of 2007. Pakistan plans to increase this figure to 10% by 2015 and subsequently to 15% by 2020. There is also a great deal of variety between the different age cohorts. Less than 6% of those in the age cohort 55-64 have a degree, compared to 8% in the 45-54 age cohort, 11% in the 35-44 age cohort and 16% in the age cohort 25-34⁸⁷.

After earning their HSC, students may study in a professional college for Bachelor's degree courses such as engineering (B.Engg/BS Engg.), B.Tech Hons/BS Engg.Tech medicine (MBBS), dentistry (BDS), veterinary medicine (DVM), law (LLB), architecture (B.Arch), pharmacy (Pharm-D) and nursing (B.Nurs). These courses require four or five years of study. There are some councils and boards that will handle all the educational matters in these cases and they are known as the PMDC, Pakistan pharmacy council and Pakistan nursing council. Students can also attend a university for Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Commerce (BCom) or Bachelor of Business Administration (BBA) degree courses. These all are the courses that are done in Pakistan and are really common but these days doctor of pharmacy is also gaining much reputation. The pharmacy council of Pakistan is doing huge struggle to make the pharmacy education better.

There are two types of Bachelor courses in Pakistan: Pass or Honors. Pass degree requires two years of study and students normally read three optional subjects (such as Chemistry or Economics) in addition to almost equal number of compulsory subjects (such as English and Pakistan Studies). Honours degree requires three or four years of study, and students normally specialize in a chosen field of study, such as Biochemistry (BSc Hons. Biochemistry). It can be noted that Pass Bachelors is now slowly being phased out for Honours throughout the country.

The Secondary stage includes class IX and X caters to 13+ to 14+ age groups. It is followed by the intermediate stage of class XI and XII, the average age of students at this stage is 15+ and 16+. Classes XI and XII are considered as part of college education. A high school may have classes I to X or VI to X or even XI and XII. The schools work for 32-34 hours a week. The common pattern is eight periods a day of 40 minutes duration each. Public examinations are held by the respective regions at the end of classes X and XII. There are various Boards of Intermediate

⁸⁷ Wikipedia

and Secondary Education which conduct these examinations. Pre-service training for primary school teachers is undertaken at various levels. Originally, a person with matriculation (grade X) could be given a year of training in teaching and certified as P.T.C (Primary Teaching Certificate). Similarly a person after the intermediate stage (grade XII) undergoes a pre-service training of one year to obtain C.T (Certificate in Teaching). P.T.C and C.T are eligible for teaching at the primary and middle stage respectively. Classes of P.T.C and C.T are run in Elementary/Normal Colleges of Education.

One model secondary school will be set up at each district level. A definite vocation or a career will be introduced at secondary level. It would be ensured that all the boys and girls, desirous of entering secondary education, become enrolled in secondary schools. Curriculum for secondary and higher secondary will be revised and multiple textbooks will be introduced. The participation rate will be increased from 31% to 48% by 2002-03. The base for technical and vocational education shall be broadened through introduction of a stream of matriculation (Technical) on pilot basis and establishment of vocational high schools. Multiple textbooks shall be introduced at secondary school level⁸⁸.

Secondary education in Pakistan begins from grade 9 and lasts for four years. After end of each of the four school years, students are required to pass a national examination administered by a regional Board of Intermediate and Secondary Education (or BISE). Upon completion of grade 9, students are expected to take a standardised test in each of the first parts of their academic subjects. They again give these tests of the second parts of the same courses at the end of grade 10. Upon successful completion of these two examinations, they are awarded a Secondary School Certificate (or SSC). This locally termed as 'matriculation certificate' or 'matric' for short. The curriculum usually includes a combination of eight courses including electives (such as Biology, Chemistry, Computing and Physics) as well as compulsory subjects (such as Mathematics, English, Urdu, Islamiyat and Pakistani Studies).

Students then enter an intermediate college and complete grades 11 and 12. Upon completion of each of the two grades, they again take standardised tests in their academic subjects. Upon successful completion of these examinations, students are awarded the Higher Secondary (School) Certificate (or HSC). This level of education is also called the

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FSc/FA or 'intermediate'. There are many streams students can choose for their 11 and 12 grades, such as pre-medical, pre-engineering, humanities (or social sciences) and commerce. Each stream consists of three electives and as well as three compulsory subjects of English, Urdu, Islamiyat (grade 11 only) and Pakistani Studies (grade 12 only).

Alternative qualifications in Pakistan are also available but are maintained by other examination boards instead BISE. Pakistan also has a parallel secondary school education system in private schools, which is based upon the curriculum set and administered by the Cambridge International Examinations, in place of government exams. Some students choose to take the O level and A level exams through the British Council. Most common alternative is the General Certificate of Education (or GCE), where SSC and HSC are replaced by Ordinary Level (or O Level) and Advanced Level (or A Level) respectively. Other qualifications include IGCSE which replaces SSC. GCE O Level, IGCSE and GCE AS/A Level are managed by British examination boards of CIE of the Cambridge Assessment and/or Edexcel of the Pearson PLC. Generally, 8-10 courses are selected by students at GCE O Levels and 3-5 at GCE A Levels. Advanced Placement (or AP) is an alternative option but much less common than GCE or IGCSE. This replaces the secondary school education as 'High School Education' instead. AP exams are monitored by a North American examination board, College Board and can only be given under supervision of centers which are registered with the College Board, unlike GCE O/AS/A Level and IGCSE which can also be given privately.

Middle level education lasts from Grades VI-VIII. The curriculum includes the compulsory subjects of Urdu, English, mathematics, sciences, social studies, and Islamic studies. Non-Muslims are exempt from Islamiyat-Islamic Studies. Instead they are taught Moral Education.

Secondary Education lasts from Grades IX through X. Students can specialise in science, humanities, or technical streams. Compulsory subjects for all are English, Urdu, Islamiyat, Pakistan studies and mathematics. In addition, students study the following subjects within the different streams:

- Science stream: Physics, chemistry and biology/computer science/technical subject
- Humanities stream: General science and two elective subjects/one elective subject and one technical subject
- Technical stream: General science and two technical subjects.

However, rural areas often offer a limited choice of subjects due to lack of staff and facilities, such as science labs in science streams. Only 35% out of 9,200 secondary and higher secondary schools in Pakistan meet the minimum requirements of an equipped laboratory according to official statistics published in the Education Sector Reforms: Action Plan for 2001/2002 to 2005/2006. The government plans to construct new science labs in about 3,000 schools during 2001-2011.

The technical education stream was introduced at the beginning of this century. The aim is for the technical stream to be available in 1,200 secondary schools, 10 in each district, preferably five male and five female schools. The technical education stream addresses itself to those pupils who enter the labour market after Grade X. 34 emerging technology streams are planned for introduction along with appropriate teaching materials. Students passing the examination at the end of Grade X are awarded the Secondary School Certificate.

Pakistan has introduced a continuous assessment and examination system. Pupils are assessed through course work, class participation, and examinations. However, promotion from one grade to another is automatic. Examination is conducted by the boards. It consists of question papers comprising different sections: objective questions, short answer questions and long answer questions.

The final mark is determined by the final set of examinations. Those who fail their national examinations at the first or "Annual" sitting by three subjects or less are able to retake the failed subjects, usually for a maximum of two "Supplementary" sittings. If no subjects are passed after the third and final supplementary, the entire set of examinations must be repeated, according to information from the UK NARIC.

Pass percentages vary according to the district, gender of the candidate as well as the stream chosen. Statistics from the different boards show that the highest pass percentages are found within the pre-medical and pre-engineering groups and within the science group.

The final qualification awarded is either the Intermediate Certificate or the Higher Secondary School Certificate. The student receives a certificate/diploma with the marks obtained issued by the relevant Board. The Inter Board Committee of Chairmen might attest the certificate.

An overall quality assurance body within secondary and higher secondary education with the power to monitor the quality of secondary educational institutions and establish sanctions if the standard of quality is not adhered to does not exist in Pakistan.

The curriculum wing within the Ministry of Education is empowered to work out the central curriculum in co-operation with provincial bureaus of curriculum. The InterBoard Committee of Chairmen (IBCC), established in 1972 under a Resolution of the Ministry of Education, coordinates activities of the boards of secondary and higher secondary education and tries to standardise academic, evaluation and curricular standards as well as to implement federal curricular guidelines. The authority of implementation of curriculum and quality assurance is within the provinces and the boards of secondary and higher secondary education. So the standard varies from province to province as well as from board to board. Additionally, since the boards derive their income from fees from the schools they are supposed to monitor, there may be an incentive for derogation built into the system of control.

The quality of secondary and higher secondary education depends on a lot of factors: economic resources, in-service teacher training facilities, text books, the means of conveying new curricula to all stakeholders, school facilities, teaching methods, teachers' education etc.

Government reports, as well as reports prepared by the international community, show that Pakistan is deficient in these respects. In general, reports about education in Pakistan stress the great differences in quality of secondary and higher secondary education closely linked to the type of school: semiautonomous schools for the elite, rural and urban government schools, with rural schools in particular lacking equipment and trained teachers, private schools including those established by Non-Governmental Organisations (NGO), for-profit organisations (e.g. private English language schools) as well as the religious communities.

The Federal Board of Intermediate and Secondary Education (FBISE) Islamabad, established under the FBISE Act 1975, is an autonomous body of the Ministry of Education. The jurisdiction of FBISE includes Islamabad as well as the whole of Pakistan including federally administered northern areas and overseas. FBISE affiliates around 700 secondary and higher secondary educational institutions, of which some 50 are based in other Islamic countries. It is empowered with administrative and financial authority to organise, regulate, develop and control intermediate and secondary education and conduct examinations in the institutions affiliated with it. In addition to FBISE, there are 25 provincial boards affiliating schools across the country.

The criteria for affiliation of schools are based on prescriptions regarding facilities, staff qualifications and educational conditions. For

example, the principal of a higher secondary school should hold a second class master's degree (MA/MSs), preferably MEd, while a teacher/lecturer should hold a second class master's degree or an equivalent qualification in the relevant subject. Besides rules for affiliation, FBISE conducts inspection of the institutions. An affiliation can be withdrawn. The activities of FBISE are mostly financed by fees from the affiliated schools. FBISE is cooperating with the English organisation EDEXCEL in order to have qualifications recognised as UK qualifications.

The Second Sindh Education Sector Project for Pakistan

The objective of the Second Sindh Education Sector Project for Pakistan is to raise school participation by improving sector governance and accountability and strengthening administrative systems, and measure student achievement. The components include: preparation of school budgets, both salary and non-salary components, following transparent, objective, and needs-based criteria; and third party support to the districts for managing and monitoring the flow and use of school budgets in line with applicable rules and regulations. Administration of the Annual School Census (ASC) for government schools on a regular basis through two distinct channels across districts, namely via a contracted third party and standard government process, accompanied by strengthened administrative procedures, procedures, and practices, and web-based direct reporting by secondary and higher secondary schools to improve the regularity, relevance, and reliability of ASC data. Appointment of specialized cadres of education managers and school headmasters following transparent, objective, merit-based criteria and rigorous mechanisms; contracts with performance terms and conditions; induction training, job guidelines, management materials and tools; and a tailored annual performance evaluation process (within the government's standard performance evaluation system).

The World Bank, through the International Development Association (IDA), teamed with Pakistan's Sindh province to improve education services and between 2009 and 2011, primary net enrolment increased by 450,000 children from 50 to 53 percent, and the ratio of female-male primary net enrolment in rural areas rose to 72 percent from 61 percent. More than 1,500 schools were fully rehabilitated and 13,000 new contract teachers were hired on merit. A public-private partnership brought a 29 percentage-point enrolment gain in poor rural communities and significantly improved student performance at a cost of only US\$3 per student per year.

Basic Information

| | |
|------------------------|--|
| Project ID | P125952 |
| Status | Active |
| Approval Date | March 14, 2013 |
| Closing Date | June 30, 2017 |
| Country | <u>Pakistan</u> |
| Region | <u>South Asia</u> |
| Environmental Category | B |
| Team Leader | Umbreen Arif |
| Borrower*** | ISLAMIC REPUBLIC OF PAKISTAN EDUCATION AND LITERACY DEPARTMENT, GOVERNMENT OF SINDH |
| Implementing Agency | |
| Total Project Cost** | US\$ 2700.00 million |
| Commitment Amount | US\$ 400.00 million |

Sectors

| | |
|----------------------------------|-----|
| Primary education | 40% |
| Secondary education | 40% |
| Public administration- Education | 20% |

Themes

| | |
|--------------------------------|-----|
| Education for all | 80% |
| Other public sector governance | 20% |

* *Theme Classification did not exist at the time project was approved*

** *Total project cost includes funding from World Bank and non-bank sources in US\$ millions. Active and Closed projects show commitment at Board approval. It does not reflect any cancellations. Proposed (pipeline) and dropped projects show the forecast amount. The commitment amount for projects in the pipeline is indicative and may be modified during the project preparation.*

*** *Borrower refers to the Borrower of a Loan or Recipient of a Grant*

Challenge

Pakistan's progress in improving its human development indicators has been uneven. Despite efforts to strengthen education service delivery in recent years, the country is unlikely to meet the education Millennium Development Goals for 2015. Consistent with the national picture, the province of Sindh performs poorly on a range of socioeconomic indicators, including education indicators related to access, equity, and achievement. Poor governance and weak accountability systems hamper efficient and effective public spending and service delivery in education.

Approach

The Sindh Education Sector Reform Program (SERP), a comprehensive medium-term program, focuses on improving governance and

accountability to increase school participation, reduce gender and urban-rural disparities in school participation, increase grade progression, and improve the measurement of student learning. The Sindh Education Sector Project (SEP), a results-based investment operation, has supported the SERP since 2009.

The SEP has four defining design features. First, it is performance based: disbursements are tied to pre-specified annual implementation progress and performance targets that are considered central to the SERP objectives. Second, the project is underpinned by reform initiatives in education sector governance. Third, it supports strengthened budget, fiscal, financial, and procurement management, as well as environmental safeguard principles and practices. Fourth, it improves monitoring and evaluation systems in several ways, including via third party validation exercises and rigorous impact evaluations.

Results

From 2009 to 2011, primary net enrollment increased from to 53 percent from 50 percent, bringing 450,000 more children to school. The ratio of female-male primary net enrollment in rural areas has increased from 61 to 72 percent.

In terms of facilities, 1,526 schools have been fully rehabilitated and were found (through a sample-based survey) to have suffered less damage from the 2010 floods than other schools. The government plans to permanently adopt the quality standards and the monitoring role of an independent third party.

Approximately 13,000 new teachers have been hired based on test scores and other objective criteria and placed in local schools under fixed-term, school-specific contracts. Evidence suggests that the newly-recruited teachers have less absenteeism on average than other teachers.

Additionally, 295 primary schools have been created through public-private partnership in disadvantaged rural communities. Entrepreneurs receive per-student subsidies conditional on free schooling provision and student test scores. School enrolment in these communities is 92 percent, compared to 63 percent in other communities. A one percent increase in community enrolment costs 275 Rupees (US\$3) per year per program student. On average, students in this program were able to provide over 50 percent more correct answers on the math and local-language tests than other students.

Over one third of Pakistan's 187 million people is younger than 14, while two-thirds of all Pakistanis are younger than 30. Pakistan has at

least 7 million out-of-school children and one in two adults is illiterate. Only 30% of Pakistan's children receive secondary education, while 19% attend upper secondary schools, and only 5% of the eligible age group attends tertiary education.

The financial support to the education sector provided by the European Commission amounted to € 80.7 million over the period 2007-2010 and € 70 million are foreseen for 2011-2013. This will continue to support the efforts of the provincial governments in the implementation of education sector reforms.

The European Commission's responds to the education challenge in Pakistan by supporting the education sector at provincial level in Sindh and in Khyber Pakhtunkhwa.

The Sindh Education Plan Support Programme's objective is to improve the quality and access to basic education. Focus is on strengthening governance, institutional capacity building and managing educational service provision in a transparent, accountable and participative manner. EU funding amounts to € 69 million for the period 2005-2011. In parallel, the World Bank has provided \$300M for the education sector. DFID will also invest in public private partnerships, and USAID will fund 5 district development plans (infrastructure, capacity building and quality of education) of northern Sindh.

The Khyber Pakhtunkhwa (KP) Education Sector Reforms Programme (ESRP) aims to improve the quality and access to basic education. Focus will be on improved service delivery in the entire province and reconstruction and rehabilitation of infrastructure in Malakand district in particular. EU funding amounts to €35 million for 2007-2010 and an additional €40 million in 2013. All donors in KP have signed a Memorandum of Understanding to align their assistance to the Education Sector Plan, approved by the government of KP in 2009. A capacity development plan is being implemented by GIZ with pooled funding from GIZ (BMZ), RNE, AusAid and EU. Norway has an ongoing programme of \$5M in support of the sector plan, while DfID has pledged £205M for the next 5 years.

Combating abusive forms of child labour

Funded with an EU contribution of €5 million and implemented by the International Labour Organisation (ILO), the overall objective of this project is to contribute to the efforts of the Government of Pakistan to eliminate child labour.

Some of the results achieved so far

In the Sahiwal district

- 54 children (26 girls and 28 boys) are withdrawn from worst forms of child labour.
- 1348 children (737 girls and 611 boys) are studying in the Non Formal Education (NFE) centers in 40 literacy centers established.
- 552 children aged 15-17 years (54 boys, 498 girls) have been enrolled in 20 literacy centres.
- 40 Mother Groups (around 1200 members) have been organized. These groups are provided awareness about child labour and its abusive forms. The same groups are used to facilitate parents for the provision of micro-credits.

In the Sukkur district:

- 157 children (59 boys and 100 girls) are withdrawn from worst forms of child labour.
- 1268 children (746 girls and 522 boys) are studying in the Non Formal Education (NFE) centers in 40 literacy centers established.
- 17 adult literacy centres are established that are catering 425 children (50 boys, 375 girls).
- 57 Mother Groups (785 members) have been organized. These groups are provided awareness about child labour and its abusive forms. The same groups are used to facilitate parents for the provision of micro-credits.

Child Labour Units (CLUs) have been established in all the provincial labour departments and at the federal level. Action Plans have been launched in three provinces. Coordination committees have been established at the provincial and district level. All the relevant stockholders are members of these committees at the provincial and district level.

Actions programmes are developed and implemented by the Employers Federation of Pakistan, Pakistan Workers Federation, Centre for Improvement of Working Conditions and Environment and the district Governments in the two districts. A Child Labour Survey will be conducted from September 2011.

Higher Education in Pakistan

Most of Master's degree programs require 2 years education. Master of Philosophy (M.Phil) is available in most of the subjects and can be

undertaken after doing Masters. Doctor of Philosophy (PhD) education is also available in selected areas and is usually pursued after earning a M.Phil degree. Students pursuing M.Phil or PhD degrees must choose a specific field and a university that is doing research work in that field. M.Phil and PhD education in Pakistan requires minimum of 2 years of study.

The Higher Education Commission of Pakistan (reporting name: HEC), is an independent, autonomous, and constitutionally established institution of primary funding, overseeing, regulating, and accrediting the higher education efforts in Pakistan.

Preceded by the University Grants Commission (UGC) in 2002 by a constitutional amendment, the universities were formerly accredited by the UGC established in 1947; the institution was revised 1974 and came its modern form in 2002 with additional executive reforms granted by the constitution. Under a new and revised reforms, the HEC is made responsible for formulating higher education policy and quality assurance to meet the international standards as well as providing accrediting academic degrees, development of new institutions, and uplift of existing institutions in Pakistan.

The HEC also facilitated the development of higher educational system in the country with main purpose of upgrading the universities and colleges in the country to be focal point of the high learning of education, research, and development. Over the several years, the HEC plays an important and leading role towards building a knowledge based economy in Pakistan by giving out hundreds of doctoral scholarships for education abroad every year⁸⁹.

At the time of establishment of Pakistan on 14 August 1947, the country had only one institution of higher learning, the Punjab University and among forty colleges expanded to four provinces of Pakistan. Education policy revised by Prime Minister Liaquat Ali Khan who adopted various recommendations of mathematician Ziauddin Ahmad, the government established various universities and colleges in all over the country. This led the establishment of University Grants Commission (UGC) by the constitution in Pakistan in 1947. The same year, Mohammad Ali Jinnah held a National Education Conference (also known as Pakistan Education Conference) of academicians and state holders to revise the policy of higher education in the country, as he stated:

⁸⁹ Wikipedia

...[The] importance of education and the type of education cannot be over-emphasized... There is no doubt that the future of our State [of Pakistan] will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan... We should not forget that we have to compete with the world which is moving very fast in this direction...

—Muhammad Ali Jinnah, 1947, *source cited*

Many recommendations were directed and accepted by the government to established the UGC as a federal regulatory institution in 1947. Efforts led by Prime Minister of Pakistan Huseyn Suhrawardy led to the imposition of Soviet-oriented first five-year plans which explained the first official education policy in 1956. The first plan was an attempt to make education development suitable for the socio-economic development in the country.

In 1959, the government recognized the need to expanding powers granted to the UGC and appointed the UGC as federal commission. In 1960s, the financial policies and economic programmes introduced by President Ayub Khan greatly emphasized to importance of higher education in the country. A huge revenue and a huge percentile of budget was actually spent to promote higher education efforts in the country. Thesis written by Usman Ali Isani pointed out that Rs. 912 million was spent annually for the fiscal period of 1960–65 in a joint collaboration led by MoF, MoEd, UGC and Planning Commission. Colleges were transformed into full-scale research universities and special research institutes were established in all over the country. According to the calculations performed by the Ministry of Statistics and published by Isani, around 430,000 students were enrolled in different universities to pursue their higher education over the fiscal period of 1960–65. From 1965-71, the government spent Rs. 173.8 million on education sector as oppose to actual allocations of Rs. 278.6 million⁹⁰.

Tertiary Education Support Project

The objective of the Tertiary Education Support Project for Pakistan is to improve the conditions of teaching, learning and research for enhanced access, quality and relevance of tertiary education. There are two components to the project, the first component being program financing. This component will consist of four subcomponents, aligned with the Government's overall program: (i) improved fiscal sustainability and

⁹⁰Wikipedia

expenditure effectiveness; (ii) enhanced quality and relevance of teaching and research; (iii) improved equitable access; and (iv) strengthened governance and management. The second component is the capacity building, policy design and monitoring and evaluation (M&E). This component will strengthen capacities for program implementation and M&E systems. It will finance essential technical assistance (TA) and capacity building activities, carefully selected and sequenced with the implementation of first component.

Project ID

| | |
|----------------------------------|--|
| | P118779 |
| Status | Active |
| Approval Date | March 24, 2011 |
| Closing Date | December 31, 2015 |
| Country | <u>Pakistan</u> |
| Region | <u>South Asia</u> |
| Environmental Category | B |
| Team Leader | Halil Dundar |
| Borrower ^{***} | GOVERNMENT OF PAKISTAN |
| Implementing Agency | 1. MINISTRY OF FINANCE AND; 2. HIGHER EDUCATION COMMISSION |
| Total Project Cost ^{**} | US\$ 2015.00 million |
| Commitment Amount | US\$ 300.00 million |

Sectors

Tertiary education 100%

Themes

| | |
|--|-----|
| Education for the knowledge economy | 80% |
| Public expenditure, financial management and procurement | 20% |

* *Theme Classification did not exist at the time project was approved*

** *Total project cost includes funding from World Bank and non-bank sources in US\$ millions. Active and Closed projects show commitment at Board approval. It does not reflect any cancellations. Proposed (pipeline) and dropped projects show the forecast amount. The commitment amount for projects in the pipeline is indicative and may be modified during the project preparation.*

*** *Borrower refers to the Borrower of a Loan or Recipient of a Grant*

Responsibility for higher education in Pakistan is shared between the federal government and the provincial governments. The Higher Education Commission (HEC) is an actor of central importance to the development of higher education in Pakistan. HEC was established in 2002, replacing the University Grants Commission (UGC) which until then was responsible for higher education under the rule of the federal government. HEC is an autonomous organisation directly under the rule of the prime minister, and has been given a wide mandate in order to

improve and promote higher education and research in the country. Among its many tasks, the Commission has responsibility for policy formulation and guiding principles for all higher education institutions. HEC submits budgets concerning public universities to the federal government and controls distribution of these funds. The Commission also functions as a link between higher education institutions and the surrounding society, making sure that the institutions work in the same direction as the industry and employment markets.

Quality assurance of higher education in Pakistan is another very important task under the auspices of HEC. This includes accrediting the institutions of higher education and prescribing the conditions for the establishment of private institutions of higher education.

The tertiary enrolment rate for students aged 17 to 23 is 2.6 % (2005). HEC aims to increase this figure to 8% by the year 2020. Restricted access to higher education at the established institutions for higher education has led to an explosive increase in the numbers of private universities operating.

Higher education in Pakistan takes place in universities and colleges. Research is restricted to the universities, while both universities and colleges undertake teaching.

Universities and colleges that have been given a charter by the federal government or one of the provincial governments, are recognized and have the right to award degrees. HEC lists these institutions on their website: <http://www.hec.gov.pk/htmls/hei/collunilist.htm>

Universities with a charter from a province have a right to operate within that province. As soon as they go outside the territorial jurisdiction of the province, they are considered to be illegal and degrees awarded under such circumstances are not recognized; see below under Private universities.

Affiliated colleges and constituent colleges

Affiliated colleges are run by the Government or by private, religious or philanthropic organisations. They are affiliated to a university and are under their jurisdiction; the university determines the courses of study, prescribes the syllabus and conducts the examinations. The university is also responsible for awarding of degrees. The role of the affiliated colleges is to prepare the students for the examinations of the universities. Constituent colleges are part of the university, but may be located off the main campus. They are run as separate colleges under full financial,

administrative and academic control of the university. A list over these institutions can be found from HECs website:

<http://www.hec.gov.pk/htmls/hei/collunia.htm>.

In addition to the recognized private institutions of higher education, a large number of illegal private universities and colleges operate throughout the country. They are not chartered and therefore do not have the right to award degrees. HEC regularly informs the public of unlawfully operating universities and colleges. When such information is published, it quickly reaches the target groups, and employers in Pakistan are well aware of the situation.

According to HEC, the effect of such publications usually is that the unlawfully operating college or university is shut down. See the list called Public Alert on Substandard Private Universities which is a list containing local chartered universities operating unlawfully by having campuses/affiliated institutions beyond their territorial jurisdiction:

http://www.hec.gov.pk/htmls/hei/public_alert1.htm.

The list contains over 100 institutions, and is followed with this statement:

"In addition to above, numerous unlawful universities/ institutions are operating in the country, for which the Commission has requested the public sector universities to locate and inform such institutions in their areas of territorial jurisdiction and also its Regional Centres are being asked to make survey of unlawful universities/institutions, *thus a nation wide survey is in offing to curtail operations of unlawful universities/ institutions*".

Admission to higher education (undergraduate courses) is based on the Intermediate/Higher Secondary School Examination or equivalent qualification, normally followed by an interview and admission test.

Traditionally, the Bachelor degrees in arts, science and commerce have been of 2 or 3 years duration following 10 years of schooling and 2 years of secondary study. This structure, referred to as 10+2+2 or 10+2+3, is the old Indian structure and goes back to the time when Pakistan and India were one nation sharing the same educational system.

The 2-year degree, referred to as Bachelor (Pass), consists of three major subjects studied to an equal extent. The 3-year degree is referred to as Bachelor (Honours). Three subjects are studied with one major subject chosen for the last year.

Three Bachelor degrees are based on a previous Bachelor degree (Pass or Honours). These are Bachelor of Law (2 years), Bachelor of Education (1 year) and Bachelor of Library Science (1 year).

The professional bachelor degrees in agriculture, engineering, pharmacy and veterinary medicine are obtained after 4 years of study. Architecture and medicine require 5 years.

Among the professional programmes, engineering and technology are the most popular. 4-year bachelor degrees have also been introduced in other fields since private, often US influenced, universities have established themselves in Pakistan. In addition, The International Islamic University has been offering 4-year bachelor degrees for many years, for example in the field of economics.

Post-graduate degree - Master

One subject in the fields of Arts, Science or Commerce is studied for 1 or 2 years. The duration of the programme depends on the previous degree (to make a total of 4 years). The eligibility requirement is a bachelor degree in a relevant field as specified by the university.

The professional master degree is 2 years following a professional bachelor degree in the same field. A thesis is not always required in order to obtain a master degree. This depends on the regulations of the individual university or department.

Research degrees - Master of Philosophy (M Phil)

The Master of Philosophy is a 2-year research degree usually involving course work as well as a thesis. The eligibility requirement is a master degree.

Research degrees - PhD

A PhD is a 3-4 years research degree, usually requiring a master degree as entry level. Some universities, such as the research-oriented Quaid-e-Azam University, require an M Phil for admission. Students with an M Phil finish their PhD in 2 years.

The curriculum can be found on the HEC website. http://www.hec.gov.pk/htmls/COMPUTER_SCIENCE_and_IT.pdf.

Several revised national standard curricula are published on the HEC website.

Changing degree structure

As a way of making Pakistani degrees more internationally competitive, HEC has decided that all Bachelor degrees (Pass) and (Honours) of 2 and

3 years' duration shall be phased out gradually, starting in 2003/04. They will be replaced by new Bachelor degrees of 4 years' duration. Professional Bachelor degrees in architecture and medicine, however, will remain at 5 years. All universities have been asked to implement the new structure, and a transition between the two systems is taking place all over the country.

The new structure will affect subsequent degrees. The new degree structure defines the Master degree as 1½ years. The PhD will be 3 years. The new 4-year Bachelor degree is considered to be equivalent to the old Bachelor (Pass) or (Honours) plus a Master, totalling 4 years in all. The duration of study in both cases amounts to 16 years, and this is considered more important than the level of the degree. For the same reason, a new Master is considered equal to an M Phil in the old system since both equal 18 years of study.

The new Bachelor degree will be the lowest degree giving eligibility to PhD studies. Thus, the entrance requirement for a number of newly introduced PhD scholarship programmes, financed by HEC, is a degree awarded after 16 years of study. Some universities, however, require higher qualifications than this.

Students with old 2- or 3-year Bachelor degrees seeking entrance to new Master degrees may be considered eligible after a bridging course/other supplementary assignments as decided by the university. As an example, Bahria University explained that applicants with a 3-year Bachelor would be eligible after certain supplements.

HEC assists students, employers and universities by certifying equivalence between different degrees.

Annual system/credit system

Traditionally, higher education has been structured according to the annual system, with exams at the end of each year (or, at the Bachelor level, often at the end of years 2 and 3). The lack of a credit system has made it difficult for students to move between universities and be awarded transfer credits. Many Pakistani students have also found it difficult to gain admission to post-graduate studies abroad.

As 4-year Bachelor degrees are introduced, education is being restructured from yearly exams to continuous exams, and one final exam ending each term. Credits are awarded for each course. In this respect, the new Bachelor degrees are of the American type. The new degree structure, with the extended Bachelor degree and the introduction

of a credit system, is an attempt to make Pakistani education internationally accepted.

The transition between the two systems is taking place all over the country. The annual system of examination and the credit system co-exist in many universities; one department may still be using the annual system while another has reorganized its education and is following the credit system.

HEC has prescribed the typical number of credits required for a 4-year Bachelor degree. This may vary between different programmes, and it is the university that decides the exact number of credits for each programme. In the curricula for Bachelor in Electrical Engineering, for instance, HEC states that the total number of credits may vary from 140 to 150. For a Bachelor in Computing, the typical number of credits is 130.

Grades are given; the marks vary from university to university. According to NOOSR 1992 the variations are slight, though information gathered from six different universities gives another picture. The six universities are:

Quaid-I-Azam University Islamabad (performs teaching and research at M.Sc., M.Phil and Ph.D. levels)

International Islamic University Islamabad

Allama Iqbal Open University

Bahria University

Riphah International University

University of Agriculture Faisalabad

These universities do not use the Division system, but numbers on a point scale from five to eight. All universities use the percentage system and one university (Bahria University) also uses Grade Points.

As a percentage the best mark is 80 – 100% for all universities except Bahria University where 87 – 100% is the best mark. A Fail is below 40% for two universities (University of Agriculture Faisalabad and Allama Iqbal Open University), and below 50% for three universities (Quaid-I-Azam University Islamabad, International Islamic University Islamabad and Riphah International University). Bahria University has below 60% as a fail.

Professional vocational and technical education

The duration of post secondary education varies in technical and professional fields. The polytechnic diploma is a three-year course. A

bachelor's degree in medicine (MBBS) requires 5 years of study after intermediate stage (12 years of schooling). Similarly, a bachelor's degree course both in engineering and veterinary medicine is of 4 years' duration after the intermediate examination. Examinations are conducted by respective university authorities. This level accommodates 06% of the total students.

Vocational and technical education in Pakistan is a minor educational sector. The term technical education refers to post-secondary courses of study and practical training aimed at the preparation of technicians to work as supervisory staff. The term vocational training refers to the lower-level education and training for the preparation of skilled or semi-skilled workers in various trades.

Direct enrolment in technical and vocational education comprises 105,000 pupils, corresponding to 1.5% of the 14-15 year old age group, with another 115,000 students engaged in tertiary level diploma and certificate programs. In comparison, 326,000 students are enrolled in BA/BSc/BSC programs while 250,000 students are enrolled at the Masters level and higher.

The training level is low in particular in non-technical activities in the services sector, which employs 44 percent of the employed labour force. This covers qualifications within officework, wholesale and retail trade, hospitality, tourism, agriculture and horticulture services.

7,042 teachers (19 percent women) work in 624 technical education and vocational training (TEVT) institutions with an enrolment of 105,000, of whom 13 percent are women (2003-04).

Technical and vocational training programs are administered by a number of federal, provincial and private agencies:

- Government Vocational Institutes (GVIs), administered by the Provincial Education Department.
- Technical Training Centres (TTCs), vocational training centres (VTCs), and
- Apprenticeship Training Centres (ATCs), administered by the Provincial Labour Departments.
- In-Plant training Programmers, i.e. apprenticeship training under the Apprenticeship Training Ordinance 1962, administered by the Provincial Directorates of Manpower and Training of Labour Departments in establishments employing 50 or more workers.

Private technical training institutions

On-the-job training within industries and training by Small Industries,

Departments/Corporations and private technical and vocational institutions.

Commercial training institutes under the Ministry of Education, Provincial Education

Departments and Technical and Vocational Training Authority (TEVTA) in Punjab.

Polytechnic institutes and colleges of technology operating under the Federal Ministry of Education and Provincial Education/Labour/Manpower/Industries Departments.

Private technical training institutions.

A technical stream exists within secondary education (Grades XI-XII).

The framework for training is the National Training Ordinance 1980 with amendments and the Apprenticeship Training Ordinance from 1962 with amendments.

The National Institute of Science and Technical Education (NISTE) (The Ministry of Science and Technology) provides science and technical education including training of teachers. The institute has the responsibility for the curriculum at polytechnics and colleges of technology.

At the federal level, the National Training Board works under the Ministry of Labour, Manpower and Overseas Pakistanis. The Board coordinates the work of the four provincial boards, one in each province, assesses training needs, and develops training syllabi and specifies national training standards and trade tests⁹¹.

A Technical Education and Vocational Training Authority (TEVTA) was established in the Punjab in 1999 and all departments dealing with technical and vocational training have been placed under it. It also covers post-secondary education conducted at polytechnics and colleges of technology. Similar programmes have also been started in the North Western Frontier Province (NWFP).

⁹¹ Pakistan School Statistics, 2004, cited by "Paper. The Planning and development division/Pakistan government", 2005

Pakistan is planning to create a new national body, National Technical Education and Vocational Training Authority (NTEVTA)⁹².

Vocational and technical education courses

Vocational Institutes offer courses between three months and two years in length, although the maximum is generally a year. Entry is based on Grade VIII. Courses for girls are often shorter than those for boys. A two-year course leads to a Grade 3 Skilled Worker Certificate.

Technical Training Centres offer two-year courses for graduates of Grades VIII and X. The institutes are affiliated to the technical training boards. Courses lead to Grade 2 Skilled Worker Certificate. The certificates are awarded by a Board of Technical Education or TEVTA. Grade 2 and 3 Skilled Workers Certificates are also available via competence testing in the workplace⁹³.

Post-secondary technical and vocational education takes place at polytechnics/colleges of technology. The three-year courses post-SSC (Secondary School Certificate) leads to a Diploma, in the engineering field known as the Diploma of Associate Engineer.

Courses at Commercial Institutes after the SSC (Secondary School Certificate) are completed with the Certificate in Commerce after one year and the Diploma in Commerce after two years, also called the Intermediate in Commerce.

Colleges of Technology offer the same diploma awards as Polytechnics, but they also award degree courses to holders of the Polytechnic Diploma⁹⁴.

Examinations are usually held annually, which are the main criterion to promote the students to higher classes or to retain them in the same class. However, recently a system of automatic promotion up-to grade-III has been introduced in some schools. In the primary classes, examinations are conducted by the respective schools. However, at the end of the fifth year of the primary stage a public examination is held by the education department for promotion to the next grade. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similarly, the examination in Middle Schools are

⁹² National Training Board http://pakistan.gov.pk/divisions/ContentInfo.jsp?DivID=30&cPath=349_566&ContentID=2262

⁹³ Technical Education and Vocational Training Authority (TEVTA) <http://www.tevta.org/Home-page.htm>

⁹⁴ Pakistan, International Comparisons, UK NARIC

held by the individual schools but there is a public examination at the end of grade VIII conducted by the Education Department for awarding of scholarships. The Board of Intermediate and Secondary Education (BISE) conducts the examinations of Secondary and Higher Secondary. The degree level examinations are conducted by the respective universities.

HEC main programs are following:

- Degree Attestation
- Faculty development
- Curriculum revision
- Higher education infrastructure development
- Indigenous scholarships
- Foreign scholarships
- Patent filing support
- Conference travel grants
- Increase industry and university research collaboration
- Developing new technology parks

The Active and listed HEC Division(s)

- Academics Division
- Accreditation Division
- Finance and Budget Division
- Human Resource Development Division
- Learning and Innovative Division
- Human Research Management Division
- Quality Assurance Division
- Planning and Development Division
- Research and Development Division

The HEC is governed and chaired by the appointed chairman who is assisted by the secretaries of education, science and technology, telecommunications, and information technology. The Chairman and secretaries are assisted by the additional members who are appointed from the four provinces as well as university vice-chancellors. Other members are included from state and private-sector and executive director of the HEC.

The Chairman of HEC is appointed by the Prime Minister of Pakistan for four tenured term based upon the requests and recommendations send by the Ministry of Education (MoEd).^[18] According to HEC Ordinance altered in Constitution, the Prime Minister is the controlling authority of

the HEC and the shortlisted names are to be forwarded to Him for the final say.

The Prime Minister reserves the right to re-appoint or give extension to the designated chairman. Though the executive director is the administrative head of the HEC, almost every decision in the commission is taken with the consent of the chairman.

Public expenditure on education lies on the fringes of 2 percent of GDP. However, the government recently approved the new national education policy, which stipulates that education expenditure will be increased to 7% of GDP, an idea that was first suggested by the Punjab government. Author of an article, which reviews the history of education spending in Pakistan since 1972, argues that this policy target raises a fundamental question: What extraordinary things are going to happen that would enable Pakistan to achieve within six years what it has been unable to lay a hand on in the past six decades? The policy document is blank on this question and does not discuss the assumptions that form the basis of this target. Calculations of the author show that during the past 37 years, the highest public expenditure on education was 2.80 percent of GDP in 1987-88. Public expenditure on education as a percentage of GDP was actually reduced in 16 years and maintained in 5 years between 1972-73 and 2008-09. Thus, out of total 37 years since 1972, public expenditure on education as a percentage of GDP either decreased or remained stagnant for 21 years. The author argues if linear trend were maintained since 1972, Pakistan could have touched 4 percent of GDP well before 2015. However, it is unlikely to happen because the levels of spending have had remained significantly unpredictable and unsteady in the past. Given this disappointing trajectory, increasing public expenditure on education to 7 percent of GDP would be nothing less than a miracle but it is not going to be of godly nature. Instead, it is going to be the one of political nature because it has to be "invented" by those who are at the helm of affairs. The author suggests that little success can be made unless Pakistan adopts an "unconventional" approach to education. That is to say, education sector should be treated as a special sector by immunizing budgetary allocations for it from fiscal stresses and political and economic instabilities. Allocations for education should not be affected by squeezed fiscal space or surge in military expenditure or debts. At the same time, there is a need to debate others options about how Pakistan can "invent" the miracle of raising education expenditure to 7 percent of GDP by 2015⁹⁵.

⁹⁵ Wikipedia

Science is a lucrative profession in Pakistan and the official science policy in Pakistan plays a major role in the development of budget in the country for fiscal years. Since revitalized in 2002, the HEC's budget increased up to ~340.2% in terms of fiscal period of 2001–06. Around 50%-70% of federal budget is set for the development on science and higher education, particularly distributed to HEC, highest in the financial history of Pakistan.

By 2008, as a result of its policy and financial successes, most universities had become strong proponents of the Higher Education Commission. Quality had increased significantly, and several institutions were on their way to becoming world-class institutions. Many expatriate Pakistanis returned from abroad with access to competitive salaries. Besides the Pakistan government funding, a large financial endowment is distributed by the US government as part of its funding to the universities.

Prioritizing the expansion of the higher education in the country, HEC's financial budget is estimated near Rs. 57.8 billion, which is more than that of Pakistan Steel Mills, PIA or any other state-owned enterprises' allocations. The budget is aimed for development of various areas in higher education.

Since the HEC's reforms have been carried out in 2002, HEC has gained international appraisal from the international higher education observers. Prof. Atta-ur-Rahman, founding Chairman of HEC, has received number of prestigious international awards for the remarkable transformation of the higher education sector under his leadership. German academic, Dr. Wolfgang Voelter of Tübingen University in Germany over viewed the performance of HEC under the leadership of Prof. Atta-ur-Rahman and described the reforms in HEC as "A miracle happened." After teaching and visiting in 15 universities of Pakistan, Voelter wrote that the "scenario of education, science and technology in Pakistan has changed dramatically, as never before in the history of the country. The chairperson of the Senate Standing Committee on Education recently announced the first 6 years of HEC under Prof. Atta-ur-Rahman as "Pakistan's golden period in higher education".

American academic Prof. Fred M. Hayward has also praised the reform process undertaken by Pakistan, admitting that "since 2002, a number of extraordinary changes have taken place." Hayward pointed out that "over the last six years almost 4,000 scholars have participated in PhD programs in Pakistan in which more than 600 students have studied

in foreign PhD programs." The HEC instituted major upgrades for scientific laboratories, rehabilitating existing educational facilities, expanding the research support, and overseeing the development of one of the best digital libraries in the region. Seeking to meeting the international standard, a quality assurance and accreditation process was also established, of which, ~95% of students sent sent abroad for training returned, an unusually high result for a developing country in response to improved salaries and working conditions at universities as well as bonding and strict follow-up by the commission, Fulbright, and others."

The HEC's reforms brought about by Prof. Atta-ur-Rahman were also applauded by the Commission on Science and Technology for Development (UNCSTD) which reported that the "progress made was breath-taking and has put Pakistan ahead of comparable countries in numerous aspects." In limited time, the HEC established and provided free access to scientific literature by high-speed Internet for all universities, the upgrade of research equipment accessible across the country, and the programme of establishing new universities of science and technology, including science parks attracted the foreign investors, prove the efficiency and the long-term benefits for the country enabled. The UNCSTD has closely monitored the development in Pakistan in the past years, coming to the unanimous conclusion that HEC's program initiated under the leadership of Prof. Atta-ur-Rahman is a "best-practice" example for developing countries aiming at building their human resources and establishing an innovative, technology-based economy."

Prof. Atta-ur-Rahman has won four international awards for the revolutionary changes in the higher education sector brought in the HEC. Nature, a leading science journal, has also written a number of editorials and articles about the transformation brought about in Pakistan in the higher education sector under the HEC. In an article entitled "Pakistan Threat to Indian Science" published in the leading daily newspaper Hindustan Times, India, it has been reported that Prof. C.N.R. Rao, Chairman of the Indian Prime Minister's Scientific Advisory Council made a presentation to the Indian Prime Minister at the rapid progress made by Pakistan in the higher education sector under the leadership of Prof. Atta-ur-Rahman, Chairman, Higher Education Commission. It was reported that as result of the reforms brought about in Pakistan " Pakistan may soon join China in giving India serious competition in science". "Science is a lucrative profession in Pakistan. It has tripled the salaries of its scientists in the last few years."⁹⁶

⁹⁶ Wikipedia

The creation of HEC has had a positive impact on higher education in Pakistan.

- Established the finest Digital Library in Pakistan: Every student in every public sector university today has access to 45,000 textbooks research monographs from 220 international publishers as well as to 25,000 international research journals - regarded as one of the best digital libraries anywhere in the world.
- Tripled University enrollment from 135,000 in the year 2003 to 400,000 in 2008.
- Promoted research, resulting in huge expansion of international research publications from Pakistan from only 600 research papers /yr in 2003 to 4300 research papers in 2008.
- During the 56 year period (1947–2003) not a single Pakistani university could be ranked among the top 600 universities in the world. Today 2 Pakistani universities ranked among top 200 World's Technology Universities.
- Four year undergraduate program introduced so that our degrees are internationally recognized.¹
- About 5000 Ph.D. level scholarships awarded for study in technologically advanced countries (largest program in developing world) and some 3,000 indigenous Ph.D. scholarships have been awarded. The world's largest Fulbright Scholarship program (US \$ 150 million) launched with joint funding (HEC/ USAID).¹
- Fifty one new universities and degree awarding institutes and 18 campuses of existing universities established during (2003–2008).
- Sending 1000 Pakistani students to study medicine in Cuba and doing their best to register their degrees by PMDC and soon will send a delegation of members of PMDC, HEC and MNAs.

Amongst the objectives of this project a primary objective of introduction of Video Conferencing facility is to enhance students teachers interaction through distance learning, bridge the gap of good faculty, meet the shortage of faculty members at the universities located at far-flung areas and ultimately to uplift the standard of education in Pakistan. HEC aims to give Pakistan a bright future through a young, qualified and energetic generation.

In the 1st phase starting September 2006 eminent scholars from Pakistan will deliver interactive lectures on various topics and recorded lectures from foreign universities will be broadcast. The lectures

delivered/broadcast will be aimed to develop fundamental concepts, to enhance the critical thinking for under-graduate and graduate students and to discuss cutting edge technologies/research work in the fields of modern sciences for students and faculty members. In the 2nd stage interactive lectures from foreign universities will be arranged. Nobel Laureates/Eminent scientists/ researchers will be invited to deliver lectures to share their knowledge/research work. This program will continue and the remaining 32 universities in 2nd phase will become part of the program. Currently there are more than 65 sites which are operational all over Pakistan and availing this facility for conducting lectures, meetings and other events etc.

Education is a global human right and every country has a moral obligation to afford its citizens access to at least a basic one. Sadly, Pakistan's education system is on the verge of collapse. According to a survey, approximately seven million children are not in primary school and half of the children aged 6-16 are unable to read even a single sentence. In rural areas, only one in three women have ever attended school.

According to the Pakistan census of 1951, the total population (of what is now Pakistan) was 33 million, out of which the overall rate of educated people was only 15 percent. Now, with the estimated population of the country at around 170 million, 48 percent of which are women, only half of the population is literate. According to a 2009 UNESCO report, Pakistan has the largest out of school population in the world after Nigeria and India, accounting for seven percent of global absentees.

Furthermore, planning commission estimates of the overall dropout rate from 2009 suggest that only 30 percent of students continue beyond the primary level. Pakistan still enrolls 83 girls for every 103 boys in primary schools. The primary completion rate for girls is only 58 percent as opposed to 70 percent for boys. Of the 6.8 million currently estimated to be out of school in Pakistan, at least 4.2 million are girls (World Bank, 2008). Only 35 percent of rural women above the age of 10 have completed primary education (PLSM, 2008). According to another report, the literacy rate in FATA is in very deplorable condition, with 29.5 percent males and three percent females being literate.

Pakistan is placed 119th out of 127 countries in EDI ranking by the EFA Global Monitoring Report 2011, even lower than Bangladesh (112th). Furthermore, the Human Development Report places Pakistan at 136th for having just 49.9 percent of the population educated. According to the 2011 Human Development Report of the United Nations

Development Programme, approximately twice as many males as females receive a secondary education in Pakistan, and public expenditures on education amount to only 2.7 percent of the GDP of the country. These statistical facts and figures show that since the inception of Pakistan, the education system has remained in a pathetic state of affairs. In fact, it is worse than before.

Article 37 of the Constitution of Pakistan stipulates that education is a fundamental right of every citizen, but gender discrepancies still exist in the educational sector. Moreover, in Article 37 (b) and (c), it is mentioned that the state shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period, make technical and professional education generally available, and higher education equally accessible to all on the basis of merit. Section nine of the Constitution (Eighteenth Amendment) Act, 2010 inserted a new Article 25A, which says of the right to education that the state shall provide free and compulsory education to all children of the age of five to 16 years in such manner as may be determined by law.

There are many reasons why children, particularly girls, are absent from school or drop out early. Distraught infrastructure is the cause of dropout in the rural areas of public schools. Gender disparity is also the major cause of the failure of the education system in Pakistan. Poverty and hunger act as obstacles for rural girls to be educated. In some rural areas, the existing feudal system and conventional thought are also the main reason why girls' education is resisted. Moreover, government attention to education is on the verge of vanishing. It has now practically become the norm that the share of the budget allocated to education is at its minimum level. Having a sufficient number of schools for both boys and girls is also a prerequisite for access to quality education. According to the Ministry of Education (2010), the total primary schools in Pakistan number 146,691. Of these, 43.8 percent schools are for boys, 31.5 percent for girls and the remaining 24.7 percent schools provide mixed enrolment for both boys and girls. Thus, Pakistan has fewer schools for girls than for boys. At the provincial or country level, there are also more boys' schools than girls' schools. This situation is leading towards the destruction of girls' education in Pakistan. The promotion of girls' education is the guarantee for having a developed society and an economic boom in the country. The new government is faced with the challenge of devising new strategies for the development of the education system in the country.

For the promotion of girl's education, civil society organisations, non-governmental organisations, the government and even the common

public has to play their role with the strength of integrity. Besides, more schools should be constructed; teachers' regular attendance must be made mandatory and a monitoring and evaluation mechanism must be established to eliminate the corrupt elements that disrupt the education system. Teacher training also needs to be organised so that the teachers are in a position to play a motivational role for their students.

Despite its achievements, the HEC was harshly critiqued by noted scholar and nuclear physicist, dr. Pervez Hoodbhoy, who maintained that "HEC have made higher education more expensive." In 2010, the altering of Eighteenth Amendment, whose clause was directed to devolved the HEC, was strongly restricted by academicians, politicians, social activists, and media personality; a strong lobby for the protection of HEC was instituted by scientists, Dr. Atta-ur-Rahman and dr. Javaid Laghari. Scientists and academicians from PAS held a nation-wide conference in 2011 under the Presidentship of Prof. Atta-ur-Rahman to gain public support for the protection of HEC at the public level During this ongoing debate, former HEC chairman, Leghari who is active member of PPP as well, declared that the devolution of the Higher Education Commission (HEC) unconstitutional.

Massive anti-PPP demonstration broke out in all over the country over this issue in 2011 and student unions gathered in the federal government installations to oppose the merger. In 2012, two petitions signed by Rahman, were filed before the Supreme Court of Pakistan against the devolution of HEC and to preserve the autonomy of HEC. The Supreme Court approved the petitions thereby preventing its devolution under the 18th amendment and guaranteeing its autonomy. the court issue verdicts against the government's decision. Ultimately, the Supreme Court rendered its verdict to preserve the autonomy of HEC, paralyzing any efforts of government to devolve the HEC.

After the 1971 war with India which saw the separation of East-Pakistan as Bangladesh, the new education policy was announced with the implementation of nationalization programme in 1972, by the PPP.^[8] Under this policy, all two-year colleges were transformed to university status under the state-controlled policy; privatized universities were nationalized. During this time, Prime Minister Zulfikar Ali Bhutto had the MoF spent 70% of natural resources on higher education efforts; enrollment in the universities increased to 56%. Prime Minister Bhutto's period saw the sought to integrated social change; thus economic progress through nationalization.

In 1979, President Zia-ul-Haq's policies announced the "The National Education Policy, 1979" (NEP-79) which saw the harmonization of higher education in Pakistan with Islamic concepts and the national ideology. President Zia's policies led to the fundamentalist ideas flaring in the higher education system in the country. In 1992, Prime Minister Nawaz Sharif announced a "National Education Policy 1992" (NEP-92) to streamline the process of higher education. This was followed by the Eighth Plan launched by Prime Minister Benazir Bhutto in 1993 which focused on primary education.

2000s-Present: New Era

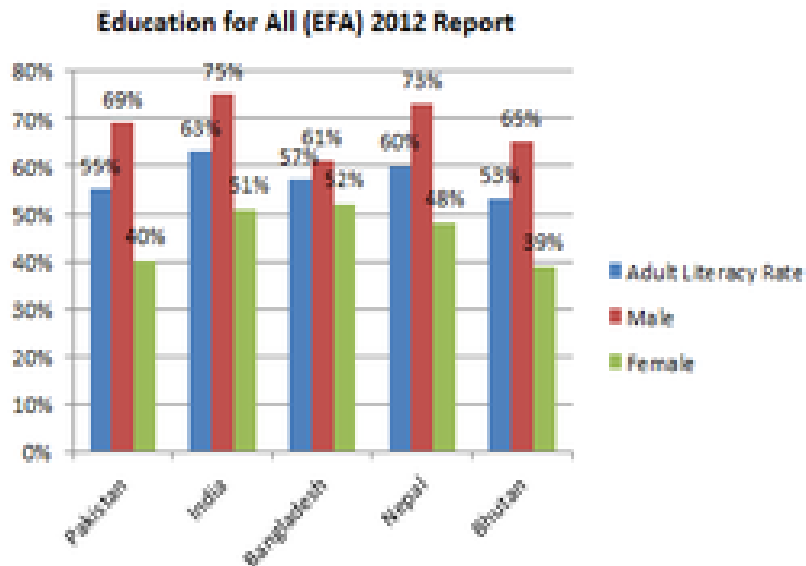
Pakistan ranked in lowest in Literacy Rate of South Asia.

The different higher education policies, priorities, and the need of competition between the political forces in Pakistan led to

disturbances in the higher education as well as effecting the UGC ability. The inadequate financial funding and policy implementation never matched the need of higher education in the country. In 2002, President Pervez Musharraf took over the initiatives in devolving the UGC into Higher Education Commission in 2002.

President Musharraf invited eminent scientist and chemist, dr. Atta-ur-Rehman, to be its first chair and immediately passed the Presidential Ordinance on September 11, 2002 to established the HEC. Over the several years, the HEC implement its ambitious uplift program of enhancing access, improving quality and increased relevance of higher education to the needs and requirement of Pakistan.

Ministry of Professional and Technical Training was established in July 2011 in the wake of 18th Amendment. Some of the Departments/Organizations previously under MOLM and MOE were placed under this Ministry. Supreme Court of Pakistan in its Judgment dated 25th November, 2011 directed that in view of insertion of Article 25-A in the Constitution, the Federal Government cannot absolve itself from the responsibility of providing Education to its citizens.



In the light of Supreme Court Judgment, a Summary was moved to Prime Minister of Pakistan who was pleased to approve the renaming of Ministry as “Ministry of Education and Training” which was duly notified by the Cabinet Division on 24th July, 2012. Subsequently, the Council of Common Interest (CCI) in its meeting held on 8th November, 2012 endorsed the renaming of Ministry and approved its functioning with the subjects already assigned to it.

On reorganization of Federal Secretariat the Ministry has now renamed as Ministry of Education, Trainings & Standards in Higher Education vide Cabinet Division’s notification No. 4-8/2013-Min-I dated: 07th June, 2013.

Vision

“making Pakistan a developed and prosperous country by creating equitable opportunities of Education in sync with demand driven training to its populace”

Mission Statement

“Endeavour to create conducive environment to promote education and provide technical and vocational training to the manpower in consonance with indigenous needs of socio-economic development leading to transform Pakistan from developing to a developed nation”

Functions

To devise policies, plans and programmes for ensuring mass education and integrated professional, vocational and technical training in sync with national needs and international requirements.

To supervise/oversee the implementation of National Education Policy -2009.

To make proposals for legislation, rules and code of conduct for official business concerning education, professional training and skill development.

To formulate proposals/recommendations for increased public expenditure on education, professional development and vocational & technical training.

To nominate/recommend eminent persons for national awards in the fields of education, professional and technical training.

To coordinate with other ministries/ organizations for optimal utilization of professionals and trained manpower.

To liaise with International donors and organizations in the field of education and trainings.

To develop, coordinate and regulate curricula, schedules, institutes and examination/certification bodies for the relevant trainings.

To coordinate efforts to achieve education related MDGs and EFA targets.

To make arrangements for effective utilization of youth bulge by imparting vocational and technical training.

To administer and regulate the affairs of the attached departments, sub-ordinate offices and autonomous organizations

National Vocational & Technical Training Commission (NAVTTTC) was established in December 2005 as an apex body for Technical & Vocational Training and is attached with the Prime Minister's Secretariat (Public). Being a federal agency for TVET, NAVTTTC facilitates, regulates, and provides policy direction for skill development in Pakistan. Under the National Vocational & Technical Training Commission (NAVTTTC) Act, 2011 NAVTTTC is responsible for setting-up of national occupational skills standards, development of curriculum, national qualification framework, labour market information analysis, training of trainers, public private partnership and setting-up of institutional standards for TVET providers.

Since its inception, NAVTTTC has taken several interventions for reforming TVET sector in Pakistan. As a first step it evolved a National Skills Strategy in consultation with all the stakeholders including chamber of commerce, employers, academia policy makers and donors. The NSS provides a comprehensive action plan for revamping of TVET in the country. Several actions have already been taken which includes development of national qualifications system for teachers, code of conduct, accreditation system, skill standards and curriculum in priority areas.

TVET sector is highly fragmented and unstructured in Pakistan and requires reforms at all levels from policy formulation to delivery. The reforms based on the principles of quality, access and relevancy have been identified under National Skill Strategy (NSS) through consultation with all the stakeholders. However, the implementation of NSS is crucial due to lack of relevant expertise and capacity at institutional level. In this critical situation, the donors, comprising Netherlands and Republic of Germany, with the help of GIZ chalked out a comprehensive plan for implementation of NSS under TVET Reform Support Programme.

The Academy of Educational Planning and Management (AEPAM) was established in 1982 through a Resolution as an autonomous Organization of Ministry of Education and it was declared as 'Subordinate Office' of Ministry of Education in 2005. After 18th Amendment Bill and devolution of Ministry of Education in 2011 AEPAM is impliedly a 'Subordinate Office' of Ministry of Education, Training and Standards in Higher Education, Government of Pakistan.

AEPAM is a reputable training institution for Education Managers in the field of financial and administrative management of Secondary Schools and Higher Secondary Schools for ICT, GB, AJK, FATA, Cantonments & Garrisons and provinces on their specific requests on need basis. It has formed since 1982 and till March, 2012 has trained over 10,000 Education Managers.

It has a self-owned campus housed in 9 kanals having office blocks, computer labs, library and auditorium to seat about 200 persons. In addition it has a Hostel in 5 kanals that has 24 rooms. The Academy is managed by a Director-General in BS-21 and several Directors in BS-20 who look after its Training, EMIS, Research and Library Wing respectively.

The Federal Board of Intermediate & Secondary Education (FBISE) Islamabad established under FBISE ACT 1975, is an autonomous body of the Ministry of Education, Trainings and Standards in Higher Education. It is empowered with administrative and financial authority to organize, regulate, develop and control Intermediate and Secondary Education in general and conduct examinations in the institutions affiliated with it.

Jurisdiction of the Federal Board Includes:

- Islamabad Capital Territory
- All over Pakistan (Cantonments and Garrisons)
- Federally Administered Northern Areas
- Overseas

Role and responsibilities are briefly described below:

- Affiliate institutions imparting SSC and HSSC education within Pakistan and abroad.
- Prescribe courses of instructions for SSC and HSSC
- Ensure provision of requisite facilities in the affiliated institutions
- Hold exams, appoint examiners and supervisory staff
- Institute measures to promote physical well being of students

Conduct additional Examinations:

- Allama Iqbal Gold Medal Competitive
- Diploma in Education

Federal Board of Intermediate and Secondary Education, Islamabad launched its indigenously developed website for enhancing its functionally integrated organizational response emanating from the use of modern trends in the information technology. This appreciable development became possible due to the unremitting efforts and emulation of the FBISE's own professional experts and other ministerial staff. Prior to the present development, the maneuvering of the FBISE website lay in the hands of external webmaster. The present arrangement will certainly help the stakeholders to access the instantly updated information at their door steps. It is distinctive feature of the FBISE that it always maintains its pioneering role amongst all the sister educational boards which is commendable. I wish and pray for further achievements of the Board in the current competitive era.

National Training Bureau (N.T.B) was established in 1976. It is an attached department of Ministry of Education, Trainings and Standards in Higher Education. The National Training Bureau (N.T.B) has the mandate to assess existing and future training needs, develop training syllabi, specifying training standards, and conduct trade testing. Since its inception, keeping in view the local & foreign labour market needs, National Training Bureau has implemented & completed different training projects on vocational training. The Govt. recognized technical education and vocational training as driving force for human resource development. Therefore at the national level, National Training Board was constituted under National Training Ordinance 1980 for coordinating vocational training. National Training Bureau provides the secretariat services to National Training Board. National Training Board is a tripartite body The composition of National Training Board is as under:

| | |
|---------------------------|----------------|
| Govt. Representative | 11 Nos. |
| Employer's Representative | 05 nos. |
| Employees Representative | 05 Nos. |
| Total | 21 Nos. |

The Higher Education Commission of Pakistan recognizes 132 institutions of which 73 are public universities and 59 are private universities. There are 127 Universities in total that are fully functional though⁹⁷. About 6.3% of Pakistanis (8.9% of males and 3.5% of females)

⁹⁷ Wikipedia, 2011

were university graduates as of 2007. Pakistan plans to increase this figure to 10% by 2015 and subsequently to 15% by 2020. There is also a great deal of variety between the different age cohorts. Less than 6% of those in the age cohort 55-64 have a degree, compared to 8% in the 45-54 age cohort, 11% in the 35-44 age cohort and 16% in the age cohort 25-34⁹⁸.

The duration of the degree stage is two years stretching over class 13 and 14 corresponding to age- group 17+ and 18+. It is the first degree stage and a Bacca Laureate degree is awarded to Arts or Science to students who successfully complete its requirements. Duration of the post- secondary education varies in technical and professional fields. A polytechnic diploma is a three-year course. A Bachelor Degree course in Engineering, Agriculture, Veterinary, Medicines are of four years duration after the intermediate stage. An additional two years after the bachelor degree are required to complete a master degree studies leading to award. A Ph.D Degree may require two or more years after the completion of master degree. Universities conduct examinations for the benefit of institutions affiliated to them. After earning their HSC, students may study in a professional college for Bachelor's degree courses such as engineering (B.Engg), medicine (MBBS), dentistry (BDS), veterinary medicine (DVM), law (LLB), architecture (B.Arch), pharmacy (Pharm-D) and nursing (B.Nurs). These courses require four or five years of study. Students can also attend a university for Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Commerce (BCom) or Bachelor of Business Administration (BBA) degree courses.

There are two types of Bachelor courses in Pakistan: Pass or Honours. Pass degree requires two years of study and students normally read three optional subjects (such as Chemistry or Economics) in addition to almost equal number of compulsory subjects (such as English and Pakistan Studies). Honours degree requires three or four years of study, and students normally specialize in a chosen field of study, such as Biochemistry (BSc Hons. Biochemistry). It can be noted that Pass Bachelors is now slowly being phased out for Honours throughout the country. Most of Master's degree programs require 2 years education. Masters in Philosphy (M.Phill) is available in most of the subjects and can be undertaken after doing Masters. Doctor of Philosophy (PhD) education is also available in selected areas and is usually pursued after earning a M.Phill degree. Students pursuing M.Phill or PhD degrees must choose a specific field and a university that is doing research work in that

⁹⁸ OECD's 2009 Global Education Digest.

field. M.Phil and PhD education in Pakistan requires minimum of 2 years of study. In order to become secondary stage teacher one has to possess the first degree in general education and a one-year course in pedagogy to obtain the degree of B.Ed. (Bachelor of Education). Master of Education is the highest degree in teaching and requires one-year course after B.Ed while B.Ed. classes are held in Colleges of Education and M.Ed. classes in Institute of Education and Research base in Universities. The teachers training programs are found to have remained unresponsive and ill-adopted to the changing needs of the profession. They have been designed and implemented on the dictum do as I say and not as I do. Some of the Universities do offer degrees of Doctorate in Education⁹⁹.

Access to higher education shall be expanded to at least 5% of the age group 17-23 by the year 2010. Merit shall be the only criterion for entry into higher education. Access to higher education, therefore, shall be based on entrance tests. Reputed degree colleges shall be given autonomy and degree awarding status. Degree colleges shall have the option to affiliate with any recognized Pakistani university or degree awarding institution for examination and award of degrees. To attract highly talented qualified teachers, the university staff will be paid at higher rates than usual grades. Local M.Phil. and Ph.D programs shall be launched and laboratory and library facilities will be strengthened. Split Ph.D programs shall be launched in collaboration with reputed foreign universities and at the minimum, 100 scholars shall be annually trained under this arrangement. All quota/reserve seats shall be eliminated. Students from backward areas, who clear entry tests, would compete amongst themselves. In order to eliminate violence, all political activities on the campus shall be banned. Computers were introduced in secondary schools in a phased manner. School curricula revised to include recent developments in information technology, such as software development, the Information Super Highway designing Web Pages, etc. School, college and university libraries equipped with the latest reading materials/services. Internet connection with computer would be given to each library. Mobile library services for semi-urban and remote rural areas are introduced.

List of General Universities in Pakistan

- University of the Punjab, Lahore, Pakistan
- Quaid-e-Azam University, Islamabad, Pakistan

⁹⁹ Sarfraz Khawaja & Barrie Brennan, Non-Formal Education- Myth or Panacea for Pakistan. 1990.

- University of Karachi, Pakistan
- University of Peshawar, Pakistan
- Bahauddin Zakria University, Multan, Pakistan
- Lahore University of Management Sciences (LUMS), Lahore Pakistan
- National University of Science and Technology (NUST), Rawalpindi Pakistan
- International Islamic University Islamabad, Pakistan
- National University of Computer and Emerging Sciences, Islamabad Pakistan
- National College of Arts, Lahore Pakistan
- Agha Khan University Karachi, Pakistan
- Institute of Business Administration, Karachi Pakistan.

Engineering Universities

- University of Engineering and Technology (UET), Lahore, Pakistan
- NED University, Karachi, Pakistan
- University of Engineering and Technology, Taxila, Pakistan
- University of Engineering and Technology, Peshawar Pakistan
- Ghulam Ishaq Khan University of Engineering and Technology, Topi, Pakistan

Medical Colleges/ Universities:

- King Edward Medical College, Lahore Pakistan
- Jinnah Postgraduate Medical College, Karachi Pakistan
- Rawalpindi Medical College, Rawalpindi Pakistan
- Nishter Medical College, Multan Pakistan
- Ayub Medical College Abbotabad Pakistan
- Bolan Medical College, Quetta Pakistan

Other Colleges/Schools

- Government College, Lahore Pakistan
- Cadet College Hasan Abdal, Pakistan
- OPF College, Islamabad Pakistan
- Cadet College Kohat, Pakistan

Pakistani authorities are very concerned about the development of their higher education system and in particular about improving the quality of

higher education. To help achieve their ambitions, as mentioned earlier, the Higher Education Commission (HEC) was set up in 2002.

HEC replaced the University Grants Commission which, until 2002, was the only body in the country with responsibility for ensuring quality in education. This was done mainly by setting standards for the curricula for different programmes at different levels in higher education and by having responsibility for the bulk of the provision of capital and equipment grants for the institutions.

HEC has been given a broad mandate to develop and improve higher education and research. Good quality in higher education is an essential part of this. Therefore the establishment of a quality assurance and accreditation system is one of the Commission's many important remits. In addition to the establishment of a quality assurance system, many of the other tasks that HEC has implemented contribute to the development of quality in higher education in the country; for instance, the standardization of 4-year undergraduate programmes and programmes for curriculum development where HEC is responsible for overseeing curriculum revision work at all levels in higher education. Also noteworthy is the programme for faculty development, where substantial emphasis is placed on developing a strong base of faculty members holding PhDs. This involves development of scholarship programmes for students to attain PhD degrees both in Pakistan and abroad. Refresher courses mainly for young teachers have been initiated. These courses are of three months' duration and cover teaching and learning skills. Programmes for hiring foreign academics to teach and do research in the country are also of great importance for the development of quality in education.

Quality Assurance Programme

According to information from HEC's website, the mission of the Quality Assurance Programme is to provide an integrated quality and assurance management service for higher learning. The objectives are:

- To analyse the gaps in the context of quality of higher education in Pakistan
- To meet the challenges of global compatibility in higher education
- To improve the standards of higher learning in cross-cutting areas
- To develop a viable and sustainable mechanism of quality assurance in the higher education sector of the country

An advisor of Quality Assurance in HEC is responsible for launching the Quality Assurance Programme.

Quality Assurance Committee

Under the Quality Assurance Programme, a Quality Assurance Committee was established in 2003. The committee is composed of Vice Chancellors from different universities with the aim of having representation from smaller and medium universities and universities for women and to ensure geographical equality. The Committee has an extensive mandate to ensure the evaluation, improvement and promotion of higher education. The Committee formulates policies, guiding principles and priorities for higher education institutions, prepares plans for the development of the institutions (in cooperation with the institutions) and sets up national or regional evaluation councils to carry out accreditation of institutions.

The mandate of the committee can be found at: <http://www.hec.gov.pk/quality/Mandate.htm>.

One of the first tasks of the committee was to decide on the Ranking of Universities. The reason for this decision was to: “promote positive competition and foster improvement in standards of higher education programmes”; see ranking criteria,

<http://www.hec.gov.pk/quality/University%20Ranking%20Criteria.htm>. New criteria for the award of PhDs have also been developed;

see <http://www.hec.gov.pk/quality/Criteria%20for%20PhD%20Programme.htm>.

Quality Assurance Agency (QAA)

A Quality Assurance Agency has been established, with the following aims:

- QAA will organise capacity building training/seminars and workshops on a regular basis to enable the higher education institutions of Pakistan to meet the global challenges of Quality Assurance in higher learning.
- The Agency will develop policies and guidelines to assure that the quality of higher education is improving at the same level and pace within the country.
- Professionals from QAA will serve as master trainers to build capacity in professionals in the Quality Enhancement Cells (QECs).
- QAA will also be a monitoring and regulatory body to focus on quality and implementation of all desired measures and policies to improve the standards of higher education in Pakistan.

The Agency shall regulate and facilitate the work of the Quality Enhancement Cells (QECs) which will gradually be organized in all Pakistani universities. In the first phase, ten QECs will be established at ten different universities. The remaining universities will be catered for in the next phases. The QEC will serve as a focal point for Quality Assurance in higher learning. The following universities were selected for the establishment of QECs:

1. University of Karachi, Karachi
2. Liaqat University of Medical & Health Sciences, Jamshoro, Sindh
3. The University of Azad Jammu & Kashmir
4. University of Agriculture, Faisalabad
5. University of the Punjab, Lahore
6. University of Engineering & Technology, Lahore
7. University of Peshawar, Peshawar
8. University of Baluchistan, Quetta
9. Quaid-e-Azam University, Islamabad
10. National University of Science & Technology, Rawalpindi

Accreditation councils "According to the Powers and Functions of the Commission as stated in "Ordinance No. LIII of 2002, Para 10, Clause e" the Higher Education Commission may set up national or regional evaluation councils or authorize any existing council or similar body to carry out accreditation of Institutions including their departments, facilities and disciplines by giving them appropriate ratings. The Commission shall help build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them."

Accreditation councils have been established for computing and engineering, and councils are planned for agriculture, business and education.

National Computing Education Accreditation Council (NCEAC)

NCEAC shall ensure the quality of education students receive in subjects in applied sciences, computing, engineering and technology education in the universities and institutions of higher education in Pakistan.

The objectives of the council are to assure quality in computing degree programs in educational institutions by assuring that programmes meet certain defined standards or criteria. It shall be mandatory for all relevant academic programmes offered by public and private sector

institutions to be accredited by NCEAC. It is also an objective to ensure transparency of comparable study programmes.

Teacher Education in Pakistan

To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators through school clustering and other techniques. To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels i.e. introduction of programs of FA/FSc education and BA/BSc education . The contents and methodology parts of teacher education curricula will be revised. Both formal and non-formal means shall be used to provide increased opportunities of in-service training to the working teachers, preferably at least once in five years. A special package of incentives package shall be provided to rural females to join the teaching profession. A new cadre of teacher educators shall be created.

Teacher education in Pakistan is offered in the higher secondary education sector, in the tertiary/university sector and through in-service training for the higher education sector.

Teacher education is conducted in institutions under the control of the Provincial Education Departments and Education Extension Centres. Teacher education programmes are offered in Government Colleges of Elementary Teachers, Government Colleges of Education, Institutes of Education and Research, and Departments of Education in universities.

In order to strengthen the quality of teacher education, in 2001 Pakistan implemented a teacher education reform. Under this reform, admission to primary school teachers' colleges (Grades I - VIII) will require either 10 or 12 years of schooling. The students with a matriculation background (10 years of schooling) are required to complete a 3-year teacher training programme, while students who have passed Grade XII require 1½ years. Candidates obtain a Diploma in Education.

Previously, teachers for Grades I - V were required to complete a minimum of a one-year teacher-training programme. Admission was based on completion of Grade X at minimum.

Candidates obtained a Primary Teaching Certificate (P.T.C.). Teachers for Grades VI – VIII had to have 12 years of schooling before being admitted to a one-year teacher-training programme after which they would obtain a Certificate in Teaching (C.T.).

Teachers for secondary education Grades IX - X are required to complete a one-year teacher training programme for which the admission requirement is a 4-year Bachelor of Arts or Bachelor of Science. The credential awarded is a Bachelor of Education, B.Ed.

Teachers for Grades XI - XII are required to complete a two-year teacher-training programme leading to a Master of Education degree, M.Ed¹⁰⁰.

The Higher Education Commission (HEC) offers in-service training programmes for University and College teachers¹⁰¹. The Federal Board of Intermediate and Secondary Education (FBISE) and HEC are entrusted by the government with all matters concerning teacher education, including quality, content and evaluation within their area of authority¹⁰².

Technical and Vocational Education in Pakistan

In 2011, about 730 technical and vocational institutions in Pakistan. The minimum qualifications to enter male vocational institutions, is the completion of grade 8, and for female is grade 5. To develop opportunities for technical and vocational education in the country for producing trained manpower, commensurate with the needs of industry and economic development goals. To improve the quality of technical education so as to enhance the chances of employment of Technical and vocational Education (TVE) graduates by moving from a static, supply-based system to a demand-driven system. Revision and updating of curricula shall be made a continuing activity to keep pace with changing needs of the job market and for accommodating the new developments. Development of technical competence, communication skills, safety and health measures and entrepreneurial skills etc. shall be reflected in the curricula. Institution-industry linkages shall be strengthened to enhance the relevance of training to the requirements of the job market. Emerging technologies e.g. telecommunication, computer, electronics, automation, petroleum, garments, food preservation, printing and graphics, textile, mining, sugar technology, etc. greatly in demand in the job market shall be introduced in selected polytechnics. A National Council for Technical Education shall be established to regulate technical education.

Private Sector in Education in Pakistan

There shall be regulatory bodies at the national and provincial levels to regulate activities and smooth functioning of privately-managed schools

¹⁰⁰ World Education Services, 2004, Toronto, Ontario, Canada

¹⁰¹ World Higher Education Database 2005/6, International Association of Universities, UNESCO House, Paris

¹⁰² Country Education Profiles : Pakistan, NOOSR, 1992, Canberra, Australia

and institutions of higher education through proper rules and regulations. A reasonable tax rebate shall be granted on the expenditure incurred on the setting-up of educational facilities by the private sector. Matching grants shall be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Education Foundations. Existing institutions of higher learning shall be allowed to negotiate for financial assistance with donor agencies in collaboration with the Ministry of Education. Educational institutions to be set up in the private sector shall be provided (a) plots in residential schemes on reserve prices, and (b) rebate on income tax, like industry. Schools running on non-profit basis shall be exempted from all taxes. Curricula of private institutions must conform to the principles laid down in the Federal Supervision of curricula, Textbooks and Maintenance of Standards of Education Act, 1976. The fee structure of the privately managed educational institutions shall be developed in consultation with the government.

Innovative Programs

The National Education Testing Service will be established to design and administer standardized tests for admission to professional institutions. Qualifying these tests will become a compulsory requirement for entry to professional education. This mechanism is expected to check the incidence of malpractice in examinations. Likewise, standardized tests shall be introduced for admission to general education in universities.

Implementation, Monitoring and Evaluation

A comprehensive monitoring and evaluation system has been envisaged from grass-roots to the highest level. The District Education Authority will be established in each district to ensure public participation in monitoring and implementation. The education Ministers at the Federal and Provincial levels will oversee monitoring committees, responsible for implementation at their levels. The Prime Minister and Provincial Chief Ministers will be the Chief of National and Provincial Education Councils respectively which will ensure achievements of targets. Existing EMIS at Federal and Provincial levels shall be strengthened to make them responsive to the need of Monitoring and Evaluation System (MES). The Academy of Educational Planning and Management (AEPAM) shall be strengthened and tuned up to meet the emerging demands of MES and its obligations at national and provincial levels. Data collected through Provincial EMISs and collated by AEPAM through National Education Management Information System (NEMIS) shall be recognized as one source for planning, management, monitoring,

and evaluation purposes to avoid disparities and confusion. Databases of critical indicators on qualitative aspects of educational growth shall be developed and maintained by AEPAM for developing sustainable indicators of progress, based on more reliable and valid data to facilitate planning, implementation and follow-up. A School Census Day shall be fixed for collecting data from all over the country. The total expenditure of the government on education will be raised from its present level of 2.2% to 4% of GNP by the year 2002-03 (p.132).

Language bias and ethnocracy in education of Pakistan

Education in Pakistan is carried out in two languages, Urdu and English. While Urdu is the national language of Pakistan, the language was originally and initially developed in Uttar Pradesh in neighboring India. The language was chosen as the national language by the Founder Muhammad Ali Jinnah and has no relation to the belief that it was brought to Pakistan during the Partition of India by migrants called Muhajir Urdu. Urdu quickly dominated the Pakistani political landscape and Urdu is a mandatory in all schools and educational institutions as part of a strategy to undermine the indigenous languages and cultures of the region (some of them being Punjabi, Sindhi, Pashto, Brahui). Education in Pakistan was severely affected by the language bias. According to a 2010 British Council report, this forced imposition of Urdu on non-Urdu speakers in Pakistani schools and universities has resulted in the systematic degradation and decline of many of Pakistan's indigenous cultures, is partly responsible for a rise in reactionary rebellions against this ethnocracy (such as Sindhi nationalism, Baloch insurgency etc.), and contributes to political instability in the country. The report also cites rising illiteracy rates in Pakistan among the indigenous and attributes it to the forced imposition of Urdu in schools, leading to non-Urdu speakers, feeling threatened by the neglect of their languages in Pakistani education, becoming increasingly reluctant to enroll in these schools.

Special Education in Pakistan

It was estimated that 2.49% of the population is disabled (National Policy for Persons with Disabilities, 2002). Of this disabled population, 7.40% are deaf. According to the World Health Organization (WHO) the general prevalence of disability is 10% which makes Pakistan seem as if they have relatively fewer people with disability.

Pakistani Perspectives on Deafness

Special educational affairs have been under

the authority of Ministry of Health for many years. Therefore the model of services provided has a medical orientation rather than an educational one.

45 B-II, Johar Town

Institutions of Special Education in Pakistan:

Allama Iqbal Special Education Centre

Amin Maktab Centre for Special Education and Training

54 A, Block J, Gulberg III

American School for International Academics

1 H, Gulberg III

Aizan campus, Parents' Foundation

128 - A, Gulshan Ravi Lahore

Chaman Centre for Mentally Retarded Children

Block 3, Sector D I, Township

Child Guidance Centre

66 B, Ahmed Block, Garden Town

Dar-ul-Mussarat

17 Waris Road

Dar-ul-Mussarat 2

Near St. Paul's Church, Nawaz Sharif Colony, Ferozpur Road

Special Child Development Centre, Home Economics College

Main Boulevard, Gulberg

Fakuka School for Special Education

248 C Punjab Cooperative Housing Society, Lahore Cantt

Helping Hands Training Institute for Special Children

House 211, Sector 2, Block B, Township

Image Institute of Learning

8-A New Campus Road, Johar Town

Institute for Disadvantaged Children (Fountain House)

17, Lower Mall

Iqra Special Education Centre

24 Chenab Block, Allama Iqbal Town

Lahore Collegiate

2 Ferozpur Road, Near Naz Clinic

Lahore Institute of Special Care and Attention

14-G-4, Johar Town, Lahore.

Multiple Disability Centre

45-B Block 2, Johar Town

PAF Special Education Centre

Sarfaraaz Rafiue Road, PAF Residence, PAF Base, Lahore Cantt.

Parvarish

119 P Gulberg II

Rising Sun Institute

11 A Main Boulevard, Defence Housing Society

SADIA Campus (website)

130-F, Model Town

Special Education Training Centre

43 M.A Civic Centre, Johar Town

Special Education Centre for Hearing Impaired Children

House 45-B Block 2, M.A Johar Town

| | |
|---|---|
| Shadab Centre (Govt. of Punjab) | 128 A Khyber Block, Allama Iqbal Town |
| <u>Thevenet Centre for Special Education</u> | Convent of Jesus and Mary |
| Technical Services Association (TSA) | 23/2 Race Course Road (Aiwan-e-Tijarat) |
| VTCDP (G.O.P), Special Education Complex | 45 B-11 Johar Town |
| Hamza foundation, johar town - <i>Marghzar Welfare Society</i> Plot No. 300 | |
| P.C.S.I.R Society Moza Bagharia Lahore | |

The history of Special Education is not very old in Pakistan. At the time of independence only three schools were working with children with special needs. The first school was established in 1906 to cater to the educational needs of children with visual impairment. In 1920 the second school was opened for deaf children in Karachi. The parents of deaf children have formed a society called the Deaf and Dumb Welfare Society which also established a school named Gung Mahal (Palace of Deaf). At that time some non governmental organizations (NGOs) started playing an active role in the education and rehabilitation of the persons with disabilities (Hameed, 2003). Following independence, in 1959, for the first time The National Commission presented the education of special people to the government agenda. Progress was seen between 1983-1992 when the United Nations Organization (UN) declared this time the decade of disabled persons. The Pakistan National Policy for the Education and Rehabilitation of the Disabled was formulated in 1985 and improved in 1988. The government of Pakistan approved this policy in October, 2002. In 1985, at the federal level a separate directorate was established to run model special education schools throughout the country. In addition the National Institute of Special Education was established to provide in-service training to teachers of special schools (Khan, 1998). Today, the Directorate General of Special Education runs 56 institutions focused on the educational and rehabilitation of children with special needs. At the provincial level, the Government of Punjab recently established a separate Department of Special Education under the direct supervision of the Chief Minister and runs 48 special schools. The provincial government also recently opened 90 special schools at the district level (Bashir, 2005). The Pakistan National Policy for Persons with Disabilities (2002) clearly indicates a shift from segregated to an inclusive system of education that can improve the literacy rate as well as the quality of education. Three Special Education Departments in the major universities (Punjab University, Karachi University and Allama Iqbal Open University) of the country are conducting researches to

indicate the nature and possible solutions of the problems in the field of special needs. These universities have become an important source of information about deaf education. This research will also increase the awareness of the stakeholders. Much of this research has been completed at the Master's level but recently the studies are being conducted at Master of Philosophy and Doctoral levels. This work is emerging and most is not published because they are master's level work and the students have not had the support to publish. The most recent studies showed that the schools are considering seriously offering science education to deaf students (Mahboob & Ijaz, 2011). Further the parents, siblings and teachers of deaf children have started to realize the importance of sign language that will minimize the communication gap. In the result the social emotional adjustment of deaf children will be better and the concept about deafness as a disorder will be reduced (Qurat-ul-Ain & Yaqub, 2011). The Important issues like curriculum, the standardization of Pakistan Sign Language (PSL), teacher's training, awareness of stakeholders, provision of advanced assessment facilities and other assistive technologies are under considerations by the Special Education Department of the Punjab Government. The special education program for deaf children focuses on communication and language skills to allow them to access to the regular curriculum (Khatoon, 2003). Their curriculum for deaf children similar to those in general education programs but adds auditory training and speech development programs. Some subjects, such as science, are eliminated from the curriculum for this group of children. Khatoon reported that only 2% of the deaf children and 5% of their parent's are satisfied with this curriculum. These concerns mirror the concerns of hearing families because there are challenges in the curriculum for hearing children as well. It is largely, traditional, rigid and divorced from the realities of schools. The emphasis is more on theory than on practical work. There is a need for a shift in emphasis from theory to application of theory in actual classroom practices. Therefore, education in general and education for deaf children specially is not felt to be effective at this time in Pakistan.

In 2004, the Department of Special Education of Pakistan was separated from the Ministry of Health, Social Welfare & Special Education. Now it is known as the Ministry of Social Welfare & Special Education. Keeping in view the current scenario of special education it can be said that soon the Pakistani people will be able to understand that being disabled is not being defective but rather a different way of being. In Pakistan the members of the deaf community form a cultural minority. The Deaf community offers many deaf Pakistanis what they could not

find at home, easy communication and a positive identity. The Deaf community is like a family for deaf persons (Husain, 2003). They use Pakistani Sign Language (PSL). They share sorrows and joys with one another and marry each other (Husain, 2003). In Pakistan the deaf community also transfers its knowledge, language and values to other deaf individuals (Husain, 2003). However there is a lack of awareness among people (especially hearing people) about the Deaf community as a culture. Hearing parents of students who are deaf stress that their children need to learn to speak and ask their teachers not to use sign language with them. However the Deaf community is becoming active in Pakistan and its members are helping to change the traditional view of deaf people. Therefore, people are moving from the medical perspective to the cultural model of disability¹⁰³.

¹⁰³ Bushra and Rukhsana, *Special Education and Deaf Children in Pakistan: An Overview*, *Journal of Elementary Education* Vol.22, No. 2 pp.33-44

Chapter Four

Literacy Movement and Non-formal Education

History of the Literacy Movement and Non-formal Education in the then Indian Sub-continent (India, Pakistan and Bangladesh)

The social environment and family income do not allow most poor children to go to school. Children not going to school for lack of opportunity are significant reasons for their poverty and lack of education and awareness of their guardians. Poverty and schooling are inversely related. The higher the schooling, the lower is the poverty; and the lower is the schooling, the higher is the poverty, where the other things remain the same. Non Formal Education (NFE) was once the only way of learning in the then Indian Subcontinent. In ancient time the students went to the houses of the teachers and stayed there for acquiring knowledge. In ancient times and in the middle ages, the indigenous education system in Indian Subcontinent was predominantly theological and philosophical by nature. The sub-continent consisted of big communities of Buddhists, Hindus and Muslims living side by side. Through the traditional ancient Indian educational institutions provided teaching-learning activities which were based on religion and Sanskrit. All types of religious education were aimed at creating moral character of the students for the worldly life and the life after death. In Indian sub-continent there are a large number of languages, all belonging to the Aryan race. These languages lean heavily on Iranian, Arabic, Sanskrit/Hindi, Bangla, Urdu etc. English is widely used for commercial, legal and other official purposes. One can trace the ancient India education to the 3rd century BC. Research shows that in the ancient days, sages and scholars imparted education orally, but after the development of letters, it took the form of writing. Palm leaves and barks of trees were used for education, and this in turn helped spread the written literature. Temples and community centers often took the role of schools. When Buddhism spread in India, education became available to everyone and this led to the establishment of some world famous educational institutions Nalanda, Vikramshila and Takshashila. These educational institutes in fact arose from the monasteries. History has taken special care to give Nalanda University, which flourished from the fifth to 13th century AD, full credit for its excellence. This university had around 10,000 resident students

and teachers on its roll at one time. These students included Chinese, Sri Lankan, Korean and other international scholars.

During the Muslim rule, Islamic education based on Mosque was introduced. It was in the 11th century that the Muslims established elementary and secondary schools. This led to the forming of few universities too at cities like Delhi, Lucknow and Allahabad. Medieval period saw excellent interaction between Indian and Islamic traditions in all fields of knowledge like theology, religion, philosophy, fine arts, painting, architecture, mathematics, medicine and astronomy. The exodus of the Arabs to the Indian Sub-continent began in the sixth century in western India and the twelfth-thirteenth century in Eastern India. Initiatives undertaken by the recently arrived Muslims, alongside the increase in the Muslim population resulted in the growth and expansion of the Madrasah education system in the major cities like Delhi, Lucknow, Rampur, Agra, Madras, Dhaka and other major cities of the Western region of India. According to the "Tarikh-E-Fereshta" the first Madrasah was established in the Multan Province of western India. It was in the sixth century, that Nasiruddin Kabacha built the Madrasah, Firuzi building for Maulana Kutubuddin Kasani. It is believed that this was the first formally approved Madrasah in the sub-continent. Trade relations existed between Arabia and India long before the establishment of Muslim rule here and a large number of holy men and teachers arrived with the tradesman. These holy men established mosques, madrasahs, khankas and chillakhanas in the then Indian Sub-continent and remained. Muslim rule continued in India right up to the establishment of British colonial rule after the fiasco in the fields of Palashi in 1757. Abul Fazal writes in "Ain-i-Akbari" that during Emperor Akbar's rule (1556-1605) the education policy was completely secular and the education was relevant to the practically of daily living. All students had to study ethics, mathematics, the time tables, agriculture, weighing and measurements, calendar and time measurement, household science, state policy, medicine, logic, theology, the natural sciences and history. Students learning Sanskrit had to study Grammar, logic, Vedanta and Patangali philosophy.

Later, when the British arrived in India, English education came into being with the help of the European missionaries. Since then, Western education has made steady advances in the country. In the British colonial age, the British introduced a new system with a commercial view by establishing Fort William College in Kolkata in 1800, breaking the indigenous system of education of then Indian Sub-Continent. The first modern Madrassa was established in 1781 in Kolkata by Warren Hastings, the Governor General of then India. It was decided to introduce

English classes in the Kolkata Madrasah in 1824 and in the Kolkata Sanskrit College in 1827. To further their cause they established the 'Darul Ulum Deoband' Madrasah in Uttar Pradesh, India in 1863. In 1910 the British divided the madrasa education system into two branches, the Old Scheme madrasa education and the new scheme madrasa education. The new scheme later on came to be popularly known as Aleya Madrasa and the second variety that remained outside the purview and control of the government took the name of Quomi Madrasa. A Madrasa Education Board was established in 1949 to regulate the course of studies and control examinations. These madrasas received government funding while the Quomi Madrasas were neither controlled by the government nor received any government funding. Till the early nineteenth century the emphasis was on the learning of Persian language in most of the schools and colleges as the official language of governance was Persian. As more English speaking company servants arrived from England, Persian, the official language began to lose importance. This was when the Calcutta Hindu College (1816) was established. This was the first Asian college established to impart western education on the natives. The establishment of Calcutta Hindu College not only ushered in the western system of education in the Bengal but was also one of the first steps taken to impart modern education in this part of the subcontinent. However, the declared policy of the East India Company when it came to education was to create a class of loyal servants to work in offices of the English rulers. The 1813 Charter which was based on the 1792 document by Charles Grant, observation of the state of Society among the Asiatic Subjects of Great Britain, and later on the famous 'Education Policy' developed by the chairman of education committee of the 'East India Company' Lord Thomas Babington Macaulay in 1835, gradually heightened the importance of an English education and a western knowledge base. Macaulay recommended closure of the Kolkata Madrasah and the Sanskrit college and discontinuing financial support to publications in Arabic, Persian and Sanskrit¹. In 1835 the Chairman of the Education Committee of the East India Company Thomas Babington Macaulay while delivering on the objective of the adopting English as a medium of instruction in some schools emphatically said the objective was to create a class of people Indian in blood and color but English in taste, in opinion, in mind and in intellect.

Street children in Bangladesh, India and Pakistan are growing up on the margins of society in a state of neglect and deprivation, without

¹ Madrasah Education: An Observation. Muzib Mehdy & National Daily Newspaper of Bangladesh "The new Nation", May 01, 2011.

educations, affection, care and guidance. Once a child takes to the street there is a strong possibility that the child, both girls and boys may end up sexually abused and exploited. This is because survival becomes the sole priority-in the absence of alternatives, street children are forced to do anything, which keep them alive. The main problems about their life include difficulty in getting job, or even if the job is found, the dissatisfaction at job, misbehavior from the owners of the houses in which they live, scarcity of money when they are ill and have to buy medicine or when they need doctor, only one dress to wear in the school and no time to play in the afternoon when all others play, they feel very much deprived of their basic rights. The street children lack basic resources to sustain a healthy living. They usually have no financial means to buy decent clothing and no money to buy food, which is crucial for their development. Because of cost of services most street children cannot afford to go to school. Even where schools are free, many children cannot afford to buy uniforms, shoes and books. Street children live in places where they are not adequately protected from the environment. They rarely have access to facilities that they need for hygiene and sanitation, such as toilets and clean and safe water supply. They are therefore more vulnerable to health problems from poor sanitation. Street children tend to be excluded from participating in most of the activities and facilities of other children. This is one of reason why street children often do not have access to medical, educational, recreational and vocational resources. They face problems such as lack of vaccinations, poor health, illiteracy and they can acquire skills needed for finding jobs. In some places, street children may even face the possibility of physical injuries or death from violence. Common source of violence are: the police, gangs and drug syndicates, those who operate commercial sex businesses, death squads, other street children, families and sexual partners. Society usually perceives street children as difficult children who are out there to cause trouble. They tend to be unsympathetic to love and that they turn into terrorists and revolutionaries.

This negative attitude may be a result of the society's inability to care for its people. Even though some street children can usually get enough to eat, they do not have nutritious diets. This leads to malnutrition, anemia, minerals and vitamin deficiencies. Injuries are another problems caused intentionally and unintentionally e.g. due to use of tools, which have been designed for adults. Street children are often homeless, hungry and abused and we need to do something to help them. We believe that all children should have a home to go to, to provide shelter and a caring family environment. All children should have security, they should be

able to play games and have fun. They should be improving themselves at school. Children should not have to earn their own living. They should be clean and wash regularly. They should be healthy and get help immediately when they are sick. One reason for trying to do something for the children is our concern for the future.

History of the Literacy Movement and Non-formal Education in Bangladesh

The history of literacy movement in Bangladesh dates back as early as the beginning of the 20th century. The first ever adult literacy was launched in 1918 AD through establishing night school. In 1926, some 150 night schools were formed in 12 selected Thanas. Gradually, the program gained wider popularity. Adult literacy was revived in 1954 with assistance from the United States Government, as part of the latter's V-AID programs. In 1963, Bangladesh Academy for Rural Development (BARD) introduced adult literacy program in the surrounding areas of comilla. But the program couldn't achieve the desired success. Since independence, mass education program continued with sporadic efforts. Adult literacy movement regained its momentum in early 1990s and was further strengthened with global concern and support. In line with the global commitment on Education for All (EFA) campaign, the Government adopted the 'National Plan of Action' in 1991. For its implementation, the 'Integrated Non Formal Education Program' (INFEP) was undertaken in 1991. Non-formal Education (NFE) is an intentional, systematic form of education that occurs outside the formal school system. Successes that INFEP managed to achieve were as follows:

- i. Necessary skills and experience have been achieved to undertake and implement Non Formal Education (NFE) at a wider scale;
- ii. Areas have been developed to extend cooperation between Government and Non-Governmental organizations;
- ii. Experience and skills have been achieved in implementing post literacy programs and material development.

During mid nineties a total of four projects titled "Non Formal Education Project- 1, 2, 3 & 4" were launched to achieve the national target of literacy in 1990s. It took an organized shape with official launching of the Integrated Non-Formal Education Program (INFEP) in 1991. The main objective of this program was to build an organized nationwide infrastructure. Activities of the program started in 1991 and ended in 1997. Under this program a record number of 2.47 million peoples were provided with literacy services against 1.67 million as targeted in the

program. In pursuance to the unprecedented of the project the Government in September 3, 1995 established the “Directorate of Non-Formal Education (DNFE)” as a permanent infrastructure of non formal education. In 1996, the INFEP was upgraded and the DNFE was established to implement four projects totaling \$277 million over five years (1996-2001). More than 34 million learners were targeted in the four projects. In addition about 415 non-government institutions were active in the education sector, about 330 of which were directly implemented NFE programs for the DNFE. The Fifth Five Year Plan (1997-2002) was aims to increase the adult literacy rate to 80 percent by the end of the plan period. Several non-governmental organizations evaluated the program. Success of such undertakings brought wide international acclamation, which found expression when the prestigious “UNESCO Literacy Award 1998” was accorded to Bangladesh. For expanding primary and mass education programs in a well organized manner, the Government constituted the Primary and Mass Education Division (PMED) in 1992 and the same was transformed into a full-fledged ministry titled “Ministry of Primary and Mass Education (MOPME)” in 2003.



Fig. Author (Md. Saidur Rahman) visited and interviewed the beneficiary participants, in a Non-Formal (Continuing Education) Center under Bureau of Non-Formal Education (BNFE) in Bangladesh.

In the five years between 1992 and 1997 the number of primary schools increased by more than half from 50,300 to 77,600. Over the same period enrollments increased by 41 percent, net enrollment² reach about 85 percent of the age group in regular schools and about 90 percent with non-formal education attendance. BRAC schools are considered non formal schools by the government. They offer grades 1 to 3 and edcate about 1.3 million children ages 6 to

10. Government of Bangladesh figures do not count children enrolled in BRAC schools as enrolled in the formal system even though when these children finish class three in a BRAC school they continue in class four in the government schools.

² Net enrollments exclude over and under age students.

About 70 percent of the eligible children from poor families enrolled in primary education in 1998. Drop-outs over the five year cycle have decreased dramatically from 80 percent in the 1970s to 38 percent in 1998. About 0.125 million child laborers, aged between five and 17, are serving as domestic workers across the country³. Acute poverty drives 92 percent of the 7.4 million child workers across the country to earn their living in the informal sector. This forces them to dropout of schools and denies them of paternal care, thus preventing potential talents to bloom. About 37 percent of children become domestic workers to bear high education costs, 26 percent because of food crisis, which 17 percent are willingly engaged to resolve economic problems of their families⁴. It also found that these children feel isolated and miss their parents.

Except the students who attend non-formal schools run by non-government institutions, all other students at primary level receive a free set of textbooks, although not always on time. Textbooks are based on revised curriculum that is supported by 53 competencies designed by the NCTB in consultation with stakeholders. The competencies encompass an impressive array of topics: respect for all religions and people, competency, relevancy and usefulness of Bangla; and addition, subtraction, multiplication and division for daily life. The curriculum has begun to stress higher-order skills such as thinking and problem solving. Bangladesh's achievement of producing and distributing reasonable quality books throughout the country is stellar. Moreover, most government primary school teachers have basic qualifications. Nearly 60 percent have completed at least 12 years of education. In addition nine teachers in ten have completed on or two years of teaching training. Primary education in Bangladesh can also be considered highly efficient in terms of the ratio of inputs to outputs.

History of the Literacy Movement and Non-formal Education in India

In the mid eighties it revealed through a survey that out of the total non-literate people of 884 million of the world about 328.88 million lived in India⁵. Therefore, the Central Government of India took a decision to adopt the campaign-based literacy program to remove illiteracy. In India the non-formal education system was implemented in 1979. It was a

³ The National Labor Survey, Bangladesh, 2010.

⁴ Child Domestic Workers: Living inside rooms and outside the law and role of government and civil societies, Save the Children, Sweden-Denmark in Bangladesh, 2011.

⁵ The sixth All India Educational Survey: 1993.

major effort of the government to educate dropouts and other un-enrolled children. The 1986 National Policy on Education gave new impetus to the non-formal education system. There are revised and expanded programs in the country focused on involving voluntary organizations and training talented and dedicated young men and women in local communities as instructors. The National Literacy Mission which was constituted in 1988 was put in charge of these programs, which started the Total Literacy Campaign. The district was taken as the unit area of operation of the scheme. The National Policy on Education (NPE), 1986 recognized that the school could not reach all children and a large and systematic program of non-formal education would be required for school dropouts, for children from habitations without schools, working children and girls who could not attend whole day schools. Thus Non-formal Education became an important component of the overall strategy for achievement of Universalisation of Elementary Education. The centrally sponsored scheme of non-formal education was introduced in 1979-80 on a pilot basis with a view to support the formal system in providing education to all children up to the age of 14 years as enunciated in the directive principles of the constitution. In subsequent years the Non-formal Education Scheme was expanded to cover 10 educationally backward states of Andhra Pradesh, Assam, Bihar, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The Non-formal Education Scheme was revised in 1987-88. While the focus continued to be on 10 educationally backward states, but it also included urban slums, hilly, tribal and desert areas and projects for working children in other states and Union Territories as well.



Fig. Author and researcher (Md. Saidur Rahman) (1st right) visited the Non-Formal Education Center in India (Photo taken in June, 2005).

The educational system in the country was modified to a great level and it was structured. Different forms of education were introduced in the society. The 86th Constitutional Amendment Act was passed by the parliament to make education a fundamental right. Formal and non formal educational systems were popularized in India. Non-formal education in India achieved world wide

recognition. This policy of education was introduced mainly in the late

1960s and early 1970s. Non-formal education in India is the concept of recurrent and lifelong learning. In addition to that non-formal education is about `acknowledging the importance of education, learning and training which takes place outside recognized educational institutions`. According to Fordham four characteristics can be associated with non-formal education that includes: Relevance to the needs of disadvantaged groups, Concern with specific categories of person, a focus on clearly defined purposes and Flexibility in organization and methods. The notion of Non-formal education in India refers to education that mainly takes place outside of the schools that are formally organized. Moreover, non-formal is term which is used to refer to adult literacy and continuing education for adults. This educational policy is preferred by the rural as well as urban communities as it is not compulsory and does not lead to a formal certification. The non formal education is likely to be state-supported. The program Non-Formal education in India was launched by the Government of India during 1979-80. According to the Non-Formal Education or NFE is designed to provide education to the children of 6-14 years age group and to those who have constrains in attending regular schools. The non formal education policy also helps those students who are school drop-outs, working children and children from areas without easy access to schools. This policy of education is extended to all parts of the country including urban slums as well as hilly, tribal and desert areas. The program is functional in all the states and Union territories of India with voluntary assistance to centers offering non formal education.

The Non-Formal Education program is meant for children who are unable to attend school. It was launched in the year 1979. The aim of Indian government was to provide free and compulsory education for all children between the ages of six to fourteen years. Millions of children in India, especially in this age group have not had the opportunity to receive any education. Many of them are child labourers who have to work to support their families. Others live in remote areas where there are no schools. In the year of 2011, about 2.97 lakh centers of non-formal education are there which provide education to such children according to the needs of their daily life. They acquire useful skills like learning how to interact at post offices, banks, and block development offices. Also, important facts about basic hygiene and information regarding various government schemes which can help them in different ways are provided to them. This is often done through games and cultural programs. The National Bal Bhavan is one such institution functioning independently under the Department of Education. Since the education of girls is even lower throughout the country, their education is being encouraged more.

Centers for girls receive ninety per cent assistance. A major portion of the Non-formal Education (NFE) scheme is run by the state governments which set up non-formal centers. One component of this scheme provides grants to Voluntary Agencies (Vas) directly from the central government for running of non-formal education centers and a third is for projects of experimental innovative nature by the Voluntary Agencies.

The Status (in 2004) of Non-formal Education Scheme⁶

- Being implemented in 25 States/ Union Territories by the state governments and by 826 Voluntary Associations.
- About 0.23 million primary and 6800 upper primary centers are sanctioned in the state sector.
- 58000 primary and 1000 upper primary centers are run by Voluntary Associations.
- About 41 experimental and innovative education projects are being implemented by Voluntary Associations.
- Total coverage of children under NFE scheme is about 7.4 million.

Several evaluations and assessments by States Government Institutions, Program Evaluation Organization of the Planning Commission have indicated that the implementation of the Non-formal Education Scheme has not been satisfactory. The Program Evaluation Organization's findings indicated that insufficient involvement of the community, the Village Education Committees (VECs) and the Panchayati Raj Institutions. The notion that the alternative system is inferior, second rate and second grade, both qualitative and quantitatively, insufficient decentralization of administrative and financial power and insufficient flexibility. Non-formal education needs to recognize that different children's group have different educational needs and modify itself accordingly. It covers less than 10% of the out of school children. Delay in release of funds at all levels. Poor completion rates for the primary level by children studying non-formal centers. The Non-formal Education Centers function for two hours daily at a time suitable for learners. But in many states the centers have functioned in the evening and night to accommodate children who are working during the day. In its present form the Non-formal Education Scheme could not ensure quality primary education for out of school children and the objectives and measures outlined in the National Policy on Education and the Program of Action, 1992 could not be adequately met.

⁶ Reading material, June 2005, Society for Development Studies, India Habitat Center, New Delhi, India.

According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74.07%. Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas. Female literacy was at a national average of 65% whereas the male literacy was 82%. Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8% literacy. The 2001 statistics also indicated that the total number of 'absolute non-literates' in the country was 304 million.

World Bank statistics found that fewer than 40 percent of adolescents in India attend secondary schools. *The Economist* reports that half of 10-year-old rural children could not read at a basic level, over 60% were unable to do division, and half dropped out by the age 14. An optimistic estimate is that only one in five job-seekers in India has ever had any sort of vocational training.

As per Report of the Higher education in India, Issues Related to Expansion, Inclusiveness, Quality and Finance, the access to higher education measured in term of gross enrolment ratio increased from 0.7% in 1950/51 to 1.4% in 1960–61. By 2006/7 the GER increased to about 11 percent. By 2012, (the end of 11th plan objective) is to increase it to 15%.

Women have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out. Conservative cultural attitudes prevents some girls from attending school.

The number of literate women among the female population of India was between 2–6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched *Saakshar Bharat Mission for Female Literacy*. This mission aims to bring down female illiteracy by half of its present level.

Sita Anantha Raman outlines the progress of women's education in India:

Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programs for midday meals, free books, and uniforms. This welfare thrust raised primary enrollment between

1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for schools, expansion in the numbers of schools, and policy improvements. Emphasis was placed on expanding girls' occupational centers and primary education; secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. The National Literacy Mission also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much earlier. Therefore, at the secondary level, female dropout rates are high.

Sita Anantha Raman also maintains that while the educated Indian women workforce maintains professionalism, the men outnumber them in most fields and, in some cases, receive higher income for the same positions.

The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both at home and outside of home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's lower educational levels is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth.

In India, it was found that there is a large disparity between female literacy rates in different states. For example, while Kerala actually has a female literacy rate of about 86 percent, Bihar and Uttar Pradesh have female literacy rates around 55-60 percent. These values are further correlated with health levels of the Indians, where it was found that Kerala was the state with the lowest infant mortality rate while Bihar and Uttar Pradesh are the states with the lowest life expectancies in India. Furthermore, the disparity of female literacy rates across rural and urban

areas is also significant in India. Out of the 24 states in India, 6 of them have female literacy rates of below 60 percent. The rural state Rajasthan has a female literacy rate of less than 12 percent.

Following independence, India viewed education as an effective tool for bringing social change through community development. The administrative control was effectively initiated in the 1950s, when, in 1952, the government grouped villages under a Community Development Block—an authority under national programme which could control education in up to 100 villages. A Block Development Officer oversaw a geographical area of 150 square miles (390 km²) which could contain a population of as many as 70000 people.

Setty and Ross elaborate on the role of such programmes, themselves divided further into *individual-based*, *community based*, or the *Individual-cum-community-based*, in which microscopic levels of development are overseen at village level by an appointed worker:

The community development programmes comprise agriculture, animal husbandry, cooperation, rural industries, rural engineering (consisting of minor irrigation, roads, buildings), health and sanitation including family welfare, family planning, women welfare, child care and nutrition, education including adult education, social education and literacy, youth welfare and community organisation. In each of these areas of development there are several programmes, schemes and activities which are additive, expanding and tapering off covering the total community, some segments, or specific target populations such as small and marginal farmers, artisans, women and in general people below the poverty line.

Despite some setbacks the rural education programmes continued throughout the 1950s, with support from private institutions. A sizable network of rural education had been established by the time the *Gandhigram Rural Institute* was established and 5, 200 Community Development Blocks were established in India. Nursery schools, elementary schools, secondary school, and schools for adult education for women were set up.

The government continued to view rural education as an agenda that could be relatively free from bureaucratic backlog and general stagnation. However, in some cases lack of financing balanced the gains made by rural education institutes of India. Some ideas failed to find acceptability among India's poor and investments made by the government sometimes yielded little results. Today, government rural schools remain poorly

funded and understaffed. Several foundations, such as the Rural Development Foundation (Hyderabad), actively build high-quality rural schools, but the number of students served is small.

One study found out that 25% of public sector teachers and 40% of public sector medical workers were absent during the survey. Among teachers who were paid to teach, absence rates ranged from 15% in Maharashtra to 30% in Bihar. Only 1 in nearly 3000 public school head teachers had ever dismissed a teacher for repeated absence. A study on teachers by Kremer etc. found that 'only about half were teaching, during unannounced visits to a nationally representative sample of government primary schools in India.'

A study of 188 government-run primary schools found that 59% of the schools had no drinking water and 89% had no toilets. 2003–04 data by National Institute of Educational Planning and Administration revealed that only 3.5% of primary schools in Bihar and Chhattisgarh had toilets for girls. In Madhya Pradesh, Maharashtra, Andhra Pradesh, Gujarat, Rajasthan and Himachal Pradesh, rates were 12–16%. In fact, the number of secondary schools is almost half the number of upper primary schools available in the country.

Modern education in India is often criticized for being based on rote learning rather than problem solving. *BusinessWeek* criticizes the Indian curriculum, saying it revolves around rote learning and *ExpressIndia* suggests that students are focused on cramming.

At the lower secondary level (grades nine and 10), enrolment rate is 52%, while at the senior secondary level (grades 11 and 12), it is 28%. While the enrollment rate in pre-school is merely 18%, there is a 48% drop-out rate in elementary education.

In January 2010, the Government of India decided to withdraw Deemed university status from as many as 44 institutions. The Government claimed in its affidavit that academic considerations were not being kept in mind by the management of these institutions and that "they were being run as family fiefdoms".

The University Grant Commission found 39 fake institutions operating in India.

Only 10% of manufacturers in India offer in-service training to their employees, compared with over 90% in China. Educational program by Seva Mandir, an NGO working for the development of the rural and tribal population in Udaipur and Rajsamand districts of southern

Rajasthan. Following India's independence a number of rules were formulated for the backward Scheduled Castes and the Scheduled Tribes of India, and in 1960 a list identifying 405 Scheduled Castes and 225 Scheduled Tribes was published by the central government. An amendment was made to the list in 1975, which identified 841 Scheduled Castes and 510 Scheduled Tribes. The total percentage of Scheduled Castes and Scheduled Tribes combined was found to be 22.5 percent with the Scheduled Castes accounting for 17 percent and the Scheduled Tribes accounting for the remaining 7.5 percent. Following the report many Scheduled Castes and Scheduled Tribes increasingly referred to themselves as *Dalit*, a Marathi language terminology used by B. R. Ambedkar which literally means "oppressed".

The Scheduled Castes and Scheduled Tribes are provided for in many of India's educational programmes. Special reservations are also provided for the Scheduled Castes and Scheduled Tribes in India, e.g. a reservation of 15% in *Kendriya Vidyalaya* for Scheduled Castes and another reservation of 7.5% in *Kendriya Vidyalaya* for Scheduled Tribes. Similar reservations are held by the Scheduled Castes and Scheduled Tribes in many schemes and educational facilities in India. The remote and far-flung regions of North East India are provided for under the Non Lapsible Central pool of Resources (NLCPR) since 1998–1999. The NLCPR aims to provide funds for infrastructure development in these remote areas.

Women from remote, underdeveloped areas or from weaker social groups in Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh, and Uttarakhand, fall under the *Mahila Samakhya Scheme*, initiated in 1989. Apart from provisions for education this programme also aims to raise awareness by holding meetings and seminars at rural levels. The government allowed ₹340 million (US\$6.2 million) during 2007–08 to carry out this scheme over 83 districts including more than 21, 000 villages.

Currently there are 68 *Bal Bhavans* and 10 *Bal Kendra* affiliated to the *National Bal Bhavan*. The scheme involves educational and social activities and recognising children with a marked talent for a particular educational stream. A number of programmes and activities are held under this scheme, which also involves cultural exchanges and participation in several international forums.

India's minorities, especially the ones considered 'educationally backward' by the government, are provided for in the 1992 amendment of the Indian National Policy on Education (NPE). The government initiated the Scheme of Area Intensive Programme for Educationally Backward

Minorities and Scheme of Financial Assistance or Modernisation of Madarsa Education as part of its revised Programme of Action (1992). Both these schemes were started nationwide by 1994. In 2004 the Indian parliament passed an act which enabled minority education establishments to seek university affiliations if they passed the required norms. Surprisingly, in the field of Sindhi language, (an 8th schedule language, which is prevalently spoken by the Sindhis of India who have no state of their own) government has not made any significant contribution. Sindhis are linguistic minority and most of the states have no Sindhi schools or schools with Sindhi language as an optional paper. Sindhis with around ten million population have less than 100 teachers in this language. Sindhi, basically draws its origin from Indus Valley civilisation. While the language has Indo-aryan origin, it is prevalently spoken in Pakistan and patronized by the Pakistan Government. Most of the Sindhi associations fear that due to apathy of Indian Government, Sindhi language and culture will only be a story for the future generations. Rajesh Thadani, President of Bihar Sindhi Association, which was constituted by the first Governor of Bihar, Jairamdas Doulatram, has started awareness campaign in this direction. This campaign has gathered a momentum and it has started recognition worldwide.

The Association for Promotion of Creative Learning has been running a school for children since 1997 in Patna, where the organisation has developed a unique teaching learning methodology based on the theory of Multiple Intelligences by Howard Gardner called Creative Learning. The organization stresses on seven core competencies which are essential in any natural process of learning-Power of Observation, Concentration, Memory, Thinking, Imagination, Power of Expression/Communication and Emotional Control.

Programs and Schemes of Literacy in India

With the launching of the National Policy on Education of India in 1986, the Government of India initiated a move to start a number of missions. The National Literacy Mission started in 1988 was one such mission. The central government, in partnership with state governments has initiated following programs to fulfill the constitutional obligation and national aspirations:

- Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE),
- Sarva Shiksha Abhiyan,
- Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan,

- Shishu Shiksha karmasuchi in West Bengal,
- Community/Maabadi Schools in Andhra Pradesh.

The Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) implemented by NGOs has evolved out of the following major concerns and learning experiences:

The shortcomings of the existing Non-formal Scheme in terms of very low investments; poor community involvement; problems in release of funds; several quality issues including training of instructors; number of hours of teaching per day etc. had to be address.

The non-formal education scheme till now has functioned largely as a separate intervention for 'out of school' children resulting in poor linkages with the formal system. The effort to provide access to 'out of school' children and ensure their regular participation and completion of primary/elementary level of education with satisfactory levels of learning has to form a part of the overall effort for achievement of Universalisation of Elementary Education. The ideological debate for alternative school systems (including the NFE scheme) have always been questioned on several grounds.



Fig. Author and researcher (Md. Saidur Rahman) visited the Non-Formal Education Center in India.

Most non-formal systems stress low-cost solutions and advocate low investments that provide the receipted for poor quality. To maintain the quality of any educational program certain basic essential needs to be ensured minimum infrastructure, equipment, reasonable honorarium of the Education Volunteers and regular academic support etc. However, there are still less than the per-pupil investment in the formal system, largely on account of the considerably lower honorarium to the Education Volunteers compared to salaries of regular government teachers. By emphasizing part-time education at convenient timings, non-formal programs accommodate and even

support child labor. It is difficult to make a clear, ideological statement on the issue of child labor in the context of Education Guarantee Scheme and Alternative and Innovative Education. However, by stressing time-

bound achievement of Universalisation of Elementary Education, i.e. enrolment and completion of elementary education by all children, the scheme of Sarva Shiksha Abhiyan (SSA) does imply that all children should be in school and not at work. The centrally sponsored scheme 'Sarva Shiksha Abhiyan' has set time-bound targets for achievements of Universalisation of Elementary Education. The duration of part-time alternative schools under Education Guarantee Scheme and Alternative and Innovative Education will now be a minimum of four hours a day in the day time (except in rare cases where evening/night centers may be allowed). This would also address the quality issue of inadequate instruction time and also help in ensuring that children are away from work for a significant part of the day. Currently there are about 5.6 crore children in the age group 6-14 years who are out of school⁷. For the rest of the children the focus would be on their enrolment into formal school. The experience has been that certain children who are in extremely difficult circumstances e. g. street children, children who migrate with their families, wage earning child laborer, adolescent girls cannot be easily enrolled into formal schools directly. Some of these groups of children would require specific, flexible strategies based on their situation to ensure that they complete primary/elementary education. A significant portion of the children who are out of school including the dropouts are push-outs from the formal system. The Education Guarantee Scheme and Alternative and Innovative Education actually provide flexible strategies for specific group of children. For children in the age group of 6-8 years, the thrust almost in all states is on ensuring their enrolment in regular schools. If necessary, a motivational, school readiness, bridging summer camp could be provided under Education Guarantee Scheme and Alternative and Innovative Education to ensure all eligible children in a habitation actually enroll in the regular schools.

In 1993, the sixth All India Educational Survey had indicated that there were 0.18 million habitations without primary schools in the country. Over the past 6 years a large number of these habitations have been provided an educational facility through setting up of new primary schools, alternative schools under District Elementary Education Plans (DEEP) and state specific initiative like the Education Guarantee Scheme in Madhya Pradesh, The Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan, Shishu Shiksha karmasuchi in West Bengal, Community/Maabadi Schools in Andhra Pradesh etc. With this basic thrust, the

⁷ Annual Administrative Report, 2001-2002 and 2002-2003, Mass Education Extension Department, Government of West Bengal.

Education Guarantee Scheme and Alternative and Innovative Education would not detract from strengthening and improvement of regular schools. Mainstreaming, which is stressed under Education Guarantee Scheme and Alternative and Innovative Education would not be possible unless regular schools are strengthened and made accountable to the community to ensure that the most disadvantaged children are able to continue and 'learn'.

The Education Guarantee Scheme and Alternative and Innovative Education provides for induction training of 30 days duration for the Education Volunteers of the primary level and 40 days for those of the upper primary level. There is a provision for 30 days training in every subsequent year also. The cost of individual center would depend on the number of learners enrolled. However, over all cost for district as a whole would have to be maintained within Rs. 845/- per child per annum for primary level centers and Rs. 1200/- per child for upper primary level centers. Certain strategies e.g. residential 'back to school' camps, Balika Shikshan Shivirs for adolescent girls etc. require higher unit costs. Certain items of expenditure like food for learners and staff, provision for basic health care, etc.

Education Guarantee Scheme and Alternative and Innovative Education would cover children in the age group of 6-14 years, however for children with disabilities, it would cover children in the age of 18 years complying with the provisions of persons with Disabilities (Equal opportunities, Protection or Rights and full Participation) Act, 1995. It will continue to have 3 components as in the earlier NFE scheme:

- State run centers (a variety of alternative schools run by the state government).
- Education Guarantee Scheme learning centers or alternative schools run by Voluntary Agencies (VAs).
- Innovative and Experimental projects run by Voluntary Agencies (VAs).

In most states the planning for NFE for 'out of school' children have followed a 'parallel track' approaches to the formal system. The underlying assumption being that for 'out of school' children the only option is part-time, non-formal education. The Education Guarantee Scheme and Alternative and Innovative Education clearly states that every district should initially target enrolment of all children in the 6-8 years age in formal schools only with some motivational camps or bridge courses, if necessary. For elder children (9-11 years of age) also, the

effort should be towards mainstreaming (admitting children to formal schools) through appropriate interventions like bridge courses, residential camps etc. It is recognized that children in the 12-14 years age group who have never been enrolled or have dropped out early and certain difficult groups like street children, children who migrate, bonded child labor etc. cannot be admitted into formal schools and would require alternative interventions for some time. Education Guarantee Scheme and Alternative and Innovative Education support flexible strategies including schools in unserved habitations, seasonal hostels or condensed courses for migrating children, bridge course, residential camps, drop-in centers for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps etc. The Education Guarantee Scheme and Alternative and Innovative Education would support the following 3 broad kinds of strategies:

- a. Setting-up of schools in school-less habitations.
- b. Interventions for mainstreaming of 'out of school' children who cannot be mainstreamed.
- c. Strategies for very specific, difficult groups of children viz. bridge courses, back to school camps etc⁸.

Programs and Schemes in India for Children in Remote, School-less Habitations and Children who migrate

The Education Guarantee Scheme and Alternative and Innovative Education would accord a priority to setting up of Education Guarantee Scheme centers (primary level) in unserved habitations where no school exists within a radius of 1 kilometer and at least 15 children in the age group of 6-14 years who are not going to schools are available. These would be a single teacher schools with an education volunteer from the same habitation. In exceptional cases e.g. remote habitations in hilly areas of Jammu and Kashmir and parts of North-East India, Education Guarantee Scheme schools could be supported even for 10 children within the overall cost norms of the scheme and Voluntary Associations could also apply for setting up of Education Guarantee Scheme schools. Maabadi in Andhra Pradesh, Education Guarantee Scheme in Madhya Pradesh, Multi-grade learning centers in Kerala, Shishu Shiksha Karamsuchi Kendras in West Bengal, Contract schools in Maharashtra, Rajiv Gandhi Swarna Jayanti Pathshalas in Rajasthan are some of the important strategies being implemented in various states to provide universal physical access for primary schooling. In some states, such schools have grade-I and II only and are envisaged as feeder schools for

⁸ Tenth Five Year Plan, 2002-07, Government of India.

formal primary schools. Seasonal community hostels with arrangement for boarding, lodging, coaching and care of children who stay back and continue in schools when the parents migrate.

Bridge Courses/Back to School Camp in India

A second category of interventions that would be accorded priority are bridge courses, back to school centers or camps that aim at mainstreaming of 'out of school' children into formal schools. The duration of the bridge course would depend on the age of the children and their prior education. The bridge courses could be residential or non-residential, could be organized in the community or as part of the regular school itself. Bridge course would continue for varying duration depending on the requirement of children of different age groups. It is possible that a particular bridge course continues throughout the year and different children take 3 (three) months to 1 (one) year to reach the educational level of the grade to which they are to be admitted. Seasonal community hostels with arrangement of boarding, lodging, coaching and care of children who stay back and continue in schools when the parents migrate. For education of children who migrate- setting-up of school at the site of migration (Brick kiln schools in Maharashtra, Salt farms schools in Gujarat). MV Foundation, Andhra Pradesh has done pioneering work in this area. Several other Voluntary Associations like Pratham (Mumbai and other cities), is also implementing bridge courses with very flexible strategies for certain groups of children e.g. street children, children of sex workers, children living in slums and working children. Long duration residential camps for elderly out of school children could be of 12-24 months duration that help children of age 12-14 years to complete primary/upper primary education at the camp itself. Balika Shikshan Shivir of Lok Jumbish, Mahila shikshan Kendras under Mahila Samakhya and several other Voluntary Association initiatives have implemented this approach. Funds from Government of India for state and Voluntary Association run projects would be transferred to a state level society identified for implementation of the scheme⁵. The state society for Education Guarantee Scheme and Alternative and Innovative Education would necessarily have to be the same as that identified for Sarva Shiksha Abhiyan (SSA). The state society would be responsible for coordination and monitoring of the implementation of Voluntary Association run programs also.

'Jan Shikshan Sansthan (JSS)' was conceived as an institute for conducting skill upgradation in the areas of program of Non-Formal, Adult and Continuing Education. There are 'Jan Shikshan Sansthan

(JSS)' which impart vocational training to advanced learners, neo-literates and non-literates enabling them to find scope for earning livelihood and enhancing their economic status. It provides academic and technical resource support to Zilla Saksharata Samitis in both urban and rural areas. It functions as registered voluntary agencies of repute. Objectives of 'Jan Shikshan Sansthan (JSS)' are:

- i. To improve the occupational skills and technical knowledge of the neo-literates and the trainees and to raise their efficiency and increase productive ability;
- ii. To provide academic and technical resource support to zilla saksharata samities in taking up vocational and skill development programs for neo-literates in both urban and rural areas;
- iii. To serve as nodal continuing education centers and to coordinate, supervise and monitor 10-15 continuing education centers/nodal centers;
- iv. To organize training and orientation courses for key resource persons, master trainers on designing, development and implementation of skill development programs under the scheme of Continuing Education for neo-literates.

'Continuing Education Program' aims at sustaining the learning process for the neo-literates and imparting training on various trades according to the locally felt needs of the neo-literates and others. The target group of this program constitutes the neo-literates, school dropouts, pass outs of primary schools and also non-formal education programs and other members of the community interested in availing opportunities for life-long learning.

History of the Literacy Movement and Non-formal Education in Pakistan

The city of Taxila (Takshashila) became a major center of learning in ancient times the remain of the city, located to the west of Islamabad, are one of the country's major archaeological sites. The 1981 and 1998 census reveals that Pakistan has a total population of about 83 million and 132.352279 million respectively. The population of Pakistan is distributed unevenly among five contiguous regions of Sindh, Punjab, NWFP, Baluchistan and Federally Administered Tribal Areas. The growth rate over the inter-census period had remained 3.1% per annum. The age group below 15 years is about 40.82% of the entire population. The density varies from 18 to 500 persons per square mile. The number of adult illiterates in the age group of ten years and above is about 53.4

million in 1990. The primary school facilities are available for 63% of the age group of 5 to 9 years. About 40% (3.2 million) of those enrolled in primary schools dropout before completing the five year cycle. About 37% (6 million) don't have access to primary education⁹. Education is on the concurrent list of subjects under the 1973 constitution of Pakistan. The responsibility for education has been divided between the Federal Government and the Provinces. The Federal Government reserves the power to establish major policy guidelines, to allocated development budget funds, and to determine curricula revision and examination changes. Actual operation of education system has been vested in the four provincial administrations with the federal government retaining jurisdiction over the federal district of Islamabad and the tribal areas not subject to provincial authority. The decentralization of the education system down to the four provinces was prompted by significant differences in levels of educational development, but it may have the effect of increasing variations in the availability and quality of schools, particularly for females. At the Federal level there exists a Curriculum and Text-books Wing. Curriculum Bureaus and Text-book Boards exist as separate institutions within the provinces. Their activities are coordinated by the Federal Wing. The existing curricula of formal education system for classes I to V were revised and introduced progressively from 1974. The curricula in various disciplines were drafted by National Committee continuing a majority of subject experts from the Universities and are highly content oriented. The medium of instruction at the primary level is Urdu (Sindhi in Sindh) the national language which unfortunately is not the mother-tongue of a great majority of children. Higher education is mostly conducted in English. The courses offered are generally the same throughout Pakistan. Diversification of courses takes place after class VIII (Age 13+). Three streams of arts, science and vocational are available. Text-books are produced by the Provincial Text-book Boards. The syllabi are common to all the provinces and to that extent the curriculum is centralized. These text-book Boards develop books upto grade XII. At a level higher than this the text-books prescribed are often foreign.

The first education conference, held in 1947, strongly recommended the promotion of primary education and adult literacy. In 1952 a six year development plan was prepared with the intention to achieve the objectives set forth in the first education conference. The plan stated the needs to provide financial support for literacy programs but no

⁹ Khawaja Sarfraz & Barrie Brennan, *Non-Formal Education, Myth or Panacea for Pakistan*, Page: 208.

allocations what-so-ever were made in this regard. Emphasis was also placed on universalization of primary education (UPE) because the first conference set 1967 as the target date for universalization of primary education (UPE). The fate of the six year plan was no better than the education conference. The issue of implementations was diffused with the lack of resources and no serious consideration was given in the subsequent years as how to change the existing system so as to implement policy goals and plan objectives. One interesting outcome of the first conference and first plan was that it becomes a tradition to have a new education policy with the change of government and a development plan after every five years, except from 1970 to 78, due to internal political turmoil and external threats to the country.

In Pakistan, public expenditure on education lies on the fringes of 2 percent of GDP. However, the government recently approved the new national education policy, which stipulates that education expenditure will be increased to 7% of GDP, an idea that was first suggested by the Punjab government. Author of an article, which reviews the history of education spending in Pakistan since 1972, argues that this policy target raises a fundamental question: What extraordinary things are going to happen that would enable Pakistan to achieve within six years what it has been unable to lay a hand on in the past six decades? The policy document is blank on this question and does not discuss the assumptions that form the basis of this target. Calculations of the author show that during the past 37 years, the highest public expenditure on education was 2.80 percent of GDP in 1987-88. Public expenditure on education as a percentage of GDP was actually reduced in 16 years and maintained in 5 years between 1972-73 and 2008-09. Thus, out of total 37 years since 1972, public expenditure on education as a percentage of GDP either decreased or remained stagnant for 21 years. The author argues if linear trend were maintained since 1972, Pakistan could have touched 4 percent of GDP well before 2015. However, it is unlikely to happen because the levels of spending have had remained significantly unpredictable and unsteady in the past. Given this disappointing trajectory, increasing public expenditure on education to 7 percent of GDP would be nothing less than a miracle but it is not going to be of godly nature. Instead, it is going to be the one of political nature because it has to be "invented" by those who are at the helm of affairs. A little success can be made unless Pakistan adopts an "unconventional" approach to education. That is to say, education sector should be treated as a special sector by immunizing budgetary allocations for it from fiscal stresses and political and economic instabilities. Allocations for education should not be affected

by squeezed fiscal space or surge in military expenditure or debts. At the same time, there is a need to debate others options about how Pakistan can "invent" the miracle of raising education expenditure to 7 percent of GDP by 2015.

Official statistics released by the Federal Education Ministry of Pakistan give a desperate picture of education for all, especially for girls. The overall literacy rate is 46 per cent, while only 26 per cent of girls are literate. Independent sources and educational experts, however, are sceptical. They place the overall literacy rate at 26 per cent and the rate for girls and women at 12 per cent, contending that the higher figures include people who can handle little more than a signature. There are 163,000 primary schools in Pakistan, of which merely 40,000 cater to girls. Of these, 15,000 are in Punjab Province, 13,000 in Sind, 8,000 in North-West Frontier Province (NWFP) and 4,000 in Baluchistan.

Similarly, out of a total 14,000 lower secondary schools and 10,000 higher secondary schools, 5,000 and 3,000 respectively are for girls, in the same decreasing proportions as above in the four provinces. There are around 250 girls colleges, and two medical colleges for women in the public sector of 125 districts. Some 7 million girls under 10 go to primary schools, 5.4 million between 10 and 14 attend lower secondary school, and 3 million go to higher secondary schools. About 1.5 million and 0.5 million girls respectively go to higher secondary schools/colleges and universities.

Alarming situation in rural areas

The situation is especially alarming in rural areas due to social and cultural obstacles. One of the most deplorable aspects is that in some places, particularly northern tribal areas, the education of girls is strictly prohibited on religious grounds. This is a gross misinterpretation of Islam, the dominant religion in Pakistan (96 per cent of the population), which like all religions urges men and women to acquire education.

The situation is the most critical in NWFP and Baluchistan, where the female literacy rate stands between 3 per cent and 8 per cent. Some government organizations and non-governmental organizations have tried to open formal and informal schools in these areas, but the local landlords, even when they have little or nothing to do with religion or religious parties, oppose such measures, apparently out of fear that people who become literate will cease to follow them with blind faith. Unfortunately, the government has not so far taken any steps to promote literacy or girls' education in these areas. It is even reluctant to help

NGOs or other small political or religious parties do the job, because in order to maintain control, it needs the support of these landlords and chieftains who, as members of the two major political parties, are regularly elected to the national assembly.

"I want to go to school to learn but I cannot because my parents do not allow me to do so," said 9-year old Palwasha, who has visited the biggest city of Pakistan, Karachi, with her parents and seen girls like herself going to school. She lives in a village located in Dir district (NWFP), where education for girls does not exist. "We have only one school for boys," she said, adding, "None of my friends goes school, but she is now in Peshawar (capital city of NWFP)".

Poverty is also a big hurdle in girls' education. According to UNICEF, 17.6 per cent of Pakistani children are working and supporting their families. Indeed, children working as domestic help is a common phenomenon in Pakistan, and this sector employs more girls than boys. In big cities and towns, people are joining together to send their daughters to school. In any case, because of better facilities, girls' literacy is higher in big cities such as Karachi, Lahore, Islamabad, Rawalpindi, Faisalabad, Hyderabad, Gujranwala, Peshawar and Quetta.

Even though there is a lack of concern on the part of government to promote girls' education, some religious groups, political parties and NGOs are working actively to do so despite all barriers. Alkhidmat, a countrywide NGO, is running almost 100 non-formal schools in small villages of Sind, Baluchistan and NWFP Provinces, where not merely girls but adult women are admitted for basic primary education.

In Sind province, NAZ, a Khairpur-based NGO, is running fifty formal and non-formal girls' schools in the city's outskirts; the NGO Resource Center, a Karachi-based organisation, is operating scores of girls' schools while Green Crescent, another Karachi-based NGO, is running twenty non-formal schools for girls in villages throughout the province. In Punjab, the Al-Ghazali Education Trust, a Lahore-based organization, is operating some 200 formal and non-formal schools, mostly for girls and women, all over the province.

The ousted government of Nawaz Sharif had introduced the idea of non-formal education for women throughout the country. To do this, he had established the prime minister's literacy commission and was preparing to set up some 100,000 non-formal schools for girls and women. But now the project is in the doldrums because of the change of government and continuing political instability is seriously jeopardizing

its future. Nonetheless, some 1,500 non-formal schools for girls and women, set up under former Prime Minister Benazir Bhutto and President Zia ul-Haq, continue to function in rural areas.

Although the media have played an effective role in convincing people to send their daughters to schools, the situation remains dramatic in the villages and small towns where almost 70 per cent of the country's population resides

Literacy Targets in the Five Year Plans of Pakistan

The first Five Year Plan (1955-60) did not set forth any literacy targets hence any financial allocation was made¹⁰. The first conference of 1947 stated that adult education should be the prime interest for the prime interest for the country but this commitment was not followed up leading to the interpretation that there was no serious political commitment to eradicate illiteracy from the very beginning. Similarly, targets were set for primary education. These were to increase participation from 1.72 million to 2.89 million in 1990. However, actual achievement was only 2.06 million i.e. about 34%¹¹. The reason, for this low performance were varied, major among these being the low starting base for female education, less separate schools for girls and general poverty of a large proportion of population. In addition, the curriculum was devoid of children's interest. By and large the purpose of education before 1947 was to provide local clerks to serve the British Empire. This practice continued in Pakistan for several years and even today there is a strong element of the same within the education sector. In primary education the problem of low enrolment was further aggravated with the menace of a high dropout rate which was about 80% during the first plan period. This entire drop out children soon became an army of illiterates. The quality of education was poor because the teachers were not properly educated and trained. The first plan also stated curriculum revision as a necessary component for quality improvement. The lack of basic physical facilities, non-availability of teaching-learning material, high population growth rate, overloaded and irrelevant curricula and a rigid and outdated bureaucratic structure made the achievement of the first plan target impossible for education. The failure to promote adult literacy was to the lack of any plan or program in this regard. However, a rural development program known as village AID had a small component of functional literacy. But this literacy component did not have any teachers, materials

¹⁰ Pakistan Planning Commission, The first Five Year Plan of Pakistan: 1955-60.

¹¹ Khawaja, Sarfraz. Statistical Profile on Basic Education: 1981-1990-2000. Islamabad: UNICEF.

or other basic facilities to promote the literacy program. The result as one can expect was discouraging. The plan did not set a pace of development for the education sector which could be subsequently followed as an example.

The next major effort for the promotion of education was through the establishment of a commission on National Education which submitted its report in 1959. This comprehensive document gave due importance to literacy and identified strategies for the eradication of illiteracy and promotion of primary education. The report suggested that school children should be used as teachers to make their parents literate and the philosophy of 'each one teach one' should be used to promote adult education. Similarly for primary education the target of 15 years was set to achieve Universal Primary Education (UPE). The second five year plan (1960-65) reflected the targets and strategies identified in the 1959 report and the over all objective was to promote education for economic development. The plan promoted the concept of Education for All. The quantitative expansion and qualitative improvement of education at primary level was emphasized and larger financial allocations were made for primary education. The plan document intended to increase primary school enrolment from 2.06 million children to 3.26 million¹². The actual increase in enrolment was 3.15 million at the end of the plan i.e. 1965. The achievement level of plan targets for primary education was 90%. The adult education and literacy programs made no progress during the second five year plan because no financial allocations were made to eradicate illiteracy in the country. The third five year plan 1965-70 had a benchmark of 3.15 million primary school children and the target was 5.90 million but only 4.20 million could be placed in schools by the end of the plan¹³. The achievement level was only 38%. The third plan duly emphasized the promotion of primary education but adult literacy remained at very low ebb. The fourth five year plan (1970-75) allocated Rs. 2.3 million to make 5 million adult literate¹⁴. The plan could not be implemented and was almost abandoned due to internal instability. The result was obvious and only 25000 adults could be made literate against the target of 5 million. The Education Policy of 1970 was enunciated and laid down strategies for adult education which included the establishment of National Education Corps for implementing adult education programs, development of non-formal programs for education, functional education for adults, also industrial employers to provide work-oriented basic

¹² Pakistan Planning Commission, The Second Five Year Plan of Pakistan: 1960-65.

¹³ Pakistan Planning Commission, The Third Five Year Plan of Pakistan: 1965-70.

¹⁴ Pakistan Planning Commission, The Fourth Five Year Plan of Pakistan: 1970-75.

education to their illiterate employees etc. In the field of primary education the policy attached a high priority to elementary education and emphasized decentralization for effective implementation. In addition the new education policy reiterated to provide attractive schools to eliminate drop out, to enhance female enrolment for rapid expansion and appoint female teachers in primary schools as far as possible. The policy intended to achieve UPE by 1980 a very ambitious target which could not be achieved. The fourth five year plan could not be implemented as a five year unit instead a plan was developed from year to year basis and it continued up till 1978 when the Fifth Five Year Plan was formulated. The period from 1970-78 became a non-plan period. The bench mark of primary education in 1970 was 4.20 million and the target uptill 1978 was 6.50 million but actual number enrolled in primary education were 5.90 million and as such the percentage achievement was 46%. During the non-plan period the Government enunciated another Education Policy in 1972 with UPE targets for boys by 1979 and for girls by 1984. The major strategies were free primary education, priority to rural areas, emphasis on female enrolments, standardized low cost school buildings and the revision of curricula and text books. The policy lent greater support to adult literacy and suggested that massive literacy programs were to be undertaken in every town and village, literacy centers to be established all over the country and mass communication media to be used for literacy programs. The target of making 11 million persons literate through 2.76 lakhs literacy centers was fixed. In the policy of 1972 a new emphasis was placed on basic education which was inclusive of primary education and adult literacy¹⁵. A thrust on adult education and non-formal education gained some recognition.

All the policy intensions were to be reflected in the action plan for which the Fifth Five Year Plan (1978-1983) was prepared. As the plan implementation started in 1978 the Government of Pakistan came up with another policy namely 'National Education Policy 1979'. In the realm of adult literacy this plan was very different from the previous ones because it set aside an amount of Rs. 50 million for literacy programs as compared to the previous plan (1970-75) where the allocation was only 2.3 million rupees¹⁶. The fifth plan also set a target of making 8.5 million adult literate within a period of five years but the performance was disappointingly low and only 40,000 people could be made literate. This was because of the lack of proper infrastructure to promote literacy programs. However a major development took place in pursuance of the

¹⁵ Education Policy of Pakistan, 1972.

¹⁶ Pakistan Planning Commission, The Fifth Five Year Plan: 1978-1983.

recommendation of 1979 Education Policy, Literacy and Mass Education Commission (LAMEC) was established in 1981, with the explicit purpose to evolve strategies for eradicating illiteracy, to develop plans for the promotion of literacy and suggest ways and means to use non-formal education as mass approach for literacy programs. The bench mark enrolment was 5.90 million and the target was set at 8.60 million but by 1983 only 6.70 million children could be enrolled hence the percentage achievement was only 30% of the set targets. In fifth plan the approach intended to infuse social justice and equal opportunities for the masses and minimize disparities for education and economic development. The plan laid stress on removing disparities in opportunities so that the country should become a modern nation. The base of primary was to be enhanced and funds allocated to primary education were declared non-transferable to any other level of education. The 1979 Education Policy stated that UPE for boys would be attained by 1986-87 and for girls it would be 1992. The strategies identified were rapid expansion of female education, opening of Mosque and Mohallah Schools, and reduction of drop-outs. For the eradication of illiteracy Mosque and Mohallah Schools were to be used for the teaching of Quran and literacy, establishment of student volunteer corps was to be explored, ten thousand TV sets were provided to literacy centers and a target was set to raise literacy ratio to 35% by 1982-83 from the 24% prevailing in 1979. Illiteracy was seen as a major bottleneck for the development of the country and this drawback was reflected in the policy of 1979 as well as in the fifth five year plan. Non-formal education was to be used to fulfill the educational needs of disadvantaged sections of society, particularly adult illiterates, rural inhabitants and females. The distance teaching method was to be used through the Allama Iqbal Open University.

The Sixth plan gave the highest priority to basic education which includes adult literacy and primary education. An allocation of Rs. 7000 million was made for primary education as compared to Rs. 1413 million provided in the Fifth plan (1978-83). Similarly for adult literacy programs Rs. 750 million was provided in the Sixth plan as compared to Rs. 50 million provided in the Fifth plan. The Sixth plan approached primary education with the earnestness and urgency it always deserved but never received. The plan intended to universalize free primary education for boys by 1988 and for girls by 1992¹⁷. The participation rate was to be increased from 48% to 75% by 1988 and the literacy ratio was to be increased from 23.5% in 1983 to 48% in 1988. The number of

¹⁷ Pakistan Planning Commission, The Sixth Five Year Plan of Pakistan: 1983-88.

primary schools was to be increased to 1,14,173 by the end of the Sixth plan. By the end of the period the participation could only increase to 63.5% instead of 75%, literacy ratio increased to 30% instead of 48% and total number of primary schools increased to 88000 instead of 1,14,173. The primary education sector could only get Rs. 3500 million against the projected allocation of Rs. 7000 million for the plan period. The literacy programs consumed Rs. 834 million as against the allocation of Rs. 750 million. The cause of literacy was taken up with earnest seriousness in the Sixth Five Year Plan (1983-88), and it was envisaged that a massive literacy program be undertaken with the greatest attention to be paid to females in rural areas. The component of evaluation was built into the program to determine its effectiveness in spreading literacy and motivating the entry of children into primary schools. The plan sought to improve the literacy level by means of a two-pronged attack: by accelerated expansion of primary education and through the launching of a functional literacy program. The number of illiterates of age 10 and above (nearly 42.7 million) was thought to be too large to be brought under the literacy program to be implemented in the limited period of 5 years. A selective approach was, therefore, adopted in the determination of the target groups. In view of the vital significance of younger age groups and the reality that they would give the maximum returns, it was proposed to cover 15 million persons (6 million males and 9 million females) of the age group 10-24 years under the program of functional literacy for a total outlay of Rs. 750 million. In view of catalytic role of women and the need to reach the rural population, higher priority was given to women in rural areas. The functional literacy program was proposed to be delivered through a variety of media and methodologies which would include first-hand teaching and distance teaching with audio-visual aids. Necessary legislative cover was envisaged for this purpose. In addition, interested individuals, non-government organizations and local governments were sought to be actively involved in the implementation of the proposed program. The agencies were to be encouraged through financial assistance, supply of instructional material and training of literacy teachers. Necessary administrative cover was also to be provided to ensure that (i) no illiterate was employed in government offices and in semi-public and private corporations after a specified date and (ii) existing illiterate employees of the government or semi-public and private corporations were provided with facilities for acquiring literacy skills within a specified period of time. The responsibility for providing facilities to illiterate employees for acquiring literacy would

rest with the employers. Since the proposed program gave higher priority to women, greater reliance would have to be placed on Women's Division and major women's organization in the implementation of the functional literacy program for women. The plan envisaged that non-conventional approaches could be tried which have worked successfully in other developing countries, e.g. requiring government offices and industrial establishments to teach their illiterate staff within a specified period; offering special scholarships or academic credits to college students to induce them to spread mass literacy; providing liberal financial support to NGOs to participate in the nation-wide literacy campaign. These measures would be designed to provide necessary motivation to illiterate to acquire literacy and give necessary back-up support to various government and non-government agencies engaged in the elimination of illiteracy. It had been realized that adult literacy campaigns had generally failed in those countries where exclusive reliance had been placed on traditional methods. Without innovation and nation-wide participation the effort would not meet the desired degree of success in line with the Sixth Five Year Plan. A two year national literacy plan for the period 1984-86 was approved by the Government. The plan aimed at making 2.2 million persons literate in a period of two years (1984-86) at a cost of Rs. 317.016 million. This aim was to be achieved through opening and operating 25,610 literacy centers in the country, at the peak of the program. The cost of making one person literate would be Rs. 147/-. The national literacy plan was evaluated in 1987 and the actual expenditure to make one person literate came over to Ts. 3000/- instead of Rs. 147/- as reflected in the budget estimates. Similarly the plan intended to make half a million people literate during the first year of the plan but only 18,000 could be made literate during the first year. The achievement level was only 3.6%.

The Sixth plan set a target of making 15 million persons literate. But the literacy programs which were launched did not prove effective. The literacy centers established during the first half of the Sixth plan were replaced by schools. In addition the Iqra pilot project was started in Islamabad, Rawalpindi districts on an experimental basis. During the Sixth plan period hardly 0.8 million illiterates were made literate. The Iqra pilot project model of rewarding Rs. 1000 per neo-literate to volunteer teachers were not successful hence could not be replicated in other parts of the country. The Sixth plan experience had shown that a short cut to literacy was not only expensive but hard to monitor. There is no substitute for formal education. The option available are (i) to divert

resources for converting illiterates into literates with uncertain results and continue to deny even primary education to half of the new generation, or (ii) to provide hundred percent facilities of primary education for the new generation and let the illiterates be phased out or taken care of, largely by the NGOs on a demand basis. The Seventh Five Year Plan (1988-93), therefore, relies mainly on expansion of compulsory primary education and efforts of NGOs for adult education to increase the literacy rate. In the short run, the results will be slow but in the long run this approach will facilitate rapid increase in literacy rate, through improvement and expansion of primary education. Retention power of the primary schools will be improved. A strong program of adult literacy will be launched by the NGOs, the mass media and by the political parties as a socio-political campaign. The plan target will be to make 15 million persons literate through adult literacy programs¹⁸. The focus of the Sixth plan was on the expansion of primary education and reduction in illiteracy. To achieve these objectives 40,000 new mosque schools were to be opened and 15 million persons were to be made literate during the plan period. These targets could not be attained and only 17,193 new mosque schools could be opened while the literacy program could not make much progress due to the absence of an appropriate infrastructure. Only 0.8 million persons could be made literate during the period. The Seventh plan states that Primary education facilities are available to only 60% of the children in the age group of 5 to 9 years. Primary schools lack physical facilities; about 29000 primary schools have no building and 16000 schools have only one class room. The target of one teacher and one room for every class, the minimum essential requirement for quality education, appears difficult to achieve even in the next few years. In rural areas, enrolment of girls is about one third of that of boys. Most of the teachers lack dedication, motivation and interest in their profession. Available data on education are both incomplete and unreliable. Usually, enrolment and teachers in private schools are under reported. Lack of proper school mapping has made it difficult to identify the right locations for opening of new primary schools. The curriculum is mostly urban oriented and is not relevant to the daily life of the children. An unattractive school environment has resulted in poor retention and a high dropout rate. The Seventh plan strategy is to increase the literacy rate through improvement and expansion of primary education as well as to improve the private sector to play an active role. While it is estimated that the literacy rate will rise to about 40 percent by 1992-93, the infrastructure created during the Seventh plan is expected to yield a literacy rate of 80 percent by the

¹⁸ Pakistan Planning Commission, The Seventh Five Year Plan of Pakistan: 1988-93.

end of the century. In order to broaden the resource base, the Iqra fund will be properly organized. The proceeds of the Iqra surcharge, which was imposed in 1985-86 on imports, will be credited directly to the Iqra fund. The Iqra surcharge will be gradually extended to other economic activities to meet the growing needs of education and training. To augment these resources, the private sector will be encouraged to make tax-free donations to Iqra fund and to other educational endowment funds without any limit. Primary education has been adopted as the main instrument for achieving mass literacy. The Seventh plan will provide primary education facilities to all children in the age group of 5 to 9 years. School facilities will be provided to every child within a radius of 1.5 km so that no child is deprived of basic education due to unavailability of a school within a reachable distance. Almost 100 percent of the needed infrastructure facilities will be provided under the plan. This will include buildings for about 75 per cent of the shelter less schools, opening new schools and addition of classes in existing schools. Efforts will also be made to reduce disparity of availability of school facilities for boys and girls in both rural and urban areas.

According to the constitution, education is on the concurrent Legislative List of the Federal and Provincial Governments. The Federal Government has the power to attend matters relating to policy, planning, curriculum, text-books, standards and Islamic education. The Federal Government is the overall policy making, coordinating and advisory authority. The private sector is also permitted to contribute in the process of schooling and does so to some extent upto all stages now. Finances to meet the development expenditure in education in the provinces are provided by the Federal Government. Recurring expenditure to meet salaries and regular supplies etc. are borne by the provincial exchequers. It is now commonly accepted that a review focused only on a country's formal schooling system provides a partial picture of its system of human resource development. However, a through analysis of non-formal education is seriously handicapped by a lack of data and inadequate theoretical structures for handling what data is even available. Clearly therefore the analysis which follow is based on informal analysis and observations. In view of the positive correlation which exists between productivity and education; all nations are investing a good deal of their resources in the education and training of their masses through non-formal methods. Non-formal education refers to any organized program of educational inputs carried on outside the framework, rules and logistics of the formal education system. So defined, non-formal education covers a great diversity of learning activities designed to serve

many different learning objectives and learning clientele in many places and at all stages.

The recent rise of interest in non-formal education through out the World has been brought about in the main by growing recognition that formal education is increasingly made difficult by financial and other constraints and will be able to meet only a fractional part of the important learning needs of the developing countries in the more important parts of the large remaining educational gaps. Non-formal education and training as implied above encompasses the entire range of learning processes and experiences outside the regular school system. It includes diverse situations from on the job training apprenticeships and adult education to participation in extension services, community development projects. It is a difficult to make a complete inventory of the entire non-formal education program conducted by the public and private agencies within Pakistan. Similarly it is more difficult to make reliable estimates related to the capital or recurrent expenditures incurred. However, in the aggregate, nearly the same numbers of people are exposed to non-formal education as are to the formal system. The participation rate at primary level nation-wide was 63.5%. One of the major reasons for this low performance relates to resource constraints. Noble intensions were reflected in policy documents but never followed by the allocation of necessary financial resources. In spite of the lofty objectives set forth to achieve universal primary education the financial allocation for education sector at best remains at 2.2% of GNP. In the year of 2000 the estimated rate of literacy in Pakistan was about 38.1 percent while in 1981 the rate of literacy was about 26.1 percent, Baluchistan being as low as about 1.7%¹⁹.

¹⁹ Census 1981. Pakistan. 2000 figures have been projected.

Chapter Five

Literacy and Non-formal Education Programs/Schemes

Literacy and Non-formal Education Programs/Schemes in Bangladesh

Literacy Program Delivery in Bangladesh

Integrated Non-Formal Education (INFEP) supported three different types of Non Formal Education (NFE) programs which are¹ : (1) Center-based literacy and survival skills programs implemented by the government and non-government institutions; (2) the Total Literacy Movement (TLM) a ‘campaign’ approach which is managed by the local administration at the district level; and (3) distribution of free primers for philanthropic and voluntary organizations implementing the NFE program using their own or donor resources.

Center Based Approach (CBA)

Under this approach, the area and number of learning centers to be opened are predetermined. On behalf of Directorate of Non-formal Education (DNFE), selected NGOs are responsible for implementing Non-formal Education (NFE). Partner NGOs are selected for subvention on a set criteria mutually agreed upon by the government and the development partner’s. As per project Pro-forma and annual Plan of Operation, experienced NGOs are invited to submit proposals.

The proposal are initially scrutinized by the scrutiny committee on the basis of set eligibility criteria i.e. registration, capacity, experience of NFE management, vicinity, infrastructure in the proposed project area, annual audit report and fund management etc. for selecting NGOs. Since the distance between NGO infrastructures the program area is a crucial factor in meaningful implementation of the program, it undergoes a physical verification by DNFE officials. The finding of the scrutiny committee are reviewed by the Evaluation Committee, eligible proposals are evaluated on the basis of set evaluation criteria. The evaluation report is then reviewed by the Subvention Sub-Committee handed by the DG,

¹ Annual Report, 2002-03, Directorate of Non-formal Education, Ministry of Primary and Mass Education, Govt. of Bangladesh.

DNFE. The recommendations of the Subvention Sub-Committee are placed to the inter-ministerial Subvention committee headed by the Secretary, MoPME for finalization of selection of NGOs and get the list approved by the Hon'ble Minister. Selected NGOs are allocated a certain amount of fund and necessary technical assistance to run their activities for implementation of NFE programs. About 330 NGOs were directly implementing NFE programs for the DNFE. A non-formal education center in Bangladesh has 30 learners assembled in a rented space-a school or a house during hours when the clientele are not engaged in other household or economic activities.

Total Literacy Movement (TLM)

The TLM was a mass campaign approach based on a successful model in West Bengal of INDIA. TLM was implemented through district administration. Headed by the Deputy Commissioner of the respective District, the TLM program ensures participation of mass people in the literacy movement. As implementation strategy, discussions, rallies, processions, miking etc. were organized to disseminate the message to all. Besides posters, leaflets, banners, festoons etc. were also distributed among people to raise mass awareness on literacy movement and to ensure people's participation through voluntarism, as well as, partnership. Deputy Commissioner (DC) of the District plays the most important role in the implementation of the TLM. In each District, the DC forms a District Literacy Samity (Association) which is comprised of representatives from all section of the people. The committee chooses an inspiring, attractive and very often innovative name for its program. Local leaders were also brought within the scheme. Effective participation of masses is the most important criterion for success of the TLM. District administrations are entrusted with specific mandates to implement TLM. Able leadership of the Deputy Commissioners creates a positive image of the TLM program and plays a vital role in achieving the end goal. The TLM to "eradicate" illiteracy and declared that the adult literacy rate (for population of age 7 and over) had reached 64 percent by 2002.

Primer Distribution Approach (PDA)

Many voluntary and philanthropic associations are keen to include non-formal education to their own programs. DNFE allocates NFE materials free of cost to these organizations under the "Philanthropic Quota". As a result, these organizations help to implement DNFE programs within framework of their own activities in local communities.

The four projects undertaken by The DNFE during mid nineties (Table-1.2)

Non Formal Education Project-1 (NFE-1)

NFE-1 was undertaken with a view to build a permanent NFE infrastructure in the country and to provide literacy services to 2.96 million people aged 15-24 years. The project was implemented covering 32 districts of Bangladesh. It began in January 1996 and completed in June 2001. Of the estimated cost of Taka.2208.90 million GOB contributions was Taka. 422.81 million and project aid Tk.1786.09 million. World Bank, ADB and SDC were the development partners of this project. A total of 2.96 million learners were covered. The completion report for the first phase of NFE 1 indicates that about 58 percent of the target learners were women. In the TLM review in district ‘Lalmonirhat’ 94 percent of the targeted illiterates enrolled in the TLM literacy centers². Beyond gender and geographic data, however, not enough is known about how well programs have been doing in reaching the very poorest segments of the population. DNFE and NGOs run programs have yet to reach some underserved areas of the country: 73 thanas classified as ‘distressed with food insecurity’ are not yet served by DNFE sponsored programs, and another 61 percent with literacy levels below 30 percent are also not covered³.

Non Formal Education Project-2(NFE-2):

Non Formal Education Project-2 was undertaken aiming at providing literacy services to 8.18 million illiterate people aged between 11 and 45 years. It also intended to formulate a Post-Literacy and Continuing Education Model for NFE. The project covered 190 Upazilas/Thanas from 31 districts. The estimated cost of the project was Taka 2800.00 million. It was implemented through the financial assistance from GOB, SIDA and NORAD. It started in July 1995 and was completed in June 2002. Though various modes of deliveries adopted by this project, a total of 3.62 million people aged 11-45 have been made literate and the district Rajshahi has been declared as “Illiteracy Free”. Other successes achieved by this project are:

² A joint UNDP/ DNFE (renamed as BNFE) evaluation study was conducted in May 1996 for the program in the district of Lalmonirhat

³ Swiss Agency for Development and Cooperation (SDC), ‘Final Report on Financing Non-Formal Education in the Context of Bangladesh Education Sector’, Dhaka, September 1998.

- i. Post-Literacy and Continuing Education (PLCE) was piloted through 23 NGOs on pilot basis and a model of PLCE program has been formulated;
- ii. Research and experimentation on NFE have been conducted;
- iii. Gaining experience on NFE program designing, planning, implementation etc. through national and international experts.

Non Formal Education Project-3 (NFE-3):

‘Basic Education for Hard to Reach Urban Children (NFE-3) Project’ was undertaken to provide literacy services to 0.35 million urban working children aged between 8 and 14 in six divisional cities of the country. It has benefited about 346500 children by providing non-formal basic education equivalent to class three (grade III) of formal education. The project was initiated in 1997 and was due for completion June 2004. It was implemented by the Directorate of Non-formal Education (renamed as Bureau of Non-formal Education) through about 151 partner NGOs. The project was financed by the Government of Bangladesh, SIDA, DFID and UNICEF. The total amount budgeted for the project was Taka. 805.51 million (GOB contribution was Tk. 27.207 million and the donor’s contribution was Tk. 778 million). Out of this budgeted amount the total expenditure so far has been Tk. 778 million. Course duration is two years. The project covers basic elements of the grades I-III curriculum and included additional materials of history and culture, health, nutrition, hygiene, family planning, environment, numeric etc. Supplementary reading materials are available to learners. The project functioned through 11550 centers and each center had 30 learners. The time schedule of the course was 24 months in three phases of eight months each. This program introduced modular, multi-grade flexible teaching learning strategies.

This project focuses on the national attention on working urban children and their educational needs. Through implementation of the “Basic Education for Hard to Reach Urban Children Project” it has benefited about 346500 children aged between 8-14 years by providing non-formal basic education across the six divisional cities of Bangladesh. The main objective of the project was established ways for children engaged in hazardous labor to gain access to education. It emerged that working urban children were also hard to reach because the education system has not regarded them as potential clients, because investment flows were against them and because their communities did not think their education was necessary.

According to the government estimates in the year of 2000 there are 40 million illiterates between 8 and 35 years old. About 6.3 million of these are working children between the age of 5 and 14 years, many of whom are involved in hazardous child labor. Despite the considerable progress about 10% of the primary age group never enrolls in school. For the most part these are the children of very poor families. Only about 40% of the children of very poor families enroll in school. The reasons for non-enrollment are mainly economic. Poor parents cannot afford the direct costs of attendance. Parents of the very poor children cannot afford the opportunity costs of school attendance such as their children must work in the home cooking, gathering fuel, child rearing, or outside in petty trading. Poverty is the major hindrance in sending children to school. The majority of these 'excluded children' are either living in isolated rural communities, disaster prone area and are in all likelihood, homeless, child labor or from marginalized ethnic minorities or from urban slums or specially challenged children. About 22.9% of the country's total child workers are forced into different hazardous jobs as they cannot find any better of employment and go into the vocation given the financial hardship of their families and having to earn for the family. Around 66.8% of child workers are sent to these jobs by their parents. Almost 45% child workers could not attend school because they could not afford educational expenses and 19.5% of them could not go to school due to work. Among the total non school going child workers 9.8% reported that their parents did not send them to school⁴.

"Basic Education for Hard to Reach Urban Children (Non-formal Education Project-3) Project" sought to provide quality non-formal basic education up to the equivalency of formal education grade III (three) to 351,000 urban working children aged between 8-14 years in the six divisional cities of Bangladesh. The project was initiated in 1997 and was due for completion June 2004. It was implemented by the Directorate of Non-formal Education (renamed as Bureau of Non-formal Education) through about 151 partner NGOs, the project was financed by the Government of Bangladesh, SIDA, DFID, and UNICEF.

The total amount budgeted for the project was Tk. 805.799 million (the GOB contribution was Tk. 27.207 million and the donor's contribution was Tk. 778 million). Out of this budgeted amount the total expenditure so far has been Tk. 758.621 million (GOB contribution Tk. 24.725 million and Donor's contribution Tk. 733.896 million). The "Basic Education for Hard to Reach Urban Children Project" functioned

⁴ Bangladesh Bureau of Statistics (BBS), 2006.

through 11550 centers between October 1997 and October 2003, though 157 of these centers ran till 31st December 2003 in the six divisional cities of Bangladesh after the formalities of the selection of the NGOs for the project activities. The NGOs sub-contracted to run the hard to reach learning centers were selected by the subvention committee. This was an inter-ministerial body, headed by the secretary of the Ministry of Primary and Mass Education. It was assisted by the six member sub-committee led by the Director General of the Directorate of Non-formal Education. The NGOs were responsible for conducting a baseline survey of child workers in the communities where they were assigned.

The children's program under NFE3 follows a two year basic literacy course with curriculum and textbooks developed by the DNFE. The both two teachers per center and supervisors initially received twelve days training in the use of the enhanced curriculum specifically developed for the project target group who were working and aged 8-14 years who had little or no previous school experience. It covers basic elements of the grades I-III curriculum with flexibility and included additional material on Bangladesh history and culture, health, nutrition, hygiene, environment, basic human rights, numeracy and other life skills developed by UNICEF, Bangladesh. After independence of Bangladesh, according to the principle of the National Curriculum and Text Book Board (NCTB), the first five years duration curriculum of primary education (grades/classes I-V) of Bangladesh was prepared at 1976. In this curriculum the eight subjects such as Bangla as a mother language, mathematics, Environment, English, Religion Education, Arts and Drawing, Physical Education and Songs were included as subjects. At the time of third 5 years planning of Bangladesh (1991) this curriculum was revised. This revised primary education curriculum was known as competency based curriculum. At 2002 this curriculum was again revised and introduced goal, 22 objectives and 50 terminal competencies of primary education within these above mentioned eight subjects. The project also attempts to provide social mobilization towards the elimination of child labor. Supplementary reading materials developed by government and non-government institutes such as BRAC, Dhaka Ahsania Mission etc. are available to learners.

Teachers were then to identify and recruit 30 (thirty) working children to come to the learning center for the daily two-hour class. Each NGOs which organizes the children, community and the learning centers was required to run a minimum of 15 centers with 30 learners in each center half of whom must be female. The learners were identified by the NGOs through a survey conducted on working children in catchment

areas. The children were targeted in the following professions: domestic workers, street children, brick breakers, sex workers, tea stall workers, auto repair, tempo helpers, welders, leather/tannery workers etc. If children dropped out of the class or attended infrequently, teachers were expected to persuade parents and employers to encourage the child's return.

By 2001, the subvention committee had contracted 140 NGOs to run more than 5000 learning centers in the slum areas where large numbers of working children lived.

The distribution of centers, learners and NGOs are given in the Table-1.1:

| City | Dhaka | Chittagong | Khulna | Rajshai | Sylet | Barisal | Total |
|-------------|--------|------------|--------|---------|-------|---------|--------|
| Centers | 6765 | 2085 | 1335 | 810 | 300 | 255 | 11550 |
| Percent (%) | 66.2 | 18.2 | 11.7 | 7.1 | 2.6 | 2.2 | 100 |
| Learners | 202950 | 62550 | 40050 | 24100 | 9000 | 7650 | 346500 |
| Percent (%) | 66.2 | 18.2 | 11.7 | 7.1 | 2.6 | 2.2 | 100 |
| NGOs N | 98 | 12 | 36 | 24 | 14 | 10 | 194* |

Source : Directorate of Non-formal Education (renamed as Bureau of Non-formal Education).

* Some national NGOs work in more than one city.

The project could not cover 351000 children. It has benefited about 346500 children aged between 8-14 years by providing non-formal basic education equivalent to class three (Grades III) of formal education. About 150 learning centers could not be opened because some NGOs backed out from running the learning centers allocated to them at the last moment. Others had to merge some learning centers because of very few learners in those centers.

Each center was based in a small room that was used for a two-hour daily class for thirty children. Some rooms were used to run several shifts of classes during the day. Supervisors were assigned to support the work of about fifteen teachers and the centers they operated. They were also to assist teachers in maintaining student's attendance and in establishing Center Management Committee (CMC) of parents and representatives of the local community that would help in running the school. Center Management Committee (CMC) were setup to help recruit students to ensure regular attendance of the children, teachers and to serve as a link between the centers and local authorities. Apart from the initial 12 days of training for both supervisors and teachers, it was given refresher training for four days per year. Additional training was given to supervisors for two days on their roles and responsibilities. But in Bangladesh provision of five types of professional training for formal

primary school teachers. The time schedule of the course was 24 months in three phases of eight months each. The classes were of two hours duration, six days a week. According to this estimation the children of the project set only about 450 -500 hours annually to interact with their teachers. According to the international standards, contact hours between teachers and pupils at primary level should be at least 900 hours annually. However, in Bangladesh children in classes I and II set only 500 hours annually to interact with their teachers while students from classes III to V set about 700 hours, according to statistics of Directorate of Primary Education of Bangladesh.

Teachers received an honorarium of Tk. 800 per month and supervisors Tk. 1200 per month plus a travel allowance of Tk. 300 per month. The costs of co-ordination were to be carried by the NGOs themselves. The costs per learner have been established between Tk. 1850 and Tk. 2250 for 24 months. According to the UNICEF and DFID study the costs per learner was Tk. 1853. The assumptions behind this are that each center had 30 learners. The costs per learner considered was the actual program costs and did not include the administration costs, such as those incurred by the Bureau of Non-formal Education. The total expenditure per learner was between Tk. 2161 and Tk. 2189 respectively including program and administration costs.

Basic Education for Hard-to-Reach Urban Working Children Project (2nd Phase)

Name of the Project : Basic Education for Hard to Reach Urban Working Children Project (2nd phase)

Implementing Agency : Bureau of Non-Formal Education (BNFE)
Ministry of Primary and Mass Education

Location of the Project: Six Divisional Cities - Dhaka, Chittagong, Rajshahi, Khulna, Sylhet & Barisal (including Narayangonj, Gazipur, Karanigong & Savar).

Duration of the Project :

- Original : July 2004-June 2009
- Revised : July 2004-April 2012
- 2nd Revised : July 2004- Dec. 2012
- 3rd Revised : July 2004-June 2014

Funding Agencies

| | RDPP | | 2nd RDPP | | 3rd RDPP | |
|--------------|----------------|-------------|----------------|-------------|----------------|-------------|
| | Taka (Lakh) | US\$ (M) | Taka (Lakh) | US\$ (M) | Taka (Lakh) | US\$ (M) |
| Total | 26792.90 | 39.484 | 27384.52 | 39.729 | 30361.00 | 42.157 |
| GoB | 911.19 | 1.320 | 1081.88 | 1.565 | 1305.57 | 1.765 |
| Dev.Partners | 25881.71 | 38.164 | 26302.64 | 38.164 | 29055.43 | 40.391 |
| Sida | 14856.10 | 21.85 | 15097.72 | 21.850 | 17258.93 | 23.992 |
| CIDA | 6988.06 | 10.283 | 7101.71 | 10.283 | 8193.63 | 11.399 |
| UNICEF | 4037.55 | 6.031 | 4103.21 | 6.031 | 3602.87 | 5.000 |

Specific Objectives of the Project

- To provide quality non-formal, life-skills based basic education to 166150 urban working children and adolescents ages 10 to 14 years, of which at least 60% will be girls.
- To provide 20130 (out of 146942) urban working children and adolescents (13+ age group) with livelihood skills training, and access to support systems to ensure optimal use of life-skills based basic education to improve their life.
- To advocate at City and National levels for education, social and economic policies in favor of working children and their families and for protecting children from hazardous working environment and
- To increase awareness of all relevant stakeholders to act in favor of progressive elimination of child labor.

Four main components of the project

- Life Skills Based Basic Education
- Livelihood Skills Education
- Advocacy Social mobilization & program communication
- Capacity Development

Progress of the project

Component-I : Life Skills Based Basic Education

- 6646 learning centers were established in the six divisional cities.
- Total enrolled learners 166150; aged 10-14 of which 60% girls.
- Total graduated 146942.
- Rate of graduation 88.44%.
- Rate of dropped out 12%.
- Total 24582 learners from stage 1, 2, 3 & 4 mainstreamed into formal educations.

- 6,563 teachers and 657 supervisors received short-term training (pedagogical skills, primary school subject matter, monitoring, evaluation and reporting).
- Teachers and supervisors received incentive.
- Child-friendly, basic education curricula and materials were developed and distributed timely.
- 98% Birth registration completed.
- 146527 school bags distributed to learners.
- Tiffin has been distributed to 73392 learners.

Component II- Livelihood Skills Education

- Total target 20130 (3rd RDPP)
- Learners provided livelihood skills training following different modalities which are as follows: Modality 1 through five partner NGOs and following UNICEF PCA model (Modality 2, 3 & 4).
- Total 12392 learners completed Livelihood Skill Training.
- Total 11488 learners have received seed money (11000 BDT each).
- 7500 learners will be provided Skill Training following 3rd RDPP.
- MAWTS has started training for 5000 learners in six divisional cities.
- BRACK has started training for 1000 learners in five divisional cities.
- The 1500 learners will be provided livelihood skill training following PCA modality.

Name of the trades

- Industrial Sewing
- Jori-Chumki & Embroidery
- Hand Embroidery
- Block-Batik & Screen print
- Jute & Paper bag
- Beautification
- Tailoring & Dress making
- Electrical House Wiring
- Motorcycle Service Mechanics
- Refrigeration & Air Condition
- Plumbing
- Basic Masonry and Pipe fitting
- Electronics & Mobile Phone Repairing
- Tiles Fitting
- Mobile Phone Servicing

Component III: Advocacy, Social mobilization & program communication

- 1132 IPT show staged and 679200 parents, guardians, employers, CMC members and community people were involved.
- 6646 CMC members received orientation.
- 4 learners appeared on national TV in a meeting with Honorable Prime Minister & Education Minister of Bangladesh.
- National child day, Independent day, Victory day, CRC week, WDACL and International Literacy Day have been observed.
- Sixteen zonal workshops involving nine POs and 250 child right advocators were held in six divisional cities.
- 6 TV short drama & 1 drama serial (Bonofuler Gan) produced.

Component IV: Capacity Development

- Planned 5 overseas study tours completed covering 50 officials from MoPME, BNFE, PIU, Officials from relevant Ministry and NGO partners.
- 15 in country study tour organized covering 279 personnel.
- Nine MOs received Project Planning Development and Management Training from Planning Academy.
- 60 personnel provided financial management training.
- 14 PIU officials received computer training.
- 8 Study report published.

The learning center curriculum was designed to allow the students to learn more quickly than the curricula used in other formal school. In recognition of the realities of the working children's lives, the two years program was broken into three eight months modules that would allow working children more time to complete the course. Considering the highly mobile lives of the learners in the slum areas, modular teaching that incorporates differential learning methods was most useful. This will help in creating equivalencies that will enable any learner to enter another non-formal or a formal school if they so desire. This program introduced modular, multi-grade flexible teaching and learning strategies. Identified recommendations by the researchers for future course of action to be taken:

1. After graduating from learning centers, learners may aspire for better life options, either in terms of continuing education or vocational skills that will help them to get better jobs.

2. The center needs to be located in spacious, safe and hygienic rooms and surroundings. There has to be adequate provision of drinking water and access to toilets.
3. To be provided a snack to the learners daily with community support.
4. Every center to have a wall magazine with contributions by the learners.
5. Corporal punishment has to be banned from the hard to reach learning centers if any such incidence exists in the center.
6. Urban working children need basic education, to improve their life chances.

Non Formal Education Project-4 (NFE-4)

Non Formal Education Project-4 was undertaken with the GOB's own fund to cover the illiterate peoples who could not be covered through other NFE projects. The main objectives of the project were to provide literacy to 22.89 million peoples of aged group of 11-45 years and to create employment opportunity temporarily for educated and unemployed young male and female. The project areas were 448 Upazilas from 62 Districts. Its estimated cost was Tk 6829.96 million. The project has been implemented through Total Literacy Movement (TLM) mode. Four districts have been declared "Illiteracy Free" and a total of 9.23 million individuals have been provided with literacy services under the project. Additionally, as many as 0.328 million educated youths (both male and female) have got employment opportunity through this project. The project was ended on June 30, 2003.

Table-1.1: Projects in the NFE Sector Under DNFE (1996-2001)

| No. | Projects | Target Group (age group) | No. of Learners (Million) | Delivery Strategies | Total Allocation (Million US\$) | Source of Funds |
|-----|----------|--------------------------|------------------------------------|---------------------|---------------------------------|--------------------------|
| 1 | NFE1 | 15-24 | 2.4 (NGOs) 0.5 (TLM and others) | NGOs, TLM & Others | 51.1 | GOB, IDA, ADB & SDC |
| 2 | NFE2 | 15-45 | 6.5 (TLM) 1.8 (NGOs) | TLM & NGOs | 69.6 | GOB, SIDA, NORAD & USAID |
| 3 | NFE3 | 8-14 (Hard to reach) | 0.4 (NGOs) | NGOs | 18.5 | GOB, DFID, UNICEF, SIDA |
| 4 | NFE4 | 15-45 | 22.9 (TLM) | TLM | 169.9 | Government |
| | Total | | 34.4 | | 309.1 | |

Beyond literacy, various governmental agencies and non-government organizations are involved in the provision of skill training courses. Functional skill training was offered to credit group members by numerous Non-Government Organizations (NGOs) (BRAC, Proshika, Dhaka Ahsania Mission (DAM), etc. on topics such as livestock, crop production, legal rights etc. Many government departments such as Department of Agriculture Extension, Fisheries, Livestock, Department of Women Affairs, Department of Social Service etc. also offer different types of vocational training.

Post Literacy and Continuing Education (PLCE) Program

Setting up a goal to provide to all newly literate people, the DNFE undertook the four Post Literacy and Continuing Education (PLCE) projects during mid nineties.

As many as 18.48 million illiterate persons have been provided with literacy services under different projects. As a result of the successful implementation of the NFE programs, literacy rate has been reached at about 62 percent in 2004 as against 35.3 percent in 1991.

Previous experience shows that due to lack of proper literacy practice the neo literate who have been made literate under different projects do forget and soon become illiterate again. Post Literacy and Continuing Education is therefore necessary to check to relapse back into illiteracy. Although there was a built in mechanism for some 3 to 4 months post literacy course with every literacy course, it seems insufficient. There is 735 Gram Shikkha Milon Kendra (Continuing Education Center) in the country as a part of continuing education under INFEP. After completing of the INFEP, a total of 935 village education centers were being administered (including the earlier established 735 centers) with financial assistance from UNESCO until March 1999, after which, the centers were being maintained by NFE-2. It was revealed by the finding from different discussion meetings, seminars, workshops and reached that PLCE courses in such arrangement were insufficient, ineffective and below the desired status to suit the needs of the present time. In most cases, the courses lack market orientation and fail to meet the demand of the learners. Therefore they can't succeed to link the learners with the market and employment problem remains unresolved. This means that NFE or post literacy interventions just cannot achieve desired goals to uplift living standard of the learners. Considering these realities, the DNFE has undertaken the following three projects under the title "Post Literacy and Continuing Education for Human Development".

Post Literacy and Continuing Education for Human Development (PLCEHD) Project-1

The main objectives of this project are

1. To include 1.656 million neo literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously;
2. To include an equal number of learners, who have completed the post literacy course in continuing education program for increasing their incomes through skill training in order to foster a better life style and to develop them as enlightened and productive citizens;
3. To involve the target population in a life long educational process;
4. To strengthen the national framework of non-formal education and develop functional definitions of literacy, post literacy and continuing education in Bangladesh;

Project revision with reasons

Against the original design and period of the project a revision needs to be done with some key reasons as:

1. The actual implementation began about one and half year later than the scheduled time.
2. Selection of PI-NGOs of phases of 3A and 4A took too much time.
3. The project achieved only 29.85% against its targeted 13.626 lakhs neo literate within the original period of December 2005.

The main features of the revision:

- i. Shrinking of project location from 230 upazilas to 205 upazilas under which all the target 6900 centers have been accommodated within the target 32 districts under 6 divisions of the country.
- ii. Realignment of learners' target at 1.3626 million instead of 1.656 million learners (this was an error in the original PP) to adjust the year-wise schedule of works of original PP.
- iii. Making provision for overhead administrative and other required incidental costs for implementation of project activities.
- iv. Piloting audio visual aids on cluster CE trade courses and preparing video film in CD.
- v. Extension of Contract for Supervisors beyond 3 months' PL up to CE completion period of another 6 months.

- vi. Renewal of contract for PI-NGOs beyond one Phase with further extension based on satisfactory performances.
- vii. Recruitment of additional Core Trainers and Monitoring Associates as per actual requirement.
- viii. Cost adjustment among various PP components with provisions for Tracer Study, printing of documents (viz. learners' reading materials, course completion certificates, training materials, reports, manuals etc.), local training/workshops of Master Trainers, UNOs, ADs etc., adjustment of overseas training, fuel costs of project vehicles for official uses by ministries and preparation of a Directory of skill development services/ resource providers in Bangladesh on income generating activities (IGA).
- ix. Extension of PIMU manpower including contract staff and consultancy services viz-a-viz realignment of PIMU work in the absence of DNFE.
- x. Extension of project period beyond December-2005 for another another 2 years upto December-2007 to achieve project target.
- xi. Making provision for meeting unforeseen unavoidable expenses causing from natural calamities like flood, cyclone etc. and
- xii. Adjustment of project costs among various components viz-a-viz variations in SDR-Dollar and Dollar-Taka exchange rates during project period and Reallocation of US \$ 14.00 million from IDA Credit for infrastructure development of govt. primary schools in the project named "Rehabilitation/ Reconstruction of 2004 Flood Affected Primary School Buildings."

Rationale of the project in respect of Concept, Design, Location and Timing.

The project had sufficient rationality in respect of Concept, Design, Location and Timing as follows:

Concept

The concept of the project was to make the neo literate enlightened and productive citizen of the country through implementing post literacy and continuing education. Thus they would be able to foster a self-reliant better life style.

Design

Project's executing agency, PIMU set up, management system, implementation techniques, monitoring systems, auditing and evaluation mechanism, equipment, furniture, mode of finance etc. was good.

Location

In original PP, PLCEHD-1 project's location was in 230 upazilas of 32 districts under 6 divisions of the country where TLM and /or other CBA programs were launched or launching at that time. But later on no TLM program was launched in 25 upazilas. So project location had been shrunk from 230 upazilas to 205 upazilas accommodating all the target 6900 centers within the target 32 districts under 6 divisions. Other 29 districts of the country are being covered by the PLCEHD-2 project. So location of the project is rationale.

Timing

In original design, the project period was from January 2001 to December 2005 to establish 6900 CE centers and to give PL and CE education to 1.3626 million neo literate. But since it is a new type of project in Bangladesh even in the world, it got delayed start than the scheduled time and it also took too much time to select PI-NGOs owing to various complexities of getting concurrence from both sides of GOB and World Bank.. So the project needs to be revised with extension of 2 years time up to December 2007. Even after that extension of 2 years the project would achieve only 71% of its target. So the timing rationality is critical.

Brief description on planning and financing of the project and its applicability

Project Identification

In all literacy programs of DNFE there was provision for 3 or 4 months post literacy. Also 935 Gram Shikkha Milon Kendras were operated as part of continuing education in the country. But later it proved to be inadequate and ineffective to meet the requirement of the neo literate. Then the DNFE made effort to identify a framework for an improved and effective system of post literacy and continuing education. To that effect the DNFE launched a pilot project through 23 NGOs in 21 upazilas of the country and set this system of PLCEHD-1 project.

Project Preparation

BNFE prepared a framework for post literacy and continuing Education and engaged about 460 NGOs in implementing the project namely 'Post Literacy and Continuing Education (PLCEHD) project-1' in 205 Upazilas in 32 districts of 6 divisions of the country with the reality of engaging the neoliterate in employment or in self-employment that make them to improve their standard of living.

Appraisal

In response to the request of the Government of Bangladesh (GOB) to fund this project the World Bank sent Identification Mission during 30 October to 15 November 1998. From 4 – 18 July 1999 and 23 October to 04 November 1999 two missions of the World Bank visited the country for preparing the project. During 31 January to 17 February 2000 Pre-appraisal Mission completed the mission activities successfully. At this stage Swiss Agency for Development and Cooperation (SDC) came forward to fund the project as a co-financer with the World Bank. During 20 May to 08 June 2000 the Appraisal Mission appraised the project and agreed that the World Bank, SDC and GOB would fund the project an amount of US\$ 53.3 million (75% of the total project cost) (US\$ 48.616 in 2007), US\$ 7.0 million (10% of the total project cost) and US\$ 10.5 million (15% of the total project cost excluding all taxes) respectively.

Credit Agreement

Development Credit Agreement (DCA) signed between Bangladesh and IDA on 14 March 2001 to support the Post Literacy and Continuing Education for Human Development (PLCEHD) Project-1.

Credit Effectiveness

After fulfilled the conditions and formalities of Pre ECNEC meeting held on 20/08/2000, ECNEC meeting held on 19/09/2000 and Project Evaluation Committee meeting for finalization of Post Literacy and Continuing Education for Human Development (PLCEHD) Project-1 held on 04/02/2001. The following were the conditions for Credit Effectiveness:

1. The Project Proforma for carrying out the project had been approved by GOB.
2. Key staff for the Project Implementation Management Unit had been appointed. Key staff are the Project Director, Deputy Director (Procurement, Monitoring and Reporting), Deputy Director (Finance and Administration), Assistant Director (Procurement), and Accounts Officer.
3. All conditions precedent to the effectiveness of the Swiss Grant Agreement had been fulfilled, other than those related to the effectiveness of the IDA Development Credit Agreement.

Loan Disbursement: Effect from 01 January 2001.

Project Approval

The PCP of the project involving a total cost of Tk. 36516.00 was prepared and placed before the pre-ECNEC meeting held on 20.8.2000. The pre-ECNEC meeting recommended the PCP for its approval with some modifications. The PCP of this project was then recast and placed before the ECNEC meeting held on 19.9.2000. The PCP of the project involving a total cost of 36516.00 lakh was approved by the ECNEC. As per decisions of the ECNEC meeting, the Project Proposal (PP) was prepared and placed before the DPEC meeting. The DPEC meeting finalized the PP with some modifications and recommended for the approval. Therefore the PP was recast as per decision of the DPEC meeting. For the initial establishment of the PLCE centers and the actual delivery of the nine months PLCE program a good number of implementing and monitoring NGOs were selected to assist in the project activities. A total of 6900 PLCE Centers have been established in some 230 (revised 205) Upazilas, 32 districts and 6 divisions. The centers will be continuing to function during the project duration. Each center is comprised of 30 female 30 male in two separate shifts. The PLCE course goes on for a period of 3 months for Post Literacy course and 6 months for Continuing Education course. In the post literacy course, the neo-literate consolidates and upgrades their literacy skill they have acquired previously. While in the continuing education course they are provided with each of the following 11(eleven) life-skill trade based training and will be linked up with market to pursue business and be assisted to apply their learnt skills in whatever productive area they like.

The total estimated cost of the project is Taka. 3651.60 million (revised Tk. 3411.20 lakh) Of which Bangladesh Government will finance Taka 547.74 million, while IDA will provide Tk. 2738.70 million as loan and SDC Tk 365.16 million as grand. The project has been launched in January 2001 and was due for completion December 2005 (revised 2007). The project could not cover 1.656 (revised 1.37) million targeted learners due to on going of the project activities. It has benefited approximately 414000 (6900x30x2) learners (up to June, 2005).

The study was conducted to find out the activities of PLCEHD Project-1, which is to involve the target population in a life long educational process. There is a provision of 6 months duration learners need based life skills technical trade training courses in the PLCEHD Project-1". It will be benefited about 1.656 (revised 1.37) million rural peoples aged between 11-45 years from 6900 training centers, 232

(revised 205) upazilas, 32 districts and 6 divisions of Bangladesh. The general objective of the project was development of human resources of the country by providing post literacy and continuing education. It emerged that children of the poor people of the country were also hard to reach in the education system because investment flows were against them and because their communities did not think that their education was necessary.

Bangladesh is the country of about 130 million people, with four-fifths of the population living in rural areas. In view of the overwhelming number of illiterates and the breadth of poverty in the country, government of Bangladesh has put high priority to non-formal education. There is a growing consensus on providing educational opportunities for the excluded and un-reached population, namely who did not complete formal education. According to the government estimates in the year of 2000 there are 40 million illiterates between 8 and 35 years old. Despite the considerable progress about 10% of the primary age group never enroll in school. For the most part these are the children of very poor families. Only about 40% of the children of very poor families enroll in school. The reasons for non-enrollment are mainly economic. Poor parents cannot afford the direct costs of attendance. Parents of the very poor children cannot afford the opportunity costs of school attendance such as their children must work in the home cooking, gathering fuel, child rearing, or outside in petty trading.

The project was initiated in 2001 and was due for completion December 2005 (revised 2007). The 1st phase of the project was implemented by the Directorate of Non-formal Education (renamed as Bureau of Non-formal Education) through partner NGOs. The World Bank, Swiss Agency for Development cooperation (SDC) and Government of Bangladesh financed the project. The total amount budgeted for the project was an amount of Tk. 36516 lakh (revised Tk. 34112 lakh). World Bank, SDC and GOB would fund the project an amount of US\$ 53.3 million (75% of the total project cost), US\$ 7.0 million (10% of the total project cost) and US\$ 10.5 million (15% of the total project cost excluding all taxes) respectively.

Methodology of the project activities

The “PLCEHD Project-1” is functioning in 6900 ‘Post Literacy and Continuing Education (PLCE)’ training centers in 232 (revised 205) upazilas, 32 districts, 6 divisions of Bangladesh after the formalities of the selection of the NGOs for the project activities. The subvention

committee had contracted NGOs to run 6900 PLCE learning centers where large numbers of learner lived. The NGOs, selected by the subvention committee were sub-contracted to run the 'Post Literacy and Continuing Education (PLCE)' Centers. This is an inter-ministerial body headed by the secretary, Ministry of Primary and Mass Education. Directorate of Non-formal Education (renamed as Bureau of Non-formal Education, BNFE) is the executing authority of the project. Senior Management committee (SMC) chaired by Director General, BNFE formed to oversee the functioning of the project. District Implementation and monitoring Unit (DIMU) chaired by Deputy Commissioner formed to monitor the implementation of the project at the district level. Upazila Non-formal Education Committee (UNFEC) chaired by Upazila Nirbahi Officer (UNO) formed to monitor the implementation of the project at the Upazila level which is the second tier of the project implementation system at the local level.

Each center was based in a small room that was used for a two-hour daily class for 30 (thirty) learners per shift. The rooms were used to run 2 (two) shifts of classes (one shift for male learners and other shift for female learners) during the day. Supervisors were assigned to support the work of about fifteen centers they operated. They were also to assist teachers/facilitators in maintaining student's attendance and in establishing Center Management Committee (CMC) of parents/learners and representatives of the local community that would help in running the school and direct the center's development and program. Center Management Committee (CMC) were also setup to help recruit students to ensure regular attendance of the children, teachers and to serve as a link between the centers and local authorities. Facilitators were then to identify and recruit 30 (thirty) new literate or school dropout people to come to the learning (PLCE) center for the daily two-hour class per shift (male/female shift). If learners dropped out of the class or attended infrequently, facilitators were expected to persuade parents/learners to encourage the learner's return.

The facilitators and supervisors initially received six days training in the use of the enhanced curriculum of 3 months long Post Literacy (PL) stage specifically developed for the project target group. It covers basic elements of the grades I-III non-formal education curriculum and included additional material on Bangladesh history and culture, health, nutrition, hygiene, environment, basic human rights, numeracy and other life skills. The project also attempts to provide social mobilization towards the elimination of poverty. Supplementary reading materials developed by government and non-government institutes such as BNFE,

BRAC, Dhaka Ahsania Mission etc. are available to learners. The facilitators and supervisors also received another six days training in the use of the enhanced curriculum of 6 months long Continuing Education (CE) stage specifically developed for the project target group. The neo-literates were given skill training on the basis of the existing and future demands of the local labor and industrial market. It is expected that the literate farmers will be able to adopt modern techniques of cultivation. People of other professions will also be able to develop their skills so that they can start new type of income generating activities. Moreover, scope for employment and self-employment for hundreds of educated unemployed youths would be created under this project. About 50% of the participants were women. Different types of life oriented skill training would be imparted to them so that they can generate income and be self-dependent in the society. Increased awareness through the project will have a positive impact on environment and environmental protection.

The project could not yet cover 1.656 (revised 1.37) million targeted learners due to on going of the project activities. It has benefited approximately 414000 (6900x30x2) learners aged between 11-45 years by providing non-formal basic education equivalent to class three (Grades III) of formal education. The learners also have taken each one of the training per learner of the following 11 (eleven) number of 6 months duration trade based technical training:

1. Dairy.
2. Cow Fattening and Goat Rearing.
3. Bee Cultivation.
4. Food Processing.
5. Tailoring.
6. Chalk, Candle and Soap Manufacturing.
7. Poultry Farm,
8. Bamboo and Cane Product.
9. Fish Cultivation.
10. Nurtures, Vegetable, Fruits and Flower Cultivation.
11. By-cycle, Riksha, Van, Key and Lock Repairing.

Project Implementation Process:

Working areas selection:

The following factors were considered in selecting the working areas:

- Abundance of neo-literates.
- Availability of accommodation for establishing PLCE centers.
- Better communication facilities within the areas.
- Availability of the trade course trainers etc.

Learners' selection:

For the selection of learners a survey was conducted before starting the education activities of the 1st phase of the project. The target populations were identified through the survey. Through discussion and group

meeting held with guardians and local elite the learners were identified and selected. The survey report also followed during the implementation of the activities of 2nd phase of the project.

The following steps were followed to select the learners per center by all of the 460 NGOs:

- A list of 120 primarily selected learners was prepared.
- A selection test of the enlisted learners was taken by a set of questions (Chetona-1 and Chetona-2).
- Based on the scores obtained in the examination, 30 female and 30 male learners per center were selected.
- By all of the 460 NGOs the learners were selected on the basis of the following criteria:
 - Age 11-45 years.
 - Physically and psychologically able.
 - Better to be nearer to the center.
 - Permanent resident of the area.
 - Shall not leave the center in 9 months project activity period per batch.
 - Approved by the UNFEC.
 - Maintained the list of learners in the PLCE centers.
 - Social analysis and determining demand.

Physical infrastructure of the center

Out of 460 NGOs each NGO has set up 15 PLCE centers in each Upazila. For the centers, it rented houses measuring a minimum of 24ft by length, 14ft by width and 8ft by height so that all 30 learners per shift per center could sit comfortably in four big tables with 8 benches. Chair and table for the teachers, rack and steel almira and TV were placed in the center. Proper environment conducive to lesson learning and skill training ensured all in the PLCE centers. NGOs rented houses in accordance with the ideal standard measurement of the centers, in an atmosphere conducive to learning and considering the communication facilities of the learners.

Description of the project activities:

Government of the Bangladesh implemented integrated non-formal education during 1991-97 to introduce a non-formal system supplementary and complementary to the formal education in the country. More than 2.47 million people participated in the program against the target of 1.67 million. Community awareness was increased to

a great extent. A mechanism for the GO-NGO collaboration and co-operation was established. Experience and expertise were gained to formulate and implement continuing education program.

The time schedule of the program course for the target peoples were total 9 months in two phases (3 months for PL and 6 months for CE). The classes were of two hours duration, six days a week. Apart from the initial 6 days of training for both supervisors and facilitators, it was given additional 2 days-supervisory training only for supervisors on their roles and responsibilities. Senior and Junior Center Facilitators received an honorarium of Tk. 825 and 775 per month respectively at the Post Literacy (PL) stage. Senior and Junior Center Facilitators received an honorarium of Tk. 1025 and 975 per month respectively at the Continuing Education (CE) stage. Supervisors received an honorarium of Tk. 1500 per month.

The learning center curriculum was designed to allow the students to learn more quickly than the curricula used in other formal school. In recognition of the realities of the working people's lives, the 9 months course program was broken into 3 months duration PL course and 6 months duration CE course modules that would allow working people more time to complete the course. Considering the highly busy lives of the learners in the rural areas, modular teaching that incorporates differential learning methods was most useful. This program introduced modular, multi-grade flexible teaching and learning strategies.

Management and Control System

1. **Project Implementation and Monitoring Unit PIMU:** For project management and implementation the Project Implementation and Management Unit (PIMU) of PLCEHD-1 was the responsible set up for PLCEHD-2 & PLCEHD-3 under the BNFE.
2. **Various Committees:** Bureau of Non-Formal Education (BNFE) is the executing authority of the project and will facilitate its implementation through various committees setup for the purpose.

Role of these committees are described below

National Council for Primary & Mass Education

The Government has set up a National Council for Primary and Mass Education headed by the honorable Prime Minister. This council will act as an advisory and guiding forum for policy, planning and other matters related to primary education and non-formal education.

National Advisory Council for Non-formal Education

The Government has set up a National Advisory Council for Non-formal Education headed by the honorable Advisor/Minister, Ministry of Primary and Mass Education (MOPME) consisting of Secretary, MOPME; Secretary, Ministry of Education; Secretary, Ministry of Religion Affairs; Secretary, Ministry of Social Welfare; Secretary, Ministry of Women and Children Affairs; Ministry of Labor and Manpower; Joint Secretary (Dev), MOPME; Director, IER, DU; Dr. Mahbub Hossain, Executive Director, BRAC; Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission and Begum Resheda K. Chowdhury as members and DG, BNFE as member secretary.

The Project Co-ordination Committee (PCC)

with the secretary of MOPME as convener, consisting of Joint Secretary (Dev), MOPME; DG, BNFE; representative (Deputy Secretary level) of Ministry of Planning; Deputy Chief (Education Wing), Planning Commission; representative (Deputy Secretary level) of Ministry of Finance; Deputy Secretary (Dev), MOPME; Deputy Chief (Planning), MOPME; 2 NGO representatives as members and PD, PLCEHD-1 as member secretary will formulate policy guidelines and directives. The PCC would oversee the project and ensure effective co-ordination of project activities with other projects and activities in the MOPME. The PCC would help develop partnerships and linkages with the other ministries and Government departments, NGOs, credit organizations, banks and private sector organizations to support the project if would review and approve the annual implementation plan of the project. It will also facilitate the development of national framework for NFE.

Senior Management Committee (SMC)

chaired by DG, BNFE and represented by senior officers of BNFE and PIMU will oversee the functioning of the project. The SMC will comprise the Director (Planning, Monitoring, Evaluation and MIS) and Director (Administration, Finance, Logistic and Training) as member and Project Director, PLCEHD-1 (and/or -3) as member secretary.

District Non-formal Education Committee (DNFEC)

To monitor the implementation of the project at the District level there will be a committee known as DNFEC which is the first tier of project implementation system at the local level. The respective Deputy Commissioner will be the chairman of the committee. Assistant Director, DBNFE, working at the District will work as member secretary of the committee. The responsible Honorable Minister of the District will be the

chief patron while the honorable MPs will be patrons of the committee. This committee will look after the implementation, monitoring and evaluation of the program.

Upazila Non Formal Education Committee (UNFEC)

To monitor the implementation of the project at the Upazila level there will be a committee known as UNFEC which is the second tier of project implementation system at the local level. Upazila Nirbahi Officer (UNO) will be the chairman of the committee while Upzila Program Co-ordinator (UPC) working at the Upazila will work as member secretary of the committee. The honorable Member of Parliament elected from the concerned Upazila/Municipal area will be the chief patron of the committee while Union Council/Municipal Chairman will be the patron of the committee. This committee will look after the program implementation at Upzila level and keep the District committee informed about different aspects of the program.

Center Management Committee (CMC)

For each PLCE center there would be 9 members Center Management Committee (CMC) to guide and direct the center's development and program. The CMC would consist of the following categories of persons:

| | | |
|---|---|--|
| A | UP Chairman/Member/Local Elite | Chairman |
| | Senior Center Facilitator | Member Secretary |
| B | Junior Center Facilitator | Member |
| D | Local elite/persons interested in education | 6 members would be selected from this category subject to the condition that at least 3 members of the committee must be female. |
| E | Learners or their guardians | |



Fig. Author and researcher (Md. Saidur Rahman) interviewed the members of Center Management Committee (CMC) for PLCE center of PLCEHD-1 Project with the help of Mr. Md. Zaglul Haider, Assistant Director, Office of the District BNFE under Narsinghdi District, Bangladesh.

The above committee would meet at least once a month to review the progress of the program and take appropriate decisions. The CMCs would advise on how the center would be managed, how it would operate, how it would be maintained, what kinds of services and activities it would provide, and how its security would be assured.

Training of teachers and supervisors

Foundation and refresher training of different duration are imparted so that the incumbents who are responsible for implementing Post Literacy field level activities can discharge their responsibilities effectively and efficiently.

Objectives of training

- To develop the skill of all associated with the project
- To make aware about the strategy to achieve the objective of the project

Refresher training of teachers and supervisors

The Teachers find the scope to strengthen their acquired training skills through the Refresher training. Apart from that they gain experience in solving the problems cropped up during the conduction of the Post Literacy (PL) course. Through this course the teachers acquire comprehensive knowledge about the conduction of Continuing Education (CE) course.

Post-literacy (PL) course

a. Aim:

To enable the selected learners by developing, practicing and sharpening their literacy skills for take part in the continuing education (CE) program.

b. Objectives

- To develop and sharpen the literacy level acquired earlier
- To make more aware
- To grow as worthy citizens
- To make conscious about self rights
- To make appropriate for participating in continuing education (CE) program

c. Duration of courses

- Total period – 3 months
- Six days a week (one day weekly holiday on Fridays or any other day convenient to the learners)
- Two hours every day
- Total 144 hours allocated for post-literacy period

d. Curriculum

- 20 issue-based discussions (8 on general topics and 12 on income generation)
- 150 follow-up books

e. Topics of lessons/discussions

- Impart post-literacy education in the light of the reference books
- Issue-based discussions
- Discussions on income generation activities
- Provide practical and comprehensive idea about different income generation activities considering their suitability, income-expenditure, loss & profit and limitations.
- Strategy for marketing of the products
- Use of follow-up materials
- Discussion/administer other issue-based and income generating follow-up materials

f. Method of issue-based discussion

Teaching-learning method, group discussion, group work, debate, question-answer, general discussion, brain-storming, etc.

g. Selection of issue-based topics and income generating activities and orientation of the learners on the selected topics

Based on the comments and suggestions of the participants in the monthly meetings of UNFEC, the topics of the issue-based discussions and income generating activities were selected. The all 460 NGOs selected total 20 issues per shift of the center (8 issue-based topics and 12 income generating activities) out of Government recognize issues for the 1st phase of this project. In same way those 20 issues were selected for the 2nd phase of this project also. The UNFEC selected the Resource Persons from the local Upazila. Officials of the various Departments of the concern Upazila were included as the the Resource Persons for issue based discussions, such as, Livestock, Fishery, Youth Development, Women Affairs, Rural Development, Cooperative, Social Services, Education, Health & Family Planning, Food, etc.

h. Extra Curricular Activities

In order to unfold the latent potentials of the learners along with the prescribed education curriculum, various activities are organized and conducted in the centers, such as, listening to radio, viewing television,

reading daily newspaper & magazine, taking part in cultural activities, inter center study tour, organizing sports, displaying Learner Generated Materials, Real Literacy Materials, Participants Generated Materials, publishing wall magazine, organizing debate, arranging telling rhyme, jokes, story, etc.

i. Selection of reference books for the learners

Each center was supplied with 150 reference books suitable for the new learners on such subjects as improvement of the quality of life, income-generating activities and social awareness (including health awareness, human rights related laws, micro-credit and environment). Reference books are appropriate and realistic, pertaining to real life, leading to improvement in the quality of life, income generation and social awareness as well as readable. This has made it easier for the learners in acquiring learning skill, improving their social awareness and other skills. The reference books were procured from various organizations such as Dhaka Ahsania Mission, etc.

Selection of trade and formation of trade based group

The groups of the learners were formed by the set rules based on the 12 income generating issues, selected trades and acquired knowledge. The rules for forming groups were as under:

- ◆ Appraising the learners about the findings of the need assessment conducted by the concern implementing NGOs.
- ◆ Forming a group with maximum 30 learners on one trade under a single unit.
- ◆ Forming more than one group if the numbers of learners exceed 30 in one trade.
- ◆ Giving importance to the opinions of the learners in forming trade groups.
- ◆ Providing assistance by the Teacher/Supervisor/Field Coordinator in forming groups.
- ◆ Holding group discussion by the learners in forming groups.
- ◆ Provision of one learner can participate in one trade only.
- ◆ The lists of the trade-based groups were submitted to the UNFEC for approval.

Factors considered for the selection of trades and trade based groups for the learners

- ◆ Current and future demands of the trade

- ◆ Training facilities
- ◆ Easy availability of raw materials
- ◆ Credit facility
- ◆ Employment opportunity
- ◆ Self-employment opportunity
- ◆ Demands of the learners
- ◆ Discussion in the CMC

Selection of trade based trainers

Through advertisement and miking in the working areas, discussion with the CMC members, Teachers, Learners, local people and in the UNFEC meetings, following organizations and persons were invited to act as trainers:

- ◆ Professional trainers
- ◆ Trade-based trainers
- ◆ Concerned persons of the training providing GO/NGOs
- ◆ Some non-professional skilled persons.

Continuing Literacy (CE) Course

Under the Continuing Education (CE) course, the learners were imparted skill based trade training for their skill development. With a view to this, the teachers and coordinators who are involved in this program are provided refresher training. This course has been designed based on the current and future needs of the area and the learners.

a. Aim of Continuing Education (CE) course

Conducting trade based skill training for improving the skills of the learners.

b. Objectives

- ◆ To make the learners self-reliant through different income generating training
- ◆ To enable them to improve their standard of living
- ◆ To enable them to play due roles for the development of their family, society and nation
- ◆ To build the learners as human resources

c. Target population

The learners who have completed Post-Literacy (PL) course.

Duration of the course

- ◆ Duration : 6 months
- ◆ Weekly days : 6 days
- ◆ Total workdays : 144 days
- ◆ Skill Based Trade Training Course (65-80 day classes) hours: 2 hours per day
- ◆ Total hours (trade course training including Chetona-3): 288 hours.

Processes of skill based trade course training

All of the 460 implementing NGOs organized skill development training. The trainings were imparted through professional trainers, trade-based trainers, concerned persons of the training providing GO/NGOs, some non-professional skilled persons. The trainer conducted training adopting the method acceptable to the trainees. The methods generally followed are lecture, practical training, participatory discussion, question-answer, etc. The teachers and coordinators were provided refresher training in order to implement the proposed skill development training under the Continuing Education (CE) course.

Trades were selected based on the discussions in the UNFEC, learners, guardians, CMC, local elite and local market survey, assessment of the current and future demands of the locality and the demands of the learners.

Maintenance of various registers at the center

In order to implement the Post-literacy and Continuing Education Program and preserve information, it is essential to maintain various types of registers. The all implementing NGOs have regularly maintained the following registers for properly conducting the Post-literacy and Continuing Education Program.

- ◆ Inspection register (female & male)
- ◆ Lecture register (female & male)
- ◆ Newspaper register (issue and receipt of newspapers)
- ◆ Book register (issue and receipt of books)
- ◆ Resolution register (writing minutes of monthly meetings)
- ◆ Attendance register (female & male centers)
- ◆ Lesson plan register
- ◆ House rent register

- ◆ Training and refresher training register
- ◆ Stock register
- ◆ Pay and honorarium register
- ◆ Fuel register
- ◆ Movement register

Supervision, monitoring, evaluation and reporting

For proper implementation of the program, on behalf of the implementing NGOs the Executive Directors, concerns coordinators, concern field coordinators, assistant field coordinators, resource persons and other officials of the relevant organizations regularly undertake supervision, monitoring and evaluation of the field level activities and have been taken necessary corrective measures if needed. Information and input are collected through various formats devised by the sponsoring and implementing organizations.

Supervision

Supervisors tried to make the job of his colleagues more forceful. They conducted themselves as a helper rather than an inspector. They observed whether the work are being done as per the determined principles and work plan. If needed, supervisors participated in the activities and made arrangement instantly to accomplish the task. In context of the successful implementation of the Post-literacy and Continuing Education Program, a supervisor was not only an inspector, he is also a counselor. The advice of the supervisor enhanced the point of view and knowledge of the supervised and ensured optimum utilization of skill. The supervisors supervise the Post-literacy and Continuing Education Program. The field coordinators and other officials of the PI NGOs regularly supervise the Post-literacy and Continuing Education Program. Supervision was regularly done by collecting information through the format developed by PI-NGOs/BNFE.

Monitoring

The teachers and the senior officials, Monitoring associates (MAs), Division Teams (DTs) of BNFE and Upazila Program Organizers (UPOs) of the Project Monitoring (PM)-NGOs, inspected the education centers and collected information on the overall performance of the learners. Supervisors, resource persons, teachers and trainers supervised whether the work was being done as per the policy directives of the organization, approved curriculum and procedures. The above functions are done on

the basis of the formats given by BNFE. Besides, the Executive Director of the concern organization inspected the project area or the education center. They identified the problems during the inspection and took measures to resolve those problems.

Monitoring entails the process of closely observing something in order to ensure that it is following the pre-designed path. It also encompasses a series of activities related to the decision making by project management which include regular collection of information regarding the progress of the project and analysis, measurement and appraisal of those information. In fact, monitoring is considered to be an important tool of any organization or project management. Although monitoring does not announce the final result, but the results of monitoring help the organization or project management in taking necessary decisions regarding the project.

Evaluation

Overall evaluation of the program including the teachers, learners and supervisor-cum-resource persons were undertaken during the program period through the evaluation formats furnished by BNFE and through administering questionnaires. Evaluation is to find out the result of an effort after the job is completed and to utilize the experience in determining the process of such job in future.

Extra-curricular activities taken/done by the implementing NGOs

Publicity

Posturing and distribution of leaflets were done by the PI-NGOs while hoarding signs, billboards and signboards were erected in the project areas on behalf of concern NGOs.

Meetings

Orientation meetings, meetings with the guardians of the learners and CMC meetings are held regularly.

Rallies

Large rallies were held before the inauguration of the center with the cooperation of the government and non-government officials, local union parishad chairmen and members and local elites. Occasional education rally were held by the initiative of the concern organizations and with active participation of the learners, teachers, local public, CMC members and officials of the local administration.

Wall magazine

Occasional/monthly wall magazines were prepared and published during the project period with the involvement of the learners.

Newsletter

Many NGOs published a newsletter every month with literacy contribution from the learners, teachers and officials of the organization.

Field Visit

Many NGOs organized field visit for the learners, teachers and CMC Members in various places in the concern Upazila and District levels. Particularly arrangement has been made for the visits of the learners in different offices in the concern Upazila.

Cultural functions

During the project period, with the support of PI-NGOs, occasional cultural functions were held with participation of the local people, teachers and learners. The items included in the cultural function were songs, folksongs, film shows, plays. The successful performers were awarded prizes.

Display of materials developed by the learners

Day long material displays were held with the materials developed by the learners.

Observance of International Days

All of the PI-NGOs along with the teachers, learners, guardians, CMC Members observed Language Day (21 February), 26 March (Independence Day), 16 December (Victory Day), etc.

Identified strengths and weakness of the PLCEHD Project**Strengths**

- Scope has been created to enhance self-consciousness, self-reliance and quality of life through attainment of learning skill and empowerment of the learners through economic development activities.
- The process of mass participation has been ensured through the formation of CMC.
- Avenues for receiving facilities from local administration, government and non-government organizations have been created through involvement of the local administration in the program.

- Motivation and mass participation have been made easier as the program was people-oriented and development-oriented.
- There are opportunities for practical and demand-driven skills development training.
- Opportunities have been created to express opinions and take decisions independently in the family and society.
- Awareness about law and rights has enhanced.
- There was a process in the program to enhance the self-confidence of the trainees.
- The importance of the trainees has increased in all fields including their own family and the society.
- It has helped the trainees to be aware of the availability of government and non-government facilities and scope to receive them.
- The trainees can be involved in various income-generating agencies to supplement family incomes.
- The program was playing an important role in the country's economic development as it has specific and realistic aims and objects.

Weaknesses

- Some of the members of the CMC, guardians and the learners were gradually losing interest in the program as there was no financial incentive for them.
- The teachers lack interest in their work as their monthly honorarium was inadequate.
- Lack of interest on the part of the resource persons who were invited to impart orientation and skill development training as their honorarium were not attractive.
- Inadequate life-based and practical activities.
- Unwillingness of the male learners to attend the center and to give time.
- Non-availability of the resource persons at the appropriate time.
- Lack of provision for giving allowance to the learners.
- Non-availability of competent teacher, supervisor and resource person at the village level.
- Inability of the people to give time for voluntary work.
- Inadequacy of training time.

Identified ways to overcome the weaknesses

- To increase necessary technical assistance.

- To increase orientation to resource persons and persons involved with field level programs to ensure better participation by them.
- To increase scope for skill development training on trades which are desired and have market demands.
- To arrange field visit.
- To arrange rewards for trainees to augment their interest.
- To strengthen public relations to ensure overall participation of local people and to sustain their interest.
- To further strengthen the motivational activities to involve the learners with income-generating activities.
- To allot more time for the classes and the training.
- To arrange for improved training of the teachers;
- To intensify the GO-NGO relation.
- To take various steps to alleviate poverty.
- To increase public relations so that people can perceive the importance of education.
- To arrange for more life-based and practical activities.
- To take up extensive publicity measures.

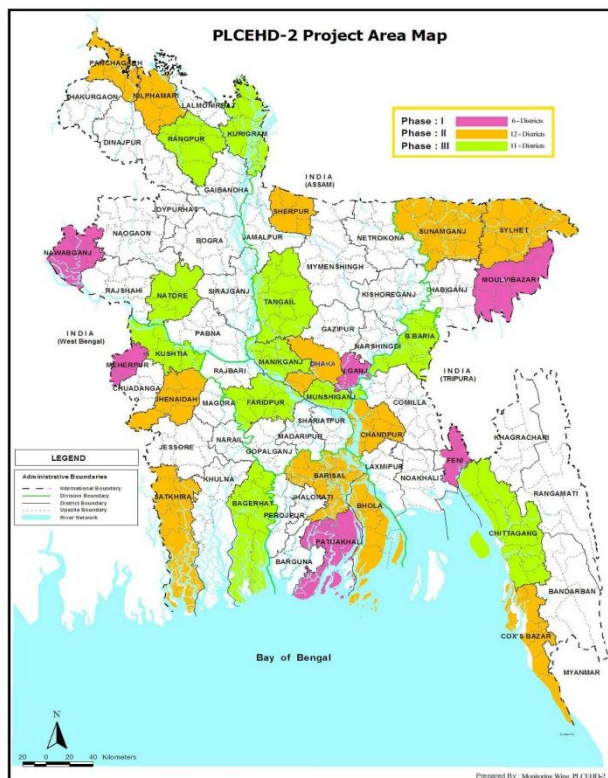
Some recommendations by the researchers for future course of action to be taken

1. Corporal punishment has to be banned from the learning centers if any such incidence exists in the center.
2. Every center to have to be a wall magazine with contributions by the learners.
3. The center needs to be located in spacious, safe and hygienic rooms and surroundings. There has to be adequate provision of drinking water and access to toilets.
4. To be introduced credit courses so that if a learner has to drop out at the end of a module due to unavoidable reasons s/he can rejoin later.
5. To be provided a snack to the learners daily with community support.

PLCE for Human Development Project-2 (PLCEHD-2)⁵

Under the project, a total of about 85000 continuing education centers were formed in some 210 Upazilas, 29 districts across the country which would be continuing to function during the project tenure.

⁵ Burea of Non-formal Education (BNFE), Dhaka, Bangladesh, and it's INGOs and MNGOs.



Each of the centers was comprised of 30 women and 30 men in two separate shifts. The Continuing Education Course would go on for nine-month time. Each center was functioning in six days a week of which two days would be allocated for Post Literacy course while the rest four days for Continuing Education activities. During the course, the neo-literates were provided with their post literacy education in one hand, and, on the other, provided with life-skill training courses and would be linked up with market to

pursue business and be assisted to apply their learnt skills in whatever productive area they like. The estimated cost of the project stands at Taka.5671.50 million, of which Taka. 1128.60 million was provided by Bangladesh Government, Taka. 3705.00 million by ADB loans, Tk 684.00 million by DFID grant and Tk. 153.90 million by the community. The project is already initiated by the concern authority (BNFE) and continuing in the year of 2011.

Background of the Project

- Government, NGOs and DPs have implemented different literacy programs
- The neo-literates of early programs required further training to breaking the cycle of poverty
- Appropriate curricula and trained facilitators are also required to train them
- Post literacy and continuing education program is taken to fulfill these requirements

Project Period

- Project was approved by ECNEC in April 2002 and was supposed to be implemented during July 2002 – June 2011.
- Revised project period is July 2002- June 2013.

Component of PLCEHD-2 Project

1. Policy framework implementation;
2. Developing, and adapting curricula and materials and teachers training;
3. Institutional capacity building; and
4. Implementing PLCEHD-2 Program in the field.

Vision: Human Resources Development (HRD) of the country

Mission: HRD through Post Literacy and Continuing Education program

Goal: To achieve Education for All (EFA) program of the Government as well as to develop the life pattern of the learners

Objectives of the Project

- To include about 1.6 million (revised target 1.2 mil.) neo literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously;
- To help develop their life pattern by increasing their incomes through providing technical skills training;
- To eliminate gender disparity and establish social equitability expediting women empowerment;
- To involve the target population in a life long educational process and to develop them as enlightened and productive citizens;

Achieving the objectives

Objectives will be achieved through four components

- Supporting the development of NFE policy framework;
- Developing, producing, distributing and continuously adapting curricula and materials and dissemination for PLCE programs;
- Improving the capacity of involved organizations in project implementation; and
- Implementing the PLCE courses targeting 1.6 million learners

Project Benefits and Beneficiaries

- The project will be increased literacy skills, social awareness, and income-generation capacity;

- million (revised 1.2 mil.) learners will be benefited (50% will be women).
- Indirect beneficiaries will be the families of participating learners, staff of involved NGOs and other private sector organizations, BNFE staff, and businesses in rural areas.
- Project-related benefits will accrue through enhanced income-earning opportunities, improved health and nutrition practices, and greater social awareness of learners.
- Increased planning, management, and monitoring capacities of public and private organizations will lead to the long-term sustainability of non-formal education.

Implementation Arrangements

1. The Project emphasizes three levels of effective implementation:
 - Overall coordination by a professional BNFE;
 - Effective service delivery of PLCE programs by few INGOs in partnership with local service providers; and
 - Effective monitoring and evaluation through a combination of regular monitoring by 6 MOPAs, LGED and third party evaluation by selected research institutions.
2. A central project implementation management unit (PIMU) is responsible for the day-to-day implementation of the Project.

Implementation Schedule

- The Project will be implemented over 7 and half years beginning from 2006 and ending in June 2011 (revised June 2013).
- The Project has been started with a preparatory phase in the first year and covered 31 upzila under 6 districts.
- During this phase, consultants helped to prepare curricula and materials, plan training of trainers, and established project implementation structures and mechanisms.
- During the second year, 87 upzila under 12 districts covered and
- In the third year, 92 upzila under 11 districts covered.

Monitoring Mechanism

- PIMU has already set-up an MIS Cell for proper monitoring of the project;

- Besides, the BNFE has also established an internal monitoring cell by all level of officers both PIMU and BNFE to monitor the CECs as their routine work and they are visiting CECs regularly and submitting report accordingly;
- In addition to the above, Director General (DG) of BNFE is forming monitoring team each month headed by a Deputy Director to monitor hundred percent CECs of two particular districts by a week;
- District Bureau of Non-formal Education Office including district project office also visits CECs as their routine work and report to PIMU monthly basis.
- On the basis of the monitoring report the PIMU and BNFE take necessary action as and when required; INGO's performance were identified on the basis of the monitoring report;
- To monitor the project, 5 firms have already been appointed as third party Monitoring Partner Agency (MOPA) for 6 divisions;
- LGED MIS Cell also monitors 10% of CECs and report to PIMU half yearly;
- Other Ministry and Department like IMED also monitor the CECs Occasionally and report to PIMU.

Curriculum and Materials Development

- “Chetona” (Part 1,2 & 3) and Teachers Guide for PL course has been prepared and distributed to field
- Master Trainers' training Manual have been developed
- The Project has developed 16 trade modules and distributed to the field for program implementation of phase-I, II & III programs
- 16 trade books have been printed and also distributed to the learners
- First Success Story, a special report have been prepared and distributed.

Financing Plan

Project Cost (Tk. in Lakh)

| Total | GoB | PA Total | |
|--------------|--------------|--------------|--------|
| Tk. 57536.67 | Tk. 14886.50 | Tk. 49540.40 | |
| | | RPA | CC |
| | | 41751.52 | 898.65 |

Source of Project Aid (Lakh Taka)

| Source | Project Aid | Date of Loan Agreement with the donor | |
|--------------|-------------|---------------------------------------|------------|
| | Total | RPA | |
| a) ADB | 37868.00 | | 17.02.2002 |
| b) DFID/SDC | 3884.00 | | - |
| Total | 41752.00 | | |

Financing Status (Tk. in lakh)

| | | Total | GOB | RPA | DPA | RPA (claimed) | RPA Reimbursed |
|----|---|------------|---------|----------|-------|------------------|-------------------|
| 1. | Cumulative Allocation | : 27714.00 | 4638.00 | 23076.00 | 0.00 | 0.00 | 0.00 |
| 2. | Cumulative Expenditure up to June/2011 | : 19339.3 | 3691.63 | 15647.66 | 0.00 | 11753.55 | 12467.73 |
| 3. | RADP Allocation for 2011-2012. | : 9500.00 | 3000.00 | 6500.00 | 00.00 | - | - |
| 4. | Release of fund 2011-2012 (up to April/12) | : 9500.00 | 3000.00 | 6500.00 | 0.00 | - | - |
| 5. | Expenditure for 2011-2012 (up to 27 May/12) | : 7397.77 | 2441.55 | 4956.22 | 0.00 | 5161.44 | 3256.20 |

Expenditure for 2011-2012 (up to 27 May/12) : 77.87%

Cumulative Expenditure up to 27 May/12) : 26737.04 (51%)

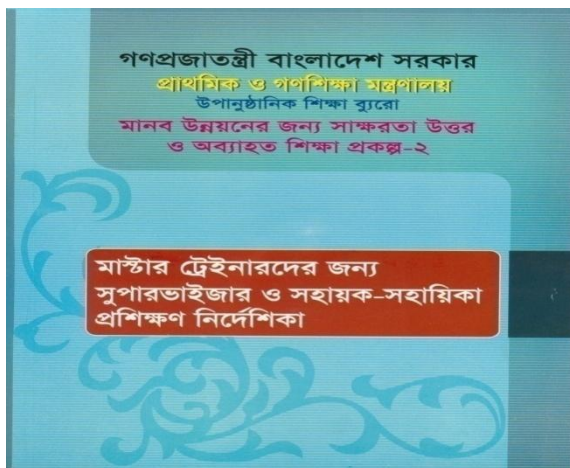
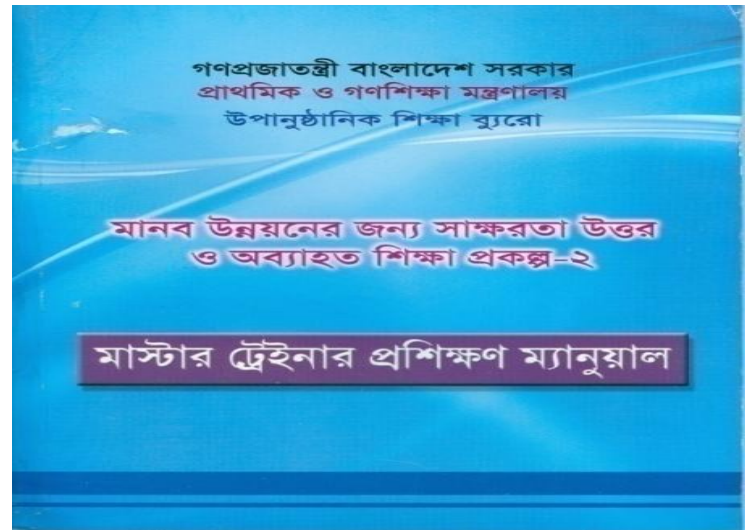
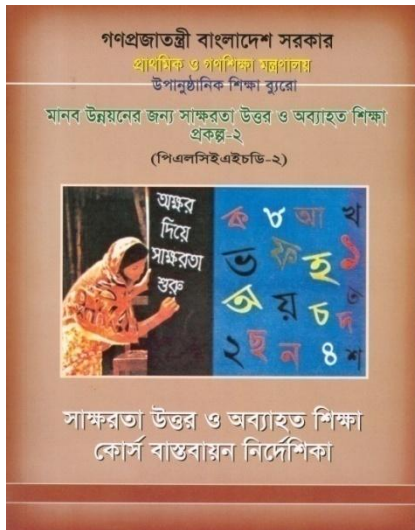
Main Activities

- Organize 9 months Post Literacy and Continuing Education (PLCE) program;
- Social mobilization
- Curriculum and Material Development and BNFE Policy implementation
- Conduct workshops, training Programs , studies and research
- Establishment of MIS System and NFE-RC for BNFE
- Entrepreneurship development
- Vertical extension of BNFE building;

Steps of Project Implementation of PLCE

1. Selection of Implementing NGO
2. Selection of Monitoring Partner Agency
3. Preparing Trade Module

4. Social Mobilization
5. Conducting Baseline Survey
6. Site selection for establishment of CEC
7. Appointment of manpower through UNFEC
8. CEC establishment
9. Formation of Center Management Committee (CMC)
10. Selection of learners from baseline survey database
11. Furniture and materials distribution to CEC
12. Start Post Literacy course
13. Selection of issubased resource person and trade trainer through UNFEC
14. Selection of Trade course on the basis of Learner's demand
15. Start linkage program



Other Activities

- Listening radio;
- Watch television;
- Reading daily newspaper/magazine;
- Arrange cultural function;
- Occasionally arrange picnic;
- Organize inter-CEC excursion;
- Arrange for visiting IGA related activities through linkage program;
- Arrange different types of game (Chease/Ludo etc.);
- Learner Generated Material-LGM);
- Real Learning Material -RLM;
- Participant Generated Material-PGM;
- Postering;
- Debiting;
- Product Exhibition.

The project has option to enhance the self dependancy of the learners through linkage program. INGOs are providing support for linkage with the Credit organization and other government and non-government organization. Their activities are-

- Contact with Credit organization and other government and non-government organization.
- provide technical support for starting small business
- Contact with service providers locally and nationally.
- Arrange practical training for writing application and how to face viva board Provide necessary suggestions to continue education after course completion Selection Procedure of INGO:

Committees regarding selection of INGOs

A. Scrutiny Committee

Headed by Director (Implementation)

Bureau of Non Formal Education

B. Subvention Sub-Committee

Headed by Director General

Bureau of Non-Formal Education

C. Subvention Committee

Headed by the Secretary

Ministry of Primary and Mass Education.

Major Eligibility Criteria

- Be registered with the NGO Affairs Bureau;
- Be a non profit and non-political organization;
- Have a duly approved constitution;
- Have a legally constituted Executive Board;
- Have established local office premises in the proposed district;
- Have at least five years NFE work experience, after registration;
- Have a good system of maintaining transparent accounts, internal and external audit, and general financial management;
- Submission of general audit report for the last 3 years;
- Must submit bank solvency certificate with financial turnover for the past three (3) years;
- Have a network of infrastructure in the designated operation area.

Evaluation of EOI and RFP

- ❖ PIMU submits EOIs and RFP to the Scrutiny Committee
- ❖ The Scrutiny Committee works thoroughly for completing the whole process of examination of EOIs & RFP and prepare the draft proposal and submit to the Subvention Sub-committee.
- ❖ The Subvention Sub-Committee re-examine the activities done by the scrutiny committee, and submit its comments to ADB.
- ❖ Lastly, the Subvention Sub-Committee approve the final list.

Achievement of PLCEHD-2 up to April 2012

- Procurement of civil works, machinery & equipment, furniture and transports completed.
- Establishment of NFE-RC completed.
- 3 Consulting Firms- ACCC for development of CDPI and PADECO for capacity building and Third party Audit firm have been employed.
- A third party Monitoring Partner Agency (MOPA) for each division have been employed and working.
- Curriculum and materials development have been completed.

- MIS has already been developed by MIS Cell for smooth operation of the project.
- 479 Supervisors, 14,362 facilitators, 210 Upazila Coordinators and 29 District Coordinators have been recruited by the INGOs.
- Properly learner's selection, income generating opportunity assessment and impact evaluation of the project, 210 baseline survey for 210 implemented upazilas have been conducted.
- 29 INGOs have been appointed and implementing PLCE course in their respective districts for 7181 CECs
- In 3 phases, upto April 2012, 10,42,440 learners have been enrolled in 6762 CECs. Rest 1,57,560 learners will be enrolled by June 2012.
- 7,64,041 learners have completed PLCEHD-2 course upto March 2012
- **3,05,415** (40%) course completers have been employed in their respective trades [Female-**1,46,992** (38%) & Male-**1,58,423** (42%)]
- Average income of the completers have been boosted to about tk. 9,000 from tk. 5,000.
- Average expenditure of the completers have been increased to about tk. 7,000 from tk. 5,000 after attending the PLCEHD-2 course.
- Dropout rate is only 5.80%.
- A total of 196 social mobilization programs have been implemented under phase I, II & III.

Graduate learners by trade upto March 2012

| Name of trade | Graduate learners by trade and gender with phases | | | | | |
|--|---|------|--------|------|--------|------|
| | Male | | Female | | All | |
| | No. | % | No. | % | No. | % |
| Tailoring, Embroidery, Block, Boutique, Tie-dye & Screen print | 11083 | 2.9 | 376961 | 98.2 | 388044 | 50.8 |
| Livestock | 150159 | 39.5 | 3329 | 0.9 | 153488 | 20.1 |
| House wiring | 103063 | 27.1 | 0 | 0.0 | 103063 | 13.5 |
| Fish Culture | 55661 | 14.6 | 146 | 0.0 | 55807 | 7.3 |
| Nursery, Vegetables, Fruits and Flower cultivation | 14889 | 3.9 | 1128 | 0.3 | 16017 | 2.1 |
| Radio, Television & Mobile servicing | 11393 | 3.0 | 0 | 0.0 | 11393 | 1.5 |
| Shallow pump mechanic | 10716 | 2.8 | 0 | 0.0 | 10716 | 1.4 |

| Name of trade | Graduate learners by trade and gender with phases | | | | | |
|---|---|------------|---------------|------------|---------------|------------|
| | Male | | Female | | All | |
| | No. | % | No. | % | No. | % |
| Masonry, Plumbing & Pipe fitting | 7106 | 1.9 | 0 | 0.0 | 7106 | 0.9 |
| Food processing, Soap & Candle making | 4845 | 1.3 | 136 | 0.0 | 4981 | 0.7 |
| Mushroom, Silk & Maize cultivation | 4782 | 1.3 | 138 | 0.0 | 4920 | 0.6 |
| Bamboo, cane, Bee keeping | 651 | 0.2 | 1310 | 0.3 | 1961 | 0.3 |
| Refreezeration & Air conditioner servicing | 1930 | 0.5 | 0 | 0.0 | 1930 | 0.3 |
| Bicycle, Rickshaw/Van and Key mechanic | 1749 | 0.5 | 0 | 0.0 | 1749 | 0.2 |
| Computer & Photocopier use and servicing | 1252 | 0.3 | 0 | 0.0 | 1252 | 0.2 |
| Others (Beauty parlor, Welding & Sanitary latrine making) | 864 | 0.2 | 750 | 0.2 | 1614 | 0.2 |
| All | 380143 | 100 | 383898 | 100 | 764041 | 100 |

Status of Quality Standard of the Course Completers

| Indicators | Increased | Remain same | Decreased |
|--|-----------|-------------|-----------|
| Average purchasing capacity | 53.87 | 43.55 | 2.58 |
| General Nutritional Status | 79.08 | 16.62 | 4.30 |
| Level of Social awareness | 85.39 | 10.60 | 4.01 |
| Degree of Cleanliness | 84.24 | 10.60 | 5.16 |
| Changes in sanitation | 87.11 | 8.02 | 4.87 |
| Changes in safe drinking water | 84.81 | 11.46 | 3.72 |
| Participation of Learners in social development work | 83.09 | 11.17 | 5.73 |
| Participation of Facilitators in social development work | 83.95 | 12.03 | 4.01 |
| Participation of CMC members in social development work | 84.53 | 11.17 | 4.30 |
| Financial Management Capacity of CMC | 85.10 | 10.32 | 4.58 |
| Learners Management Capacity of CMC | 81.38 | 14.61 | 4.01 |
| Facilitator Management Capacity of CMC | 86.82 | 9.74 | 3.44 |

Challenges

- The main challenge is the selection of efficient and committed INGOs. Previous working experience with INGOs showing that, some of the NGOs performed the assigned responsibilities with full commitment and also efficiently without any intervention, some of NGOs performed the assigned responsibilities with full commitment but they do not have any capacity. But most of the NGOs don't have any commitment even capacity to perform their assigned responsibilities;
- Budget allocation for salary, furniture, centre building and trade training materials were made on the basis of the market of 2001 and are not consistent to the present market
- Ensure the quality of PL and CE course performed by the Facilitators and Trainers respectively;
- Involvement of CMC in the implementation of project activities is too difficult to ensure in many cases;
- It is found too difficult to work with the NGOs those have no commitment and capacity or either lack of capacity or commitment to perform their assigned responsibilities as per criteria;
- In many cases qualified trainers are not always available for all selected trades of the project and so option of trades for the male learners of the project practically become limited although there are enough options in the project;
- Employment generation through linkage program;
- Ensure sustainability of CECs after end of the project period;
- There was no alternative option prescribed in the PP on how to implement the project in the field while contract of an INGO is cancelled for any particular reason. This creates problem meeting target of the project for a particular district

Future Program:

Cultural Program (Patha Natak,

TV Spot, Talk Show, etc)

- Prepare Second Success Story
- Conduct Tracer Study
- District Consultation workshopas part of Advocacy and Social mobilization
- Arrange Periodic Dialogue
- GO-NGO exchange of Views



The learners also have taken each one of the training per learner of the following 11 (eleven) number of 9 months duration trade based technical training with Basic Literacy & Post Literacy courses:

1. Dairy. 2. Cow Fattening and Goat Rearing. 3. Bee Cultivation. 4. Food Processing. 5. Tailoring. 6. Chalk, Candle and Soap Manufacturing. 7. Poultry Farm, 8. Bamboo and Cane Product. 9. Fish Cultivation. 10. Nurtures, Vegetable, Fruits and Flower Cultivation. 11. By-cycle, Riksha, Van, Key and Lock Repairing.

Plcehd-2 Design and Monitoring Framework

Summary of Project Achievements (Tentative)⁶

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|--|---|--|--|--|
| Goal | Number of neo-literates living in rural areas reduced | | | No baseline data on this |
| Reduced poverty and more equitable human development in rural areas | At least 50% of neo-literates with increased literacy, life skills and income-generating capacity are women | 216,900 women trained (50% of 433,800 learners trained) | 27% of 800,000 women (or 50% of 1.6 million) | This guideline is complied with in all Learning Centers (LCs) |
| | Increased demand from poor people for training, support for their livelihoods and recognition of their rights | Feedback from field visit indicated strong demand for training primarily for livelihood skills | | No baseline data on this |
| Purpose A community-based, needs-oriented post-literacy and continuing education (PLCE) course program and a supporting organizational | A maximum of 29 implementing nongovernment organizations (INGOs) are responsible for implementing PLCE training packages at sub-district levels | 26 INGOs | 90% | The original plan was to engage 1 INGO per Upazila (or 210 INGOs) but in the revised version this was changed to 1 INGO per district (or 29 INGOs) |
| | A maximum of 6 monitoring partner agencies (MOPAs) responsible at divisional level for quality monitoring of PLCE courses | 5 MOPAs | 83% | The original plan was to engage 1 MOPA per district (or 29 MOPAs) but this was changed to 1 MOPA per division (or 6 MOPAs) |

⁶ Bureau of Non-formal Education (BNFE), Dhaka, Bangladesh and its partner INGOs and MNGOs.

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|---------------------------------------|---|---|---|---|
| framework operational in 29 districts | Bureau of Non-formal Education (BNFE) monitors target achievement through district coordinating officers (DCOs) and associated monitoring associates (MAs) and program coordinators (PCs) | Monitoring done by ADs/Pos/APOs, 105 MOPA assessors and 418 INGO supervisors | * ADs/Pos/APOs -- 100%; * MOPA assessors – 86.7% * INGO supervisors – 87.3% | The BNFE now monitors achievements through the Asst. Directors (ADs), Project Officers (POs), and Asst. Project Officers (APOs) and MOPA assessors and INGO supervisors |
| | Primary and Mass Education Division (PMED)/DNFE support focuses on supervisory and regulatory functions | | | MOPME/BNFE now perform these functions |
| | A national task force of nongovernment organizations (NGOs), resource persons and private companies provide core curricula, materials, and training of master trainers | Chetona 1, 2, & 3 and Teachers Guide for PL course revised by experts and 16 trade text books completed | * Chetonas and Teachers Guide revision – 100%; * Trade textbooks – 100% | No task force organized but groups of experts were formed per task |
| | PLCE learners choose skills training based on income-generating-opportunity surveys provided by INGOs | Surveys identified more than 80 trades but only 16 trades were selected for PLCE | About 50% of learners chose tailoring, 23% livestock, 12% house wiring, 7% fish culture, and 8% the remaining 12 trades | |
| | Center Management Committees (CMCs) at community level mobilize and help select learners; training venues and skills trainers; manage learning centers; and monitor facilitators | 6,176 CMCs established | 86% out of 7,181 CMCs | |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|---|---|--|---|---|
| | Employment or self-employment (20 days per month and 6 months per year on the average) of participants increased from baseline to 90% by 2008 | 18,454 employed out of 63,240 graduates of Phase 1, Cycle 1 ending 30 September 2009 | 29.2% employment rate based on Phase 1, Cycle 1 graduates | No baseline data. Target date adjusted to 2011 due to temporary suspension of Project activities following abolition of DNFE in 2004 |
| | Participation of women and young learners in community and related decision making activities increased from baseline to at least target by 2008 | | | No baseline data and no tracer study conducted yet |
| | 60% of participating women demonstrate increased control of their own earnings and investment decisions | | | No tracer study conducted yet |
| Output 1 Policy framework development supported | Government action plan (including finance plan) and summary report on national framework and recommendations are made available before project comprehensive review at the end of second year | | | National NFE Policy approved by Government on 2 January 2006 in time for comprehensive Project review as a condition for resumption of Project activities |
| | Summary report and recommendation on non-formal education (NFE) long-term vision including specific PLCE and PPP concept are available before midterm review | | | Summary report and long-term NFE vision already available but mid-term review has yet to be scheduled |
| | 70% of public and private organizations express their satisfaction with results of continuous dialogues in meetings at | | | No survey on stakeholder satisfaction has yet been done |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|---|--|---|--|---|
| | national, district, sub-district, and community level | | | |
| | 80% of all partners are satisfied with information received about ongoing project activities. | | | No survey on stakeholder satisfaction has yet been done |
| Output 2 Curricula for PLCE programs developed, produced, distributed, and continuously adapted | National Task Force for Curriculum and Materials Development and Training of Trainers established as soon as possible after loan effectiveness; members are contracted NGOs, resource persons, and specialists from the private sector | | | No national task force organized; experts were involved in the revision of Chetonas and Teachers Guide through a series of meetings and workshops |
| | Curriculum and materials are made available in time and in sufficient quantity/quality for testing (1st training cycle) and mass utilization (2 nd - 4 th cycle) | No PLCE curriculum developed; materials consisted of revised Chetonas 1, 2 & 3 and 16 trade trainer's guide | * 0% for curriculum; * 100% for revised Chetonas; * 100% for trade trainer's guide | 16 trades books are in the editing phases |
| | Curriculum review based on monitoring followed by curriculum revision becomes a routine task of curriculum development based on quality monitoring of MOPAs at the end of each training | | | No curriculum to be reviewed |
| | Altogether 60 curriculum development workshops are conducted by the end of year three | Not done | 0% | Curriculum development workshops will be conducted by S-4 consultants |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|--|---|--|---|--|
| | 16,800 teacher manuals are produced and distributed by the end of year 5 | * Master Trainer's Training Manual * Supervisor and Facilitator's Training Manual * Project Implementation Guide | 100% for all 3 manuals | All Master Trainers and Facilitators recruited as of 30 April received their copies of the manuals. ADs, POs/APOs and supervisors received the Project Implementation Guide |
| | 210 master trainers and 16,800 facilitators are trained by the end of year 5 | * 125 Master Trainers; * 12,458 Facilitators | * 87% of 143 Master Trainers; * 87% of 14,362 Facilitators | Targets were adjusted during the review/revision of the Project |
| | Quality assessment of curricula, materials, and training of trainers is prepared by international consultant for midterm review and review by the end of year 4 | | | To be done; mid-term review to be scheduled yet |
| Output 3 Capacity of involved organizations improved | 821 person-months of training for 770 staff of INGOs and MOPAs regarding PPP | | | |
| | 1,559 staff of INGOs and MOPAs trained in curriculum/materials development and training of trainers | Not yet done | 0% | To be done by S-4 consultants |
| | 72 staff of DNFE trained in planning and PLCE and PLCE concept development | 30 BNFE staff | 100% | Project covers only 29 districts |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|----------------|---|--|---------------------------------------|--|
| | 420 staff of INGOs and 16,800 facilitators trained for course implementation | * 416 supervisors 12,458 facilitators | * 87% of 479 * 87% of 14,362 | * Target was changed from 420 to 479 * Target was changed from 16,800 to 12,458 |
| | 174 staff of MOPAs trained in monitoring and evaluation (M & E) | 117 staff | 87% of 134 | Target has been changed from 174 to 134 |
| | All partner organizations execute administrative and organizational tasks according to agreed upon standards | Done | 100% | Defined in Implementation Guidelines and service contract |
| | Report and recommendations as to accreditation system of NGOs are made available by international consultant by end of year 2 | | | |
| | New materials and procedures are prepared for MIS-related activities at the district and sub-district level by the end of year 3 | Not yet done | 0% | To be done by S-4 consultants |
| | New roles and responsibilities defined for each level of administration in the context of decentralized and community-based PLCE courses by the end of year 2 and adopted by PMED/DNFE by the end of year 3 | Done | 100% | Defined in Implementation Guidelines |
| | Internet web pages supporting information about the project and curriculum/material development are | Not yet done | 0% | |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|---|---|--------------------------------|---------------------------------------|---------|
| | established by the end of year 1; regular updating is ensured by DNFE M & E section | | | |
| | Starting in year3, data exchange between DNFE headquarters and DCOs will be done by e-mail after trial and test phase | Not yet done | 0% | |
| Output 4 PLCE course packages implemented | Total learners in year 1 – 21,600; year 2 – 144,000; year 3 – 426,480; Year 4 – 526,120; year 5 – 572,640 | 433,800 PLCE graduates | 27 | |
| | Altogether, 7181 centers are established for PLCE courses in 29 districts and 210 subdistricts by the end of year 5 | 6176 | 86 | |
| | At least 50% of learners are women | 216,900 | 100 | |
| | Continuing education centers (CECs) correspond to minimum requirements defined by PIMU by the end of year 1 | Complied with | 100 | |
| | Teaching materials are used in the intended way by 80% of facilitators (resource parsons) and skills trainers | Complied with | 100 | |
| | Teaching corresponds to the quality levels as defined by the PIMU by the end of year 2 | | | |
| | Dropout rates are less than 10% (disaggregated by gender) | 1.56 % in Cycle-1, phase-1 | 100 | |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|-----------------------|--|--|--|--|
| | CECs perform according to agreed upon standards defined by the PIMU at the end of year 1 | Moderate | | Based on report of MOPA assessors |
| | Learners express satisfaction with CECs and resource persons | | | No survey on learners satisfaction |
| | Core curricula for at least 16 trades developed, tested, reviewed and distributed to 14362 teachers (facilitators) by the task force | Not yet done | 0% | |
| | Performance monitoring system operational starting the first training cycle | Done | % | Core components in place |
| | NFE-RC operational by end of year 5 of implementation | Done | % | Lack of staff |
| | MIS for PLCE operational within 18 months | MIS design done | 100% on MIS design | Only profiles of LCs and learners received |
| | At least 5 INGOs achieve official recognition for having reached the prescribe quality standards and serve as trendsetters | 6 rated satisfactory | 100% | Based on BNFE/PIMU monitoring report |
| | 72 DNFE staff trained on-the-job by PIMU consultants | 30 staff | 100% | Project covers only 29 districts |
| | Assessment criteria referring to the INGO action plans defined by PIMU three months after being operational; | Evaluation criteria has already been developed | 100% | |

| Design Summary | Performance Indicators/Milestones | Achievement as of 30 /04/ 2010 | Cumulative % of Total Target Achieved | Remarks |
|--|---------------------------------------|--------------------------------|---------------------------------------|---------|
| Inputs | | | | |
| 1.Consultants | | | | |
| 2.Staff Development | | | | |
| 3. Equipment | \$1.434 million (1.6% of base cost) | | 100 | |
| 4. Civil Works | \$0.666 million (0.8% of base cost) | | 100 | |
| 5. Curricula and materials development | \$1.811 million (2% of base cost) | | | |
| 6. Implementation of PLCE courses | \$70.756 million (80.1% of base cost) | | Physical-35% Financial-18% | |
| 7. PIMU operations | \$4.368 million (4.9% of base cost) | | | |

Summary of Findings from Field Visit to Rangpur and Nilphamari Districts

(23-27 May 2010)

| Stakeholder | Key Findings | | |
|------------------------|---|---|---|
| | Implementation | Curriculum / Instruction | Monitoring And Evaluation |
| District Office | <ul style="list-style-type: none"> ▪ Staffing of district office is standard comprising 5 personnel: Assistant Director, Project Officer, Assistant Project Officer, Computer Operator/ Office Assistant, and MLSS. ▪ Rangpur district covers 8 upazilas, 280 LCs, 560 shifts, 16,800 learners. | <ul style="list-style-type: none"> ▪ Chetonas need revision/modification or new materials need to be developed because a number of learners are not neo-literates and find it difficult to cope with the contents of Chetonas; ▪ Learning materials should be linked to business skills and also include ICT; | <ul style="list-style-type: none"> ▪ A comprehensive baseline survey was conducted and completed in October 2009 which provided the bases in identifying the learners, the trades to be offered, and other information; ▪ AD, PO, and APO visit a total of 30 |

| Stakeholder | Key Findings | | |
|-------------|---|---|---|
| | Implementation | Curriculum / Instruction | Monitoring And Evaluation |
| | <ul style="list-style-type: none"> ▪ Nilphamari district covers 6 upazilas, 204 LCs, 408 shifts, 12,240 learners. Training started on 15 October 2009 (Phase 2, Cycle 1) ▪ In both districts, the management is generally satisfied with the progress of implementation although raised certain areas of concerns including: <ul style="list-style-type: none"> ➤ Delayed release of funds from government and/or ADB due to issues related to compliance with requirements for replenishment with the INGO already advancing Tk.15 million (Nilphamari); ➤ Conflict between the publicly elected Upazila Chairman vs. the Upazila Executive Officer regarding getting appointments for workshop, selection of site(?), etc. affects project implementation; ➤ Salary of supervisors, facilitators, skills trainers, and assessors are too low to motivate them to do a good job; ▪ Recommended to increase salaries of upazila coordinators, supervisors, and facilitators and provide snacks and t-shirts to learners; ▪ Not all learners are neo-literates; a number of them are illiterates. The ADs received a directive from PIMU to fill up the vacant seats with illiterates if there are not enough neo- | <ul style="list-style-type: none"> ▪ In Nilphamari district, 78 trades with good potential were identified through the baseline survey but only the 16 approved trades are being offered across the LCs. | <ul style="list-style-type: none"> LCs per month as part of their monitoring role. The visits are also intended to validate the INGO reports; ▪ Prepares monthly progress report on the project which it submits to PIMU/PD; ▪ Consolidates reports from INGO and sends soft copy to PIMU/PD |

| Stakeholder | Key Findings | | |
|-------------|--|---|--|
| | Implementation | Curriculum / Instruction | Monitoring And Evaluation |
| | literate. | | |
| MOPA | <ul style="list-style-type: none"> ▪ In Rangpur district, MOPA staff comprised 1 supervisor and 4 assessors covering 280 LCs in 8 upazilas; ▪ In Nilphamari district, the staff comprised 1 supervisor and 3 assessors covering 408 LCs in 6 upazilas; ▪ In a 4-point scale (Very Good, Good, Fair, Poor), the supervisor and assessors in Nilphamari considered the overall implementation of the program “Good” | <ul style="list-style-type: none"> ▪ In Rangpur district, MOPA staff observed that: <ul style="list-style-type: none"> ➤ Attendance of learners are not regular, only around 70-80% ➤ Skills trainers lack practical training; the problem is compounded by lack of equipment for providing practical training to learners; ➤ Skills trainers also do not prepare lesson plans (not expected?) | <ul style="list-style-type: none"> ▪ In Rangpur district, each assessor visits 70 LCs or 140 shifts every 3 months; ▪ Assessors monitor operations of the PLCE activities in LCs being implemented by the INGOs using the monthly Form 5 prescribed by PIMU/MIS; these forms are collated by the supervisors and hard copies are sent to MOPA head office which in turn send them to MIS/LGED for data entry and processing; ▪ Part of the monitoring task of assessors is evaluating teaching quality provided by the facilitators and skills trainers. The assessors, however, appeared ill prepared to evaluate teaching quality as they have minimal training and have no education background; ▪ Assessors observe the class for 10-15 minutes and ask some students few questions on the basis of which they make judgment on the quality of teaching provided during the month. |

| Stakeholder | Key Findings | | |
|-------------|--|---|--|
| | Implementation | Curriculum / Instruction | Monitoring And Evaluation |
| INGO | <ul style="list-style-type: none"> ▪ In Rangpur district, the INGO is SKS, one of the associates in a consortium. Its personnel complement includes: <ul style="list-style-type: none"> ➤ District coordinators – 2 ➤ Upazila coordinators – 6 ➤ Master trainers – 6 ➤ Facilitators – 4 ➤ Trade trainers – 4 ▪ In Nilphamari district, the INGO is TMSS. Its personnel complement includes: <ul style="list-style-type: none"> ➤ District coordinator – 1 ➤ Upazila coordinators – 3 ➤ Master trainers – 3 ▪ In Nilphamari district, the Tk500 minimum deposit in opening of 204 CMC bank accounts was advanced by TMSS but has not been refunded; collection of 25% community contribution has been difficult although Tk 5,500 + in kind contribution have been raised; ▪ The conflict between the elected Chairman and the Upazila Executive Officer were raised in both districts; ▪ The TMSS raised the problem of doing the 3-month linkage activities after the current cycle since Phase 3 will start immediately thereafter. | <ul style="list-style-type: none"> ▪ In both districts, the contents of Chetona 1 & 2 have been fully delivered to the learners at the time of the Team's visit; ▪ The facilitators/trainers of SKS felt that of the delivered Chetona 1 & 2 curriculum, the learners absorbed or achieved between 60% - 95% of what was taught to them depending on the Learning Center; ▪ A major factor that affected learning achievement in both districts is the high rate of absenteeism (15-20 days per month) during harvest season since the learners could earn Tk250 for a day's work in the farm; ▪ TMSS suggested to include IT and how to access credit in the PLCE curriculum; ▪ Despite the constraints, the TMSS felt that there are already indications of positive impact among the learners in terms of increased income (their training goes in parallel with their occupations) and greater participation in social activities. | <ul style="list-style-type: none"> ▪ The INGOs fill up monitoring forms about the profile of LCs (one-time, during establishment), profile of learners (one-time, during opening of each cycle), quarterly assessment of learners, and during completion of each cycle; ▪ On quarterly learning assessments, the facilitators conduct the tests, get the scores of each learner (the hard copies remain in the LCs) and forwards them to their INGO office which consolidates the results and forwards to MOPA which in turn forwards to MIS through PIMU; ▪ According to some INGO staff, the monitoring of MOPA assessors at the LC level is not regular with 1 LC having been visited by MOPA staff only once in 7 months; ▪ In certain cases, the MOPA assessor asks the INGO for transportation, otherwise they will not come to the LCs. |

| Stakeholder | Key Findings | | |
|---------------------------------|---|--|--|
| | Implementation | Curriculum / Instruction | Monitoring And Evaluation |
| Learning Center (Male) | <ul style="list-style-type: none"> ▪ The learners in 2 LCs (male shift) visited by the Team comprised a significant number of illiterates (with no or very little schooling) and neo-literates who dropped out of formal school after Class 3-5 or have attended non-formal education program of other NGOs such as BRAC; ▪ Attendance at the 2 LCs was 23-25 (?) at the time of the visit. | <ul style="list-style-type: none"> ▪ The illiterates expressed difficulties in coping with the contents of Chetona 1, 2 & 3; ▪ A simple test prepared by the Team and conducted among the learners indicated that the average writing and numeracy skills were . . . ▪ The learners inquired about assistance in getting loan for their micro-businesses such as fish culture and poultry. | <ul style="list-style-type: none"> ▪ The learners confirmed that there have been two quarterly learning assessments conducted in their class. |
| Learning Center (Female) | <ul style="list-style-type: none"> ▪ In contrast to the male shifts, the 3 female shifts visited by the Team comprised mainly of neo-literates with majority having completed Class 3-5 and a number having attended BRAC non-formal education programs; ▪ Attendance was high with only 1-2 learners absent during the visit. | <ul style="list-style-type: none"> ▪ The learners' expectations when they joined the program were generally met including the desire to learn certain trades specifically tailoring and cattle rearing and the need to continue practicing reading and writing skills so as not to forget what they have learned in school before dropping out; ▪ A simple test prepared by the Team and conducted among the learners indicated that the average writing and numeracy skills were.. ▪ The learners expressed apprehension as to what will happen after the training whether they can apply what they have | <ul style="list-style-type: none"> ▪ The learners confirmed that there have been two quarterly learning assessments conducted in their class. |

| Stakeholder | Key Findings | | |
|-------------|--|---|--|
| | Implementation | Curriculum / Instruction | Monitoring And Evaluation |
| | | <p>learned. Their apprehensions were somewhat calmed down when told that the INGO is responsible for linking them up with employers or credit providers within 3 months following completion of their training.</p> | |
| CMC | <ul style="list-style-type: none"> ▪ The CMC interviewed by the Team in Rangpur comprised 9 members of whom 6 were male and 3 female. They were given 1 day orientation on their roles and responsibilities; ▪ The CMC regularly holds meetings every month with minutes of meetings recoded and kept by the Secretary (Minutes of meetings showed by the Secretary to the Team); ▪ Matters discussed during the meetings ordinarily focus on what learners will do after the training and identifying possible jobs or businesses for self-employment; ▪ CMC members are generally happy the way the program is going but thinks that the training would be more useful if the learners are given access to funding; also requested allowance for CMC members and learners. | | <ul style="list-style-type: none"> ▪ Among other responsibilities, the CMC monitors the activities of the program including attendance of learners. |

Preliminary Conclusions / Recommendations

With only 2 districts visited, the above findings and the conclusions that follow are only indicative rather than conclusive. The Team's observations focused on the main components of the TOR of the S-4 Consultancy Package including project implementation, curriculum and materials development, and monitoring and evaluation.

- The PLCEHD-2 Project (the Project), the implementation of which started more than two years ago, is well in place on the ground. Based on approved implementation guidelines, the key players (MOPAs, INGOs, LGED/MIS, and learners) have been selected; the curriculum and learning materials developed and/or updated; the physical facilities constructed and most of the equipment and furniture procured; and the management systems including financial system, MIS and M & E developed.
- However, based on the Team's findings from the field visit as well as interviews with other key informants, a number of areas need improvements if the Project is to achieve its main objectives of developing/enhancing and sustaining the functional literacy of learners and increasing their income. These include the selection and classification of learners, development of appropriate learning materials, diversification of trades and quality of trade training, quality of facilitators and skills trainers and replacement of poor performers, flexibility in scheduling of classes, more thorough formative and summative assessments of learning achievements, compliance and implementation progress monitoring and impact evaluation.
- *Selection and Classification of Learners.* While the implementation guidelines provide that the Project beneficiaries should be neo-literates, the actual classes comprise a mix of illiterates and dropouts at Grades 3-5 levels with a wide range of competencies in reading, writing, and numeracy. This appears more evident among the male groups. This makes the learning process difficult to manage particularly on the part of the facilitators. A diagnostic test may be considered at the start of each cycle as basis for grouping the learners in a class according to levels of competencies for better management of the learning process.
- *Development of Appropriate Learning Materials.* Precisely because of the varied levels of competencies among the learners, there is a need to develop appropriate materials for each group. The contents of Chetona 1, 2 & 3 are too advanced for the illiterates. If the inclusion of this group cannot be avoided for whatever reason, the development of more basic learning materials for them should be considered.
- *Diversification of Trades and Improving the Quality of Trade Training.* When asked about their main expectations for joining the Project, the overwhelming majority of learners said they want to learn a specific trade. Learning or enhancing knowledge of a particular trade is evidently the main attraction for the learners in "going back to school". However,

since each LC offers only 2 trades – 1 for male and 1 for female – there is concern of possible saturation of skills market in a village or union or upazila. Diversification of trades to be offered in each LC and/or cross-enrollment in other LCs on the CE component should be considered. Another concern is the quality of trade training. Considering the very limited budget, this can be partly addressed by providing the appropriate reference trade handbook and learning materials, selection of qualified skills trainers, and selection of trades that do not require major capital investment.

- *Quality of Facilitators/Trainers and Replacement of Poor Performers.* Much of the learning achievement of learners depends on the quality of facilitators and trainers. The facilitators and skills trainers have already been recruited and trained. However, if the classification of learners by level of competencies within a class will be implemented, further training may be needed on some kind of “multi-grade” teaching. Continuing review of the performance of facilitators/trainers should also be implemented to replace poor performers.
- *Flexibility in Scheduling of Classes.* Climatic conditions in different parts of the country vary affecting the timing of planting and harvesting seasons during which time class attendance is adversely affected. Implementation guidelines should be reviewed to provide flexibility in scheduling of classes at the district or division level, provided, however, that the total training hours and target completion date be maintained.
- *Formative and Summative Assessment of Learning Achievements.* The guidelines require quarterly assessment of learning achievements of learners for each cycle (3 times during the 9 months training period). These are formative assessments conducted by the facilitators to measure progress of learning over the training period. This has been complied in the LCs visited by the Team. In order to ensure more objectivity of results, a summative assessment conducted by external party at the end of each cycle should be considered. This may be done even on a sampling basis with sufficient number of LCs randomly selected taking equal number of male and female shifts. A separate test instrument will have to be developed for this purpose.

Compliance and Implementation Progress Monitoring and Impact Evaluation. The existing M & E system collects voluminous number of data down to the level of learners on a monthly basis which is stored in the database of MIS at LGED. What appears to be lacking is the analysis and regular use of the data for decision making at different levels. The analysis and reports may be of two types - compliance with Project guidelines (including quality compliance) and implementation progress relative to set targets. Also, no evaluation studies which combine both quantitative and qualitative information have so far been done on Project benefits (early indications of outcome and impact). These will be considered in the work plan for M & E.

List of Input Monitoring Forms

| No. | Title | Description | Frequency | Deadline for submission | Filled up by | Collected/ compiled by | Total no. of forms collected | Sent to | Copies stored at and/or consolidated by |
|------------|-------------------------|--|------------------|--|---------------------|-------------------------------|-------------------------------------|----------------|--|
| 1 | MOPA's Profile | Contains general information on each MOPA including, registration details, personnel, experience in M & E, and upazilas covered. | One time | 15 days after contract signing with BNFE | MOPA HQ | PIMU | 6 | PIMU | MIS |
| 2 | INGO's Profile | Contains general information on INGOs including registration details, personnel including list of master trainers, relevant project undertaken, and upazilas covered. | One time | 15 days after contract signing with BNFE | INGO HQ | PIMU | 29 | PIMU | MIS |
| 3 | Learning Center Profile | Contains general information including location, designated trade, description of building, quantity of furniture, equipment and learning materials provided, utilities available, and names of INGO personnel assigned. | One time | 10 days after opening of the LCs | INGO staff | INGO HQ | 7,181 | PIMU | MIS |

| No. | Title | Description | Frequency | Deadline for submission | Filled up by | Collected/ compiled by | Total no. of forms collected | Sent to | Copies stored at and/or consolidated by |
|-----|---|---|------------|--|---------------------|---------------------------|--|---------------------------|---|
| 4 | Learners Profile | Contains personal data of learners including, among others, civil status, education/training, trade interested in, parents' education and occupation, learner's monthly income, and learner's household income. | One time | 10 days after opening of cycle | INGO staff | INGO HQ | 1,600,000 (by end of project) | PIMU | MIS |
| 5 | LC Monitoring | Contains operational information on the LCs including learners' attendance, quality of training delivery, supply and use of learning materials, CMC meetings, and inspection conducted by MOPA, INGO, PO/APO. | Monthly | 3 rd day of the following month | MOPA assessor | MOPA District Coordinator | 1/3 of no. of shifts in a given cycle (sampling basis) | MOP A HQ, MIS (soft copy) | MOPA HQ, MIS |
| 6 | Inspecting Officers Monitoring (LC Level) | Contents same as Form 5. | Occasional | 5 days from end of field visit | Inspecting Officers | BNFE/ PIMU | - | INGO, MOP A, MIS | MIS |

| No. | Title | Description | Frequency | Deadline for submission | Filled up by | Collected/ compiled by | Total no. of forms collected | Sent to | Copies stored at and/or consolidated by |
|-----|--------------------------------|---|--------------------|--|---------------------|------------------------|----------------------------------|------------------------|---|
| 7 | Learners Assessment (LC Level) | Contains information on performance of individual learners including attendance and marks obtained in issue-based matters, trade course, and linkage with average marks computed. | Quarterly | 5 days after assessment to INGO; 15 days from INGO to MOPA | INGO Facilitators | INGO District Office | Same as number of LCs in a cycle | MOP A, MIS (soft copy) | MOPA HQ, MIS |
| 8 | Course Completion (LC Level) | Contains information on individual learners including attendance, overall evaluation rating, employment status, loan availment, income after training, and saving activities. | One time per cycle | 15 days after end of course | INGO Representative | INGO District Office | Same as number of LCs in a cycle | MOP A | MIS |
| 9 | SOE of MOPA | Contains information on MOPA's bank account, the names of districts and upazilas covered, the number of LCs, learners, and staff, funds received by source, and details of expenses incurred. | Per fund release | As needed | MOPA HQ | PIMU | 6 | PIMU, BNFE | MIS |

| No. | Title | Description | Frequency | Deadline for submission | Filled up by | Collected/ compiled by | Total no. of forms collected | Sent to | Copies stored at and/or consolidated by |
|-----|-------------|--|------------------|-------------------------|--------------|------------------------|------------------------------|------------|---|
| 10 | SOE of INGO | Contains information on INGO operation including number of personnel in each upazila, number of LCs, funds received by source, and details of expenditures incurred. | Per fund release | As needed | INGO HQ | PIMU | 29 | PIMU, BNFE | MIS |

List of Output Monitoring Report Forms

| Report no. | Title | Generated From form | Prepared By | Send to | Deadline (days) |
|------------|--|---------------------|-------------|------------------------|-----------------|
| 1 | Information about Learner and Learning Center | 1,2,3, & 4 | MIS | PIMU | 7 |
| 2 | Upazila-wise Monthly Monitoring Report | 5 | MOPA | PIMU & MIS (Soft copy) | 7 |
| 2.1 | Upazila-wise Monthly Monitoring Report (Trade Course) | 5 | MOPA | PIMU & MIS (Soft copy) | 7 |
| 3 | Upazila Level Quarterly Monitoring Report | 5 | MOPA | PIMU & MIS (Soft copy) | 7 |
| 3.1 | Upazila-wise Quarterly Monitoring Report | 5 | MOPA | PIMU & MIS (Soft copy) | 7 |
| 4 | Upazila Level Quarterly Monitoring Report (LC Level) – Inspecting Officer | 6 | MIS | PIMU | 10 |
| 4.1 | Upazila Level Quarterly Monitoring Report on Skill Trade (LC Level) – Inspecting Officer | 6 | MIS | PIMU | 10 |

| Report no. | Title | Generated From form | Prepared By | Send to | Deadline (days) |
|-------------------|---|----------------------------|--------------------|------------------------|------------------------|
| 5 | District Level Quarterly Monitoring Report | 5 | MOPA | PIMU & MIS (Soft copy) | 10 |
| 5.1 | District Level Quarterly Monitoring Report (Trade Course) | 5 | MOPA | PIMU & MIS (Soft copy) | 10 |
| 6 | District Level Quarterly Monitoring Report – Inspecting Officer | 6 | MIS | PIMU | 10 |
| 6.1 | District Level Quarterly Monitoring Report – Inspecting Officer | 6 | MIS | PIMU | 10 |
| 7 | Learners Quarterly Assessment Report (Upazila Level) | 7 | MOPA | PIMU & MIS (Soft copy) | 7 |
| 8 | Course Completion Monitoring Report (Upazila Level) | 8 | MOPA | PIMU & MIS(Soft copy) | 20 |
| 9.1 | General Information on MOPAs | 9 | PIMU | | 7 |
| 9.2 | Funds Received by MOPAs | 9 | PIMU | | 7 |
| 9.3 | Statement of Expenditures of MOPAs | 9 | PIMU | | 7 |
| 10.1 | General Information on INGOs | 10 | PIMU | | 7 |
| 10.2 | Funds Received by INGOs | 10 | PIMU | | 7 |
| 10.3 | Statement of Expenditures of INGOs | 10 | PIMU | | 7 |

Workshop detailed budgets and summary

Summary of CDPI TA Costing for Output 4 (Project Monitoring and Evaluation System Strengthened)

| | <i>Description of events</i> | <i>No of event</i> | <i>Days/ event</i> | <i>Participa nts/event</i> | <i>Unit cost (BDT)</i> | <i>Total cost (BDT)</i> |
|------------|--|--------------------|--------------------|----------------------------|------------------------|-------------------------|
| 4.4 | <i>Orientation workshop of AD, PO/APO of BNFE and Supervisors and Assessors of MOPA on Revised input and output forms</i> | | | | | |
| 4.4.1 | <i>Rajshahi Divisional workshop</i> | 1 | 1 | 38 | 2150 | 81700 |
| 4.4.2 | <i>Chittagong Divisional workshop</i> | 1 | 1 | 36 | 2150 | 77400 |
| 4.4.3 | <i>Khulna Divisional workshop</i> | 1 | 1 | 31 | 2150 | 66650 |
| 4.4.4 | <i>Barishal Divisional workshop</i> | 1 | 1 | 21 | 2150 | 45150 |
| 4.4.5 | <i>Sylhet Divisional workshop</i> | 1 | 1 | 23 | 2150 | 49450 |
| 4.4.6 | <i>Dhaka Divisional workshop</i> | 1 | 1 | 45 | 2150 | 96750 |
| 4.6.1 | <i>Workshop for finalization of draft guidelines and procedures in gathering qualitative data</i> | 1 | 1 | 15 | 2150 | 32250 |
| 4.6.2 | <i>Workshop for orientation of users of handbook on gathering qualitative information</i> | 1 | 1 | 35 | 2150 | 75250 |
| | <i>SUB TOTAL</i> | | | | | 524600 |

Peoples Republic of Bangladesh

Ministry of Primary and Mass Education

Post-Literacy and Continuing Education for Human Development Project – 2

232/1, Tejgoan Industrial Area, Dhaka-1208

CDPI TA Component 4: Programme Monitoring and Evaluation- Detailed budget for
workshop of Users of Handbook on gathering qualitative data

| No | Description | | Rate in Dhaka | Number of Heads Government | Number of Heads INGOs MOPAs | Rate Estimate | Total Number of heads | Total Cost per Line Item |
|----|--|----------|---------------|----------------------------|-----------------------------|---------------|-----------------------|--------------------------|
| 1 | Chief Guest Honoraria | Per Head | 3,000 | 1 | | | 1 | 3,000 |
| 2 | Special Guest Honoraria | Per Head | 2,000 | 1 | | | 1 | 2,000 |
| 3 | Chairperson/Moderator's Honoraria | Per Head | 2,000 | 1 | | | 1 | 2,000 |
| 4 | Resource Persons' Honoraria | Per Head | 1,000 | 1 | | | 1 | 1,000 |
| 5 | Participants' Honoraria/Per Diem | Per Head | 500 | 29 | 6 | | 35 | 17,500 |
| 6 | Rappotiuier' Honoraria | Per Head | | | | | | |
| 7 | Transport Allowance (Participants from out of Dhaka) | Per Head | 700 | 0 | 6 | | 6 | 4,200 |
| 8 | Transport Allowance (Participants form Dhaka) | Lump Sum | | | | | | |
| 9 | Stationary Item | Per Head | 200 | 30 | 10 | | 40 | 8,000 |
| 10 | Venue Rent | Per Day | | | | | | |

CDPI TA Component 4: Programme Monitoring and Evaluation- Detailed budget for Workshop for finalization of Gender Strategy.

| No | Description | | Rate in Dhaka | Number of Heads Government | Number of Heads INGOs MOPAs | Rate Estimate | Total Number of heads | Total Cost per Line Item |
|----|--|----------|---------------|----------------------------|-----------------------------|---------------|-----------------------|--------------------------|
| 1 | Chief Guest Honoraria | Per Head | 3,000 | 1 | | | 1 | 3,000 |
| 2 | Special Guest Honoraria | Per Head | 2,000 | 1 | | | 1 | 2,000 |
| 3 | Chairperson/Moderator's Honoraria | Per Head | 2,000 | 1 | | | 1 | 2,000 |
| 4 | Resource Persons' Honoraria | Per Head | 1,000 | 1 | | | 1 | 1,000 |
| 5 | Participants' Honoraria/Per Diem | Per Head | 500 | 25 | 5 | | 30 | 15,000 |
| 6 | Rappotiuer' Honoraria | Per Head | | | | | | |
| 7 | Transport Allowance (Participants from out of Dhaka) | Per Head | 700 | 0 | 0 | | 0 | - |
| 8 | Transport Allowance (Participants form Dhaka) | Lump Sum | | | | | | |
| 9 | Stationary Item | Per Head | 200 | 30 | 5 | | 35 | 7,000 |
| 10 | Venue Rent | Per Day | | | | | | |
| 11 | Lunch/Soft Drinks | Per Head | 150 | 30 | 5 | | 35 | 5,250 |
| 12 | Refreshment | Per Head | 50 | 30 | 5 | | 35 | 1,750 |
| 13 | Report Printing Cost | Overall | | | | | | |
| 14 | Coordinator's Honoraria | Per Head | 700 | 2 | | | 2 | 1,400 |
| 15 | Supporting Staff's Honoraria | Per Head | 200 | 3 | | | 3 | 600 |
| 16 | Transport and other Allowance for Support Staff | Per Head | 200 | 3 | | | 3 | 600 |
| 17 | Miscellaneous | Per Day | 2,000 | | | | | 2,000 |

| | | | | Number of Heads Government | Number of Heads INGOs MOPAs | Rate Estimate | Total Number of heads | Total Cost per Line Item |
|----|---|---------------|------|----------------------------------|-----------------------------------|------------------|-----------------------------|--------------------------------|
| 18 | Training Materials | Per Day | 4000 | | | | | 4000 |
| 19 | Canteen Charge/Service Charge | Per Day | 600 | | | | | 600 |
| 20 | Photocopy (after voucher approved by PD) | Overall | 1400 | | | | | 1400 |
| 21 | Certificate (Training) | | | | | | | |
| 22 | Banner | Per Ceremonny | 1200 | | | | | 1,200 |
| 23 | Letter Distribution (Bearer/Courier) | Per Ceremonny | | | | | | |
| 24 | Photography | Per Ceremonny | | | | | | |
| 25 | Bag | Per Head | | | | | | |
| | Total Estimated Cost Dhaka | | | | | | | 48,800 |

**Detailed Budget for Orientation Workshop of AD, PO/APO of BNFE and Supervisors and Assessors of MOPA RAJSHAHI
Division**

| No. | Expenditure Particulars | No of events | Days | Participants | Unit cost | Total Taka |
|-----|---|--------------|------|--------------|-----------|------------|
| 1 | Chief Guest's Honorarium | 1 | 1 | 1 | 2,000 | 2,000 |
| 2 | Special Guest's Honorarium | 1 | 1 | 1 | 2,000 | 2,000 |
| 3 | Chairperson/Moderator's Honorarium | 1 | 1 | 1 | 2,000 | 2,000 |
| 4 | Resource Person's Honorarium | 1 | 1 | 1 | 1,000 | 1,000 |
| 5 | Participants' Honoraria/Per Diem(20 +6+6+6) | 1 | 1 | 38 | 500 | 19,000 |
| 6 | Rapporteur's Honorarium | 1 | 1 | 0 | - | - |
| 7 | Transport Allowance (Out of Dhaka Participants) | 1 | 1 | 36 | 500 | 18,000 |
| 8 | Transport Allowance (Participants form Dhaka) | 1 | 1 | 6 | 1,000 | 6,000 |
| 9 | Stationary Item | 1 | 1 | 38 | 200 | 7,600 |

| | | | | | | |
|----|---|---|---|----|-------|--------|
| 10 | Venue Rent | 1 | 1 | | 6,000 | 600 |
| 11 | Lunch/Soft Drinks | 1 | 1 | 43 | 150 | 6,450 |
| 12 | Refreshment | 1 | 1 | 43 | 50 | 2,150 |
| 13 | Report Printing Cost | 1 | 1 | | 5,000 | 5,000 |
| 14 | Coordinator's Honorarium | 1 | 1 | 1 | 1,000 | 1,000 |
| 15 | Supporting Staff's Honorarium | 1 | 1 | 2 | 200 | 400 |
| 16 | Transport and other Allowances for Support Staff | 1 | 1 | 2 | 200 | 400 |
| 17 | Miscellaneous | 1 | | | Lump | 2,000 |
| 18 | Training Materials (Voucher to be approved by PD) | 1 | | | Lump | 2000 |
| 19 | Canteen Charge/Service Charge | 1 | | | Lump | 600 |
| 20 | Photocopy (voucher to be approved by PD) | 1 | | | Lump | 1000 |
| 21 | Workshop Banner | 1 | | | Lump | 1000 |
| 22 | Letter Distribution (Bearer/Courier) | 1 | | | Lump | 300 |
| 23 | Photography | 1 | | | Lump | 1200 |
| 24 | Workshop Bag | 1 | | | 0 | - |
| | Total | | | | | 81,700 |

Tk. Eighty one thousand seven hundred only

| Summary of the Budget for Tracer study | | | | | | |
|---|---|----------|-----------|-------------|------------|---------------|
| 4.7.2 | <i>Tracer study on PLCE course completers (Study will involve 1440 PLCE completers comprising 720 Males and 720 Females from 24 Upazillas , covering 6 districts of 6 divisions).</i> | <i>1</i> | <i>20</i> | <i>1440</i> | <i>476</i> | <i>684994</i> |

Taka= 684994.00

PLCE for Human Development Project-3 (PLCEHD-3)

The project initiated from two Upazilas where literacy rate was the lowest during the pre-TLM phases. A total of 6300 neo literate will be included in this project for which 75 centers were established in the project areas. The Islamic Development Bank (IDB) provided financial assistance worth Taka. 15.30 million For the project.

The People's Republic of Bangladesh has received a grant from the Islamic Development Bank (IDB) towards the cost of the project titled "Post Literacy and Continuing Education for Human Development (PLCEHD) Project-3". The project was functioning 2 Upazilas of Manikgonj and Jhenidha districts, under Dhaka and Khulna divisions of Bangladesh where the literacy rate was the lowest before the implementation of TLM program after the formalities of the selection of the NGOs for the project activities. The Government of Bangladesh (GOB) selected and contracted 5 (five) experienced Implementing Non-Government Organization (INGO), with adequate functional capacity, for each project district. The INGOs were responsible for effective implementation of the project in the allotted district.

Objectives

1. To includes neo literate in post literacy programs to consolidate, maintain and upgrade the literacy skills they have acquired previously.
2. To involves target population in a life long educational process through creating opportunities of continuing education.
3. Under continuing education programs, to create skill training opportunities for the equal number of neo literate, who have completed post literacy course.
4. To help neo literate, upgrade their life style by introducing them in income generating activities and to make them enlightened citizens.

Included total neo literates who have graduated from any of the literacy programs of the DNFE in Shibaloya Upazila of Manikgonj district under Dhaka division and Kaligonj of Jhenidha district under Khulna division of Bangladesh. Under this project 6300 neo literates received continuing education (CE) in the form of skill training (such as Tailoring, Goat raring and cow fattening, Nursery, vegetable, fruits and flower cultivation, Poultry) for 6 months with post literacy (PL) training for 3 months to increase their incomes in order to foster a better life style and to develop them as enlightened and productive citizens and to involve them in a life long educational process. Except this, 75 numbers of

Continuing Education Center (CEC) establishments were completed in Shibaloya Upazila of Manikgonj district under Dhaka division and Kaligonj of Jhenidha district under Khulna division of Bangladesh.

Project Identification

As per decision of the Pre-ECNEC meeting held on 13-06-2001 the program was implemented in 2 selected Upazilas of Dhaka and Khulna Division whose literacy rate were the lowest before the implementation of TLM program.

Project Preparation

DNFE prepared a framework for improve post literacy and continuing Education and engaged 5 NGOs in implementing a pilot Project namely 'Post Literacy and Continuing Education (PLCEHD) project-3' in 2 Upazilas in Jhenidha and Manikgonj districts of the country with the reality of engaging the neoliterate in employment or in self-employment that make them to improve their standard of living.

Appraisal

The Memorandum of Understanding (MOU) of 'Post Literacy and Continuing Education (PLCEHD) project-3' between Economic Relation Division, Ministry of Finance, Government of Bangladesh and Islamic Development Bank (IDB) was signed in Dhaka on 10 October, 2000.

Credit Negotiation

An Islamic Development Bank mission comprising Br. Mohammed Anwar Khanani, Division Chief Projects, Br. Mohammad Reza Yousof Khan, Operation Officer and Br. Mohammed S. Bajnaid, Project Officer, Islamic Development Bank, visited Bangladesh for the period of 01 to 11th October, 2000.

Credit Agreement

Credit agreement dated 21/10/1422H, corresponding to 15/04/2001, between the Government of the People's Republic of Bangladesh (here in after call the "Government") and the Islamic Development Bank (IDB) (here in after call the "Bank").

Credit Effectiveness

The project was initiated in July 2001 and was due for completion June 2003.

Loan Disbursement

It was implemented by the Directorate of Non-formal Education (renamed as Bureau of Non-formal Education) through 5 partner NGOs, the project was financed by the Islamic Development Bank (IDB).

Loan Conditionalities

GRANT (The Bank make available the grant amount from the Wakf Fund to the Government a Technical Assistance Grant in an amount not exceeding ID. 2000,000/- (Islamic Dinars Two Hundred Thousand only) equivalent to U.S Dollars 268,000/-).

Project Approval

The Planning Commission approved the Project Concept Paper (PCP) of the project on 09 October 2001. Accordingly the PP was prepared and placed before the DPEC meeting held on 10.04.2002. The DPEC meeting finalized the PP with some modification.

If the centers remain operational, the awareness of the learners, the guardians and local people will increase and the continuity of the literacy activities will be sustained. So, it was the responsibility of the UNFEC to maintain the center after the completion of the project. After the completion of the activities, the NGOs handed over the center to the relevant UNFEC. Accordingly the UNFEC handed over the centers to the relevant Union Council Chairman or a Member of the relevant CMC. They should be able to run the centers themselves in the interest of the development of the people. All necessary measures have been taken by the 5 PI-NGOs to hand over the centers to the community beforehand and orientation were given to them so that the activities were not cease on expiry of the 9-month program rather these should be continued to run properly.

Project Implementation Process

Working areas selection

The following factors were considered in selecting the working areas:

- Abundance of neo-literates.
- Availability of accommodation for establishing PLCE centers.
- Better communication facilities within the areas.
- Availability of the trade course trainers etc.

a. PIACT Bangladesh

As allocated by the Ministry of Primary and Mass Education, PIACT Bangladesh implemented the project activities in Kaliganj Upazila under

Jhenaidha district of Khulna division. The 11 Unions of Kaliganj Upazila were surveyed and collected the list of learners for PLCE courses. After approved by the Upazila Non-formal Education Committee (UNFEC) 2 (two) Unions namely (i). Barobazar and (ii). Rakhalgachi of Kaliganj Upazila were selected for establishing 15 PLCE centers.

b. SUROVI

SUROVI implemented the project activities in Shibalaya Upazila under Manikgonj district of Dhaka division. The all Unions of Shibalaya Upazila were surveyed and collected the list of learners for PLCE courses. After approved by the Upazila Non-formal Education Committee (UNFEC) 2 (two) Unions namely (i). Ulail and (ii). Mahadevpur of Shibalaya Upazila were selected for establishing 15 PLCE centers.

c. Srizony Bangladesh

Srizony Bangladesh implemented the project activities in Kaliganj Upazila under Jhenaidha district of Khulna division. The 11 Unions of Kaliganj Upazila were surveyed and collected the list of learners for PLCE courses. After approved by the Upazila Non-formal Education Committee (UNFEC) 2 (two) Unions were selected for establishing 15 PLCE centers namely (i). Roygram and (ii). Kastovangga of Kaliganj Upazila.

d. Grassroots Health and Rural Organization for Nutrition Initiative (GHARONI)

GHARONI implemented the project activities in Shibalaya Upazila under Manikgonj district of Dhaka division. The all 7 Unions of Shibalaya Upazila were surveyed and collected the list of learners for PLCE courses. After approved by the Chairman (UNO) of Upazila Non-formal Education Committee (UNFEC) 1 (one) Union namely (i). Teota of Shibalaya Upazila was selected for establishing 15 PLCE centers.

e. Dhaka Ahsania Mission (DAM)

DAM implemented the project activities in Shibalaya Upazila under Manikgonj district of Dhaka division. The all 7 Unions of Shibalaya Upazila were surveyed and collected the list of learners for PLCE courses. After approved by the Chairman (UNO) of Upazila Non-formal Education Committee (UNFEC) 1 (one) Union namely (i). Shibalaya Sadar of Shibalaya Upazila was selected for establishing 15 PLCE centers.

Learners' selection

For the selection of learners a survey was conducted before starting the education activities of the 1st phase of the project. The target populations were identified through the survey. Through discussion and group meeting held with guardians and local elite the learners were identified and selected. The survey report also followed during the implementation of the activities of 2nd phase of the project.

The following steps were followed to select the learners per center by all of the 5 NGOs (**PIACT Bangladesh, SUROVI, Srizony Bangladesh, GHARONI and DAM**)

- A list of 120 primarily selected learners was prepared.
- A selection test of the enlisted learners was taken by a set of questions (Chetona-1 and Chetona-2).
- Based on the scores obtained in the examination, 30 female and 30 male learners per center were selected.

By all of the 5 NGOs the learners were selected on the basis of the following criteria

- Age 11-45 years.
- Physically and psychologically able.
- Better to be nearer to the center.
- Permanent resident of the area.
- Shall not leave the center in 9 months project activity period per batch.
- Approved by the UNFEC.
- Maintained the list of learners in the PLCE centers.
- Social analysis and determining demand.

Physical infrastructure of the center

PIACT Bangladesh has set up 15 PLCE centers in (i). Barobazar and (ii). Rakhalgachi Union of Kaliganj Upazila under Jhenidha district of Khulna division. SUROVI has set up 15 PLCE centers in (i). Ulail and (ii). Mahadevpur of Union of Shibalaya Upazila under Manikgonj district of Dhaka division. Srizony Bangladesh has set up 15 PLCE centers in (i). Roygram and (ii). Kastovangga Union of Kaliganj Upazila under Jhenidha district of Khulna division. GHARONI has set up 15 PLCE centers in Teota Union of Shibalaya Upazila under Manikgonj district of Dhaka division. *Dhaka Ahsania Mission (DAM)* : DAM has set up 15 PLCE centers in Shibalaya Sadar Union of Shibalaya Upazila under

Manikgonj district of Dhaka division. For the centers, it rented houses measuring a minimum of 24ft by length, 14ft by width and 8ft by height so that all 30 learners per shift per center could sit comfortably in four big tables with 8 benches. Chair and table for the teachers, rack and steel almira and TV were placed in the center. Proper environment conducive to lesson learning and skill training ensured all in the PLCE centers. NGOs rented houses in accordance with the ideal standard measurement of the centers, in an atmosphere conducive to learning and considering the communication facilities of the learners.

Supervision, monitoring, evaluation and reporting

It was learnt from the latest monitoring and evaluation done by the senior officials of PIACT Bangladesh, SUROVI, Srizony Bangladesh, GHARONI and DAM that the learners have achieved proficiency or have attained the desired marginal ability. The following table shows the result of the latest evaluation.

Average proficiency level of the post-literacy and continuing education program

| NGOs | Phase | Number of learners | Reading (%) | Writing (%) | Arithmetic (%) | Life skill (%) | Average (%) |
|--------------------|-----------------------|--------------------|-------------|-------------|----------------|----------------|-------------|
| PIACT Bangladesh | 1 st Phase | 900 | 97 | 95 | 94 | 98 | 98.5 |
| PIACT Bangladesh | 2 nd Phase | 900 | 97 | 95 | 94 | 98 | 96 |
| SUROVI | 1 st Phase | 900 | 93.33 | 93.33 | 93.33 | 93.33 | 93.33 |
| SUROVI | 2 nd Phase | 900 | 92.60 | 93.40 | 92.55 | 93.45 | 93 |
| Srizony Bangladesh | 2 nd Phase | 900 | 98 | 97 | 96 | 98 | 97 |
| GHARONI | 2 nd Phase | 900 | 98 | 94 | 92 | 98 | 95.5 |
| DAM | 2 nd Phase | 900 | 95 | 93 | 91 | 90 | 92.25 |

Supervision

All of the 5 supervisors tried to make the job of his colleagues more forceful. They conducted themselves as a helper rather than an inspector. They observed whether the work are being done as per the determined principles and work plan. If needed, supervisors participated in the activities and made arrangement instantly to accomplish the task. In context of the successful implementation of the Post-literacy and Continuing Education Program, a supervisor was not only an inspector, he is also a counselor. The advice of the supervisor enhanced the point of view and knowledge of the supervised and ensured optimum utilization of skill. The supervisors supervise the Post-literacy and Continuing Education Program. The field coordinators and other officials of the 5 PI

NGOs regularly supervise the Post-literacy and Continuing Education Program. Supervision was regularly done by collecting information through the format developed by PI-NGOs/BNFE.

Monitoring

The teachers and the senior officials of the above mentioned 5 PI-NGOs inspected the education centers and collected information on the overall performance of the learners. Supervisors, resource persons, teachers and trainers supervised whether the work was being done as per the policy directives of the organization, approved curriculum and procedures. The above functions are done on the basis of the formats given by BNFE. Besides, the Executive Director of the concern organization inspected the project area or the education center. They identified the problems during the inspection and took measures to resolve those problems.

Monitoring entails the process of closely observing something in order to ensure that it is following the pre-designed path. It also encompasses a series of activities related to the decision making by project management which include regular collection of information regarding the progress of the project and analysis, measurement and appraisal of those information. In fact, monitoring is considered to be an important tool of any organization or project management. Although monitoring does not announce the final result, but the results of monitoring help the organization or project management in taking necessary decisions regarding the project.

Evaluation

Overall evaluation of the program including the teachers, learners and supervisor-cum-resource persons were undertaken during the program period through the evaluation formats furnished by BNFE and through administering questionnaires. Evaluation is to find out the result of an effort after the job is completed and to utilize the experience in determining the process of such job in future.

Reporting

Officials of the above mentioned 5 NGOs working at various levels starting from the coordinator collected information through supervision, monitoring and evaluation and record those in the formats provided by the BNFE as well as in the organization's own format. The information collected from other sources are recorded and compiled in the formats and was sent it to PIMU and BNFE.

IV. Family Life Education Project (Technical Assistance Project)

A technical Assistance Project titled “Family Life Education” has been implemented during January 1999-December 2002 period under the United Nations Fund for Population Activities (UNFPA). Main objectives of the project were:

- a. To incorporate family life education issues in the curriculum of adolescent and adult learners of the ongoing NFE; and,
- b. To develop supplementary reading materials and co-curricula to existing education materials of NFE.

Estimated cost of the project was fixed at Taka. 57.00 million, of which Taka. 3.23 million Have been provided by Bangladesh Government and Taka. 53.83 million by UNFPA as grand.

Upon completing of the Family Life Education Project in December 2002 being encouraged by its success, the Government, in collaboration with the UNFPA, has further undertaken the Second phase of Family Life Education Project with a view to upgrading manuals, provide more materials and ensure training for the master trainers, center facilitators and supervisors. Duration of this project was January 2003 to December 2005 with an estimated cost of Taka 19.95 million. UNFPA bear the total cost of the project as grant.

At present, non formal education program are running in full swing throughout the country. In recognition of the success of these programs, Bangladesh has been awarded the prestigious UNESCO Literacy Award in the Asia Pacific region. This is a great honor for Bangladesh in the international community.

V. Equivalency program (EP)

This program is designed as an alternative education program equivalent in quality and content to the existing formal, general and vocational education under Directorate of Technical Education, Ministry of Education, and Government of the People’s Republic of Bangladesh.

Mosque, and Temple Based Non-Formal Education in Bangladesh

Project titled “*Mosque Based Non-Formal Education*” & “*TempleBased Non-Formal Education*” has been implemented its 1st – 4th phases during January 1991-December 2008 period through own fund of the Government of Bangladesh. “*Mosque Based Non-Formal Education*” was implemented through “Islamic Foundation of Bangladesh” under the ‘Ministry of Religious Affairs’ of Government of Bangladesh.

“*TempleBased Non-Formal Education*” was implemented through Temple and Pagoda Coordinated Organization under the ‘Ministry of Religious Affairs’ of Government of Bangladesh.

Upon completing of the 1st – 3rd phases of *Mosque Based Non-Formal Education* Project in 1991-2005 being encouraged by its success, the Government of Bangladesh has further undertaken the fourth phase of *Mosque Based Non-Formal Education* Project with a view to upgrading manuals, provide more materials and ensure training for the master trainers, Mosque based religious teachers and learners. Duration of 4th phase of this project was January 2006 to December 2008 with an estimated cost of Taka 2160.00 million of which Taka have been provided by Bangladesh Government. Under 4th phase of “*Mosque Based Non-Formal Education*” Project a total about 18000 Mosque based Pre-primary Education Centers for total about 1620000 number of pre-primary aged (4-5 years) children for increase the primary school enrolment, about 768 Mosque based Adult Education Centers for total about 57600 number of adult illiterates (15-35 years) for increase the rate of literacy and awareness creation on developmental issues and about 12000 number of Quran Learning Centers for about 1260000 number of school going and school drop-out children/adolescents (6-10 years) have been established in some 479 Upazilas under 64 districts of Bangladesh. The centers will be continuing to function during the extended project duration⁷.

Bangladesh Rural Advancement Committee (BRAC) Operated Education in Bangladesh

There were total of about 1298516 students under the BRAC preprimary and primary schools in 2010. Some 11765 preprimary schools and 31670 primary schools are being operated by BRAC across the country⁸.

Literacy and Non-formal Education Programs/Schemes in India

Literacy Program Delivery in India

Implementation of various literacy schemes are carried on in 3 distinct phases. These are

- I. Total Literacy Campaign (TLC).
- II. The Post Literacy Campaign (PLC) and
- III. The Continuing Education Program (CEP).

⁷ Islamic Foundation of Bangladesh, Ministry of Religion Affairs.

⁸ The New Nation (The Daily National Newspaper of Bangladesh), Dated: January 30, 2011.

These three literacy schemes are centrally sponsored by the Ministry of Human Resource Development and executed through the National Literacy Mission Authority. Duration of the Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) are 2 years and 11/2 years respectively. The funds are provided by the Central Government and the State Government in the ratio of 2:1. In the case of the Continuing Education Program (CEP), the scheme is a continuing one. The entire fund required in the first 3 years is provided by the Central Government. In the 4th and 5th year the fund is shared between the Central government and the State on 50:50. After the 5th year, according to the scheme only the State Government has to provide the funds for continuing the program.

Legislative framework

Article 45, of the Constitution of India originally stated:

The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

This article was a directive principle of state policy within India, effectively meaning that it was within a set of rules that were meant to be followed in spirit and the government could not be held to court if the actual letter was not followed. However, the enforcement of this directive principle became a matter of debate since this principle held obvious emotive and practical value, and was legally the only directive principle within the Indian constitution to have a time limit.

Following initiatives by the Supreme Court of India during the 1990s the Ninety-third amendment bill suggested three separate amendments to the Indian constitution:

The constitution of India was amended to include a new article, 21A, which read

The State shall provide free and compulsory education to all children of the age of six to fourteen years in a such manner as the State may, by law, determine.

Article 45 was proposed to be substituted by the article which read

Provision for early childhood care and education to children below the age of six years: The State shall endeavour to provide early childhood care and education for all children until they complete the age of sixteen years.

Another article, 51A, was to additionally have the clause

...a parent or guardian [shall] provide opportunities for education to his child or, as the case may be, [a] ward between the ages of six to fourteen years.

The bill was passed unanimously in the *Lok Sabha*, the lower house of the Indian parliament, on November 28, 2001. It was later passed by the upper house—the *Rajya Sabha*—on May 14, 2002. After being signed by the President of India the Indian constitution was amended formally for the eighty sixth time and the bill came into effect. Since then those between the age of 6–14 have a *fundamental right* to education.

Article 46 of the Constitution of India holds that

The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.

Other provisions for the Scheduled Castes and Scheduled Tribes can be found in Articles 330, 332, 335, 338–342. Both the 5th and the 6th Schedules of the Constitution also make special provisions for the Scheduled Castes and Scheduled Tribes.

I. Total Literacy Campaign (TLC)

The National Literacy Mission which was constituted in 1988 was put in charge of these programs, which started the Total Literacy Campaign. The district was taken as the unit area of operation of the scheme.

II. The Post Literacy Campaign (PLC)

Sustainability of literacy through the Total literacy Campaign (TLC) depended on successful completion of a Post Literacy Campaign (PLC) without which neo-literates may relapse into illiteracy. In other words steps had to be taken to enable the neo-literates retain their literacy skills acquired through the Total Literacy Campaign. Keeping this need in view Central Government of India modified the Post Literacy Campaign for one year which at the initial stage was for one and a half year.

III. The Continuing Education Program (CEP)

The third literacy program that the Government of India formulated after the Total Literacy Campaign (TLC) and Post Literacy Campaign (PLC) is the Continuing Education Program (CLP). This program aims at sustaining the learning process for the neo-literates after the above two

programs. This scheme provides a comprehensive range of appropriate and effective opportunities for the life-long learning for all the neo-literate adults and other interested to improve their own conditions. The program also aims at implementation of diverse kinds of continuing education programs and imparting training on various crafts according to the locally felt needs of the neo-literates and others. The targeted people for the Continuing Education Program (CEP) are the neo-literates who have completed functional literacy and post-literacy stages as well as the school pass-outs and drop-outs of the primary school, pass-outs of the non-formal education programs and other general members of the community who may be willing to join this program for promotion of their interest and creation of a learning society.



Fig. Author and researcher (Md. Saidur Rahman) discussed with the responsible officer of Mass Education Extension Department of West Bengal, India in June, 2005.

The Continuing Education Program (CEP) has provisions for the providing training on various trades that has local demands for which financial support is provided by the Central Government of India. Such training like imparting education both theoretical and practical on various trades like black smithy, woodcrafts, repairing of cycles, motor-cycles, TV,

fridge, electrical wiring, repairing of tube-wells, rearing of livestock as profession, imparting training on agriculture for increased production, training on fishery, training on construction and maintenance of sanitary latrines, gobar-gas plants, training on bee-keeping, food preservation etc. are being imparted through the Continuing Education Centers (CECs) in India⁹.

Education Program (CEP)

In addition to the programs, the Continuing Education Program (CEP) has four specific programs which every Continuing education Program (CEP) district has to implement. These are the following

⁹ Annual Administrative Report, 2001-2002 and 2002-2003, Mass Education Extension Department, Government of West Bengal.

a. Equivalency program (EP)

This program is designed as an alternative education program equivalent in quality and content to the existing formal, general and vocational education.

b. Income-Generating Program (IGP)

This program aims at creating an interest with the targeted group to know something economically beneficial to them. It is to help the participants acquire or upgrade vocational skills that may enable them to take up income generating activities.

c. Quality of Life-Improvement program (QLIP)

This program aims at equipping the learner with essential knowledge, attitude, values and skills both as individual and as members of the community.

d. Individuals Interest Promotion Program (IIPP)

This program is to afford opportunities to the learners to participate in and learn matters on spiritual, health, physical and artistic interest to be a useful and enlightened member of the community.

The Government of India's literacy projects**Operation Blackboard**

The Operation Blackboard scheme started in 1987-88 which aimed at improving the classroom environment by providing infrastructural facilities, additional teachers and teaching-learning materials to primary schools and by provision of a third teacher to schools where enrolment exceeded 100, has been extended to upper primary schools. A total of 523000 primary schools and 127000 upper primary schools have been provided funds for the development of academic infrastructure such as teaching-learning materials. Besides 150000 posts of additional teachers for single teacher primary schools, 76000 posts of additional teachers at the upper primary stage and 83000 posts of third teachers have been sanctioned so far.

Restructuring and Reorganization of Teacher Education

The scheme of Restructuring and Reorganization of Teacher education started in 1987. Under this scheme 471 District Institutes of Education and Training (to provide academic and resource support to elementary school teachers and non formal and adult education instructors), 86 College of Teacher Education (for pre-service and in-service training for secondary school teachers) and 38 Institute of Advanced Studies in

Education have been sanctioned so far. More than 1.9 million teachers have been trained under the special orientation program of school teachers in the use of Operation Blackboard material and implementation of the Minimum Level of Learning strategy.

District Primary Education Program

The District Primary Education Program launched in 1994 is assisted by the World Bank, European Commission, and Department for International Development (DFID) of the United Kingdom, the Netherlands and the United Nations International Children's Emergency Fund (UNICEF). Eighty five percent of the funds of the project come from external agencies through the central budget and the remaining 15 percent is given by the concerned state governments. The program components include construction of classrooms and new schools, opening of the non-formal/alternative schooling centers, appointment of new teachers and setting up of early childhood education centers, and setting up of block resource centers. It also comprises teacher training, interventions, development of teaching-learning materials etc. Under District Primary Education Program, 21000 new formal schools and over 67000 new alternative schools have been opened, covering 2.5 million children, and 20000 bridge courses conducted. This program has provided training to over three million community members and about one million teachers. The program covers about 50 percent of the children in the primary stage in over 271 districts in 18 states up to June 2005.

Shiksha Karmi Project and Lok Jumbish Project in Rajasthan

Two externally-aided projects for basic education are the Shiksha Karmi Project and Lok Jumbish Project in Rajasthan. Both are innovative projects aimed at the elementary education together with a qualitative improvement in remote and socially backward villages. The projects address high dropout rate, working children, teaching methods, lack of contextual learning materials, low motivation and competence of teachers, a centralized and inflexible approach etc. There is special emphasis on community participation in these projects. The Village Education Committees (VECs) have contributed a great deal to the improvement of the school environment, augmentation of the infrastructure and facilities, larger enrolment of children through school mapping and micro-planning of the shiksha Karmi schools. The Shiksha Karmi Project covers 2708 villages in 147 blocks spread over 31 districts and have been responsible for a seven-fold increase in the enrolment of children in schools taken over by the project.

The Lok Jumbish Project has also made a positive contribution to quality improvement through the development of improved minimum levels of learning based textbooks for classes' I-IV, which are also being used in all schools in Rajasthan. It has conducted school mapping in 8921 villages, opened 2560 Sahaj Shiksha Centers covering 47000 children and started 529 new primary schools and 268 upper primary schools.

Mahila Samakhya

Mahila Samakhya is another externally assisted program with specific focus on gender started in 1989 in five states of India. It aims to promote women's education and empowerment of women in rural areas particularly women in socially and economically marginalized groups. It has reached the poor women who have been able to overcome social barriers and are addressing issues such as child marriage, child labor, and violence against women. A pool of aware women has been created through the Mahila Shikshan Kendras and there is an ever increasing demand for literacy and education for their daughters and grand daughters. This has had a beneficial social impact like delaying the age of marriage of girls. The program is implemented in over 9000 villages in 53 districts spread over 10 states.

“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.

Mid-Day Meal Scheme

With a view to enhancing enrolment, 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.

In 2001 MDMS became a cooked Mid Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid Day Meal with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. The Scheme was further extended in 2002 to cover not only children studying in Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centres.

In September 2004 the Scheme was revised to provide for Central Assistance for Cooking cost @ Re 1 per child per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to personnel or amount payable to agency responsible for cooking. Transport subsidy was also 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. Central assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2% of the cost of foodgrains, transport subsidy and cooking assistance. A provision for serving mid day meal during summer vacation in drought affected areas was also made.

In July 2006 the Scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North Eastern Region and Rs 1.50 per child/school day for other States and UTs. The nutritional norm was revised to 450 Calories and 12 gram of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner were made.

In October 2007, the Scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) and the name of the Scheme was changed from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid Day Meal in Schools'. The nutritional norm for upper primary stage was fixed at 700 Calories and 20 grams of protein. The Scheme was extended to all areas across the country from 1.4.2008.

The Scheme was further revised in April 2008 to extend the scheme to recognized as well as unrecognized Madarsas / Maqtabs supported under SSA .

The Mid-Day Meal Scheme program was launched in 1995. It aims to give primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritional status of students in primary classes. Under the scheme cooked meals are served with calorie value equivalent to 100 gm of wheat or rice per student per school day. The number of children covered under the program has risen from 33.4 million in about 322000 schools in 1995-96 to 105.1 million students in 792000 schools spread over 576 districts in 2000-01. Over 15 lakh tones of food grains were lifted for the scheme during 2000-01 compared to 14 lakh tones in 1999-2000. Currently, only six states – Gujarat, Kerala, Orissa, Tamil Nadu, Chhattishgarh, Madhya Pradesh and the Union Territory of Pondicherry are providing hot cooked meals under the program. In Delhi ready-to-eat food is being distributed. The remaining states Union Territories are distributing food grains (wheat/rice)¹⁰.

Janshala (GOI-UN) Program

The Janshala (GOI-UN) Program is a collaborative effort of the Government of India (GOI) and five United Nations (UN) agencies- UNDP, UNICEF, UNESCO, ILO, and UNFPA. UNDP, UNICEF and UNFPA have committed to contribute \$ 20 million for the program, while UNESCO and ILO have offered technical know-how. Janshala is a community based primary education program that aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups, minorities, working children and children with special needs. The program covers 139 blocks in nine states- Andhra Pradesh, Jharkhand, Karnataka, Madhya Pradesh,

¹⁰ Reading material, June 2005, Society for Development Studies, India Habitat Center, New Delhi, India.

Chhattisgarh, Maharashtra, Orissa, Rajasthan and Uttar Pradesh- with a total project outlay of Rs. 103.29 crore. The project was run for five years, from 1998 to 2002. At the state level the program is implemented through existing structures of educational administration. Janshala has started a large number of alternative schools in small and remote habitations in the program areas, besides evolving strategies and setting up schools with community participation in the urban slums of Jaipur, Hyderabad, Ajmer, Bharatpur, Puri and Lucknow. Other major areas of achievement are in teacher training, multi-grade teaching, intervention for education of the disabled, setting up of block and cluster resource centers¹¹.

Sarva Shiksha Abhiyan

SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and



Fig. Author and researcher (Md. Saidur Rahman) discussed with the responsible officer of Central Education Department of India, Delhi in June, 2005.

social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource

support, textbooks and support for learning achievement. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:

- i. Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

¹¹ Tenth Five Year Plan, 2002-07, Government of India.

- ii. Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.
- iii. Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.
- iv. Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.
- v. Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.
- vi. Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
- vii. Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

Out of the approximately 207.76 million children in the 6-14 age groups in 2000, the number of children not attending the school is 40 million. The Sarva Shiksha Abhiyan program which aims to provide elementary education to all children in the 6-14 age groups by 2010 is an effort to improve the performance of the school system and provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social disparities at the elementary level. The Sarva Shiksha Abhiyan is expected to accord the highest priority to community monitoring, transparency in program planning and implementation of capacity building at all levels as also to the adoption of a mission approach by the mainstream education department functionaries. The scheme is expected to absorb most of the existing programs including externally aided programs, within its overall framework with the district as the unit of the program implementation.

Nali Kali

The Nali kali program in Karnataka was introduced in privately managed schools in 1999. Under the program learning takes place in an interactive situation in accordance with age-wise competency. Children are divided into groups and then master one level of competency, then move to another group to learn the next level of competency. Children learn at their own pace and the move from one level of competency to another is not dependent on the whole group's learning achievement. All teaching-learning processes involve songs, games, story telling and use of educational toys. This method effectively eliminates the formal system of roll calls, examination, promotions, ranking- at least between the age of 5 and 14.

Adult High School

These schools aim at imparting education to adult learners who could not continue their education in formal schools due to socio-economic reasons. These school dropouts have to spend the day earning their livelihood. Some of them have attained basic literacy from the literacy centers in operation under the literacy programs implemented by the Department of Mass Education Extension & Library Services, Government of India. The State Government has attached due importance to such adult learners to enable them to enhance their educational qualification upto the Madhyamik (Secondary) level through the Adult High Schools. These schools are normally located in the premises of recognized High Schools or Junior High Schools. The infrastructure available in these formal schools are being utilized for running these schools generally in the evening hours without hampering the functioning of normal schools. Classes have been categorized into 4 grades as follows:

Grade I : equivalent to class V & VI of normal school

Grade II : equivalent to class VII & VIII of normal school

Grade III : equivalent to class IX of normal school

Grade IV : equivalent to class X of normal school.

Social Welfare Home

The main purpose behind running these Homes is to provide social security and education to its inmates who come from families from the deprived sections of society and who are incapable of arranging their basic needs. Besides providing food, shelter and other basic necessities to

the inmates of these Homes, education is imparted up to the Madhyamik (Secondary) level. Family income is the sole criterion for admission to the Welfare Homes. All the inmates of these Homes compulsorily read in schools.

Scheme to Provide Quality Education in Madrasas

SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:

- i. To strengthen capacities in Madrasas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.
- ii. Training of such teachers every two years in new pedagogical practices.
- iii. Providing Science labs, Computer labs with annual maintenance costs in the secondary and higher secondary stage madrasas.
- iv. Provision of Science/Mathematics kits in primary/upper primary level madrasas.
- v. Strengthening of libraries/book banks and providing teaching learning materials at all levels of madrasas.
- vi. The unique feature of this modified scheme is that it encourages linkage of Madrasas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such Madrasas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.
- vii. The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of Madrasas.
- viii. For the monitoring and popularization of the scheme it will fund State Madrasa Boards. GoI will itself run periodic evaluations, the first within two years.

Scheme for Infrastructure Development in Minority Institutes (IDMI)

IDMI has been operationalised to augment Infrastructure in Private Aided/Unaided Minority Schools/Institutions in order to enhance quality

of education to minority children. The salient features of IDMI scheme are:

- i. The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.
- ii. The scheme will cover the entire country but, preference will be given to minority institutions (private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%,
- iii. The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.
- iv. The scheme will fund infrastructure development of private aided/unaided minority institutions to the extent of 75% and subject to a maximum of Rs. 50 lakhs per institution for strengthening of educational infrastructure and physical facilities in the existing school including (i) additional classrooms, (ii) science/computer lab rooms, (iii) library rooms, (iv) toilets, (v) drinking water facilities and (vi) hostel buildings for children especially for girls.

Literacy and Non-formal Education Programs/Schemes in Pakistan:

The problem of adult illiterates was not given enough attention with the result that country has 53.40 million adult illiterates in 1990¹². Several strategies and programs were tried to achieve UPE and promote literacy but most of the programs were based on adhoc planning and poor implementation. As a result the success rate was modest and several programs were abandoned half way and wasted lot of scarce financial resources. The formal education programs have failed to meet the demands of basic education. Non-Formal Basic Education Schools (NFBES) were first established in 1996 under the Prime Minister Literacy Commission Islamabad. The concept of these schools is based on the philosophy to involve parents, community and the non-governmental organizations in the promotion of education through non-formal means. Some of the objectives of the NFBE schools include the universalization of primary education, increased involvement of the community and NGOs, provision of employment opportunities to the educated persons and empowerment of rural women. The NFBES are

¹² Primary and Non-formal Education Wing. Rural Education and Development. Islamabad: Ministry of Education, 1990.

based on the “*Home school*” model. The selected community provides a teacher with a fixed salary of Rs.1000 per month. The five years primary curriculum is taught in three and a quarter years. The government provides funds to the community through intermediary non governmental organizations (NGOs). Accordingly, the NFBES were established all over the country, covering urban slums, small towns and remote villages. The target of the NFBES are the dropouts of the formal schools of age group 10 to 14 for whom the completion period to cover primary level education is to be 2-3 years while students attaining the level of the school grades 5-9 have to complete this course in 3-4 years instead of 5-6 years, the time specified for formal schools. According to the Planning Commission of the Non- Formal Basic Education Schools (1998), these schools have to complement the formal school by offering education in those areas where regular primary schools do not exist and where children are out of schools for various reasons. This school model required fewer resources. The community provides the school building and manages the school. The teachers of NFBES do not have to worry about transfers and, therefore, work with a missionary zeal. According to PMLC (1996), the program of Non-formal Basic Education Schools is implemented through NGOs and community-based organizations that identify sites for schools, supervise them, give inputs and teaching aids, and pay remuneration to the teachers. These NGOs also manage to provide training to the teachers, form parent-teacher committees at local levels and hold meetings with the teachers and communities. In turn they are paid Rs.200 per school per month in addition to getting awards for the best performance¹³.

The case study is an attempt to analyze different formal and non-formal education programs in the sectors of primary education and literacy¹⁴. The Following Education Programs of Pakistan will be analyzed¹⁵:

1. Experimental Pilot Project Integrating Education and Rural Development (EPPIERD) 1977 and/Rural Education and Development (READ) 1980;
2. Primary Education Project (PEP) 1979-84;
3. Nai Roshni Schools 1987-88;
4. IQRA Pilot Project 1986-87.

¹³ Academy of Educational Planning & Management. (2007). Pakistan education statistics, 2006-07.

¹⁴ Khawaja, Sarfraz, Innovative Program of Basic Education: a case study of Pakistan, Islamabad: UNICEF, 1989.

¹⁵ Khawaja, Sarfraz. Foreign Funding of Primary Education: Islamabad: Ministry of Education, 1989.

Experimental Pilot Project Integrating Education and Rural Development (EPPIERD) 1977 and/ Rural Education and Development (READ) 1980

This project was started in 1977 in collaboration with UNESCO having following objectives for a period of five years

- a. Endeavour to develop and test models of primary education which may be made available to the maximum number of rural children. These models would involve feasible structures, curricula, methods, textbooks, teaching aids and materials.
- b. Attempt to establish improved educational services to be extended to an increasing number of primary school leavers and others who need sound basic pre-vocational education and/ or training.
- c. Develop and test new skill oriented programs for children, youths and adults in fields such as literacy and numeracy, general education, civics, crop and animal husbandry, agro-technical subjects, arts and crafts, cottage industries, health, nutrition, home improvement and population education.
- d. Develop new communication and learning techniques including radio, community audio media, education by correspondence, games, team and peer teaching and relating the program to the milieu, using the suitable combination of means and channels.
- e. Assist in the training and/ or retraining of educational personnel to provide necessary orientation or reorientation to the community and its environment and potential.

The project was designed as a part of a larger effort by the government of Pakistan to integrate educational programs with rural development and promote better economic opportunities for rural development. The project only made a modest beginning during the first four years hence it was modified in 1980-81 and renamed as Rural Education and Development (READ). The project was launched in 32 villages. The project management was ensured following activities:

- i. Organize Village Education Committees in order to have organized planning and management bodies for rural development.
- ii. Held a seminar for head teachers to acquaint them with the methodology and procedure of administering the questionnaires for pre-launching survey.

- iii. Conducted village surveys with the help of the head teachers and members of the village Education Committees.
- iv. Analyzed the raw data in order to have an overall view of the needs, problems resources, and dynamics of power of each of the project villages.
- v. Periodic but regular visits of the project staff to the project areas for rapport and monitoring. A mix of strategies of formal and non-formal approaches was adopted to accommodate flexibility in the implementation of the program. An integrated package of different components was based on following strategies:
- vi. Purely non-formal education activities of universalization of primary education.
- vii. Integrated formal and non-formal education programs to increase the effectiveness of elementary school education through combination of basic skills consistent with the occupational needs of the community.
- viii. Formal education with improved curricula, textbooks, instructional materials and teaching-learning aids through massive use of instructional technology.
- ix. Integrated package of non-formal education components to provide economic motivation, socio-cultural development and educational services to the community.

On the basis of needs of rural people the project activities/ inputs were designed for children, youth and adults to enable them to participate in the socio-economic development of the village. A package of five components was developed for the project (1) village workshops, (2) women education center/ community viewing centers, (3) adult literacy centers, (4) Mohallah schools, and (5) Mosque schools.

Village workshops

The village workshops was to provide skill training to village youth and untrained manpower. A skilled MISTRY (craftsman) was appointed at a fixed salary of Rs. 500/- per month to conduct the training of participants on these trades i.e. wood work, masonry and metal work. Each workshop was provided necessary tools and some consumable material. The workshops were expected to generate funds from the sale of their products. Twenty five workshops were established from 1980 to 1984. Fifteen of these workshops provided training in wood work, four in metal work and two in masonry. Four workshops were closed for different

reasons. About 194 students were enrolled in twenty one workshops and average enrolment per workshop was 9 trainees. The record of these workshops revealed that about 12 workshops were able to sell articles produced by the trainees at a cost of Rs. 23,864/- during four year period. The average sale proceeds of the workshop was Rs. 1988/- which was more than the amount of any other such project. The trainees who had spent 5 to 6 months in the workshops did not progress in the skill development to such an extent that they could be self employed. The major reason was that instructors were not trained to teach skills. The craftsmen were good in their skills but teaching was a difficult part. Secondly the students did not attend the workshops regularly because of different local problems. The raw material was not provided in adequate supply and it could not be replenished either. The experience had a limited success but could prove useful if the project was modified, instructors were trained in pedagogy, more raw materials provided, modern trades such as welding, electricity were introduced, only interested committed students to be enrolled and above all the level of skills should be attained to such an extent that after the completion of training the trainee could start work or earn money at his own.

Women Education Centers/Community Viewing Centers

These centers were established for out of school girls and under employed rural women to provide training in the income generating skills like sewing, knitting, embroidery and poultry farming. A local qualified and experienced female teacher was appointed at the center with a fixed salary of Rs. 300/- p.m. In accordance with the requirement of each center one sewing and one knitting machine were provided. Thirty two centers were established to provide skill training to the students for income generation. This earning could rise the standard of living of respective families. The total enrolment was 773 in 32 centers with an average of 24 trainees per center. The drop out rate of trainees was 30% from these centers and the major reasons were (a). Marriage outside the village; (b).lack of job opportunities after training; (c). Poverty of the trainers and unable to purchase raw material; (d).Household chores. The standard of material produced by the trainees was satisfactory. The income generating objective of the center was not achieved because the trained graduates of these centers were not producing for the market but the products were made for family needs and friends. It was difficult to assess the financial contribution made to the family. Another objective was to bring desired change in the attitude of rural population which was imperative that new skills should be introduced and encouraged and also

the traditional skills may be modified according to local needs. It was considered necessary to provide a bulk supply of raw material on reasonable price to these centers. It was also found out that the training of teachers was necessary to make these centers work efficiently. The community viewing centers also provided literacy skills to females. Each teacher or resource person was given Rs. 150/- per month for teaching literacy. These centers provided a good combination of income generating and literacy skills¹⁶.

Adult Literacy Centers

The problem is serious in Pakistan with only 16.1% literacy rate for females according to the 1981 census. The project established 17 centers out of which 13 were for males and 4 for females. The enrolment of adult illiterate was 184 students hence the average enrolment per center was 12 students. The adult literacy centers were opened for both male and female to make rural masses literate. One instructor for each center was appointed to impart the skills of reading, writing and numeracy. The performance of literacy centers was very good and most of adults who joined the center were made literate although relapse into illiteracy was common.

Mohallah Schools

Under the READ Project Mohallah Schools were opened in those villages where there were no facilities for primary education or the school was not within the walking distance of children. Those schools imparted education to girls of different age groups. The accommodation for the school was provided by the Village Education Committee. The teacher was paid an honorarium of Rs. 150/- per month. By 1984 about 26 Mohallah Schools were established in project area but 5 had to close down because of different reasons. The total enrolment was 1258 in the remaining 23 schools with an average of 55 students per school. The percentage of enrolled students was the highest in pre-class I & II which was 58%. The lack of teachers posed a serious problem to the successful functioning of the Mohallah Schools. Even if the teachers became available they were not competent to teach. The casual behavior and irregularity of students was not conducive to the successful functioning of Mohallah Schools.

¹⁶ Khawaja, Sarfraz. Basic Education for Females: situation analysis. Islamabad: UNICEF, 1989.

Mosque Schools

The problem of access for primary school age children is a serious issue. It is not only the lack of schools but the inability of the students to reach school is also a constraint. The rising cost of building primary schools could be reduced if the mosque could be used as school after Fajar Prayers. The mosque is available in each settlement or vicinity in Pakistan which reduces physical distance and enables the children to attend schools. In the project area thirty seven Mosque Schools were opened. Each school was provided black board and teaching material. The teaching was done by Imam of the mosque who got honorarium of Rs. 150/- per month and a teacher who got the salary of Rs. 300/- per month. The component of mosque school was most successful in the project. It provided easy access to school, increased enrolment and reduced cost because the cost on building was altogether saved. The curriculum of mosque schools was the same as that of regular primary schools.

The project suffered serious management flaws. The supervisory staff consisted of part time Project Director, two full time Senior Research Officers, one Education Facilitator and one Vocational Supervisor along with small supporting staff. The number of villages increased in the project but there had been no increase in the supervisory staff commensurate with the increase in the area of operation. It was necessary to take adequate measures to implement the project effectively with qualified and adequate staff. The successful inputs among the five components were Mosque Schools and Women Education Centers. Although no enrolment targets were set against which achievements could be measured but the project has considerable impact in the project area. One of the achievements of the project was that the people of the area gained experience of managing their own affairs through the local Village Education Committees. The beginning was made in right direction which created opportunities for income generating activities. The project also created a self development process for local people. Some components of the project were successful and more cost effective than the others. In case of mosque school there was no development expenditure on the construction of school so the entire cost of building a two room school was saved. It also increased the enrolment at primary level and brought those children to school who had problem travelling long distance without any public transport. The performance of village workshop cannot be called a success because the skills learned were not used for income generation its laid down expectation. The case of women education centers was cost effective and the cost per trainee was Rs. 36/-

against Rs. 2400/- per trainee in similar centers of other agencies. The Mohallah Schools suffered from the lack of organizational arrangement hence could not succeed. The cost of per trainee in women education center was Rs. 36/- in village workshop Rs. 974/- and in Adult Literacy Center Rs. 116/- which made the project cost effective. The community was so motivated that, it made some financial contribution to the project in the form of conveyance allowance for two female teachers. It was an inherent expectation that this project which adopted non-formal approach to provide variety of skills to village people would be different from the formal education programs. It was planned that women education centers and village workshops would generate income through the sale of commodities prepared by the trainees. A beginning was made but the impact was very limited because the quality or standard could not be maintained, quantity of production was very slow and small with irregular supply hence the production would not compete with the market. However, the scale criteria were not the only parameter for the success of the project. The project changed the attitude of village people towards education and they were more inclined that this kind of skill training should be organized in their villages.

Non-formal schools of Human Development Foundation (HDF)

Non-formal schools have begun to play a dramatic role in educating those who have long been ignored in Pakistan: the countries rural and its poor. So important roles have they that according to the report Human Development in South Asia 1998, any plan to extend universal primary education in Pakistan by the year 2003 will not be successful unless there is a major stress on non-formal education. This is not surprising, considering that in many, many disadvantaged areas of Pakistan, particularly the rural parts, non-formal schools are not an alternative, but rather, the only option children have to gain basic education and literacy skills. Community mobilization and participation are the essence of the non-formal education system. The programs aim to meet the demands of the local community rather than of central or government planners. They are clearly grassroots projects, since they are designed not by top policy-makers but by the people themselves. This involvement is a key in factor in ensuring that basic education is provided to the disadvantaged. Local villagers design, implement and monitor these programs, thus creating a sense of community ownership. Non-formal schools have a number of features which distinguish them from government and other schools in Pakistan. Some of these include the fact that the teachers are selected from the local community; the schools are closer in location to the

children; the curriculum is practical and related to issues children face in their daily lives; there is parental and community participation in all of the different levels of the students' education, and particular emphasis is placed on educating girls and underprivileged groups. These features also make the schools more cost-effective, since a non-formal school costs less than two percent of the capital costs of a formal school. They are also time-efficient. It takes only one month to establish a make-shift room in a house or building of a local teacher. In contrast, it takes an average of two years to begin a formal school which must be set up in a new building. But while the quality of the physical environment may not be as good in non-formal schools, the curriculum and content of these schools is the same or sometimes, even better than formal schools.

This is why the Human Development Foundation (HDF) has established a number of non-formal schools in different parts of Pakistan as part of its work in the education sector. HDF runs these schools with the participation of the community. The salient features of the program are:

1. The education program is carried out in collaboration with one of the existing NGO in Pakistan, which has been active in the field of education. Selection of the NGO is done based on their program and activities in that geographical location.
2. HDF's schools are basically held in one room, where one teacher educates 30-35 children. The children are of different age groups ranging anywhere from 5 years to 10 years.
3. The curriculum is the same as the government schools, but the goal is to finish the 5 years' curriculum in 3 years. This is possible because there are no summer vacations.
4. HDF is trying very hard to change the teaching methodology from the traditional "memorization" method to that of "joyful and activity based learning".
5. Like all other aspects of the program the community is asked to contribute something towards this. So the community provides a room for the school either in someone's house or by building a room.
6. Teacher's are selected whenever possible from the same community. This way there is very little turn over of teachers. Also the local people trust their children specially daughters with someone they know. The teacher also feels comfortable because he or she knows the community and can deal with several social issues.

7. The teachers have to go through a teacher's training program before beginning and then periodically after that.
8. All the expenses except the space (which is provided by the community) are borne by HDF. This includes all the material, teacher's salary, teachers' training etc.
9. The parents are charged a school management fee, which goes into a special fund. This fund is later used for the sustainability of the school.
10. There are very active parent teacher associations (PTA) in the schools. These are involved in their management.
11. There are regular meetings of all the teachers from various schools in the same community to discuss issues relevant to the education program.

HDF's schools have benefited thousands of children across Pakistan. They have also increased awareness amongst parents about the need for basic education so that these children can have a better future by securing the skills they need today¹⁷.

Non-Formal Education Promotion Project

Background and Objective

In Pakistan, more than 50 million people aged above 10 years are illiterate while the literacy rate is 58%. Access and quality of education is far behind of satisfactory level. 6.5 million Children are out of school and 40 % of students drop out before they reach grade 5 (primary completion). Pakistan is at serious risk of not attaining Millennium Development Goals (MDGs) and EFA target by 2015.

In many rural areas, there is no single primary school nearby. The gap of literacy rate between urban and rural areas is also considerably huge. (e.g. In Punjab, near capital city has more than 80% literacy rate, while rural district has only 30 plus %). Large majorities of respondents of recent polls are critical of the poor quality of public schools and expect more, especially in terms of large students' strength per class, poor quality facilities and unmotivated teachers.

Under the 18th Amendment to the Constitution of Pakistan 1973, the Concurrent Legislative list has been abolished and consequently subjects enumerated in the Concurrent List have been transferred to the Provincial

¹⁷ Human Development Foundation. 2004. 1350 Remington Road, Suite W, Schaumburg, Il. 60173, Email: info@yespakistan.com

governments. In this context, the roles and responsibilities of Literacy and Non Formal Basic Education Department (LNFBED), Government of Punjab were expected to expand their mandate with additional new functions such as development of 1.curriculum, 2.syllabus, 3.planning, 4.policy, 5.centers of excellence and 6.standards of education. Taking this opportunity, LNFBED had revised its Rules of Business in order to harmonize with the current situation and needs of literacy and Non-formal Education.

The task of LNFBED is a big challenge in terms of huge number of illiterate population in Punjab and its diversified demands such as mainstreaming of children into formal system and adult literacy with income generating skills, etc. Non-Formal Education (NFE) in Punjab suffers from quality issues, as there are no standards of NFE in place. In order to improve the access and quality of NFE in Punjab through strengthening NFE delivery system, LNFBED and JICA have started the Non-Formal Education Promotion Project (NFEPP) in July 2011.

| | |
|----------------------------|--|
| Term | July 2011 to June 2014 (3 years) |
| Total Amount of Aid | 182 million Yen |
| Project Location | Lahore, Punjab |
| Executing Agency | Literacy and Non-Formal Basic Education Department, Punjab |

Project Summary

JICA-NFEPP will contribute in setting up minimum standards, curriculum development for Non-formal Basic Education and Adult Literacy, capacity building of LNFBED staff, establishment of assessment methods and tools, and equivalency mechanism with other educational/vocational institutions such as formal school and Training Education and Vocational Training Authority (TEVTA). The outline of the project can be summarized as follows;

1. Overall Goal Access and quality of Non Formal Education (NFE) are improved in Punjab.
2. Project Purpose System for Quality Non Formal Education delivery is strengthened in Punjab.
3. Outputs
 - Standards, curricula and assessment methods/tools for Non Formal Basic Education (NFBE) are developed.
 - Standards, curricula and assessment methods/tools for Adult Literacy are developed.

- Provincial officers, District officers (Executive District Officers, District Literacy Officers, Literacy Mobilizers, etc.) in Punjab Province and teachers in pilot projects are trained for newly developed outputs above.

Project Highlights

To develop the standards, curricula and assessment methods, JICA-NFEPP is reviewing the activities and materials that have been practiced by various service providers. Simultaneously, JICA-NFEPP is conducting a field survey to learn and analyze the current situation on the ground. Based on the strategy and approaches explored by the findings from the survey, JICA-NFEPP will implement the project jointly with the stakeholders concerned

Quality of Adult Learning and Education Provision (Programmes and Projects)

Following is a brief overview of adult literacy programmes and projects launched by different organizations and departments since 1997:

1. Crash Literacy Programme.

In 1998-99 a crash literacy programme was launched in rural area of district Islamabad and some selected districts of Punjab Province. Under this programme adult literacy classes/centers were started in the government schools in the evening as per details given below:

Federal area Programme: 87 centers opened and 1500 people made literate. Federal Government in case of Islamabad district (federal) programme. Punjab Province: 1668 centers opened and 50,000 adult modalities. Punjab Government provided in case of Punjab Programme. Area of learning was General competencies (reading, writing and numeracy). Target group was 15+ age group illiterate adults. Program cost was around 25 million rupees. Funding source was special grant by the Federal Government and Punjab Government.

2. “Adult Literacy Campaign” Under Education Sector Reforms Programme

The main component of the programme is opening of 270,000 adult literacy centers from 2001-05 to increase the adult literacy rate from 49% to 60%. Around 7000 adult literacy centers have been opened under this programme since 2001-02. The duration of the literacy cycle was 6 months. Provider was Federal Government (Public Sector). Area of learning was Reading, Writing and Numeracy. Target group was 15+ age

group (main focus was rural women) more than 80% centers opened for female. Planned allocation was 8300 million Rs. Actual allocation/release was 629 million Rs (from 2001-06). Funding source was Annual Development Programme ADP of the Federal Government. The actual allocation was released to the provinces.

3. “Adult Literacy Programme” launched by National

Commission for Human Development (NCHD) since 2003-04 a on going programme) under this programme a cumulative number of 122,000 adult The NCHD programmes are launched under public Private. Area of learning was General competencies (reading, writing and numeracy). Target group was 15+ age group adult illiterates particularly rural women. Per year programme cost was around 800 million rupees (13 million US \$) 80% funds are provided by the Federal Government as grant. Each literacy center completed their 105 days literacy cycle making around 1.8 adults of 15+ age group literate. The commission was planning to open 200,000 centers in next five years. It is one of the major programme ever launched in Pakistan. Partnership scheme 20% funds are raised through donations from Private sector, international development partners and ex-patriate Pakistanis.

4. “Literacy for All Programme” launched by Elementary Education Foundation NWFP.

The programme was started in 2003-04 in almost all the districts of NWFP. So far it has completed 35000 centers (6 months literacy courses) in aggregate, in a phased manner/, it was running 7500 literacy centers with an enrolment of 150,000. The main focus of the programme was basic literacy and functional literacy. EEF literacy programme was an effective and successful programme. The monitoring of the programme was regular and effective. It was a public Sector Programme. Area of learning was Reading, writing and numeracy as well as functional literacy skills. Target group was 15+ age group adults especially female. Annual estimated cost was around 150 million rupees (2.3 million US\$) Grant by the NWFP Government

5. Education Sector Reform Assistance (ESRA) Literacy programme.

The programme was launched in 2003 in the provinces of Sindh and Balochistan with the assistance of USAID. Under this programme around 3000 adult literacy centers were opened in 10 selected districts of Sindh and Balochistan (5 districts of Sindh and 5 Balochistan). Around 300 centers were opened in each district. In addition to that literacy curriculum

guidelines were also developed under this programme which was very helpful in developing the National Literacy Curricula. USAID assistance (Grant). Area of learning was basic literacy (reading, writing and numeracy) skills as well as functional literacy skills. Target group was 15+ age group adult illiterates.

6. Literacy and Primary Education (UJALA) Project.

2000 ALCs, opened, 3 Training Cycles completed. Focus on Rural Women in Punjab.

Public Sector Programme. Area of learning was general competencies (reading, writing and numeracy skills) 15+ age group rural women 115.84 Rs. Million Punjab Government Annual Development Programme.

7. Literacy and Vocational Education Centers (3224) for Women in Rural Areas of Punjab Province

Public Sector Programme. Basic literacy skills plus income generating skills for 15+ age group rural women. Total fund allocation was 93.76 Rs. Million. Source of fund was Punjab Government Annual Development Programme.

8. 100% Literacy in 4 Model Districts M.B.Din, Khushab, Khanewal and DG Khan

It was a Public Sector Programme. Area of learning was Basic literacy skills (reading writing and numeracy). Target group was 15+ age group adults. Allocated fund was 981 Rs million. Source of fund was Punjab Government Annual Development Programme.

9. Crash Literacy Programme for Women in 10 Districts of Southern Punjab-Lodhran, R.Y. Khan, Rajanpur, Bahawalpur, Bahawalnagar, Layyah, Muzaffargarh, Multan, Vehari and Bhakkar

It was a Public Sector Programme. Area of learning was Reading, writing and numeracy skills. Target group was 15+ age group rural women 93. Allocated fund was Rs million. Source of fund was Punjab Government Annual Development Programme.

10. Literate Punjab Programme, 100% literacy in 10 Union Councils of each of 31 Districts of Punjab

It was a Public Sector Programme. Area of learning was Reading, writing and numeracy. Target group was 15+ age group illiterate Adults. Allocated fund was 993 Rs million. Source of fund was Punjab Government Annual Development Programme.

11. Establishment of Provincial Literacy Management Information System (LITMIS) Unit

Public Sector Programme in collaboration with JICA for Literacy data base creation. Allocated fund was 35.8 Rs million. Source of fund was Punjab Government Annual Development Programme Plus JICA.

12. Post Literacy and Continuing Education Programme-5 Centers for Matriculation Pilot Project in Faisalabad.

It was a Public Sector Programme. Primary, middle and secondary formal course in condensed manner completed in 2 years. Target group was 15-25 years out of school boys and girls. Allocated fund was 7 Rs million. Source of fund was Punjab Government Annual Development Programme.

13. Establishment of provincial and District Literacy and Non-formal Basic Education Resource Centers (LNRC)

It was a Public Sector Programme. Allocated fund was 420 Rs million. Source of fund was Punjab Government Annual Development Programme.

14. Literacy Initiative for Empowerment (LIFE) programme

The UNESCO sponsored project “Capacity Building for Improving the Quality and Scope of Literacy Programmes in Pakistan”, implemented by the Ministry of Education (MOE), aims to improve the national capacity to implement literacy programmes, focusing on poverty reduction and women’s empowerment. The project was launched by the MoE under its “Literacy Initiative for Empowerment” (LIFE) in 2006. A number of key literacy organizations, from both the government and the private sector are taking M/o Education in collaboration with UNESCO Basic literacy Functional literacy Income generating skills, Training and Innovative pilot activities such as Community Learning Centers (CLC). Target group was 15+ age group adults. Allocation was 0.98 million USdollars. UNESCO have active part in its implementation. The main components of the project are (i) capacity building of non-formal education (NEF) personnel; (ii) materials and curriculum development; and (iii) piloting community learning centres.

Private Sector/NGO Programmes

Non-government organizations have been actively involved in the promotion of literacy and adult education since 1990. In 1992, the NGOs were involved in the project namely "Eradication of illiteracy from the Selected Areas of Pakistan". Since then, the non-government organiza-

tions have been playing an increasingly important role in literacy and non-formal education. The province wise details of NGO programmes are as follows:

Punjab

Several NGOs are operating in Punjab to promote the cause of literacy. A brief account of activities of some of them is given below:

The Bunyad Literacy Council

The Bunyad Council is one of the prominent NGOs in the private sector which has completed a number of projects in literacy with the assistance of national and international organizations operating in Pakistan. It has contributed to a number of literacy-related projects including women empowerment, child labour and environmental protection. It is also running Community Learning Center in Punjab on pilot basis. The NGO was given UNESCO award in reorganization of its contribution and services for literacy.

PACADE

PACADE (Pakistan Association for Continuing and Adult Education) has been particularly keen to highlight and propagate the cause of Female literacy. One of PACADE's major objectives in running Adult Female

Literacy Centers has been to test appropriate methodologies and based on its ten years experience it has developed a methodology. Its Female Literacy Centers are based in villages near Lahore. It has made more than 5000 women literate.

PACADE

PACADE have held a number of conferences, seminars and workshops for the promotion of adult continuing education, functional literacy, community involvement, monitoring and post-literacy material. It has acted as a pressure group with the central and provincial governments and NGOs for launching of National Adult Literacy programs and related matters.

SINDH

Sindh Education Foundation: Sindh Education Foundation was established in 1992 as a semi-autonomous organization to undertake educational initiatives in the disadvantaged areas of Sindh. Its main focus is on empowering the disadvantaged communities towards social change by creating and facilitating new approaches to learning and education. The

SEF's initial activities began with the provision of grants and loans to educational institutes and organizations. However, the SEF now provides communities with direct access to educational facilities by opening schools/centres. The current projects not only provide education, but also mobilize communities to meet their educational and developmental needs. Further more the Foundation also undertakes research initiatives, both qualitative and quantitative, to study the impact of its programs and identify improved systems for community enhancement.

HANDS

HANDS (Health and Nutrition Development Society) is a non-profitable registered organization working since 1979 with a mission to improve primary and secondary health facilities, quality of education and to alleviate poverty through capacity building. HANDS is intervening in public and private sectors and is benefiting more than 2 million population of 5000 villages in districts of Hyderabad, Sanghar, Badin, Thatta and Bin Qasim Town, Karachi. HANDS Education and Literacy Promotion Program improves the literacy status of poor, marginalized children and adults through formal and non formal education both in private and public sectors. Its beneficiaries, inter alia, included the adults of 15-35 years both male and female learners, 5-12 years girls of Government Primary Schools, adolescents of class VIII of Government Secondary Schools (boys & girls) and 3-8 year old boys & girls of Government Primary Schools in all targeted districts. The program overall benefited 49,655 people of the rural communities. HANDS also developed curricula for Early Childhood Education classes, adolescents and adult learners. Teachers' guide 'Ustadan-Jo-Rehbar' was developed for Adult Literacy Program.

Learning material for ECE classes such as Taleeme Basta, pocket dictionary, stationeries, health message posters, growth cards were developed and provided to ECE classes.

Labour Education Foundation

Labour Education Foundation (LEF), originally registered in 1993 as Education Foundation was renamed as LEF in 2004. It has been running 10 adult literacy centers (1997-2000) for trade unions members with financial help of Swedish Teachers' Union, Local Branch Gothenburg for 1,000 learners. In extension of the project eight centers (2001-2004) were run in Lahore for 600 learners. Further expanding the adult literacy program, 10 centers were set up in the Sindh province in 2002, and now there are 16 centers operating in Sindh and Balochistan

for over 400 learners. Khwendo Kor (Sisters' Home): Established in 1993, Khwendo Kor is a non profit, non-government and non-partisan organization striving for the development of women and children. KK is a pushto word meaning Sister's Home. KK started its work with one donor and one village of district Peshawar; today it is working in 113 villages of NWFP (Peshawar, Khyber Agency, karak, Bannu FR bannu, Dir, Bajur, Manshera and Battagram). Presently it has five regional offices in Peshawar, Karak, Bannu, Dir and Abbotabad with a programme coordinating unit at Peshawar.

Some of the major achievements of KK include the following:

- provision of quality education to 11652 Girls and 1800 Boys in 228 Community Based Schools;
- imparting literacy to 778 female from 41 adult literacy centers;
- developing MIS on education and health;
- training of 344 Traditional Birth Attendants (TBAs);
- capacity building of 696 women in enterprise development, livestock management and technical skill training;
- establishing 67 home-based nurseries by females and males;
- setting up seven community based learning centers attended by 136 working girls and 68 working boys;
- gender sensitization to 454 Male and 102 Female;
- imparting Legal Literacy to 33 Males and 97 Females.

ii. Sarhad Rural Support Programme: Sarhad Rural Support Programme based in Peshawar is a non-profit, nongovernmental organisation of NWFP, working in the field of education, health and rural development. It was established in December 1989 on the lines of Agha Khan Rural Support Programme. The concept was to carry out rural development in the NWFP through community participation by forming village organizations at the grass root level.

SRSP initiated its education programme in December 1995 by establishing adult literacy centers on a pilot basis in Charssada district. So far, the SRSP has established 111 community based schools in districts of Kohat, Mansehra, Chitral, Abbottabad, Peshawar and Upper Dir with the assistance of UNICEF and Learning For Life (UK based Organization) benefiting 6647, where gender comparison stands at 70 per cent. SRSP has developed a cadre of trained teachers; more than 400 teachers have been trained in teaching methodologies and subject-specific training and

about 127 teachers have been recruited in community based schools of SRSP.

Balochistan

i. Society for Community Support for Primary Education in Balochistan: SCSPEB has to its credit a long list of programmes and projects, mainly focussing on education in the far-flung areas of Balochistan. Its programmes are wonderful examples of Public-Private Partnerships where Government of Balochistan has handed over major components of education to the SCSPEB, whereas the Society seeks funds from Government and the donor agencies for carrying out this very important task. The Community Support Process is a means by which the Government and communities assisted by NGO, develop a partnership (formal) through which girls' schools are established and effectively operated in the rural and far flung areas of Balochistan. The objective is to promote and sustain primary girls schools through community participation. Some other prominent NGOs working for promotion of adult literacy and non-formal education are: ABES, Khoj, HEAL, IPDC, BAN BAILY, Plan International and many others.

The illiterates of Pakistan, their characteristics and reasons/factors responsible for their illiteracy, inter alia, include as follows

i. Rural People

According to 1998 Census, two third (67%) population of Pakistan lives in rural areas. Some of the rural areas of the country especially remote rural areas lack basic facilities of life such as roads, education and health facilities etc. Besides, having a feudal set-up, usually rural population is not encouraged to receive education. Awareness campaigns are lacking, hence illiteracy. Resultantly, literacy rate in these areas especially of rural females is very low. Literacy rate among rural females of Balochistan and FATA is less than 10%.

ii. Poor and Disadvantaged People

Illiteracy rate amongst poor people is very high. At present 35% population in Pakistan lives below the poverty line. In rural areas it even ranges between 45-50%. Besides, because of low income, they are more interested in supplementing their family income than sending children to school. Besides, the requisite higher focus on deprived population is lacking. Poverty and high opportunity cost inhibit access to literacy and education. Hence, most of them are illiterate. Slum dwellers and inhabitants of Katchi Abadies in urban areas; people working on

agricultural farms i.e. tillers of land; and household workers etc are the people who are poor and illiterate.

iii. Ethnic Minorities

Illiteracy is high among ethnic minorities due to lack of access to educational facilities and services, as well as, due to their peculiar customs, traditions and taboos.

iv. Nomads and Refugees

Another segment of population, mostly illiterate, is nomads and refugees. Scarcity of resources, non-availability of literacy centers and educational institutions; temporary settlements and lack of awareness regarding worth and value of education and literacy are the factors that exclude these people from literacy.

v. Handicaps and People with Special Needs

Most of the handicaps and people with special needs in Pakistan are illiterate, due to non-availability of literacy centers and educational institutions specially required for them. Besides, there are only a few organized efforts on the part of the public sector to provide special schools for such children both because of higher cost and skeptical return.

vi. Girls and Women

Literacy rate is low among girls and women in Pakistan. Female literacy rate is 42% against 68% male. Similarly, girls participation rate at all levels i.e. primary, secondary and tertiary level is very low. Hardly 1/3rd of present educational facilities and services

i.e. institutions and teachers are for girls. Besides, some social norms, institutions and traditions deny access to girls and females. Hence, higher rate of illiteracy among girls and women.

vii. Street Children and Child Labour

viii. Tribal population

ix. Tillers of and under feudal system

x. House hold workers/employees

Measures undertaken to Mobilize learners

In Pakistan no special measures have been undertaken to mobilize learners except the following

i. Literacy campaign is launched by celebrating the international literacy day, organizing literacy walks, creating awareness through

electronic and print media, organizing literacy camps, and publishing articles and special supplements on literacy.

- ii. Non-formal education is free of cost.
- iii. In some selected areas such as Balochistan Province adult literacy learners had been given cash incentives to mobilize the learners so as to increase the enrolment and retain the learners. Specific adult literacy groups.

Adult Literacy programmes in Pakistan mainly focus on illiterate rural women. The top priority age group is 15-24 years followed by 25-44 year as second priority age group whereas under non-formal basic education programme the first priority is assigned to both male and female adolescents of 9-14 year age group especially those who are out of school.

Participation benchmarks

As per Education for All National Plan of Action adult literacy rate targets have been articulated/set for each year right from year 2001 to 2015. Targets are set both for males and females separately. The total literacy rate for the benchmark year (2000) of the literacy plan was 49% (male 61.3% female 36.8%), whereas, the literacy rate target for the first, second and third phase of the plan is 61% - 71%, and 86% respectively.

Monitoring and Evaluating Programmes and Assessing Learning outcomes

In Pakistan there is no system or standardized approach to assess the learning outcome of adult learning neither at national, nor regional nor local level. Each programme assesses the achievement of learners through its own strategy and approach for certification purposes.

Literacy rate is never calculated/ascertained through any achievement testing. Presently, Ministry of Education is developing the literacy learners achievement/assessment tools. Once the tools are developed it may be followed by the achievement testing.

However, the programmes are monitored regularly by the implementing agency/department. Brief overview of monitoring system and mechanism of different literacy and non-formal education organizations/agencies in Pakistan is as follows:

Monitoring and Assessment System/ Mechanism

Adult Literacy

The following are three major implementor of adult literacy programmes in Pakistan:

- i. National Commission for Human Development
- ii. Punjab Literacy and Non-formal Education Department.
- iii. Elementary Education Foundation NWFP.

The monitoring and evaluation system of each of the above Organizations/Department is as follows

I. National Commission for Human Development

Federal/National level

National Commission for Human Development has a full-fledged Monitoring and Evaluation Unit for monitoring and evaluation of all the programmes of NCHD including Literacy and UPE. At national level NCHD has National Programme Coordinator for adult literacy programme. Under the National Programme Coordinator they have five programme managers. Under the National Programme Coordinator they have five programme managers. NCHD has developed Literacy Management and information System (LITMIS). NCHD has been awarded “The UNESCO international Reading Association Literacy Prize 2006”.

Provincial Level

At provincial level NCHD has Provincial Operational Director for different programmes including adult literacy.

District Level

At district level they have District General Manager who coordinates all programmes including Literacy and Universalization of Primary Education. Under him works District Literacy Officer (DLO). One of the main functions of DLO is monitoring and evaluation of literacy programmes in the district. Under the DLO they have Literacy Coordinator for forty adult literacy centers. Literacy Coordinator opens, operates and monitors the literacy centers through Local Area Supervisor (LAS). Each LAS supervises ten adult literacy centers. LAS has to visit each adult literacy center at least once in a week (two centers daily) and submits weekly monitoring report to the literacy coordinator who onward reports to DLO. LAS not only monitors but also assesses the learning achievement and provides professional guidance.

Punjab Literacy and Non-Formal Education Department

Punjab Province has a separate department for literacy and non-formal education headed by Minister. At provincial level they have Deputy Secretary literacy and non-formal education for monitoring/ evaluation, capacity building and programmes etc. At district level they have Executive District Officer Literacy (EDO Literacy) for implementation of literacy and non-formal education programmes as well as monitoring and evaluation. The literacy centers and non-formal basic education (NFBE) schools in Punjab are opened and run by the NGOs under the supervision of EDO literacy. The NGOs hire the services of literacy and NFBE teachers and supervise and monitor the functioning of center/school. Literacy department pays to NGO monitoring cost at the rate of Rs.200/- per center/ per month for literacy center and Rs.500/- for NFBE school.

III. Elementary Education Foundation (Eef) Nwfp

Elementary Education Foundation NWFP has opened around 8000 adult literacy centers throughout the province. They have very effective monitoring and evaluation system of literacy centers. They have divided the whole province into 15 sectors. A sector is comprised of two small or one large district. Under the Sector Director EEF has supervisors. EEF effectively uses information and communication technology especially mobile in supervision and monitoring of adult literacy centers.

IV. National Education Foundation (NEF)

National Education Foundation (NEF) is operating 10186 Basic Education Community (BEC) Schools in all the provinces and areas of the country. These schools are opened, run, supervised and monitored by the NGOs. However, NEF has its own monitoring and evaluation system as well. It has field Officers (one for each Province) who monitor the functioning of BEC schools as well as evaluate and assess the students' achievement. Adult educators/ facilitators status and training.

In total around 70,000 adult literacy centers and 10,186 non-formal basic education schools are functioning in the country. Almost all these centers and schools were opened after 1997 (CONFINTEA V).

Educational Qualification/Training required for literacy and non-formal education teachers

Both for adult literacy teacher and Non-formal Basic Education Teacher the minimum academic qualification required is Matric (10 Years Schooling). However, in the remote rural areas where Matric pass teacher is not available the basic qualification may be reduced to middle (grade

VIII) level. Adult literacy teachers are provided 1-2 week short term pre-service training before they start teaching. Whereas non-formal basic education school teachers are provided with 3-4 week pre-service training. Since, adult literacy centers are opened for only 4-6 months and for new literacy centers new teachers are recruited. Hence, there is no concept of in-service training for adult literacy teachers. Whereas Non-formal basic education school teachers are recruited for at least 5 or more than 5 years. Hence they are often given short term in service training as well.

Adult Education as a specific Profession

In Pakistan adult education is not considered as a specific profession. Therefore there are very few higher education institutions which provide such qualification. However, there are a few universities such as Allama Iqbal Open University (AIOU) Islamabad, Islamia University Bahawalpur and International Islamic University Islamabad who have recently initiated degree level courses in non-formal education.

Proportion of Adult Educators in relation to overall teaching personnel. Teaching force of more than one million teachers in formal sector education, both public and private sector, out of these 443,000 are teaching at primary (i-v) level, 310,753 at middle (vi-viii), 362,188 at secondary (ix-x) level.

As compared to one million teachers in formal education sector we have only 70,000 teachers who are teaching in adult literacy centers and 10,186 teachers who are teaching in Non-formal Basic Education Schools. So the literacy and non-formal school teachers combined together (70,000+10,000=80,000) are only 8% of total number of teachers in the country.

Employment and Recommendations

Adult literacy teachers are hired on part time basis for 4-6 months period. If the literacy center continues at the same place for another cycle due to availability of learners the contract of the literacy teacher is extended otherwise not. In most of the cases literacy teachers teach 2-3 hours daily (in the evening), 10-15 hours a week. Their total work period does not exceed 240-360 hours. The adult literacy teacher is provided a monthly remuneration of 1500-2000 rupees (25-30 US\$). They are not given any other incentive except the above mentioned

Remuneration Non-formal Basic Education School teachers are employed on contract basis. They are the project employee and their contract continues till the project is going on. Most of the NFBE teachers

who were employed in 1996 at the start of the project are still teaching. Nonformalbasic education school teachers are paid 48,000–60,000 rupees (based on theirqualifications) per year which is around 800 – 1000 US\$..

Research, Innovation and Good Practice

Research in literacy is a neglected area. Especially in literacy and non-formal education very fewresearch studies and surveys conducted in the past. Unfortunately, the policy makers, plannersand literacy managers are neither well aware about the worth and value and importance ofresearch in literacy and non-formal education nor they are adequately mobilized for that. Overall

it is a neglected area. As compared to non-formal education number of research studies havebeen conducted in formal education, almost at all levels, particularly in higher education.

Key studies in Adult Education

The following are some of the key studies conducted in literacy and non-formal education in therecent past.

a. Study on Performance of Adult Literacy Centers

Federal Area: The s aid study was conducted by one of the JICA consultants (Miss Mike) in the year 2002-03 to monitor and evaluate the performance of adult literacy centers (1100 centers) opened infederal area of district Islamabad by the Education for All Wing (Literacy Cell) of the Ministry of Education Major questions addressed

The major questions addressed inter-alia, included as follows:

- a. How the adult literacy centers are performing in terms of quantity (enrolment, dropout etc) and quality (learners achievements etc).
- b. Involvement, mobilization and participation of local communities in adultliteracy programme.

Primary Education Project (PEP) in Pakistan 1979-84

The first Primary Education Project partially funded by the World Bank started in 1979 for a period of five years. It was an experimental project with the total cost of US\$ 17 million whereas the US\$ 10 million were provided by the Bank. The project assisted all the provincial governments and provided classroom buildings, improve teacher training, expand school supervision and improve instructional material. The PEP was for the improvement of primary education under the formal education system and experiment was undertaken in 4000 primary schools covering all

provinces of Pakistan. This project was started in 1979 in collaboration with World Bank having following objectives:

- a. Increased access to primary schools especially for girls and for rural poor.
- b. Reduce wastage through the reduction of drop out and repetition.
- c. Improved quality of instruction and higher student achievement.
- d. Reduce unit cost by reducing wastage inherent in drop-out and moving towards larger class and school sizes.

The physical facilities provided to the project were (1) construction of class rooms; (2) construction of boundary walls of female schools; (3) construction of residences for female teachers; and (4) class room furniture. The provided instructional materials were (a) supply of textbooks, teachers guide books and library book; (b) supply of class room equipment like teaching kit or agriculture kit; and (c) supply of sport's items for children. In the project there were provision of supervisors and a new tier of Learning Coordinators, assistant teacher's, center schools and District Resource Centers as added support. The project was experimental in nature and intended to measure the impact of some inputs to achieve the objectives. The project was divided into three periods (i) Preparatory: A period of 20 months devoted primarily to selection and training personnel, construction of physical facilities, and design of experiments; (ii) Experimental School: Three school years beginning in March of 1981, 1982 and 1983 in which impact of the project inputs would be measured and evaluated; (iii) Analysis of Results: A follow-up period of 6 to 9 months in which final experimental results would be analyzed, conclusion drawn and recommendations made. In order to measure improvement in quality it was decided that achievement testing of children should be undertaken starting in 1981 and continuing upto 1984. Data collected during 1981 was to serve as the benchmark. Originally objective tests in 5-6 discipline areas for grade III to V were developed and administered and they were specific to each province. These tests were then modified in the light of feed-back from 1981 and were administered during the second time in 1982. On critical perusal these objective tests were found to be extremely deficient and were administered in situations which left much to be desired. Again, the teachers in primary schools went on a strike for three months and the academic year was disrupted. Furthermore, the experimental design did not incorporate control schools. Thus the data on achievement testing collected during 1981 and 1982 had only a limited validity for drawing any worthwhile conclusions. The whole strategy was changed then and

national tests in mathematics for grade V and science for grade IV were developed. The concept of control schools was also brought in. Thus, the data collected during 1983 served as a benchmark data and comparison with 1984 data led to some meaningful interpretations and conclusions. The original experimental design visualized a shift in the attitude towards education on the part of children, parents, teachers and community members as a result of the implementation of the Project. Some attitudinal studies were conducted during 1981 and 1982 in the four provinces using scales specific to provinces. In fact two provinces utilized methodology along the lines of Likert Scales whilst the other two adopted Thurston type of scales. However, after the exercise in 1982 it was felt that the design of attitudinal studies was based on some simplistic assumptions which might be true for a literate community but which were definitely not relevant for the rural areas of Pakistan where literacy was far too low. Besides, the purely academic approach as was imparted to these studies had very little value of a pragmatic nature. The money, energy and time required to undertake this study was far in excess of any practical use to which the results could be put. Taking into account the very limited research capabilities it was thought expedient to discontinue the activity as proposed originally. The only relevant portion pertained related to the users' perception of the efficacy of the various inputs and interventions made under the project. Demographic studies were designed to obtain a gain in the participation rate of children or a fall in the dropout rate with consequent impact on unit costs. A computer based demographic questionnaire was designed and data relating to 1981 and 1982 was obtained. It was then recommended that the questionnaire was over-ambitious and asked for information which could not possibly be related to the project. Also errors were made during the stage of data entry with the result that the 1981 data was lost for all practical purposes. The data assembled during the cycle 1982 was used as the benchmark data. During 1983 the demographic questionnaire was revised and reduced to one third by keeping only the essential features. It was felt from the very beginning that data of a quantitative nature though valid and reliable would be of limited value in the type of situation in which an experiment of the scale of the PEP was being undertaken¹⁸. This depended upon the interpretation of experience and it was often of a fairly subjective dimension. Thus it was thought that some sort of in depth qualitative studies may be more pertinent in lending illumination to the actual dynamics of the educational process. However, such

¹⁸ Khawaja, Sarfraz, *Statistical Profile of Basic Education: 1981-2000*, Islamabad: UNICEF, 1989.

techniques were fairly new in Pakistan and it was essential first to give researchers adequate training and experience. The Primary Education Project was completed in 1984 within its planned five year duration. In this period very useful experiences were gained which could help in the planning of future projects and to make appropriate modification in the structure of education. The Institutional Framework of the project was too loose and could not ensure its execution effectively as planned. The concept of a team with common objectives and shared aspiration never took deep roots. Several employees who were given on the job training left their jobs or were transferred to other positions. There was considerable turn over in the staff including Chief of the project at federal level and the Project Directors in the provinces. The new incumbents were forced in many ways handicapped because they had to start understanding the project from scratch. Several positions mentioned in the project document and approved by competent authority were not fulfilled. Issues like travelling and daily allowances lingered on unnecessarily and created frustration among the employees. The disbursement claims were not made in time. Similarly the maintenance of accounts was not according to international practice of codification. But the project management has to satisfy and fulfill the financial requirements of Federal Government, Provincial Government and the leading agency, in this case, the World Bank. The researchers were not allowed to go to the field for spot checking of the data from the field. The understanding of the Provincial Project Directors of professional aspect of the project was minimal and they were unable to draw worthwhile lessons of their own from the research and evaluation component. The Provincial Directorates worked in isolation and could not generate community support which was important for the implementation of the project. The Government procedures were so intricate and did not help in managing the project. It has become clear from the above that management situation was quite serious and grim for the project. Special procedures need to be worked out for implementing innovative projects of this nature. It is imperative to obtain community support for the successful implementation of any Basic Education program. This project revealed that energizing and sustaining community support was a reciprocal understanding and it should become an explicit strategic objective in the follow on project. It was also established through this project that the attitude of village people had changed considerably towards education because of improved transport facilities, access to newspaper, television, telephone, and a large number of overseas workers. The parents attached highest value to education but with an emphasis that the curriculum

should teach to cope with practical problems. The supervision of primary schools were improved through the introduction of new tier of supervisors i.e. learning coordinator. But the project concluded that the primary school supervision should be brought into closer liaison with community initiation i.e. Union Councils. The project also demonstrated that where the community was more supportive and enthusiastic the enrolment of children in primary schools and their retention increased between 32.7% to 94.3% within one year between 1982 to 1983. The component of physical facilities was one of the biggest in the project because about 50% of the money was allocated to this category. It was found out through project evaluation that better school buildings, more and properly trained teachers, boundary walls, availability of teaching learning material had direct relationship in encouraging the enrolment and regular attendance of school children. The input of female teacher residences was a failure because in rural culture of Pakistan it was not possible for an unmarried female teacher to live alone in a school which was in most of the cases, away from the main village. The additional rooms, new boundary walls and in some places new buildings were provided. But all these facilities were supplied in a piecemeal fashion without any attempt to ensure that the provision was made at the places of greatest need. The project provided buildings here, furniture there, furniture differentially and teacher's residences occasionally. In spite of these problems the additional classroom facility was a distinct success. The teachers of primary schools by and large did not understand the content of the curriculum. It was not because of the lack of professional qualification but even with professional qualification they could hardly teach children. The project envisaged in-service training for teachers but due to the poor implementation, this training could not be provided. In some cases the teacher training was imparted but only for two/three days whereas project document it was planned for at least three weeks. The project concluded that teacher training was the most important element to bring any qualitative changes in primary education. The intervention of Learning Coordinator in the supervisory cadre of primary education was a considerable success. By and large it reduced significantly teacher absenteeism, increased the professional profile and aspirations of primary teachers, ensured a facility for teachers to share their problems and provided in some cases improved model of teaching. This did not mean that Learning Coordinators input was problem free. It was very difficult for the regular school management to accept learning coordinator as a part of supervisory structure because he was considered a threat to a stereotyped inspection. The Learning Coordinator taught and practiced

the concept of professional supervision-a threat to inertia and incompetency. However the project suggested that it was necessary to establish a compatible working relationship with the administrative structure of the formal system. Some learning material was provided to the project schools which included textbooks, teaching kits, charts, and guide books for teachers. No systematic attempt was made to measure in any objective way, the contribution of learning materials had made to children's achievement or to evaluate the quality of materials. The major recommendation of the evaluation report of the primary education project that a follow-up project was necessary to ensure the momentum of this experiment. The experiences and expertise obtained through the project was to be put to effective use for the next project of this nature.

Nai Roshni Schools

Universalization of primary education has been a cherished objective of the educational policies of Pakistan. The National Education Policy (1979) laid special emphasis on adult and non-formal education. It has been recognized that the formal education system alone cannot meet the challenge of the universalization of education due to limited financial resources and other pressing demands. The target dates to achieve universal primary enrolment for boys 1979 and for girls by 1984 according to the education policy (1972-80) seemed impossible to be achieved. The Government of Pakistan, Ministry of Education, therefore, shifted the target dates to 1987 for boys and 1992 for girls. In view of the difficulties and problems of access to children, an innovative program of Nai Roshni (New light) schools was started. These kinds of program have been successfully tried in some regional countries under the name of 'Drop-In' schools. In view of their experience the Nai Roshni Schools were started and operated in the existing primary school buildings in the afternoon because the buildings were not used. Full time teachers were employed to teach a condensed two year primary education curriculum. The program intended to promote primary education and literacy through formal schooling. The Nai Roshni Schools were planned to achieve following objectives: (1) To promote literacy rate by 50% by 1990. (2) To provide a second chance to primary school dropouts. (3) To increase access to school for those who could not go to primary schools for any reason. (4) To provide primary education to higher age group (10-14 years) through a condensed course of two years.

The program was launched in March 1987. It was proposed to open 22000 such schools over 3 cycles of 2 years each. This would aggregate to a target of 1.65 million students of 10-14 age group including boys and

girls according to local needs. Over the first 3 years of implementation the project would be experimental and subject to formative evaluation. It was proposed that existing primary school buildings would be utilized for Nai Roshni schools thus generating, in a complementary way, resources for the school to cover repairs, maintenance and the development of materials. Twenty five students were to be enrolled in each school from different and varying backgrounds. Full time teachers were employed. It was anticipated that most of students enrolled would be from groups identified either as drop-outs or previously non-enrolled. The Nai Roshni Schools offered to complete the 5 years primary school course in 2 years which necessitated a set of textbooks, appropriate learning materials and innovative teaching methods. The 25 students recruited were divided into 4, 5 or 6 groups depending on the heterogeneity of ability, necessitating sub-group or individual teaching. There would be no summer vacation, although the schools were to be closed, for short periods only, during the sowing and harvesting seasons. The Nai Roshni students therefore would attend their school for 260 days a year, compared with the 180 days a year of children in the formal system. The Nai Roshni Schools started functioning under a Resident Directorate in each Province, District Project Manager Office in each District with its branches, i.e, Tehsil Literacy Office in each Tehsil. In this way, five Resident Director Offices, 85 District Project Manager Offices, and seven Offices in FATA were established to run this program under the administrative control of Literacy and Mass Education Commission. The Nai Roshni Schools were evaluated after one year i.e. 1988. It was not possible to measure the student achievement because the first cycle of the program was of two years duration. However, the quantitative evaluation revealed that 98.2% of the total schools physically existed. The most common among those (86.8%) were Government schools. Almost 75% of the Nai Roshni Schools had facilities like Sign-Board, Black-Board, Teacher's Chair, Table, Desks and Mats available. As regards the Admission/ Withdrawal registers 83% were maintaining the registers. It was noticed that at the national level 93.5% teachers were physically present at the school premises.

However, in overall comparison, teachers were physically present in 100% in AJK whereas the situation was somewhat different as regards the Nai Roshni Schools of Sindh (5.4% absent) and NWFP Province (16.6% absent). Only 9% of the total teachers had the qualifications of P.T.C. About 87.1% of the teachers indicated that they had received training arranged by LAMEC. At the national level 74.3% of the teachers belonged to the same community whereas in Sindh 61% and in NWFP

66.1% of the teachers belonged to the same community. As regards the drop-outs, it was noticed that it differed from month to month and province to province. Most of the students attending the school were those who had never enrolled before. It was further noticed that students were also enrolling in the age group of 15- 20 years¹⁹. It was found that Nai Roshni Schools were being supervised and that supervisors had paid visits to the schools. However, supervisors were not paying the visits as frequently as was required of the in Nai Roshni Schools Project. Only 45.2% paid more than 3 visits in one month and 47.6% in another month. Though the age limit in the Nai Roshni Schools Project was fixed 10-14 years, students had been enrolled on the request of the community. Every month some new students seek admission and some old ones dropped out. The 'Nai Roshni' was not entirely a new concept. This kind of schooling had been working in several countries with success²⁰.

IQRA Pilot Project

The IQRA Pilot Project was launched in October 1986 in the Districts of Islamabad and Rawalpindi under the administration of Literacy and Mass Education Commission. Prior to this project, several programs of adult literacy were launched but the success rate was minimal. The literacy rate could not increase by 0.5% each year whereas the annual population growth rate was 3.1%. There were several reasons for the failure of literacy programs. Some of those were (1) lack of motivation, (2) out dated administrative structure, (3) defective teaching techniques, (4) lack of teaching-learning material and above all (5) lack of resources. The concept of the IQRA Pilot Project was a simple and direct approach to the problem. A literate, irrespective of his or her qualification could volunteer and join the scheme to teach any number of illiterates, in his or her own time and bring them to an acceptable level of literacy. The scheme aimed at producing 50000 illiterates in one year from one district of federal territory of Islamabad, at a cost of Rs. 1150 per literate. The other objectives of the project were as follows: a). To adopt an approach based on monetary incentive to the teacher which would compel him in accomplishing his goal. b). To vector the energies of literates and illiterates of in one direction i.e. the struggle for the eradication of illiteracy as national movement. c). To evolve a strategy based on totally indigenous experiences without recouring to any foreign models, so that

¹⁹ Khawaja, Sarfraz, Innovative Program of Basic Education: a case study of Pakistan, Islamabad: UNICEF, 1989.

²⁰ Academy of Educational Planning and Management, Evaluation of Nai Roshni Schools in Pakistan, Islaabad:1988.

a workable and economical solution could be found for the eradication of illiteracy in Pakistani environment. d). Since past efforts based on person to person contact or motivation through mass media have not proved very successful, a cadre of self interested motivators to solve the problem was created. The main components were as follows: i). The plan was predominantly result-oriented because it rewarded a teacher handsomely for the labour he or she put-in, to make one or more person literate. ii). Emphasis on the monitoring of the scheme was an extra-ordinary feature of the project, concept and plan. The teacher who volunteered had to prove the credentials of the illiterateness presented as candidates qualified through a prescribed test for becoming literates. iii). It envisaged evoking awareness and mass response from the people for accelerating the pace of the literacy drive in the country. iv). The program wanted to develop a technique which fully took into consideration the national social trends, aspirations and above all the adverse effect of mass illiteracy on the socio-economic development.

The IQRA Pilot Project overwhelmingly attracted females (94%) to become literate. This reflects very clearly that the cultural attitudes towards female education are very positive for the development of education in rural areas. In spite of the fact that the project was for adult illiterates (i.e. ages 10 to 45 years) but it attracted relatively younger age group between 9-20 years which comprised 59.49% of those who enrolled in the project. About 65% adult illiterates who enrolled in the project belonged to rural areas and 35% were from urban areas. Time taken to literate a person varied from one month to more than six months. About 20.42% of the neo-literate took three months to acquire the literacy skills, while 33.76% took 6 months and 40.24% spent more than 6 months to become literate. The most effective motivational campaign was through T.V and Radio (51.35%) followed by peer group influence (24%) and relatively small number of illiterates (12.04%) decided on its own to join the project. Only 12% of the neo-literates took the oath that they were illiterate before joining IQRA Pilot Project. Another 12% also produced either identity cards with thumb impression that can be interpreted as indicator of their illiteracy or Form- B of their parents' registration which also pointed out their illiteracy status. Approximately 11% of the parents testified about the illiteracy of their wards. About 65% of the people could not provide any evidence prescribed by the evaluation team of their illiteracy status prior to joining the project. About 82% neo-literates could read and write the minimum level prescribed by the evaluation team but as 65% enrolled in the program

assumed to be literate hence the literacy ratio of neo=literates was not more than 17%. The project was not properly implemented and serious deficiencies were found in its monitoring. There was no convincing evidence that the majority of students enrolled in the project were illiterate before joining the project²¹.

The READ and IQRA Pilot Project adopted non-formal education strategies to promote literacy. The READ Project though experimental in nature and only extended to Federal area of Islamabad was based on functional literacy programs whereas the IQRA project imparted only literacy skills of reading and writing. The poor implementation of different Education Programs is because of over rigidity of the system which does not allow mid stream adjustments or modifications. The IQRA project was badly implemented and serious deficiencies were found in its monitoring. The achievement claimed by Literacy and Mass Education Commission were far below the proclaimed figures. The actual number made literate through the project at best was 17% or 2780 persons. The financial expenditure on this activity was Rs. 5881/- per literate instead of Rs. 1150/- as originally calculated in the project. In READ project a part time Project Director was appointed all through the duration of the program. He had to perform several other responsibilities hence could not concentrate on the proper implementation of the project. Three out of the four projects under analysis were delayed which increased escalation costs of the programs. In the PEP by and large the Project Directors in the provinces did not allow its staff to go to the field to monitor the implementation of the project. The Nai Roshni School Program was better implemented and the quantitative evaluation revealed very positive results. The program was discontinued for the reasons best known to the authorities. The management skills of middle level administrators in the education sector are extremely limited. This was evident from the PEP in which the management framework was too loose and could not ensure its execution effectively. The concept of a team with common objectives and share aspiration did not take place. Several employees who were given on the job training left their jobs or were transferred to other positions. In the IQRA Pilot Project the managerial laxities wasted scarce resources. It was clearly laid down in the project document that only illiterate persons will only be registered with Literacy and Mass Education Commission. But it turned out that 65% of those who enrolled as illiterates were already literates. The fake registration

²¹ Khan, L., Khawaja S. et. al: Evaluation of IQRA Pilot Project. Islamabad: Academy of Educational Planning and Management, 1989.

was a major management flaw. The Nai Roshni Schools also suffered problems. As these schools were operating in the afternoon in the existing primary school buildings which created rivalry over authority and responsibility. The appointments of teachers were made on political basis hence the competence and merits were ignored. In the project READ numbers of villages were increased in the project but there was no increase in supervisory staff commensurate with the increase in the area of operation. The lack of qualified and inadequate staff posed a serious management problem. The planning by and large of four projects have been sporadic and based on adequate research. In the PEP female teacher residences were constructed in some of the experimental schools with the intention that teachers would stay there hence the teacher absenteeism will be reduced. But it was not fully researched that in Pakistan rural culture it is not possible for an unmarried female to live in school accommodation without proper protection and particularly when most of the schools, where the residences were built, were away from the main village. While planning Nai Roshni Schools the provincial governments were neither consulted nor taken into confidence. They did not own the program which was to be implemented in the provincial primary schools. Similarly the planning of Nai Roshni was done in such way to make this effort as an employment project instead of education project. In the IQRA project which provided financial incentive of Rs. 1000/- for teacher to make one person literate but there was no financial motivation for illiterate. The planning of READ project was over ambitious. The planning of most of the project was done without obtaining enough information from the expected project areas and clientele. No explicit mechanism was provided to monitor the project except that the utilization of funds was monitored only to satisfy the bureaucracy that the money was spent. Whether the expenditure made on the component as planned, was less important. The monitoring in these projects were done irregularly and in non-professional ways. In READ project the supervisory staff was occasional visitors to the project site only with a purpose of bureaucratic inspection. In the primary education project monitoring system was better probably because the lending agency, World Bank, was strict in this regard. In spite of that the project staff was quite reluctant to leave the provincial capitals whereas the project schools were in rural areas and difficult terrains. In the IQRA Pilot Project adequate transport facilities were provided for monitoring, however the use was misdirected which was proved from the results i.e. 65% literates were registered as illiterates in the project. In a developing country like Pakistan the financial and technical resources are limited and likely to

remain so in future. None of the four projects which have analyzed suffered from any financial resources constraints but still the success rate was modest. Only Primary Education Project has been expanded on large scale with some modifications whereas the IQRA Project, Nai Roshni Schools and READ Project have been abandoned so far. There have been delayed in the releases of funds but the management problems were quite serious during the implementation of the projects. It was not only the scarcity of the financial resources but the poor management of resources was responsible for wastage. Several lending and donor agencies have provided more than half billion US Dollars for Basic Education with a thrust of Primary Education. None of the project except PEP, provided any component of research and development. Several studies were conducted under PEP related to achievement tests, demographic, attitudinal, and qualitative aspects.

Chapter Six

Open Schooling in Bangladesh, India and Pakistan

Open Schooling System

The idea of Distance Education was first mooted in UK in late 60s by the British Prime Minister, Mr. Harold Wilson. He was of the view that educational opportunities must be provided to those who might have missed better education due to early employment and wish to upgrade, their knowledge and skills, in their spare times in the evenings at home. The UK Open University was, thus established in 1969. Since then it has become a major institution of learning in UK and has opened up opportunities for millions of working people. The gospel of distance and Open Learning has, since then spread throughout the world. More than sixty Open Universities are operating around the world on the basis of Distance Education. Modern information Technology has made the task of Distance Education easier and effective. "Open Universities are being used in several countries to provide education and training to people who cannot leave their homes and jobs for full time studies. An open university will, therefore, be established to provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television and radio broadcasts and other mass communication media...."

The Open-Distance-Learning (ODL) system is a unique and challenging mode of education offered at the University level. This system provides ample opportunities for those who desire to have University education at their place of work or residence. This method is popularly known as Distance Education. It is perhaps the only way to meet the ever-increasing demand for Higher Education especially in a developing country like India. Distance Education programmes are specially designed for:

1. Candidates who discontinue their formal education owing to pecuniary or other circumstances
2. Candidates residing in geographically remote areas
3. Candidates who cannot get admission to a regular college/Post-graduate department

4. Employed persons who cannot pursue their study as full-time candidates
5. Individuals who wish to pursue learning for knowledge sake
6. Candidates who wish to update knowledge and skills

The Open-Distance-Learning (ODL) system is perhaps the only system that has been planned in such a way that it is able to cater to all those who desire to seek Higher Education in spite of the fact that they are in a disadvantageous position due to social, economic, spatial and such other reasons. Also to cater to the increasing demand for Higher Education, flexibilities in terms of age, qualification, location, time, etc., have been introduced to the maximum extent

Open Schooling System in Bangladesh:

‘Bangladesh Open University (BOU)’ was established on October 21, 1992 by an act of Parliament. The Government of Bangladesh and Asian Development Bank (ADB) have provided funds for setting up of the University.

Bangladesh Open University:

‘Bangladesh Open University’ has opened up a new vista in distance education in the country. Prime objective of ‘Bangladesh Open University’ is to transform the country’s vast human resources into an educated and trained work force by extending to them a wide range of academic programs of non-formal system of continuing education. BOU has 23 Informal Education Programs and 19 Non-formal Education Programs are aimed at every one, particularly working people and women and those socially disadvantaged groups who cannot enroll in traditional institutes or universities. Non-formal programs are designed to make people aware as to how to live a better life.

These are community based program and are intended for people who are willing to improve upon the level of their knowledge and understanding about environment, hygiene conditions, socio-cultural and other aspects of life. These include basic science, agriculture, pisciculture, poultry, livestock, health and nutrition, ethics and environment etc. BOU has so far opened six schools namely:

a. School of Education, b. Open School, c. School of Agriculture and Rural Development, d. School of Business, e. School of science and Technology, f. School of Social Science Humanities and Language.

Non-formal education programs of BOU are given in the following table.

Table: Non-formal education programs of BOU.

| School | Program |
|--|--|
| Open School | 1. Basic science. 2. Mathematics. |
| School of Agriculture and Rural Development. | 1. Agriculture. 2. Pisciculture. 3. Fish Processing. 4. Afforestation. 5. Horticulture, 6. Poultry. 7. Livestock's. 8. Preparation and Preservation of Food. |
| School of Business. | 1. Bank Loan. 2. Marketing Management. |
| School of science and Technology. | 1. Health, Nutrition. 2. Population Studies. 3. Maternity and Child Care. 4. Environment. |
| School of Social Science and Humanities. | 1. Immigration Management. 2. Women in the Work Force. 3. Religion and Ethics. |

Each school offers its own education programs in accordance with the felt need of the country. A country wide education needs survey conducted in 1993, identified 75 subjects which have a great demand among the prospective learners under the distance education program. BOU is offering these subjects on a priority basis in phases. BOU admits students for its programs twice a year. Admission for January –June semester takes place between November and December and that for July-December semester between May and June. The main function of Student Support Service (SSS) and media divisions is to admit students and provide support to them. It distributes books and cassettes among the students, arrange tutorial centers, appoints coordinators and tutors, holds examinations, announces results and distributes certificates. To carry out the above works, the Student Support Service (SSS) of Bangladesh Open University (BOU) has 12 Regional Resource Centers (RRCs), one each in Dhaka, Mymensingh, Barisal, Jessore, Rangpur, Bogra, Rajshahi, Sylhet, Chittagong, Comilla, Khulna and Fridpur.

The Regional Resource Centers (RRCs) are contact points of students for information, admission, registration, tutorial services, examinations and results. It provides a library and a study room where audio, video, radio, and television facilities are made available to students. There are also Local centers (LCs) numbering about 80 spread over the country to assist the Regional Resource Centers. Tutorial Centers (TCs) have been set up in different parts of the country to extend tutorial services to students twice a month tutorial classes are arranged for students of every program. Tutorial Centers (TCs) have been opened up-to Thana/Upazila (Sub- district) level for the benefit of the learners in rural areas. The number of Tutorial Centers (TCs) opened so far for different programs stands at around 1000. The main function of the media division is to produce audio video educational programs. Every student of BOU is

provided with a set of audio cassette containing course materials together with a set of text books. BOU program is also broadcast by radio every day and six days a week by television at a fixed time. Library facilities are available at the Regional Resource Centers and the main campus at Gazipur.

Table: Programs of BOU.

| School | Program |
|--|--|
| Open School | 1. Secondary School Certificate (SSC). 2. Higher Secondary Certificate (HSC). |
| School of Agriculture and Rural Development. | 1. Certificate in Agricultural Processing. 2. Certificate in Pisciculture and Fish Processing. 3. Certificate in Poultry and Livestock's. 4. Bachelor of Science (BSc.) in Agricultural Education. |
| School of Business. | 1. Master of Business Administration (MBA). 2. Certificate in Management. 3. Diploma in Management. |
| School of science and Technology. | 1. Diploma in Computer Application. 2. BSc. In Nursing. |
| School of Social Science, Humanities and Language. | 1. BA. 2. Diploma in Women Studies. 3. Certificate in Arabic Language. 4. Certificate in English Language. 5. Bachelor in English Teaching. |
| School of Education | 1. B.Ed. 2. M.Ed. 3. Certificate of Education. |

As a distance mode of imparting education, BOU depends heavily on print materials, electronic media like radio-television and audio-video cassettes, tutorial services and specialized communication such as computer networking and internet. The use of these techniques helps BOU to take its academic programs to the door-steps of people far and wide. It makes room for in-house education. BOU examination procedure includes assignment test and final examinations. Examinations are held at the end of every semester at tutorial centers¹.

Open Schooling System in India:

'National Institute of Open Schooling' and 'Indira Gandhi National Open University' provides opportunities to interested learners of India by making available courses/programs of study through open and distance learning mode².

¹ Website of Bangladesh Open University, January, 2006, Gazipur-1705, Bangladesh.

² News Bulletin, vol. XIII No. 1, January-March 2005. National Institute of Open Schooling, B-31B, Kailash Colony, New Delhi-110048, India.

At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning.¹

At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of about 15 lakhs, serviced through 53 regional centres and 1,400 study centres with 25,000 counsellors. The Distance Education Council (DEC), an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities. While distance education institutions have expanded at a very rapid rate, but most of these institutions need an up gradation in their standards and performance. There is a large proliferation of courses covered by distance mode without adequate infrastructure, both human and physical. There is a strong need to correct these imbalances.

Arjun Singh Center for Distance and Open Learning, Jamia Millia Islamia University was established with the assistance of Distance Education Council in September 2002. Major objectives of the Centre is to provide opportunities for higher education to those who are not able to draw benefits from formal system of education. The Open Learning System allows a learner to determine his pace of learning and provides education at the doorstep of the learner. The mode of transaction is through self-learning print material, supplemented by audio and video programmes. It has further scope of students accessing material through internet and various other media.

National Institute of Open Schooling (NIOS):

The National Institute of Open Schooling (NIOS) is an autonomous organization of the Department of education, ministry of Human Resource Development, Government of India. NIOS was established in 1989 as an autonomous registered society. It provides opportunities for continuing education to those who have missed the opportunities to complete school and developmental education through courses and programs of general, life enrichment and vocational education from primary to pre-degree level. It also acts as a National Board of Examinations in Open Schooling. NIOS conducts its own examinations and awards certificates. With about 1.4 million students on roll from almost every State and Union territory of India and abroad, NIOS is the largest open schooling system in the world. It has about 2500 study centers.

The National Institute of Open Schooling provides opportunities to interested learners by making available the following courses/programs of study through open and distance learning mode:

a. Open Basic Education Program for children, adolescents and adults

The Open Basic Education Program is offered at three levels:

- i. Equivalent to Class III.
- ii. Equivalent to Class V.
- iii. Equivalent to Class VIII.

b. Secondary Education Courses.

c. Senior Secondary Education Courses.

d. Vocational Education Courses

e. Life Enrichment Courses.

The National Institute of Open Schooling (NIOS) provides resource support, such as adaptation of NIOS model curricula, study materials, orientation of resource persons, and popularization of Open Basic Education, to the NGOs and Zila Saksharta Samities (ZSSs), for implementation of its Open Basic Education program.

The National Institute of Open Schooling (NIOS) operates through a network of ten Regional Centers (in Hyderabad, Pune, Kolkata, Guwahati, Chandigarh, Delhi, Alahabad, Patna, Jaipur and Kochi) and more than two thousand four hundred accredited Institutions (Study Centers) in India, Nepal, Middle East, Canada and UAE.

Table: Study Centers of NIOS (As on December, 2004)

| No. | Purposes | Number of Center |
|-----|--|------------------|
| 1. | For Academic Courses | 1618 |
| 2. | For Vocational Education Courses | 870 |
| 3. | Foreign Countries Center (UAE, Nepal, Canada) | 15 |
| 4. | Open Basic Education (OBE) Accredited Agencies (AAs) | 245 |

Learning strategy includes printed self-learning material, audio and video programs, Personal Contact Program (PCP) and Tutor Marked assignment (TMA). About 10.7 million copies of study materials were produced and distributed to the learners during the year of 2003-04. The curricular and life enrichment programs are telecast nationwide. Admission to NIOS courses in open in a year during July-August through Study Centers. Examinations are held twice a year in April-May and October-November.

In order to facilitate cooperation among NIOS and State Open Schools (SOSs) and other concerned agencies, a National Consortium for Open Schooling (NCOS) has been set up. NIOS offers combination of academic and vocational courses. A student is required to take five subjects, including one language, for certification. NIOS offers a provision of 9 chances in 5 years to complete a course, provision of re-admission after 5 years. NIOS offers 25 courses in the six mediums for secondary Examination, and 25 courses in English, Hindi and Urdu mediums for Senior Secondary Examination. About 100 Vocational Education Courses in the areas such as agriculture, Business and Commerce, Technology, Health and Paramedical, Home Science and Teacher Training etc. are being offered.

NIOS has developed an innovative 'On Demand Examination System (ODES), which gives freedom to learner to appear in examination in the subject(s) of his/her choice whenever the learner feels confident taking an examination. NIOS generally utilizes the infrastructure facilities of the formal schooling system. At the time of admission in secondary education course, a student is charged Rs. 1000/- which include registration fee, cost of study material and Personal Contact Program (PCP). NIOS has made provision of 30 Personal Contact sessions per subject for theory and five additional sessions for subjects having practical. However, the contact sessions and practical sessions for Vocational Education Courses are organized at the Study Centers as per need (for skill development in particular courses of study). The cumulative enrolments in various courses of study in last five years (2000-2005) were 1330427 learners¹⁴. Upon completion of courses of study, the pass outs from open schooling system can join higher education courses both under Open and Distance Learning (ODL) System and the Formal Education System³.

Open Universities in India

Open Universities in India provide the facility of distance education to people who are unable to pursue regular courses. These universities offer undergraduate, post graduate and doctoral program. They also offer diploma and certificate level courses.

Apart from Open Universities there are distance education universities in most of the Indian states. An Assessment and

³ Open Learning, July 2004, An Awareness magazine for the NIOS Learners, National Institute of Open Schooling, B-31B, Kailash Colony, New Delhi-110048, India.

Accreditation system will be in place for all open universities of India by January 2009. This new system will work on the lines of the National Assessment and Accreditation Council (NAAC), which assesses and accredits conventional colleges and universities.

Though open universities in India are gaining momentum, most of the potential students thinking of going for a course offered by an open university generally have a series of questions.

As the term itself suggests, when a student completes a course away from an actual campus, it is generally called open learning. It is also known as distance learning. This type of learning includes many types of learning, including classes available through mail and also online classes.

The development and acceptance of "Distance Education" both in the developed and developing countries is growing fast. The reason behind such an acceptance is its flexible approach and user friendly technique of education. It can provide a viable alternative for everyone who needs to pursue education further to expand his horizons of knowledge, to sharpen his existing knowledge, to upgrade his knowledge, skill and training and thereby, making learning a fulfilling experience.

Open learning means you study in your own time. You read course material, work on course activities, write assignments, and get the qualification. Almost from anywhere, in open learning, you need not attend regular classes. Open learning means that you study on your own, at home or wherever it suits you. Apart from other regular students, this flexibility helps physically challenged people and housewives in pursuing higher studies from their home, and also the working people in advancing their studies with their job. Even prisoners can pursue their study during their imprisonment.

It depends on how disciplined you are in your study. Generally, it is suitable for people who want to choose when and where they want to study. As explained above, it is surely perfect for people with jobs, children, disabilities, or commitments that make it hard to go to a fixed place.

In open learning you study on your own, but for that you are provided with ample support from the open university. The support from Open University ranges from printed course material to online support. Students are also supported with district wise study centers. Like all regular courses, open learning courses also ends with an exam. The Open University offers well structured courses with certain methods of evaluation and standards of success.

There are 14 Open Universities in India at present- 1 national and 13 state open universities. They have educational centers in various states of India.

Indira Gandhi National Open University

Maidan Garhi, New Delhi-110068 India, E-mail : rmohan@ignou.ac.in

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode.

The University began by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with a strength of 4,528 students.

Today, it serves the educational aspirations of over 4 million students in India and 36 other countries through 21 Schools of Studies and a network of 67 regional centres, around 3,000 learner support centres and 67 overseas centres. The University offers about 490 certificate, diploma, degree and doctoral programmes, with a strength of nearly 420 faculty members and academic staff at the headquarters and regional centres and about 36,000 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others.

The mandate of the University is to

Provide access to higher education to all segments of the society

Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;

Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and

Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.

To achieve the twin objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy, the University uses a variety of media and latest technology in imparting education. This is reflected in the formulated vision of IGNOU, keeping its objectives in focus, which reads:

The Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning, with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for large-scale human resource development, required for promoting integrated national development and global understanding.

The University has made a significant mark in the areas of higher education, community education and continual professional development. The University has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education, it has been conferred with awards of excellence by the Commonwealth of Learning (COL), Canada, several times. In January 2010, it was listed 12th in the webometric ranking of Indian universities, based on the calibre of its presence on the Internet.

The University is committed to quality in teaching, research, training and extension activities, and acts as a national resource centre for expertise and infrastructure in the ODL system. The University has established the Centre for Extension Education, National Centre for Disability Studies and National Centre for Innovation in Distance Education, to focus on specific learner groups and enrich the distance learning system. The Distance Education Council of the University helps in regulating and maintaining the ODL system in the country.

With the launch of EduSat (a satellite dedicated only to education) on 20th September, 2004, and the establishment of the Inter-University Consortium, the University has ushered in a new era of technology-enabled education in the country. Today, there are 134 active two-way video-conferencing centres; all the regional centres and high enrollment study centres have been provided with network connectivity, which has made it possible to transact interactive digital content.

Emphasis is now being laid on developing interactive multimedia and online learning, and adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning. As part of this endeavour, several programmes are being offered full-time on campus, at the headquarters, some regional centres and at other institutions of repute with which IGNOU has agreements for this purpose.

The University also has a considerable international presence, as has been said earlier. It encourages and funds the participation of its faculty

in international conferences and seminars, and organises several international conferences too.

There are regular visits of foreign scholars, for delivering lectures or to interact with faculty. The University has given copyright or permission to many foreign institutions to adapt/adopt/use its learning materials, apart from offering its academic programmes across the world through partnership arrangements.

Over the years, IGNOU has lived up to the country's expectations of providing education to the marginalised sections of society. Free of cost education is being provided to all jail inmates across the country. A large number of SC/ST students have been admitted to various programmes of the University.

An innovative Bachelor of Arts programme in Applied Sign Language has been launched in collaboration with the University of Central Lancashire (UcLAN) of Britain. The programme is the first-of-its-kind in the world.

Associate Projects

Rajiv Gandhi Project

A Pilot to Provide Education Through Massive Satellite Connectivity Up To Grassroot Level

Community Awareness in Disaster Preparedness in Orissa

'Community Awareness in Disaster Preparedness in Orissa' is similar to the one sponsored by the Ministry of Agriculture and aims at generating and sustaining awareness in 50 villages of this coastal state.

Sahabhagi Vikas Niyojan (SAVINI) or Participatory Project Planning

The School of social science has developed a programme open to NGO functionaries in regular employment, with six months of experience. The programme aims at Capacity Building of developmental workers for effectiveness in carrying out various projects in rural areas. The programme comprises 4 course of 4 credits each and is presently offered only in Hindi.

Construction Workers Vocational Qualification (CWVQ) Project

The project aims at providing competency based vocational training, assessment and certification through the distance mode for skill development of construction workers. In the first instance, the project

covers the basic competencies of General Mason, General Bar-bender, Shuttering Carpenter and General Works Supervisor. The project has been implemented with the help of Builders' Association of India (BAI), National Building Construction Corporation (NBCC) and National Academy of Construction (NAC), Hyderabad.

Sarva Shiksha Abhiyan

The Distance-Education Programme is a major intervention under Sarva Shiksha Abhiyan, created, by the MHRD, Government of India, on 1st July 2003, to implement the distance education activities under SSA in the country. Indira Gandhi National Open University is the nodal agency responsible for implementing the distance education component throughout the 28 states and 7 Union Territories of the country. This national level project aims at providing need-based and local specific in-service training for teachers and other elementary education functionaries, by employing distance education methodology.

The DEP-SSA focuses on the quality dimension of teacher training which is crucial for achieving quality education in the country. Effective application of ICT is required to reinforce the knowledge, motivation, commitment and professionalism amongst the teachers, particularly at the elementary education level. Through DEP-SSA, teacher training is imparted without dislocating the functionaries from their place of work and is paced as per their convenience. DEP-SSA activities cater from classes I to VII/VIII all over the country, striving continuously and in a sustained manner to achieve the goals of SSA. It is functioning effectively in the states to achieve the gigantic task of sensitizing the local functionaries such as, Master Trainers, Coordinators of Block Resource Centres and Cluster Resource Centres, faculty of DIETs and SCERT. The DEP-SSA, strengthens the on-going efforts of capacity building at elementary education level, through distance learning inputs i.e. print, audio, video, multimedia and teleconferencing, thereby facilitating work place based training and content generation. It works in close coordination with grassroot level functionaries, like Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level, Education Committees, PTAs and MTAs, for effective management of elementary schools.

Distance Education has tremendous potential to reach out to large numbers in a short span of time and the distance education interventions have impacted the SSA activities significantly in the country. This is evident from the achievements made in the states, in terms of

professional development of teachers, classroom transactions, community mobilization, girls' education etc. The DEP-SSA operates in a mission mode and has thus far trained millions of teachers, teacher educators, para teachers and other functionaries.

Mapping Experiences in Education of Adolescent Girls

A research study was commissioned by the Government of India and UN Systems to undertake case studies of successful education programmes in the country for education of adolescent girls. The purpose of the study was to make policy recommendations for designing meaningful and relevant educational programmes for a section of hitherto unreached adolescent girls. The Centre for Extension Education undertook a case study of Mahila Shikshan Kendras in Bihar. The study has been completed and a report submitted.

Pre-testing of UNESCO Resource Kit for Science and Technology Education Project 2000+

This project requires Pre-testing of 26 modules of UNESCO Resource Kit for Sciences and Technology Education, Project 2000+ in rural and urban schools in India. The response and feedback received on the modules will be utilized to bring a final version of the Kit. With this Resource Kit millions of science teachers across the world will be able to make science and technology more attractive, accessible and relevant for their pupil.

IGNOU-FDDI (Footwear Design and Development Institute) Project

An MoU has been signed between IGNOU-FDDI (Footwear Design and Development Institute), NOIDA on 26th August, 2003 to promote academic and practical interaction as well as introduction of new concepts in the footwear industry through the vocational training by distance mode and education. In the above project, three certificate programmes and one diploma programme will be launched in the area of footwear technology. FDDI is an autonomous institute under Ministry of Commerce, Government of India.

HIV and Family Education

This programme proposes to develop in the learner, the knowledge and skills needed for healthy human relationships, effective communication and responsible decision-making behaviour that will protect themselves and others from HIV/STD infection and optimize health. The goals of the programme include promoting behaviours that prevent the transmission of HIV/STD, fostering attitude and behaviour that will prevent

discrimination against those infected with HIV/STD, and promoting solidarity among them.

Computer Literacy programme

The programme had been specifically developed in Hindi for underprivileged adolescent youth dropping out of classes between 8 and 10. First initiated in 1998, the third round of the programme was offered in 27 computer centres spread over Delhi, Haryana, Punjab and Rajasthan and was completed in November, 2001. Based on feedback received, the programme had been revised to include a course on DTP and Computer Assembly. More than 2000 students were enrolled in this programme.

Vocational Programme in Mushroom Cultivation

An agro-based vocational programme "Mushroom Cultivation" was launched in November, 2000 as a four month programme. It is a multi-media learning package consisting of: a) self-study illustrated print materials both in English and Hindi (b) a set of ten video programmes and (c) a 60-minute audio component consisting of three programmes on 'mushroom cultivation'. The course has a practical component for which selected Krishi Vigyan Kendras (KVKs) and private growers are involved to assist the course takers at suitable locations. During the pilot phase which was completed in March, 2001 three phone-in radio programmes were also organized. The second round is now on offer from November, 2001 after it was revised on the evaluation of the programme and feedback received from the trainees.

Community Awareness in Disaster Preparedness in Five States

The project covers 100 villages each in five of India's most disaster-prone states viz. Andhra Pradesh, Gujarat, Rajasthan, Orissa and Uttar Pradesh. The objective of this project is creating and sustaining awareness about disasters with the help of local institutions, and helping the local communities in developing Community Action Plans.

Strengthening the Local Govt. in MP

This project was a part of the technical assistance provided to the Government of Madhya Pradesh by the Asian Development bank through the Price Waterhouse. The training component of this project was assigned to IGNOU, the key consultants. The training package proposed included print material and audio-video components for equipping the functionaries with necessary skills. One of the video programmes produced under the project has recently bagged the SONY/ICD - 1999 award in Japan.

EDAGE - National Resource Centre for Education of the Aged

A National level Centre for Education of the Aged - EDAGE has been set up at Indira Gandhi National Open University, New Delhi by the MHRD Task Force. This is a national initiative envisaging development and dissemination of a wide range of information support and learning/educational material converging on the Aged. This Centre is to be the focal point for dissemination of information relating to various aspects of education for the elderly and also to act as a documentation center.

The Centre is also mandated to receive and collect information on the activities of all institutions working on the subjects concerning the Aged and thus create a resource base for a much wider use by all concerned.

Empowering Women through Distance Education

Self Help Groups (SHGs) of women in India have been recognized as an effective strategy for the empowerment of women in rural as well as urban areas: bringing women together from all spheres of life to fight for their rights or a cause. Since the overall empowerment of women is crucially dependent on economic empowerment, women through these SHGs work on a range of issues such as health, nutrition, agriculture, forestry, etc. besides income generation activities and seeking micro credit. Therefore, the main purpose of the Women Empowerment Project (WEP) is to organize women into effective Self Help Groups and through the medium of IGNOU's training Certificate Programme "Empowering Women through Self Help Groups" prepare a cadre/network of master trainers for the sustainability of these SHGs. For the purpose, the WEP has also established 150 programme centers all over the country with the satellite Direct Receiving System (DRS) to enable the women learners, at these programme centers, to interact directly through teleconferencing sessions with the experts at IGNOU headquarters. These teleconferencing sessions are available to the learners on the Doordarshan Educational Channel "Gyan Darshan" on the first and fourth Friday of every month from 3.00 -5.00 p.m. (i.e. for two hours each time). On all the other Fridays, we show programmes relevant to the course from 3.00 - 4.00 p.m. (i.e. one hour each time). Regular face-to-face counseling is also provided at the programme centers and interactive radio counseling over Akashvani's 'Gyan Vani'. The learner can also benefit from the other educational programmes telecast regularly over 'Gyan Darshan' which is a 24 hours channel. Details of all these programmes are sent to all IGNOU learners every month in the form of a booklet called "Gyan Darshan".

Objectives of Certificate Programme

Strengthen ongoing efforts to train facilitators/master trainers of SHGs

Evolve an effective and sustainable in country training network and resource pool of such trainers

Empower the change agents to function more effectively as trainers and community organizers in helping set up SHGs and to address gender issues.

Provide guidelines for the establishment of micro-enterprises.

Provide basic legal literacy

Commonwealth of Learning Literacy Project

The project aims at establishing technology-based community learning centres that will use technology for generating literacy materials. This project commissioned by the Commonwealth of Learning involves India, Bangladesh and Zambia.

Labour in Development

This Programme is being offered in collaboration with Department of Women and Child Development (DWCD), Ministry of HRD for the empowerment of women at the grassroot/low literacy level through the strategy of Self Help Groups. Certain exemptions have been made for this programme such as anyone, who is above the age of 18 and can read and write the language opted for as medium of instruction (Hindi, English, Gujarati, Tamil, Marathi and Braille), can undertake the course of study. At the same time, incentives have been offered by DWCD and NABARD in the form of freeships and reimbursement of fees respectively. A unique feature of this project is the establishment of the Direct Satellite Receiving System at 150 centres all over the country for regular teleconferencing with this disadvantaged section of society.

Training of Rural Youth

The Project in collaboration with COL aims to develop cost effective method of education and appropriate communication technology for education and training of rural youth in selected areas. The project on a pilot phase will be initiated in two selected districts of Haryana and Uttar Pradesh. Areas of intervention are : (1) Commercial Vegetable Production (2) Fruit Nursery Production. Five video films have been completed and seven are under preparation. The self instructional print materials and audio cassettes are under development.

The first training programme on "Potato Cultivation" was organized from December 19 to 23rd 2001 at the Krishi Vigyan Kendra (KVK) at Hastinapur. Self-instructional material, audio and video programmes were developed for the training programme.

Education and Training of Rural Youth through Distance Education Mode

This project attempts to develop more cost-effective methods for educating and training rural youth. With the help of Open and Agricultural Universities it envisages the establishment of an educational network for this purpose.

Awareness and Preparedness among Rural Parents for Effective primary Schooling

A three-month Awareness programme was undertaken on a pilot basis in six districts in Kerala in collaboration with the District Primary Education Project (DPEP) Kerala and completed in October 2001. A group of 24-30 parents went through the programme at each of the fifteen centres, making a total of 419 parents guided by trained facilitators.

Virtual Campus Initiative

In 1999 the School of Computer and Information Sciences launched its Virtual Campus Initiative (VCI) and introduced the following two dynamic programmes under VCI:

1. Bachelor of Information Technology (BIT): a three-year undergraduate degree programme incorporating curriculum and award of Higher National Diploma (HND) from Edexcel Foundation, UK. and Advanced Diploma in Information Technology (ADIT) a one-year high-end P.G. diploma programme under the sponsorship of Ministry of Information Technology, Govt. of India.

Highlights of the programme are

On-line teaching/learning through the Tele Learning Centres showing state of art computing and communication facilities

Emphasis on hands on learning

Outcome based learning

Integration of Common Skills (termed as key skills in UK) in BIT

Transfer of credits through HND for progression into undergraduate degree programmes worldwide.

Exposure to huge amount of educational resources available through worldwide web.

Both the programmes have received due appreciation from educationists and students alike. Admission to the programmes is through entrance test.

Human Rights Project

Sponsored by Ministry of Human Resource Development

The Human Right Project is an attempt to sensitize and educate professionals who on a daily basis interact with a large number of people. The project intends to involve the police, para-military forces, teachers, doctors, NGO functionaries besides students through practice-based learning about basic human rights.

Certificate Programme for Inservice ANMs/ FWHs

The School of Health Sciences is developing a programme for practising Auxiliary Nurses and Midwives (ANM) and Female Health Workers (FHW) with the aim of upgrading their knowledge and skills and encouraging community participation in providing health care. The programme comprises inputs on community health, community health nursing, reproductive child health nursing and management of community health.

Programme on participatory management of displacement, Resettlement and Rehabilitation (PGCMRR)

PG certificate programme on Participatory Management of displacement, Resettlement and Rehabilitation is the first online course of School of Social Sciences. This PG certificate programme is the outcome of a project and a proactive initiative of the World Bank and Indira Gandhi National Open University. Economics Faculty and Sociology Faculty are offering this online programme from July 2001. From January 2002, this programme is available both in offline and online mode. The objective of the programme is to provide participatory management skills in development-caused displacement, resettlement and rehabilitation. The programme will be of use to those who are: engaged in resettlement and rehabilitation divisions of development projects of the government, private sector as project officers, technical experts, field staff or desk staff and those working with the NGOs, industrial establishments and other agencies involved in resettlement and rehabilitation of those displaced by development projects. The detailed information on the programme can be accessed through <http://rronline.org> This programme

is a multi-media learning package, which consists of a total of 16 credits with five courses. The following table provides the code of each of the five courses with its title, type, credits and number of blocks.

Commonwealth Youth in Development

This programme involves training of youth for developmental work and is open to Higher Secondary level students and all learners with relevant field experience. It addresses specific questions related to formal and social education of youth, the socio- economic and political context in which they live and work, the role of youth in encouraging and preventing changes in the society and the effect it has on work setting and other structures

Empowering Women through Self-Help Groups

This Programme is being offered in collaboration with Department of Women and Child Development (DWCD), Ministry of HRD for the empowerment of women at the grassroot/low literacy level through the strategy of Self Help Groups. Certain exemptions have been made for this programme such as anyone, who is above the age of 18 and can read and write the language opted for as medium of instruction (Hindi, English, Gujarati, Tamil, Marathi and Braille), can undertake the course of study. At the same time, incentives have been offered by DWCD and NABARD in the form of freeships and reimbursement of fees respectively. A unique feature of this project is the establishment of the Direct Satellite Receiving System at 150 centres all over the country for regular teleconferencing with this disadvantaged section of society.

Youth in Development Work (CYP)

The CYP 'Youth in Development Work' a breakthrough for international education, is the first Commonwealth wide education to enable, ensure and empower youth to face the challenges in an ever changing world. The Pan Commonwealth Office has been running this programme for the past 21 years all over the Commonwealth and is now offering it in India, in distance mode, in collaboration with IGNOU. It is a unique competency based programme endeavoring to develop the potential of youth in development work. The objectives are to:

Enable young people to act on their own behalf

Ensure that the youth function in accordance with value systems which give a sense of purpose and meaning to how young people use their skills and knowledge.

Empower youth with democratic principles so that young people can play an assertive and constructive role in decision making process of the country.

DR. B.R. Ambedkar Open University (BRAOU)

HYDERABAD, A.P. - (1982) Prof. G. Ram Reddy Marg Road No.46, Jubilee Hills, Hyderabad- 500033, Andhra Pradesh, India, E-mail : open@braou.ac.in

Total Enrollment in 2004 : 190230

Dr. B.R. Ambedkar Open University (BRAOU), formerly known as Andhra Pradesh Open University, is located in the city of Hyderabad. With a wide network of 206 study centers spread throughout the state of Andhra Pradesh, the University has for its motto "**Education at Your Doorstep**". The University, the first of its kind in the Country was brought into being through an act of Andhra Pradesh State Legislature in August, 1982.

Dr. BRAOU follows a **multi-media teaching-learning approach** which broadly comprises self-learning print material, supported by audio, video lessons and regular broadcast of lessons through All India Radio. From November, 1999 the University started Telecast of Video lessons through Doordarshan Regional Channel. On Sundays the University has Interactive Teleconferencing on the Regional Channel of Doordarshan.

BRAOU Offers Equal Access to Higher Education:

Open University system is flexible in terms of admission, choice of Programs, duration and age requirements, teaching methods and evaluation procedures. Thus it offers an alternative channel to those who missed the opportunities for higher education. The University caters specially to women, working people and those who want to improve their academic qualifications and professional skills. The University lays special focus on socially disadvantaged and geographically isolated people who never had access to higher education earlier.

The Governor of Andhra Pradesh is the chancellor of the university. The Executive Council, Academic Senate, Planning and Monitoring Board, Finance Committee are the important authorities of the university. The Vice-Chancellor, Rector, Executive Director (GRADE), Directors, Deans of the Faculties, Heads of Departments, Registrar, Finance Officer, Controller of Examinations, Development Officer, University Engineer, Public relations officer are some of the functionaries of the university.

The university is mainly structured around its Faculties (Academic Units) and functional units supported by administrative units. Academic, Student Services, Material Production, Staff Training and Development, Evaluation, Audio-Visual Production and Research are the main functional units of the university. The women's Development and extension center and the S.C/S.T cell are created to give prioritized attention to socially disadvantaged groups. GRADE is established to promote research and extension activities. There are around 90 academic staff and around 400 administrative, Technical and support staff working in different branches at headquarters and study centers.

The University, initially known as Andhra Pradesh Open University, came into being on 26th August 1982 through an Act of Andhra Pradesh State Legislature (APOU Act, 1982). Subsequently, the University was renamed as Dr. B.R. Ambedkar Open University on 7th December 1991 by the Government of Andhra Pradesh (APOU Act, 1992). The establishment of this University, the first of its kind in India, heralded an era of affirmative action on the part of the Government for providing opportunities of higher education to all sections of society and catering to the changing individual and social needs. Hence the motto of the University is Education for all.

In 1983, the University started functioning with a modest learner enrolment of 6,321 and 22 Study Centres. Since then there has been a steady growth in intake and an increase in the number of Study Centres. In 2001 the enrolment is about 1 lakh and the number of Study Centres have increased to 137. The total number of students on rolls in all the programs is about 4,50,000. Now the total study centres increased upto 200.

Lacking back at the achievements of the University during the last two decades, it has brought legitimacy to the Open Learning system by maintaining:

- Quality of the learning materials
- Wide network of delivery systems
- Validity of testing and evaluation processes and
- Equivalence of content and form of its programs.

The University has carved a niche for itself in the field of open learning by

- Providing access to a large number of heterogeneous learners cutting across the differences in age, gender, location and choice of courses.

- Innovatively designing the undergraduate curriculum as Foundation Courses, Core courses and Application-oriented courses
- Creating a wide network of learner support systems.
- Reaching out to the unreached through multiple media including broadcast and telecast modes.
- Enhancing the interactivity of instruction through live phone-in and teleconferencing.
- Offering courses in three mediums of instruction - English, Telugu and Urdu.
- Giving hands on training in laboratory practice for Science and Technology Courses.
- Widening access to Research, Post-graduate, P.G. Diploma, Undergraduate, Certificate and professional programs through the distance mode.

Two decades ago when the first Open University was established in India, the concern of the pioneers of the open system of education were focused around the question 'Why Open Learning?' Their efforts were mainly centered on justifying the innovations in instructional methods, flexibility in entry requirement, needs of diverse client groups.

Today as we stand at the threshold of the twenty first year of the existence of this University, the question 'Why open learning' is neither necessary nor relevant. The focus has shifted from 'Why' to 'How' and 'What'. The University, through its own experiences and experimentation has innovated and standardized the teaching learning practices and provided quality education, which is accepted by peer academics and prospective employers. It is necessary now to further enhance the quality of the learning material and promote system-based research. The system administration too needs to be made more responsive and pro-active. It is also a time for sharing of experiences and academic debate on the paths to be taken in the future.

Now is the time for retrospection and rededication to the goals of the institution. The University has identified the year 2001 as the Year of Rededication of the course of Open Learning.

Located on a panoramic elevated site of 53.63 acres in Jubilee Hills, the University houses impressive buildings, green lawns and tree-lined roads. In addition to the Administrative, Student Support Services, Academic and AVPRC buildings, the campus has an extensive Plaza, a

Conference Hall, an Auditorium and GRADE cum Guesthouse. The KU-Band earth station is also located in the University campus.

The present campus has scope for application of new technologies in distance education and for inter-linking of its local areas through Local Area Network (LAN) and Campus and Study Centres through Wide Area Network (WAN). The State Bank of Hyderabad has a branch of the campus.

Vardhman Mahaveer Open University (VMOU)

KOTA, RAJASTHAN- (1987) Rawatbhata Road, Akhelgarh, Kota-324010, Rajasthan, India

Vardhaman Mahaveer Open University (VMOU or previously known as Kota Open University, renamed through a Gazette notification by the Government of Rajasthan on 21st September 2002) came into being in 1987 as a pioneering institution for open learning in Rajasthan. The idea of establishing an open university in the State of Rajasthan has its origin in the observations of the UGC Committee under the Chairmanship of Late Prof. G. Rama Reddy which observed that “the distance system in Rajasthan is well established and has the potential of growing into a full-fledged Open University.” The establishment of VMOU (Vardhaman Mahaveer Open University) took place with the amalgamation of two institutes of correspondences courses viz. Institute of Correspondence Studies and Continuing Education Jaipur and (College of Correspondence Studies) Udaipur with a view to strengthen and achieve proper coordination among the scattered vast distance education resources and to serve the people of State a uniform high quality education.

Jurisdiction

The university headquarter is located at Kota and its operational jurisdiction extend to the whole of Rajasthan.

The Vision

The Open University in Rajasthan was initiated : As an instrument of democratizing education and to augment opportunities for higher education. To widen access to and promote a flexible, innovative and cost-effective system of education.

Objective

The major objective of VMOU is to provide educational opportunities to a larger segment of the population, particularly disadvantaged groups such as SC/ST, people living in rural and remote areas, women, in-

service people and so on. Some of the functions to be performed by the University as per Act are : To provide for instruction and research in branches of knowledge technology, vocation and profession as the university may deem necessary of proper; To prescribe courses of study for degrees, diplomas, certificates or any other purpose; To hold examinations and confer degrees, diplomas, certificates and other academic distinctions; To determine the manner of distance education system so as to organize academic programmes; To associate with other universities and institutions especially with IGNOU in order to have therewith interlocking system in the field of distance education. To institute and award fellowships, scholarships and prizes; To establish and maintain Regional Centers and Study Centers as institutional devices for catering to distance education in the state; To accord recognition to examinations, studies and activities conducted by other universities, institutions, academic bodies and organizations; To perform all such functions which are necessary for and incidental in achieving the aims and objectives of the University.

VMOU as an institution of Open Distance Learning, in essence, intends to take education to individuals who are unable to leave home or workplace to seek education from a regular or conventional educational institution. By adopting multiple strategies like liberal admission criteria, delivering study material at affordable prices at the doorstep of the students, timely counselling and other student support services, flexible time schedule, etc. VMOU seeks to facilitate many students who, for such reasons like multiple responsibilities or inadequacies of time, space and money have not been able to access higher education through conventional universities

Today, after 20 years of its establishment, VMOU is one of the premier institutions of Distance Learning and higher education in India. At present it is offering 80 Academic Programmes which include Ph.D., M.Phil., Post Graduation, Graduation, P.G. Diploma, Diploma and Certificate Programmes. Plans are on the anvil to increase the courses further to actualise our dream to offer 'Academic Programme for Someone in Every Family'. In the inaugural year in 1987 there were only 9 Academic Programmes in which only around 4000 students took admission. However, in 2007 nearly 35000 students took admission in the University.

Nalanda Open University (NOU)

PATNA, BIHAR - (1987) IIIrd Floor, Biscomaun Bhawan, West Gandhi Maidan, Patna - 800001, Bihar, India, E-mail : nalopuni@bih.nic.in

The Nalanda Open University is the only University in the State of Bihar meant for imparting learning exclusively through the system of distance education. The University was established in March, 1987 by an ordinance, promulgated by the Government of Bihar. Later, Nalanda Open University Act, 1995 was passed by the Bihar Legislature, replacing the Ordinance, and the University came under the authority and jurisdiction of the new Act automatically. The University is named after the famous Nalanda University of Ancient India.

At present, the University is functioning from its camp office at Biscomaun Bhawan, 2nd, 3rd, 4th and 12th Floors, Patna 800 001. The University has established at its camp office at Patna a well equipped and fully automated modern office in an area of approximately 60,000 sq. feet, which houses an examination centre for about 1000 students, a state of the art Library with about 50,000 titles and a computer laboratory of about 300 IBM Pentium-4 computers, apart from administrative offices and other infra-structures. The University is recognised by the Distance Education Council (DEC), University Grants Commission, and Ministry of HRD, Government of India for imparting education through distance mode.

Historical Background

Towards the Southeast of Patna, the Capital City of Bihar State in India, is a village called the 'Bada Gaon', in the vicinity of which, are the world famous ruins of Nalanda University.

Founded in the 5th Century A.D., Nalanda is known as the ancient seat of learning. 2,000 Teachers and 10,000 Students from all over the Buddhist world lived and studied at Nalanda, the first Residential International University of the World. A walk in the ruins of the university, takes you to an era, that saw India leading in imparting knowledge, to the world - the era when India was a coveted place for studies. The University flourished during the 5th and 12th century.

Although Nalanda is one of the places distinguished as having been blessed by the presence of the Buddha, it later became particularly renowned as the site of the great monastic university of the same name, which was to become the crown jewel of the development of Buddhism in India. The name may derive from one of Shakyamuni's former births, when he was a king whose capital was here. Nalanda was one of his epithets meaning "insatiable in giving."

This place saw the rise and fall of many empires and emperors who contributed in the development of Nalanda University. Many monasteries

and temples were built by them. Kingarshwardhana gifted a 25m high copper statue of Buddha and Kumargupta endowed a college of fine arts ere. Nagarjuna- a Mahayana philosopher, Dinnaga- founder of the school of Logic and Dharpala- the Brahmin scholar, taught here.

The famous Chinese traveller and scholar, Hieun-Tsang stayed here and has given a detailed description of the situations prevailing at that time. Careful excavation of the place has revealed many stupas, monasteries, hostels, stair cases, meditation halls, lecture halls and many other structures which speak of the splendour and grandeur this place enjoyed, when the place was a centre of serious study.

A large number of ancient Buddhist establishments, stupas, chaityas, temples and monastery sites have been excavated and they show that this was one of the most important Buddhist centres of worship and culture. Regarding the historicity of Nalanda, we read in Jaina texts that Mahavira Vardhamana spent as many as fourteen rainy seasons in Nalanda.

Pali Buddhist Literature, too, has ample references to Nalanda, which used to be visited by Lord Buddha. During the days of Mahavira and Buddha, Nalanda was apparently a very prosperous temple city, a great place of pilgrimage and the site of a celebrated university. It is said that King Asoka gave offerings to the Chaitya of Sariputra at Nalanda and erected a temple there. Taranath mentions this and also that Nagarjuna, the famous Mahayana philosopher of the second century A.D., studied at Nalanda. Nagarjuna later became the high-priest there.

The Gupta kings patronised these monasteries, built in old Kushan architectural style, in a row of cells around a courtyard. Ashoka and Harshavardhana were some of its most celebrated patrons who built temples and monasteries here. Recent excavations have unearthed elaborate structures here. Hiuen Tsang had left ecstatic accounts of both the ambiance and architecture of this unique university of ancient times. Modern historians have tentatively dated the founding of a monastery at Nalanda as being in the fifth century. However, this may not be accurate. For example, the standard biographies of the teacher Nagarjuna, believed by most historians to have been born around 150 AD, are quite specific about his having received ordination at Nalanda monastery when he was seven years old. Further, his teacher Rahulabhadra is said to have lived there for some time before that. We may infer that there were a monastery or monasteries at Nalanda long before the foundation of the later Great Mahavihara.

At the time Hsuan Chwang stayed at Nalanda and studied with the abbot Shilabhadra, it was already a flourishing centre of learning. In many ways it seems to have been like a modern university. There was a rigorous oral entry examination conducted by erudite gatekeepers, and many students were turned away. To study or to have studied at Nalanda was a matter of great prestige. However, no degree was granted nor was a specific period of study required. The monks' time, measured by a water clock, was divided between study and religious rites and practice. There were schools of study in which students received explanations by discourse, and there were also schools of debate, where the mediocre were often humbled, and the conspicuously talented distinguished. Accordingly, the elected abbot was generally the most learned man of the time.

The libraries were vast and widely renowned, although there is a legend of a malicious fire in which many of the texts were destroyed and irrevocably lost.

During the Gupta age, the practice and study of the mahayana, especially the madhyamaka, flourished. However, from 750 AD, in the Pala age, there was an increase in the study and propagation of the tantric teachings. This is evidenced by the famous pandit Abhayakaragupta, a renowned tantric practitioner who was simultaneously abbot of the Mahabodhi, Nalanda and Vikramashila monasteries. Also Naropa, later so important to the tantric lineages of the Tibetan traditions, was abbot of Nalanda in the years 1049-57.

Much of the tradition of Nalanda had been carried into Tibet by the time of the Muslim invasions of the twelfth century. While the monasteries of Odantapuri and Vikramashila were then destroyed, the buildings at Nalanda do not seem to have suffered extensive damage at that time, although most of the monks fled before the desecrating armies. In 1235 the Tibetan pilgrim Chag Lotsawa found a 90 year old teacher, Rahula Shribhadra, with a class of seventy students. Rahula Shribhadra managed to survive through the support of a local brahmin and did not leave until he had completed educating his last Tibetan student.

At present there are 10 schools operational under Nalanda Open University.

School of Computer Education and Information Technology

Master of Computer Application (MCA)

Bachelor of Computer Application (BCA)

Certificate Course in Computing (CIC)

Short Certificate course in Home Usages of Computers

School of Economics, Commerce and Management

Master of Commerce

M. A. in Economics

Post-Graduate Diploma in Financial Management

Post-Graduate Diploma in Marketing Management

Bachelor of Commerce

Bachelor in Business Administration (BBA)

Certificate Course in Disaster Management

Certificate Course in Insurance Services

School of Health and Environmental Science

M.A./M.Sc. in Environmental Science

P. G. Diploma in Yogic Studies

Certificate course in Basic Medical Assistance and Nursing

Certificate course in Child Psychology and Guidance

Certificate course in Clinical Dental Technique

Certificate course in Dental and Oral Hygiene

Certificate course in Dental Mechanics

Certificate course in ECG Technique

Certificate course in Environmental Studies

Certificate course in Food and Nutrition

Certificate course in Health and Environment

Certificate course in Nutrition and Child Care

Certificate course in Medical Laboratory Technique

Certificate course in HIV and Family Education

Certificate course in Operation Theatre Assistantship

Certificate course in Optometry and Ophthalmic Assistantship

Certificate course in Physiotherapy and Yoga-therapy

Certificate course in Radiography and Imaging Technique

Certificate course in Artificial Insemination and minor Veterinary Services

School of Indian and Foreign Languages

M. A. in Bhojpuri

M. A. in Hindi

M. A. in Magahi

M.A. in Sanskrit

M. A. in Urdu

P. G. Diploma in Hindi-English Translation (To be introduced)

B. A. (Hons.) in Hindi

I. A. (Hindi)

Certificate Course in Sanskrit

Certificate Course in Urdu

School of Indology

M. A. in History

B. A. (Hons.) in History

B. A. (Hons.) in Tourism

School of Journalism and Mass Communication

Master in Journalism and Mass Communication

Post Graduate Diploma in Journalism and Mass Communication

School of Library and Information Science

Master of Library and Information Science

Bachelor of Library and Information Science

Certificate course in Library and Information Science

School of Pure and Agricultural Sciences

M. Sc. in Botany

M.Sc. in Chemistry

M.Sc. in Geography

M. Sc. in Mathematics

M. Sc. in Physics

M. Sc. in Zoology

B. Sc. (Hons.) in Botany

B. Sc. (Hons.) in Chemistry

B.Sc. (Hons.) in Geography

B. Sc. (Hons.) in Home Science

B. Sc. (Hons.) in Mathematics

B. Sc. (Hons.) in Physics

B. Sc. (Hons.) in Zoology

Certificate course in Bio-fertilizer Production

Certificate course in Floriculture Technology

Certificate course in Medicinal and Aromatic Plants

Certificate course in Soil Health Management

School of Social Sciences

M. A. in Geography

M. A. in Political Science

M.A. in Psychology

M. A. in Pubic Administration

M. A. in Rural Development

M. A. in Sociology

B. A./B. Sc. (Hons.) in Geography

B. A./B.Sc. (Hons.) in Home Science

B. A. (Hons.) in Political Science

B.A. (Hons.) in Psychology

B. A. (Hons.) in Sociology

B. A. (Hons.) in Social Work

Certificate course in Legal Awareness Among Women

School of Teacher's Education

M. A. in Education

B. Ed.

Yashwantrao Chavan Maharashtra Open University (YCMOU)

NASHIK, MAHARASHTRA - (1989) Dnyanagangotri, Near Gangapur Dam, Nashik- 422222, Maharashtra India, E-mail : openuniv@vsnl.com

The **Yashwantrao Chavan Maharashtra Open University** (YCMOU) was established in July 1989 by Act XX- (1989) of the Maharashtra State Legislature, named after Yashwantrao Chavan, Maharashtra's great political leader and builder of modern Maharashtra. It is the fifth Open University in India. The jurisdiction of the university, originally for the State of Maharashtra, has now been extended beyond this State and the university can now operate anywhere across the globe.

The YCMOU has been recognized under section 12 (B) of the University Grants Commission Act, 1956.

It is a member of associations and bodies like the Association of Indian Universities (AIU), Association of Commonwealth Universities (ACU), Asian Association of Open Universities (AAOU), and Commonwealth of Learning (COL), Canada.

The University offers offline programmes and has also embarked on online initiatives. The YCMOU has its headquarters at Nashik and provides support to its learners through study centres, which are all over the State of Maharashtra.

Maharashtra has a long tradition of educational reforms. Mahatma Jyotiba Phule, Panjabrao Deshmukh, Babasaheb Ambedkar, Bhaurao Patil, Swami Ramanand Teerth and other great thinkers and reformers have contributed to educational philosophy and movement in the state. It was therefore appropriate that the state realized the need of an open university.

Due to statutory powers conferred by an act XX (1989) of Maharashtra state legislature and the recognition by the 'University Grants Commission of India', the university can award academic certifications like certificates, diplomas, and graduate, post-graduate, doctoral degrees.

Madhya Pradesh Bhoj Open University (MPBOU)

BHOPAL, M.P. - (1991) I.T.I (Gas Rahat), Building Govindpura, Bhopal – 462 023, E-mail: vc@rbuphop.mp.nic.in

Madhya Pradesh Bhoj Open University, also known as Bhoj University was formed as a result of The National Policy of Education (NPE) 1986. It emphasized that distance education is an important medium for the development and promotion of higher education. In this context, for the expansion and promotion of distance education the Central Advisory Board of Education (CABE), Government of India took an important decision that in the VIIIth year plan every state should establish a state open university following the distance education pattern. On this basis Madhya Pradesh Bhoj (Open) University (MPBOU) was established under an Act of State Assembly in 1991. It is named to honour the Illustrious King Bhoj, a Great Patron of Learning. It is recognised by the Distance Education Council of India. *Location*—It is located on Kolar road (Raja Bhoj Marg), Damkheda, Chunabhatti, Bhopal. Click here for *Transportation Reaching Bhopal* -

Bhopal is 741 km from Delhi, 789 km from Mumbai, and about 200 kms from Indore.

- *Air* - Bhopal is connected by regular Alliance Air flights to Mumbai, Indore, Delhi and Gwalior. Airport is 15 km from the city centre.
- *Rail* - Bhopal is on one of the two main Delhi to Mumbai railway lines and also on the main line to the southern state capitals of Chennai, Hyderabad, Bangalore and Thiruvananthpuram. There are direct trains to Amritsar and Jammu Tawi and also to major towns in Madhya Pradesh.
- *Road* - There are extensive bus services (private and state) to cities within the region and interstate.

Reaching MPBOU Campus - The MPBOU Campus is very well connected from the railway station, airport and bus stand.

- *Bus Route* - Major Bus Services coming to MPBOU Campus – Bus # 13, A1, Starbus # 3,11.
- *Taxi* - From airport you can get a taxi for MPBOU Campus in Rs. 400/- Approx.
- *Auto* - You can come by auto to the MPBOU Campus from any part of the city.

Schools / Departments

- School of Basic Science.
- School of Health Science.
- Institute of Information Technology.
- Department of Multimedia Education.
- Department of Special Education.
- Department of HACT.
- School of Management.
- EMPRC – Electronic Media Production & Research Centre.
- LL.M.

Facilities

EDUSAT Satellite based Education

It is mainly intended to meet the demand for an Interactive Satellite based Distance Education system for the country. Network of first phase consists of 40 Satellite Interactive Terminals covering 8 regional offices of the university and 32 study centres, 6 more SITs will be installed in session 2008-09. Further expansion of SITs is being planned. Madhya

Pradesh Bhoj (Open) University has 1062 Study centres, 3147 Academic Counsellors, 1170 Co-ordinators 12 regional Centres and 7 PETCs and 3 lacs students. 44% students belong to urban area and 56% to rural/tribal areas. Thus approximately 1.70 lacs students of rural areas will be directly benefited through EDUSAT project. This will be a unique project of its own kind dedicated for thousands of students enrolled in study centres of rural and tribal areas. Recorded video lectures for B.A./B.Sc./B.Com. students in Hindi medium are being telecast every week Monday to Thursday 11.00 am to 01.00 pm and repetition 03.00 pm to 05.00 pm. Live lectures are telecasted every Friday 11.30 am to 12.30 pm

Research Cell

It provides research facilities for Ph.D. students.

Placement Cell

The Placement Cell has been coordinating the placement of students of the university in various industries/organizations. At MPBOU, the placement cell take care to groom its students according to the needs of the industry. It provides information and guidance to the students of professional and job-oriented courses about opportunities of jobs in industries/business houses/educational institutions/organizations/ corporate houses/private/public sector companies and to build capability for self-employment potential. The placement officer communicates with students and interacts with them directly at the time of their counselling and contact classes. This cell also compiles information placement brochure highlighting the potential and capabilities of the candidates and sends these brochures to the prospective organizations having job opportunities.

Some of the Organisations/Institutes that have offered jobs to University Students:

1. Oracle Corporation.
2. Reliance.
3. IMI Switzerland.
4. Wipro Technologies.
5. BMHRC.
6. Crompton Greaves.
7. Patni Computers.
8. MBT.
9. Appolo Hospital.

Collaboration

MPBOU–RCI (Rehabilitation Council of India) have a collaboration on academic front. RCI regulates and monitors services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The RCI also prescribes punitive action against unqualified persons delivering services to persons with disability.

Bhojvani

It is an Internet based On-Demand-Radio which broadcasts programmes for U.G. and P.G students.

DR. Babasaheb Ambedkar Open University (BAOU)

AHMEDABAD, GUJARAT- (1994) Govt. Bungalow No. 9, Dafnala, Shahi Baug, Ahmedabad-380003, Gujarat, India, E-mail : baou@sancharnet.in

The Dr. Babasaheb Ambedkar Open University (BAOU) was established by the Act No.14 of 1994 passed by the Gujarat State Legislature, and assented to by the Governor of Gujarat on 27th July, 1994. The BAOU is the seventh Open University in the country in terms of their establishment. The University offers 72 programmes with an enrolment of more than 1,00,000 learners. The headquarters of the university is located at Ahmedabad. The University has established Regional Centre on the campus of South Gujarat University, Rajkot and has initiated the process of another establishing Regional centre on the campus of North Gujarat University, Patan. The University has more than 507 study centers. It has jurisdiction over the whole state of Gujarat. It is open to all persons irrespective of classes, castes, creed, religion or sex.

The important and distinguishing objectives for BAOU are to:

- Advance and disseminate learning and knowledge by a diversity of means, including use of any communication technology,
- Provide opportunities for higher education to a large segment of the population,

Promote the educational well-being of the community generally, and encourage the Open University and distance education system in the education pattern of the State.

The university provides ample support to its students for accomplishing their courses successfully. For these, the university has adopted a multimedia approach.

Here is a list of support services available to the students.

Study Centers

Study centers are functioning all over in Gujarat State. These centers perform four major functions: organizing contact programmes, providing library facilities, disseminating information and advice, and making audio/video services available. You will be allotted a study centre shown in Application Form.

Counseling Sessions

At the Study Centre you will be attached to counselors. They will be the immediate point of contact for you, and will guide you in the programme study. The purpose of such a contact programme is to answer your questions, clarify your doubts, besides giving you an opportunity to meet your peers.

Self Instructional Material

Students are supplied with printed Self Instructional Material in a set which includes instructional mode, consisting of introduction, objectives, structure of unit, main contents, self-check exercises and unit - end activities .

Audio - Visual Material

The Audio/Video programmes are meant to supplement the print material supplied.

Live Phone-In Counseling On Radio

Live phone-in counseling is provided on radio by invited subject experts. These sessions are conducted for an hour every month on 4th Sunday on All India Radio, Ahmedabad. You can ask questions right from your home on telephone.

Teleconferences

The Video programmes are conducted via satellite through Remote Sensing and Communication Centre (RESECO) Studio, Gandhinagar. The information regarding the programme is available at the study centers, learner will have to go to the nearest reception centre for availing the benefit of this facility. Learner may contact on telephone for query if any.

E-Support

Once enrolled, students of BAOU are provided with a highly interactive e-support. To know more and login as a guest, please click here: [Students log-in](#).

Assignments

The purpose of assignment is to test your comprehension of the learning materials you receive from the University. All assignments should be submitted at the study centers, you will not be allowed to appear for the term end examination of a course if you do not submit the specified number of assignments in respective courses in time.

Initiatives of the University

Professional Courses

From the academic year 2008-09, the University in collaboration with Indian Institute of Hotel and Tourism Management (IHTM), Pune has introduced 28 vocational and professional courses including Hotel Management, Food, Processing, Tourism, Foreign Languages etc. among many others to provided employment to the youth of Gujarat State.

State Level Quality Assurance Cell (SLQAC)

To enhance qualitative education in the State, the Office of the Commissioner, Higher Education, Government of Gujarat has assigned the responsibility of the nodal agency for Gujarat State Level Quality Assurance Cell (NAAC Nodal Cell) to Dr. Babasaheb Ambedkar Open University. In collaboration the office of Commissioner, Higher Education, the drive for accreditation by Dr. Babasaheb Ambedkar Open University has been quite successful.

Mobile Study Van

For reaching the unreach in the tribal and far flung interior areas the University has prepared Mobile Study Centre with the Distance Education Council grant. The University has received grant for another three Mobile Study Centre during this academic year from the Government of Gujarat.

English Language Lab Project

To equip the youth of Gujarat in soft skills, Office of the Commissioner, Higher Education, Government of Gujarat has initiated Digital English Language Lab (DELL) Project. The University has already set up 198 State of art lan based labs across Gujarat. In the next phase around 24 more labs are to be set up during this academic year. All these labs would be converted into resources centers.

University Building

For development its own campus and construction of its building, the State Government of Gujarat has sanctioned the grant of Rs.28.7 crores.

The R & B Dept. has already received grant of Rs.10 crores from the State Government on behalf of the University.

Student Support Services

The University has established 'Student Support Service' on campus. The University has provided audio visual equipments, furniture and cell phone to different centers for strengthening Student Support Services (SSSs).

Academic Activities

Teachers and staff members were deputed for Seminars, Workshop and Training Programmes in their subject. They have been very useful to academic and administrative staff. The University has organized more than 25 Workshop, training sessions and Seminars during last academic year in various subjects.

University Newsletter

The University regularly published its own Newsletter 'Gyanganga'.

Annual Lecture Series

The University instituted Dr. Babasaheb Ambedkar Annual Lecture. The first lecture in the series of Dr. Babasaheb Ambedkar Annual Lecture was delivered by Pujya Sri Morari Bapu on 'Indian Education: Tradition and Change.' and second lecture was delivered by Shri Kiritbhai Joshi the education adviser to H'ble chief minister of Gujarat on Jivan and Uddesh.

Knowledge Portal

The University with the special grant from Distance Education Council for developing web enabled one stop educational portal, University has prepared Knowledge Portal.

Online Gujarati Language Course

The First of its kind the 'Online Gujarati Language Course' is on the verge of completion.

International Collaboration

The University is going for collaboration with the Open University, UK for courses e.g World Class Business English.

The National Knowledge Commission

The Gujarat Initiative: The University co-ordinates The National Knowledge Commission: The Gujarat Initiative. The report has been submitted for publication.

KMPF Project

The University has been identified as the Nodal Agency for implementing Knowledge Management Project for training of the faculties of colleges and universities of the state.

Along with the existing schools i.e the School of Humanities & Social Sciences, School of Education, School of Commerce & Management and School of Computer Science, two new schools i.e. Schools of Science and Schools of Agriculture are to be started. Academic Planning Board and Board of Management have already approved.

The University would soon launch BAOU Journal of Distance Education.

The University has decided to established Gujarat Gyan Kendra and Dr.Babasaheb Ambedkar Study and Reaearch Center.

Karnataka State Open University (KSOU)

Mysore, Karnataka- 1996) Manasagangotri, Mysore - 570006, Karnataka, India, E-mail : vcksou@eth.net

The Karnataka State Open University established on 1st June 1996 vide Karnataka Govt. Notification No.ED 1 UOV 95 dated 12th February 1996 - KSOU Act 1992 is considered to be a reputed Open University amongst the open learning institutions in the country. Keeping in view the educational needs of our country, in general, and state in particular the policies and programmes have been geared to cater to the needy.

Karnataka State Open University is a recognised University of Distance Education Council (DEC), New Delhi, regular member of the Association of Indian Universities (AIU), Delhi, permanent member of Association of Commonwealth Universities (ACU), London, UK, Asian Association of Open Universities (AAOU), Beijing, China, and also has association with Commonwealth of Learning (COL).

Karnataka State Open University is situated at the North–western end of the Manasagangotri campus, Mysore. The campus, which is about 5 Kms, from the city centre, has a serene atmosphere ideally suited for academic pursuits. The University houses at present the Administrative Office, Academic Block, Lecture Halls, a well-equipped Library, Guest House Cottages, a Moderate Canteen, Girls Hostel and a few cottages providing limited accommodation to students coming to Mysore for attending the Contact Programmes or Term-end examinations.

The Karnataka State Open University came into being to achieve the following objectives:

1. Democratizing Higher Education by taking it to the doorsteps of the learners
2. Providing access to high quality education to all those who seek it, irrespective of age, region or formal qualifications
3. Offering need based academic programmes by giving professional and vocational orientation to the programmes
4. Promoting and developing distance education in India
5. Relaxed entry regulations
6. Providing opportunities to study according to one's own pace and convenience
7. Flexibility in choosing the combination of courses from a wide range of disciplines
8. Providing opportunity to study from one's own chosen place and pace.

The rules and regulations in force at the time a student joins a course shall hold good only for the examination held during or at the end of academic session. Nothing in these ordinances shall be deemed to debar the University from amending the ordinances subsequently and the amended ordinances i.e. if any shall apply to all the students whether old or new.

Karnataka State Open University has developed the following set of norms and procedure to conduct the examinations

Procedure of Examination

Candidate shall register for all subjects (whole examination) when he/she appears for the examination for the first time (during the year of admission).

Examination Centres

Depending upon the quality, performance and the number of students enrolled, the university will identify the Examination centres from among the study centres. In addition to these Examination Centres, the University conducts examination in other Institutions also which will be notified in the examination fee circular, time table etc. If any changes are made regarding examination centres, the same will be updated on the KSOU website. Supplementary examinations will have lesser number of examination centres depending on the strength of the students.

Netaji Subhas Open University (NSOU)

Kolkata, W.B. - (1997) 1, Woodburn Park, Kolkata -700020, West Bengal, India, E-mail : nsou@cal2.vsnl.net.in

Netaji Subhas Open University is the premier State Open University in India. The year 1997 was the birth centenary year of Netaji Subhas Chandra Bose. The Chief Minister of West Bengal made an announcement at a State function that an Open University would be set up soon and dedicated to Netaji's hallowed memory. The Higher Education Minister, Govt. of West Bengal spearheaded the idea after his visit to the Open University in U.K. Under his instruction was set up a ten-member steering committee headed by late Dr. Bhaskar Ray Chowdhury, former Vice-Chancellor of Kolkata University.

Following this, a State Act (W.B. Act (XIX) of 1997 and Recognised by U.G.C.) was passed on the 20th August 1997 in favour of opening a University for imparting Distance Education. Netaji Subhas Open University was established by bifurcated Netaji Institute of Asian Studies (NIAS) and in terms of the Act of West Bengal State Legislative Assembly and is housed in Historic building of Sri Sarat Chandra Bose, elder brother of Netaji. The University started functioning with effect from July 1998 Semester, only with the Bachelor's Degree Programme in Arts & Commerce to provide an opportunity of higher education in the vernacular medium to various disadvantaged groups of aspiring learners. It is the tenth Open University of the country and the ninth State Open University.

Professor Radharaman Chakraborty, the then Director of NIAS was appointed as the first Vice Chancellor of NSOU. An Advisory body, consisting of eminent educationists and senior administrators was constituted to plan and oversee the activity of the newly opened University. They executed the preliminary set-up necessary for the functioning of the Open University and from July 1998, 31 Study Centres started functioning under Netaji Subhas Open University with a Bachelor Degree Programme (BDP) in Arts & Commerce. Since January 1999 semester further 5 study centres were opened with Arts & Commerce Courses under the BDP.

The University started Bachelor's Degree Programme in Science subjects from January, 2000 session.

The Post Graduate Degree Programme in Science subject(Mathematics) and Arts Subjects (History and Social Work) were started in January,2002 and January, 2004 session respectively.

Netaji Subhas Open University (NSOU) is the premier State Open University in India. Established by W.B. Act (XIX) of 1997 and Recognized by U.G.C and DEC.

At present, The University is continuing its work with 120 Study Centres. In near future more Study Centres will be opened with thrust on "meeting the unmet" particularly the disadvantaged sector of the rural community & minority with application of IT. The Study Centres of the University, which have already been opened and are on the anvil of opening will also provide for widening the scope of several vocational, professional & Online courses in addition to its existing courses up to M.Phil & Ph.D. levels. At present the University functions from its following six (6) campuses:

Netaji Subhas Open University, 1 Woodburn Park, Kolkata 700020, Ph. + 91-33-2283-5157, Fax : +91-33-2283-5082 (Headquarters of all administrative works)

Netaji Subhas Open University, 1st Floor, K2, Bidhannagar Fire Station, Sector-V, Salt Lake City, Kolkata 700091, Ph. +91-33-2357-2947, 2357-7644, (School of Science, Publication Department)

Netaji Subhas Open University, 2nd Floor, 134/1, Meghnad Saha Sarani, Kolkata 700029, Ph. +91-33-2463-0292, Fax : +91-33-2465-6936 (Office of the Controller of Examinations)

Netaji Subhas Open University, 24/8, Garcha 1st Lane, Kolkata 700019, Ph. +91-33-2454-5524 (Transmission Centre of FM Channel Gyan Vani).

Ben Fish Bhavan, Salt Lake, Sector-V, Kolkata 700091 (Store for Study Materials)

Regional Centre, Netaji Subhas Open University, Kalyani Ghoshpara, Kalyani—741235, Ph. +91-33-2502-5066 (University's first eco-friendly green campus)

The University is also developing its Urban Campus at Salt Lake (DD-26).

The University has been experiencing exponential growth in several dimensions... the number of Study Centres has escalated to a height of as much as 120, several subjects of studies have been added to its list of courses. The University is engaged in the task of realizing its vision 'to reach the unreached'. Currently the University has attained the status of Mega University, with more than 2,50,000 learners in more than 72 courses.

A research project is an opportunity to learn more about a particular subject. Through this process one can enhance and demonstrate a wide range of skills that are applicable to our real life. As a researcher, it is important to use a wide variety of sources and to evaluate the quality and validity of those sources. The purpose of research is to add knowledge. Thus, the study should seek to contextualize its findings within the larger body of research. Research projects should add knowledge that is applicable outside of the organization and society as a whole. Above all, the results of the study should have implications for policy and project implementation. Taking into consideration the importance, the University encourages its faculty members to carry out research projects in different subjects and provides financial assistance out of DEC Grant every year for their projects.

Ongoing DEC Sponsored Projects

1. Reading Indian Fiction in Bengali: Curriculum based Open & Distance Praxis

Tenure: 1 year

Principal Investigator: Dr Manan Kumar Mandal, Asst Professor in Bengali, H&SS, NSOU.

2. Cost Analysis of Academic Programmes under ODL System in India with special reference to Netaji Subhas Open University

Tenure: 1 year (2012-13)

Principal Investigator: Dr. Anirban Ghosh, Asst. Professor of Commerce, School of H&SS.

3. Assessment on the Reasons Responsible for Student Dropout from the Bachelor of

Science Programme at Netaji Subhas Open University

Tenure: 1 year (2012-13)

Principal Investigator: Dr. Bibhas Guha, Asst. Professor of Zoology, School of Science.

Completed DEC Sponsored Projects

1. Title: Corporate Governance in Indian Banking Sector

Tenure: 1 year (2010-11)

Principal Investigator: Dr. Anirban Ghosh, Asst. Professor of Commerce, School of

H&SS

2. Title: Screening of therapeutic agents against induced colon cancer in a mammalian model.

Tenure: 1 year (2010-11)

Principal Investigator: Dr. Bibhas Guha, Asst. Professor of Zoology

3. Title: An investigation of the effect of low voltage electric shock on cytogenetical and biochemical changes in some experimental fishes

Tenure: 1 year (2009-10)

Principal Investigator: Dr. Bibhas Guha, Asst. Professor of Zoology

U.P. Rajarshi Tandon Open University (UPRTOU)

ALLAHABAD, U.P. - (1998) 17, Maharshi Dayanand Marg (Thornhill Road), Allahabad, Uttar Pradesh, India, E-mail : uprtou_alld@hclinfinet.com

The U.P. Rajarshi Tandon Open University, Allahabad, was established under Act No. 10/1999 passed by U.P. Legislature and assented to by the Governor of U.P. on March 24, 1999. It is named after Bharat Ratna Rajarshi Purusottam Das Tandon ji, an illustrious son of Mother India. The University plans to provide access to higher education for large segments of population and, in particular, disadvantaged groups such as those living in remote and rural areas including working people, homemakers and other adults who wish to upgrade or acquire knowledge through studies. It will also make efforts to promote acquisition of knowledge in a rapidly developing and changing society and continually offer opportunity for upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavor.

U. P. Rajarshi Tandon Open University established as per gazette notification No. 2000(2)/XVII-1-2(KA)24-1998 dated November 2, 1998 published in extra-ordinary gazette of U.P. ordinance NO. 18 of 1998 promulgated by the Governor in the forty ninth year of the Republic of India for introduction and promotion of distance education system and for matters connected therewith or incidental there to. The aforesaid ordinance No. 18 of 1998 was repealed after the enactment of U. P. Rajarshi Tandon Open University 1999 (U. P. Act No. 10 of 1999) as passed by the Uttar Pradesh Legislature and assented to by the Governor on March 24, 1999 in the *fiftieth Year* of the Republic of India. His excellency the Governor of U. P. and the Chancellor of the University

inaugurated the first academic session of the university on the 8th day of June 1999 thus the university started its academic functioning from July 1999, although the University began its working on the 27th January, 1999-the date when *Prof. Nitish Kumar Sanyal* took over as the first Vice-Chancellor of the university. *Mr. K.B. Lal* was appointed the first registrar of the University on March 1, 1999. *Vision and Mission of the University*

To reach the un-reached.

To universalize opportunities of education.

To provide opportunities of higher education to the weaker sections.

To equalize opportunities in higher education.

To provide quality education to one and all.

To become a virtual university.

The Objects of the University The University shall promote dissemination of learning and knowledge through distance education system to a large segment of the population and shall, in organising its activities, have due regard to the objects specified in the schedule.

Facilities

Banking

Campus Recruitment

Conference Halls

Transport Facilities

Programs Offered

Bachelor Degree Programs

Bachelor of Arts (B.A)

Certificate Course (CC)

Diploma Degree Programs

Diploma (Diploma)

Post Graduate Diploma (PGD)

Master Degree Programs

Master of Arts (M.A)

Tamil Nadu Open University (TNOU)

CHENNAI, TAMIL NADU - (2002) Directorate of Technical Education
Campus, Guindy, Chennai-600 025.

The Tamil Nadu Open University was established by an Act (No.27 of 2002) of the Legislative Assembly of the Government of Tamil Nadu

to benefit those who have been deprived of and/or denied the access to higher education especially destitute, physically challenged, working men and women, economically weaker sections of the society, and those who discontinued education for various reasons, etc. In the main, it aims to reach the hitherto unreached. The University offers many Programmes in various disciplines.

The Distance Education Council, Indira Gandhi National Open University (IGNOU) paid rich tributes to the Government of Tamil Nadu for having established TNOU thus:

Given the geographical extent, population and actual need of Tamil Nadu, the setting up of Tamil Nadu Open University by the Government of Tamil Nadu is the right step. We appreciate the Government of Tamil Nadu for having taken this bold and knowledgeable step. This step of the Government of Tamil Nadu shall prove a boon for women, physically challenged, rural poor and marginalised sections of the society and we are committed to support it academically as well as financially. In a short period of six months, Tamil Nadu Open University has done a remarkable work. The University, we understand has initiated steps for recruitment and the announcement of programmes, both of which would not have been possible without considerable ground work and are really commendable. We are sure the action of Government of Tamil Nadu will help us increase enrolments and move towards the targets of 10th Plan." More

Vision

Tamil Nadu Open University shall make available innovative, socially-relevant educational provisions that are learner-centred, seamless and are of high-quality by employing appropriate technologies to achieve equity in education, sustainable social transformation and composite national development.

Mission

Towards becoming a Centre of Excellence in Open and Distance Learning (ODL) by offering quality programs to meet the current and emerging needs of the adult population, by widening the access to higher education and by functioning as a catalyst to bridge social, including digital divides and to build a developed India, Tamil Nadu Open University shall:

Evolve flexible and robust curricula to widen educational access, deepen knowledge frontiers and create entrepreneurial skill sets.

Reach the rural communities through lifelong learning programmes for livelihood improvement.

Establish networked environments for quality assurance.

Foster private-public partnerships.

Bridge the digital divide and implement 'anywhere, anytime' learning environments.

Become a digital repository for ODL in the State facilitating Research and Development for new knowledge creation.

Coordinate and implement standards in ODL.

PT. Sunderlal Sharma Open University (PSSOU)

BILASPUR, CHHATTISGARH - (2005) Near Pandit Deen Dayal Upadhyay Park, Vayapar Vihar, Bilaspur (Chhattisgarh) -495001

Pandit Sundarlal Sharma (Open) University (PSSOU) Chhattisgarh, Bilaspur was established by the Chhattisgarh legislature in the 55th year of the republic of India. The Governor of the state accorded his assent to it on 20th January, 2005 and the act was published in the Chhattisgarh Gazette (extra ordinary) no. 20 Raipur, Monday the 24th January, 2005. Dr. T.D. Sharma joined this university as the first Vice-Chancellor on 2nd March, 2005 while Dr. Sharad Kumar Vajpai take office as Registrar on the 15th March, 2005.

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Objectives of University:

The academy of PSSOU aims at educating more and more people of rural socially economically backwards and to those who have craving for education but can't manage to go far in distant big cities.

- The University operates in the entire region of C.G.
- Study center's will be established by this university at maximum possible blocks of C.G. and in the places. The University has made its major objective to open study centers at such places.

- University will make admission rules, learning period & subject options more flexible and convenient in accordance with the philosophy of ODL system.
- University will provide study materials; studying/learning through which students will be able to take part in the examinations conducted by the university.
- University will provide and generate all possible facilities and platform as to live up to the growing aspirations of the academic aspirants.

Distance Learning System (ODL): A Brief Introduction

Main Handicaps

- Reliance on conventional communication links.
- Weak Wide Area Network with H.Q., Regional Centres and Study Centres situated at block level of C.G. State.
- Absence of database management.
- Insufficient component of interactive multiple-media in courseware of various subject.
- Lack of tracer studies on learners and quality research studies on the system.
- Inadequate mechanism for continuous professional development of faculty and staff due to phenomenal growth of the system.
- Delay of initiative to promote collaborative inter-university alliances/ consortium.

Opportunities

In the emerging scenario, the ODL is probably the only sustainable system for enhancing seamless access to education in the country. The University has and shall continuously strive for improving the credibility and quality of the system. The opportunities stem from:

Ever increasing demand for higher education and up gradation of life-coping skills.

Need for continuous training of a huge workforce in the developing countries with large populations, projects and plans.

Enhancing access to education to the employed (with low qualifications), drop-outs, adult learners.

Global alliances with institutions of ODL systems to provide and share rich learning experiences through collaborative educational programmes.

Convergence between the open and conventional university systems (and other educational and training organisations) to enhance sustainable access.

Scope for imparting education using emerging technologies.

Focusing on the educational need of the disadvantaged groups and less developed regions.

Threats and Challenges to the System:

Attracting best talent and retaining them.

Sustain quality education under resource constraints and pressure of large numbers.

Continued efforts required to upgrade standards in the context of global competition.

Increased focus on learner-centric learning, particularly for those from remote and rural areas with special emphasis to tribal areas.

Developing mechanisms and capabilities to compete internationally to advance frontiers of knowledge and to emerge as the leader of ODL system.

Continuing professional development of faculty and staff, especially for technology-enabled education and training.

Institutional Values: The institutional values that shall guide the university in the fulfilment of its mission will be:

Learner-centric education.

Empowering the disadvantaged and the unreached.

Professional integrity.

Functional autonomy and informed decision-making.

Total Quality Management (TQM) for excellence.

Networking, collaboration and resource-sharing.

Continuous self-assessment and self-improvement for systemic growth.

PSSOU offers various academic programmes that lead to Certificates, Diplomas and Degrees. It develops and produces courses for delivery through open learning and distance education mode. PSSOU is also actively involved in research, training and extension education activities. The objectives of the university as mentioned in the act are –

- To advance and disseminate learning and knowledge by different means, including the use of Communication Technology.

- To provide opportunities for higher education to larger segment of the population and to promote the educational well being of the community in general and tribes of C.G. in particular.
- To encourage the ODL System in the educational pattern of the state.
- To provide an alternative non-formal/non-institutional and cost effective channel for tertiary education.
- To supplement the conventional university system by releasing undue pressure on it.
- To provide a 'Second chance' to all those who discontinued their formal education or could not join regular colleges or universities owing to social, economic and other constraints.
- To democratize higher education by providing necessary access to the masses and the disadvantaged groups like the rural population, the unemployed, women and others wishing to acquire and upgrade knowledge and skills at their doorsteps.
- To promote courses leading to gainful employment, tailored to specific professional needs with local relevance.
- To provide an innovative system of university level education that is flexible and opens in the methods of learning, pace and place/Adopt innovative programmes with a wide variety of combinations of courses and to conduct examinations with a view to encourage learning at convenience.

PSSOU stands significantly apart from other Chhattisgarh state universities because of

1. State jurisdiction
2. flexible admission rules
3. individualised study : flexibility, in terms of place, pace and duration of study
4. tries to use of latest educational and communication technologies
5. student support services
6. cost-effective programmes
7. modular programmes
8. resource sharing, collaboration and networking between other Open Universities through IGNOU EDUSET SIT.

Uttaranchal Open University (UOU)

Haldwani, (Nainital), Uttaranchal - Near Sourabh Mount View, Bhotia Traow, Haldwani-263141, Nainital.

Uttarakhand Open University (UOU) was established by an Act of Uttarakhand Legislative Assembly in 2005 (Act No. 23 of 2005) with the aim of disseminating knowledge and skills through distance learning, using the flexible and innovative methods of education to ensure 'independent learning'.

The University uses novel educational programmes, various modes of communication technology and contact sessions to make distance learning more effective. The major objective of the University is to cater to the educational needs of the target groups to create skilled and knowledge based human resource for speedy upliftment and development of the State. The University aims to impart quality education by maintaining high academic standards. For this purpose, it has radically reoriented itself in view of the rapid changes in the sphere of professional and technical education and has developed a number of new and innovative self-employment/ employment oriented courses of study. Uttarakhand Open University is especially focusing on the educational needs of women, the tribals and other marginalized sections. It has extended its reach to most distant and difficult places and has made its presence felt even in the remotest corners of the state. It has signed MoUs with various providers with the sole aim of sharing resources and knowledge for the benefit of the people. The vision of the University is to provide the most critical components of growth, through quality higher education, to the state of Uttarakhand. UOU offers its programmes through 300+ Study Centres established at different locations in the state under eight Regional Centres at Dehradun, Roorkee, Pauri, Uttarkashi, Dwarahat, Bageshwar, Haldwani and Pithoragarh. The University has also signed Memorandum of Understanding with several leading research institutions, companies and professional bodies for the benefit of its students

Uttarakhand Open University will cater to the educational needs of the target groups through the open systems of learning. Create skilled and knowledge based human resource for speedy upliftment and development of the State in particular. Provide easy access to education to different sections of society, especially to those with seemingly geographical isolation and difficulty.

Promote national integration and integrated development of human personality.

Impart knowledge for awareness and skill development.

Promote research orientation in the present scenario of technology and development. and Disseminate knowledge through an innovative

multi-media teaching-learning system. Promote dissemination of learning and knowledge through distance education systems including the use of any communication technology to provide opportunities for higher education to a large segment of the population and shall in organizing its activities.

Ever since its establishment, the University has made strides in different areas. The Open and Distance Learning is of paramount importance for expansion of Higher Education in our country, specifically when the higher education sector is undergoing a major transformation. The institutions of higher learning play a vital role in meeting the needs and demands of the rapidly growing economy of our country as underlined in the reports of the Knowledge Commission. The faculty and staff of Uttarakhand Open University are putting in their best efforts to make its presence felt in this national endeavour.

Following the philosophy of ODL, the University is also maintaining the policy of openness and flexibility in terms of relaxed entry, duration for completing a programme and place of study. Continuous efforts are being made to widen the access by offering high quality innovative and need based programmes at different levels especially for the disadvantaged and marginalized segments of society at affordable cost by using different forms of media and technology.

The University is imparting education and training through a network of Regional Centres and Study Centres spread across the State. The study centres are established by the University for advising, counseling and for rendering any other assistance required by the students.

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The education and training is being imparted through various means of communication that include study material, counseling, workshops, seminars, contact programmes or combination of any two or more of such means. The study material is designed in self-learning mode that makes distance learning effective. To strengthen the learning process practical training is also conducted. In some of the programmes, blended mode of distance and conventional learning is being used. As mandated by the Act, the University is also setting up colleges in specialised areas.

The University is in the process of further expansion and enrichment to make it a vibrant institution which would cater to the emerging needs

of higher learning and the growing economy. In a State like Uttarakhand, Open and Distance Learning is of crucial importance and can be instrumental in taking higher education to the unreached and under-privileged sections of the society. The University is already reaching out to those people who for one reason or the other, are unable to seek admission in mainstream higher education system and we are putting in our best efforts to take higher learning to the remotest part of the State.

The University's emphasis is on consolidating the education, training and research components of higher education and learning. We are also conducting vocational programmes that will create employable manpower, which is pivotal to the State of Uttarakhand.

In this age of information and technology, we need to constantly upgrade our manpower and technological resources. Application of new technology is an area of priority to us which will be helpful in making Open and Distance Learning more effective. In this process, extensive use of Information and Communication Technology (ICT) shall be undertaken to provide opportunities of higher education to a large segment of the population of the State. With the application of ICT, multimedia packages shall be developed to make the distance learning as effective as any other mode of learning and to cater specific needs of learners.

The University will put in the best efforts to make learning more effective by application of new technology and innovations in the field of Open and Distance Learning. I seek the cooperation and support of all the stakeholders in our endeavours to make UOU a dynamic and vibrant institution. I am sure that our collective efforts would achieve the goals that we have set for ourselves.

K. K. Handique State University

Guwahati, Assam, India

The Krishna Kanta Handiqui State Open University, first of its kind in the entire North East and fourteenth amongst the Open universities in India was established by the Assam Legislative Assembly by an Act (XXXVII of 2005) in 1995. The Act received the assent from the Governor on 7th September, 2005. In continuing with the aim of building a knowledge based society Krishna Kanta Handiqui State Open University was established to provide quality higher education through open and distance learning to reach the unreached of the society.

KKHSOU, established under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam & published in the Assam Gazette

(extraordinary) dt 29/9/05 has been recognized by the Distance Education Council, New Delhi vide letter no. DEC/Misc/07/5957 dated 03/10/07. The University Grants Commission vide its letter No. F.9-13/2008(CPP-I) dated 18th March, 2009 also has empowered the University to award degrees under Section 22 of UGC Act, 1956. It is the fourteenth of its kind along with IGNOU and the only state Open University in the whole of NE India. The university is recognized by the University Grants Commission and Distance Education Council, Govt. of India. The headquarters of the University is located at Housefed Complex, Last Gate, Dispur, Guwahati. The university started functioning with the joining of Prof. Srinath Baruah, former Professor, Deptt. of Economics, Gauhati University, as the Vice-Chancellor.

The main aim of the university to develop and provide easily accessible modes of quality higher education and training with the use of latest educational inputs and technology. Because of the inherent flexibility in terms of pace and place of learning, methods of evaluation etc., The university holds the promise of providing equality of opportunities for higher education and bringing into its fold the deprived and denied sections along with the fresh learners.

The very purpose of the University is to promote education to reach the unreached through the Open and Distance Learning System and the motto of the University is 'Education Beyond Barriers' of age, academic background and geographical boundaries.

The course structures of the university have been designed at par with the national curriculum. Along with the traditional programmes the University offers various professional Certificate and Diploma programmes to enable the already enrolled students in various colleges and educational institutions of the state to pursue add-on studies simultaneously with their regular courses. The programmes of the University are so designed that it can spread education to all the learners of the region.

The University has been offering several academic programmes. At present the university is offering around forty academic programmes in humanities, Science, Social sciences and professional areas, such as – Ph. D., Masters, bachelors' degree, diploma and certificate programme.

Doctor of Philosophy (Ph. D.) is offered in humanities, social sciences and professional courses. Master of Philosophy (M. Phil.) is planned to be launched in selected subjects from the next academic session. This programme will be disciplines in professional along with

some selected Social Sciences and Humanities subjects under Semester System.

The university offering Master's Degree Programmes in Mass Communication, Business Administration and Computer Application from this academic session. Master's programme in Humanities, Social Sciences and professional disciplines is expected to be launched from this academic year. From the year 2008, the Bachelor's Degree Programmes are being offered by the university. The graduate level programme are B.A., Bachelor of Business Administration Bachelor of Mass Communication and Bachelor of Computer Application.

Apart from these degree programmes the university is offering some Post Graduate Diplomas in the area of Computer Application, Business Management, Tourism and Hospitality Management, Broadcast Journalism, Mass Communication and in Human Resource Management .

The university's and under graduate Diploma programme are Journalism & Mass Communication, Assamese Journalism, Tourism Management, Hotel Management, Creative writing in English and Computer Hardware Networking.

To create entrepreneurs in the vocational areas the university has taken a step to make the learners trained in the specialized areas by introducing Certificate courses in Computer Application, Mobile Phone Repairing, Maintenance and Repairing of Audio Video Equipments, Maintenance and Repairing of Electronic Domestic Appliance, Scientific Piggery Farming, Scientific Goat Rearing, Scientific Broiler Farming, Scientific Duck Farming, Scientific Layer Farming etc.

The Bachelor Preparatory Programme (BPP) is the first academic programme introduced by the university in 2008. This programme was introduced for those learners who could not pursue higher education for various reasons. The BPP course was initially of six month duration but now it has been made a one year programme, with a view to give more weightage to the programme along with better training scope to the learners to prepare themselves for degree level courses.

To popularize these new programmes the university has been giving importance in advertisements and publicity. Along with the newspaper advertisements the university released a good number of Radio and Television advertisements.

The introduction of vocational training by an open university is in itself a contribution to the needs of the people. The main intention behind

the introduction of the training programme is to meet the various needs of the people of the region and make them independent. The main aim of the university is to educate its learners as well as help them in becoming self dependent.

Therefore, the University, has introduced some vocational training programmes with the help of the Polytechnics and Industrial Training Institute (I.T.I s.) of the state and some other specialized institutions.

The different areas of programmes of training will be House wiring, repair of domestic electrical appliances, A/C motor rewinding, 4 wheeler servicing, 2/3 wheeler repairing and maintenance, electrical house wiring practice, welding practice, plumbing and pump installation, RCC masonry practice and training for the security personnel.

The university since its inception has tried to bring about an all round development of the academicians, learners and non- academic staffs of the university by organizing various workshops and seminars. The university till date has organized around 40 workshops and seminars in different colleges, study centres and in the headquarter. It has also organized national level events like Indian Science Communication Congress 2009 (ISCC 2009).

The 9th ISCC was organized for the first time in the entire north eastern region of India. Krishna Kanta Handiqui State Open University hosted this mega event in collaboration with the Ministry of Science and Technology, Govt. of India. Around 200 delegates and participants attended the congress from all over the country.

Around 40 workshops and seminars is organized by the university from the time of its inception. The main areas of the workshop were development of road map, curriculum development, SLM preparation, counseling, supporting staff administration, management of study centre and so on.

The university, has registered a quantum increase in enrollment in the different academic programmes under various degree courses that are being offered by the university. As per the first enrollment of the university in 2008 a total number of 4200 learners were enrolled and it has been increased to over 24000 by the end of 2009 i.e. a period of two years only.

The number of study centres under this university has witnessed a giant leap having the numbers increased to 220 from the time of its inception when the number of study centers was 79.

Considering its social responsibility, three study centres- Central Jail of Guwahati, Jorhat and Abhayapuri Jail are run by the University. Education is provided free of cost to the jail inmates by the university. The high walls of the jail should not be the barrier to education. This is a step taken by the university to fulfill its motto i.e., 'Education beyond barriers'.

More than 300 self learning materials were prepared during this tenure. Self learning materials are specially designed by teams of subject experts from within and outside the state. These materials are prepared both in English and Assamese looking at the need of the learners.

A multi media studio set up with the aim of producing audio as well as audio-visual programmes has become fully functional to meet any demand. The university got the SACFA clearance and frequency allotment of 90.4 MHz recently from the Govt. of India to operate a community radio station which is the first in entire North East. This frequency was used in experimental broadcast in January 2009.

The University has successfully completed two years of its radio phone-in programme recently. It first took on air through All India Radio, Guwahati on February 03,2008 for the month of January. It provides a common platform for the general people to understand the activities of the University and also to have a direct contact with the top brass of the University, as the queries of the phone callers are answered by the key officials of the University. The main objective of the phone-in programme has been to answer the queries of the distant learners as well as the general public with regard to the University's activities and programmes. It is an innovative learner support service provided by the Krishna Kanta Handiqui State Open University for the better understanding of the issues related to the functioning of the University through its Study Centres. The phone-in programme is on air on every fourth Sunday of each month between 11.30 a.m. and 12.00 noon. It is broadcast by the All India Radio, Guwahati and relayed by the All India Radio, Dibrugarh. The Govt. of Assam has allotted land for the permanent campus at Patgaon under Rani mauza, located near the Lokapriya Gopinath Bordoloi International Airport, Guwahati.

The University has made a provision for its learners to get the news and announcement from KKHSOU on their mobile phone by subscribing through SMS. This is done by sending an SMS to a number and for e-mail and RSS subscription options the learners can visit the official website. The university will be launching e-portal facility for its learners very soon.

The university community and the authorities of the university, such as the board of management, academic council, finance committee etc. are confident that Krishna Kanta Handiqui State Open University will be able to provide quality higher education through open and distance learning to every nook and corner of the region.

Yashwantrao Chavan Maharashtra Open University (YCMOU) in Maharashtra and Netaji Subash Open University (NSOU) in West Bengal have performed well over the years. Andhra Pradesh (Dr BR Ambedkar Open University, BRAOU), Maharashtra (YCMOU), Madhya Pradesh (MP Bhoj Open University) and West Bengal (NSOU) have registered large enrolments. Tamil Nadu Open University (TNOU) has been active in areas like Livelihood Education benefiting the poor and rural communities. Open Universities in Rajasthan (Vardhaman Mahaveer Open University or VMOU, Gujrat (Dr Babasaheb Ambedkar Open University or BAOU, Karnataka (Karnataka State Open University or KSOU and Uttar Pradesh (UP Rajarshi Tandon Open University or UPRTOR) have not grown much along expected lines.

Open Schooling System in Pakistan

Allama Iqbal Open University (AIOU)

The establishment of Allama Iqbal Open University (AIOU) has been a step in the right direction to meet the ever increasing demands of learning by those who constitute the labour force in Pakistan. The university is providing a real service to the community.

The Allama Iqbal Open University was established in May, 1974, under Act No. XXXIX passed by the Parliament of Pakistan. It was initially named as the People's Open University, renamed as Allama Iqbal Open University in 1977 at the eve of the first centenary of the national poet and philosopher, Allama Muhammad Iqbal with the main objectives of providing educational opportunities to masses and to those who cannot leave their homes and jobs. In the last 34 years, the University has more than fulfilled this promise. It has opened up educational opportunities for the working people and has provided access to the females on their door steps. It has also done pioneering work in the field of Mass Education. It is now breaking new grounds in the fields of professional, scientific, and technical education. It is attempting to reach out to the remotest areas of Pakistan. It is also attempting to harness modern information Technology for spreading education in Pakistan. The AIOU, when established in 1974, was the second Open University in the world and first in Asia and Africa. It, thus, speaks of the foresight of the

policy-makers of that time. As the last 34 years of AIOU have proved, Distance Education has opened up new opportunities for millions, particularly women, and supplemented the efforts of the federal and provincial governments in a big way and that too without becoming a burden on their resources. The idea of Distance Education assumed greater relevance and acceptance in Pakistan due to the factors of poverty and relative deprivation of women. The rate of literacy, incidence of dropouts, and excess to higher education is much lower in the poorer classes of Pakistan. The incidence of poverty is much higher in the rural areas, where formal education is much less established. The rate of literacy and education is much lower for females in Pakistan, particularly in the rural areas, due to poverty and conservative traditions. Many conservative parents under the pressure of old age traditions do not allow their daughters to go out to the schools. The AIOU, through its system of Distance Education has, thus, provided educational opportunities to these housebound girls and women. This explains the reasons why the majority of the students enrolled with the University are females. Professional and technical education in Pakistan is becoming very costly, especially in recent years, because of government policy to encourage private sector in these fields. The lower middle class and poorer classes are being marginalized and their children have very little chance to get high education in fields like Business Administration, Computer Science, Medicine and Engineering. The AIOU is attempting to meet this challenge and to keep a window open for these classes by keeping the costs at the minimum and by creating a Student Assistance Fund.

Chapter Seven

Conclusion

In conclusion place the recommendations for eradication of some of the problems discussed above and for improvement of the situations prevailing in the formal education and non-formal education in Bangladesh, India and Pakistan. Education represents the backbone, essence and tenacity of any nation and a formidable key to development, advancement, progress and sustainable growth of any country. Education is called the third eye of a human being. Education is an important tool and a strong device for learning knowledge of the society, country, the world, the science and technology, economics, finance, business, commerce, administration, democracy and also to acquire skill for doing things and to pass on the knowledge and skill from generation to generation. Through education children and adults learn how to be active and effective citizens of a country and how to contribute towards development and progress of a country. Education provides us the trust in getting ahead, doing something positive and constructive in our near future; it helps a person to draw the best out of his/her mind and spirit; it does make a remarkable effect on one's personality. Education is the solution, resolution, elucidation and answer to all types of problems. It is education which promotes good habits and values and creates awareness towards anything like terrorism, corruption, diseases, and benefits of cleanness, social and civic sense. Education is the root cause of development of human society. In this day and age, there is no alternative to education based on science and technology and skills involving the latest digital and information communication technology (ICT) for attaining socioeconomic development leading to prosperity in all spheres of our national life. The educations at school and college levels do not have to take care of the creation and updating of their reading materials. There are mechanisms for doing these jobs at higher levels. i.e. college and university levels.

Among the various stages of education, university education is the highest and by far the most important one. But in addition to disseminating knowledge to the students the universities have to take up well-fabricated programs for creating materials for elevating, upgrading and updating their education. A knowledge based society, the economic and social progress of a country depends on the quality of higher

education. Higher education quality improvement is critical for Bangladesh, India and Pakistan to succeed in the competitive global environment.

Challenges

The single biggest challenge to imparting quality education depends upon the appointment of qualified teachers in schools. A student can only attain the desired level of performance through his/her teacher's proficiency in teaching and the teacher's ability to cooperate and interact with the students.

Distance to schools is claimed as the most significant barrier to children (wetland, coastal, hilly areas) education, despite a national policy, which aims to provide primary school within two kilometers of each child.

Unprecedented breakthroughs in scientific and technological innovation have impacted significantly on education and the world of work. This has transformed occupational and employment trends which necessitates a development and adaptation to new knowledge, competencies and competition. The consequential shift needed in the skills profile of graduates to meet the demands of the employment market requires universities to re-think their roles and duties as responsive 'new generation' institutions. Excellence, dynamism, innovation and close collaboration with industry/private enterprises for market focused skills development are essential. Some institutions have taken up the challenge while others have lagged behind. There has thus been a major shift in the skills profile of graduates. Along with their own subject discipline they need:

(i). Constant upgrading of skills to work in diverse employment scenarios; (ii). Trainability and lifelong learning; (iii). Management of change with skills in IT and innovation; (iv). Learning by doing; (v). The ability to analyze and diagnose information and knowledge to suit the needs of the job market; (vi). Skills of creativity, problem solving oriented and discovery; (vii). High level interpersonal skills; (viii). Knowledge of certain core subjects such as languages, literature, history, sociology and research methodology; (ix). Qualities of dynamic leadership; and (x). Social responsibility in a complex globalised world.

Regarding Non-formal Education of Bangladesh, India and Pakistan existing facilities are not enough to meet the requirement of the community. Duration of training programmes is needed to increase. Managers, Instructors, supervisors are needed to familiar with the system

of NFE through training and motivation. Instructors are needed training of guidance and counseling to learners. Instructors are needed training of prompt feedback to learners. There is need of educational technologies like radio, TV, computer and internet in these programmes. Managers need specialization in Education Planning and Management.

Readiness for Change

It has to be noted that the increasing diversification of education has led to a range of difficult issues of institutional management requiring diverse skills and solutions. Moreover, innovation and technological development have generated new ethical issues in subjects such as climate change, environment management, counter terrorism and security, good governance and other relevant topics. Universities are also expected to undertake various types of research and consultancy projects for industry and external sponsors, to develop science/theme parks and establish self financing university companies. These require a style of management that is faster, more decisive, task centered and professional.

Our children are becoming morose and robotic with no time for games and sports or other entertainment except perhaps playing games in computer, which cause further damage to their physique and eyesight. Under pressure, gifted children do not even have any chance of developing their natural talents.

Quality in Education

Quality in education is an inherently elusive concept, difficult to define even in the context of a single country. When assessing quality it is necessary to discover the extent to which the educational institution's quality assurance systems are appropriate and whether they function effectively. This pre-supposes institutional awareness of the need for quality assurance. If the quality of primary education is not up to the mark, the secondary, higher secondary and tertiary education will not succeed. Broadly the concept of quality can be seen as two conflicting approaches – i). the idealistic approach where achievements are measured against traditional criteria and ii). the fitness for purpose approach' where quality is measured according to whether or not it meets the needs and expectations of the consumers. This later approach is essentially market driven and producers and consumers of education negotiate about what is wanted from the system. It perceives education as an exercise leading to certain measurable market oriented competencies. The danger of this approach is that it limits the fundamental aim of education as a process for the growth of person's fullest potentialities and human values.

Quality, to be effective, needs to be a mix of the two. There is a universal recognition that quality is concerned with the nature of learning acquisition, the relevance of such learning and the development of a person's potential and personality for the good of society. Emphasis is to be given on the qualities like honesty, truthfulness, humanity, patriotism, perseverance, integrity etc. towards making a good citizen.

Education also produces a set of indirect benefits known as 'externalities' that are difficult to measure empirically. The externalities cited in some studies include crime reduction, social cohesion, technological innovation, and intergenerational benefits which refer to the benefits parents derive from their own education and transmit to their children. All these external benefits of education are equally important in developing countries, where in addition education has other critical spillover effects on fertility, health, nutrition and ethical values. The rate of return of female education is especially felt more in the area of fertility, children's health and education. Outcomes go beyond academic performance to the nature of the education experience itself. Furthermore, higher average incomes do not necessarily produce better quality outcomes.

Quality in Education in Institutions of Bangladesh

For achieving the fifty qualities of primary education, everyone concerned should make efforts. The teachers are receiving trainings from PTI, Upazila Resource Centers and also cluster based training programs. In some Upazilas there is a project named 'English in Action' that provides training for enhancing capability of teaching as well as English language.

A study of World Bank (2009) shows that Madrasa Education in Bangladesh is inferior to two other types of education: a high quality English Medium Education and better quality main stream Bengali Medium Secular Education. The study indicates that Madrasa Education does not promote skills that are incompatible with modern economy and they do not promote civic values that are essential for a functioning democracy. The study concludes that secondary level Madrasa students constitutes less than 10% of total students and quality of education in Madrasa system is gradually being modernized, despite step resistance from conservative Islamists who use the institution as the instrument of partisan politics. The absolute decline of science students is, indeed, frustrating the calls for immediate attention of the government and its Directorate of Secondary and Higher Education. Bangladesh needs more qualified science teachers.

The World Bank through the BUGC (Bangladesh University Grants Commission) has offered research fund for public and private universities. In this case also the performance of the private universities is not satisfactory. In the first round of this project, whereas most of the public universities have got projects, the number of successful private universities is only 2 (two). This indicates, either the private universities are not interested in researches, or they are far behind the public universities in open competition.

Enrolment in the tertiary level in Bangladesh is about 20 lakhs in 2011¹. This is the strength of the country in field. However, the standard of higher education is not uniformed in the country.

Bangladesh is a developing country and its society is in transition from agriculture to an industry, manufacturing and service based economy. Bangladesh intends to avail the opportunities offered by globalization and ICT to build a knowledge society. Improving the quality of its tertiary education is vitally necessary to achieve the Millennium Development Goals (MDGs) and the higher education sector mid-term objectives as delineated in MoE's Mid-term Budget Framework (MTBF) and in various policy papers made by the government. The Bangladesh government (GoB) fully recognizes that the country is at a risk of being further marginalized in a highly competitive global economy because its tertiary education systems are not adequately prepared to capitalize on the creation and use of knowledge. It also realizes that the state has a responsibility to put in place an enabling framework that encourages tertiary education institutions to be more innovative and responsive to the needs of changing market requirements for advanced human capital and to prepare the graduates for the globally competitive knowledge economy.

Quality in Education in Institutions of India

India, have attained self sufficiency in almost all spheres of socio-economic sector and the lives of the citizens by placing maximum importance on science education and developing science curriculum in all educational institutions. Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of undergraduate education in engineering. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However IITs barely has any contribution in fundamental scientific research and

¹ University Grants Commission, Bangladesh, 2011.

innovation. Some Institute of Basic research like Indian Association for the Cultivation of Science(IACS), Indian Institute of Science IISC), Tata Institute of Fundamental Research (TFIR) has acclaimed for their standard of research in basic science. However, India has failed to produce world class universities like Harvard or Cambridge.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Students from rural and semi urban background often fall victim to these institutes and colleges.

Three Indian universities were listed in the Times Higher Education list of the world's top 200 universities — Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science – Pilani were listed among the top 20 science and technology schools in Asia by *Asiaweek*. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the *Financial Times* of London in 2010 while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment.

Measures for Development of Higher Education in India

Higher education in India is considered among the largest education systems of the world. And, in order to enhance this system further, the Indian government has adopted various measures. These measures are thought of at numerous levels and then, executed. These include:

- Forming National Education Policy and supervising its implementation
- Making development plans for University, Higher Education and Technical Education
- Emphasizing on the education needs of unprivileged groups, such as SC/ST/OBC and girls, physically challenged and minority groups
- Providing scholarships to proficient candidates
- Focusing on the growth of all Indian languages
- Encouraging international relationship in the sphere of education (such as with UNESCO)
- Promoting books and Copyright Act.

Human Capital and key features contribute to quality improvement

The human capital theory expounded by the Nobel Prize economists Shultz and Becker argued that a country's stock of knowledge and education its human capital- has more important effect on economic expansion than its stock of capital. This refers to the skills and knowledge and proactive institutions which enable individuals and countries to increase productivity and income. Despite different approaches and levels of education, certain key features contribute to quality improvement: i). A clear vision of the institutional vision, mission, and goals; ii). Leadership and good governance closely linked with changing culture; iii). Management of innovation and change in education; iv). Ability to perform according to the criteria laid down by supervising authorities and promote internal and external efficiency; v). Networking and close links with communities, employment market, private enterprises and institutions abroad, especially for tertiary and higher education; vi). Manpower planning and labour market analysis to provide feedback to planners; vii). Curricula with in-built flexibility to responds to goal and objectives; viii). Use of creative methods for better and conducive teaching. Learning environment; ix). Availability of adequate physical infrastructure, library, IT and science laboratories, campus and other facilities; x). Appropriate recruitment, training and fellowship; xi). An evaluation system which uses multiple strategies to measure performance, summative, formative and impact evaluation to improve the learning process; xii). Research and Development (R & D) for knowledge sharing and innovation; xiii). Faculty-student ratio, contact hours, attendance, time on task, positive institutional ethos, extracurricular activities that are laid down, adhered to and periodically reviewed for possible revision; xiv). Student guidance and counseling; xv). Education Management Information System (EMIS) for transparency and accountability; and xvi). Development of human values and civic senses.

We should prioritized the establishment of science and technology based society through appropriate facilities and qualified teachers in institutions of primary, secondary and higher education, so that our frontiers of knowledge and activity are expanded and we attain skills in science and technological research and innovation and the practical application of such knowledge acquiring activities for our socioeconomic development. Enhancing the scientific education sector will help us attain sustainable national prosperity as well as the targets of the Millennium Development Goals for attaining the status of a developed country.

We need to clearly define what are the skills and competencies students will gain after completion of a degree program. Assessment of the learning outcomes must also be measured to determine whether students have acquired the stated knowledge and skills as stated in the program objectives. The gap between student's level of expected knowledge and acquired knowledge must be addressed by modifying the pedagogical approaches, courses and curriculum.

Quality is not an end process; it is a continuous improvement process. Assessment of learning outcome and using it to improve the program or course is beyond the comprehension of most educators and administrators. As a society, we must acknowledge, agree and realize that if we sincerely want to improve the quality, the view towards higher education should be changed from business model with financial measures to development of cognitive skills, moral and ethical standards, critical thinking, problem solving skills, social awareness, community service through volunteering etc.

Areas Require Special Attention for Primary Level Education

1. Material Condition of Schools

- a. The physical appearance of a school is important as it can determine its status within the community and influence the demand for education. So, need to be taken care and special attention in these areas.
- b. Almost all governments has difficulty in meeting its commitments for capacity or quality, including school infrastructure, number of teachers and access, mostly due to budget constraints.
- c. In the eyes of the parents, the school is first and foremost a place where one acquires what is needed for advancement in life. So, need to be drawn special attention in this area.
- d. The environment of the school must be improved.
- e. The structure of the building, flower garden and play ground of a school should be attractive so that the students will feel better about coming to school.
- f. Curriculum is to be prepared in accordance with the objectives and qualities of primary education.
- g. To be raised voice in favor of unhindered congenial atmosphere in teaching in the class room.

2. Teachers

- a. There is no alternative to getting the right people to be teachers. Recruiting qualified teachers is a way of making schools successful. Without having a major reform on the job status and satisfaction level of teacher, it is very difficult to attract good students for teaching profession.
- b. The institutions or universities should endeavor to employ potential teachers, having degrees from genuine universities. Teaching qualifications should be mandatory requirements for both primary and secondary teachers.
- c. Teaching quality has the most important effect on students learning outcomes more than any other variables throughout primary and secondary schooling.
- d. They have to be interested in their jobs and to self improvement. They must generate love for learning among student and create a friendly school environment.
- e. Teachers training are now becoming more important as universal primary education is regarded as the foundation of developing a good education system.
- f. The government needs to impose stricter guidance's & training for teachers.
- g. Every teacher must remember the objectives and the qualities when they are teaching the students. Teachers should be prepared well before coming to the class room.
- h. Teachers will have to spend productive time in class rooms so that students can learn what is there to learn.
- i. It is necessary to think about the human qualities for building the children as future leaders of the nation.
- j. The government should provide more science teachers with at least one computer teacher in every school and to provide each school with a few laptops, multimedia projector, other equipment and technicians.
- k. Need to be Implement the UNESCO-ILO 'recommendation' of 1966 and 1997 concerning the status of teachers.

Teachers can play supportive role if

- a. Pay equal attention to both boys and girls;
- b. Avoid actions that may humiliate the learners;
- c. Make teaching learning an enjoyable process;

- d. Encourage women in decision making process within School management Committees;
- e. Create equal opportunity for access to education irrespective of socioeconomic status i.e. cleaners, sex workers, domestic workers, street children and children from hard core poor;
- f. Respond to the special needs of children with disability;
- g. Create safe environment for learners within and outside school.
- h. Encourage and develop interest among learners on dignity of labor, and the importance of technical and vocational education.
- i. Implement flexible school calendar in Char, Haour, Hilly and other naturally and geographically disadvantaged areas.

3. Female Teachers

One of the most significant determiners of education quality for girls is the presence of female teachers, particularly those trained to motivate girls. Female teachers have increased to around 51% at the primary level which is itself an encouraging good indicator of retention of girls in education.

4. Contact Hours

Good quality teaching and time on task or contact hours are both vital components. Due to commitment to Education for All (EFA) almost all primary schools provide double shift teaching and the contact hours are around 600 hours annually. This is the lowest in South Asia and should be increased.

5. Support

Schools need proactive involvement of community and parents in improving overall performance. School feeding programs with active participation of mothers are very useful in retaining students. Supervision of teaching quality by School Managing Committees (SMCs), local government and personnel from relevant directorates should be part of a comprehensive and coordinated program of quality improvement.

6. Examinations

Examinations may be used to (i) measure achievement; (ii) assess the proportion of pupils who repeat a grade or drop out. School based research is essential to find the reasons behind such trends and reveal impediments to quality education; (iii) determine students' chances of working after completion at primary and secondary levels. This requires

attainment of useful terminal skills at the end of these cycles; (iv) identify which type of institutions or streams good students can subsequently enter given their interests and aptitude. Student assessment often distorts teaching methods since both teachers and students are dominated by examinations and rote learning and lose sight of wider educational objectives. This requires recurrent teacher training in communicative teaching methodology to develop creativity, interest and understanding among students.

7. Corporal Punishment

The government of Bangladesh has banned corporal punishment in schools. Yet, stories of such incidents crop up intermittently. A survey conducted by the UNICEF in Dhaka couple of years ago depicted a horrible picture of physical abuse in schools. Such punishment is also not uncommon in families. Many children are reluctant to be in school in the first place. Fear of corporal punishment worsens the situation. It causes under stress and an adhere impact on the development of young minds. Studies have shown that corporal punishment can sometimes cause a loss of self- confidence. Our aim should be to attract children to schools, not the other way around. The adolescent stage is a critical time when opinions and personalities are formed. It is imperative to create an environment that fosters development of morally sound minds. Children look to their teachers as examples. Furthermore, teachers themselves need training on how to deal with young minds and the associated behavioral aberrations without resorting to violence. A trickledown effect will be that when schools preach better conduct, the corporal punishment inside families can also go down. Educate, not intimidate. The issue of corporal punishment should be viewed in a holistic approach and addressed by going deep into its root causes with taking logjams of entire education system into consideration. Apart from proper enforcement of law, the need for a massive awareness among the teachers and families about the damage done by corporal punishment to prevent any form of physical and mental punishment. It is important to figure out why a teacher metes out the punishment to the students that could lead permanent psychological scars to them. There are many educational institutes in the country where a teacher deals with more than 80 students including some unruly ones in a 45 minute class. Teachers capacity to deal with such number of students should also taken into consideration. Educational institutions have a major role to play as institutions often take the issue lightly. A survey done in 2009 by UNICEF around 99 percent of the 4000 students surveyed faced such punishment in their own houses while 91 percent students in schools.

8. Co-curricular activities

Practice of co-curricular activities can play a vital role in the primary education field. To be taken care about this through special attention. .

9. Books

Provision to be kept for up- to- date quality text and reference books.

10. Training

Teachers pre-service and in-service training and adequate allocation for that is to be required.

10. Management

- a. End of partisan influence in the management of educational institutions are to be required.
- b. To be taken care in the areas of regular promotion, full festival bonus, medical allowance, house rent, full pension etc.
- c. The government should underscoring diversification in the education for time-befitting, job orientated and science based education for all.

11. School Feeding

We hardly think about those children whose empty stomachs hardly allow them to come to school and remain in the class. It is not possible for the young learners to concentrate on what the teachers say in the class when their hungry stomachs cry for food.

The provision for meals will improve the short term nutritional status of school going children and thus supports their concentration and cognitive capacities.

In countries where school attendance is low, the purpose of at least one nutritional meal each day boosts enrollment and promotes regular attendance. Parents get motivated to send their children to schools instead of keeping them at home to work or care for siblings.

A well designed school feeding program may have broad impacts on school attendance, school performance, cognitive development, the nutrition of preschool children and the prevalence of anemia in adolescent girls.

The goals of program would be here in increase school enrolment and attendance, reduce school repetition and dropout rates, improve attention and learning capacity by reducing short term hunger and thereby improve school achievement.

Philanthropists, educationists, affluent people of the society and various commercial organizations can play a significant role in making like 'School Feeding Program' a real success.

Areas Require Special Attention for Secondary Level Education

The main issues to be addressed are reform of the examination system, quality improvement, relevant curricula and better management linking government funding and supervision to performance. Currently, owners charge high fees to increase their own income while teachers augment their salaries by private tutoring. Usually a pernicious practice, private tutoring has become embedded in education. This has led to a de-emphasis of the teaching/learning environment in classrooms as paid private tutoring is provided by the same teachers to their own pupils, even though this is sometimes considered illegal and often operates outside the official taxation system. The high incidence of paid tuition has intensified socio-economic inequalities as students from wealthy homes have access to financial means required to pay for additional lessons.

Traditional education system may not enhance technological capabilities of the secondary schools students. Many solvent families, however, can provide such knowledge to their children, but what about the under privileged?

1. Popularization of Science and Technological Based Education

Popularization of science and technology based education so that more students are attracted towards studies in the science and technology subjects in the educational institutions.

2. Material Condition of Schools

- a. The physical appearance of a school is important as it can determine its status within the community and influence the demand for education. So, need to be taken care and special attention in these areas.
- b. Almost all governments has difficulty in meeting its commitments for capacity or quality, including school infrastructure, number of teachers and access, mostly due to budget constraints.
- c. In the eyes of the parents, the school is first and foremost a place where one acquires what is needed for advancement in life. So, need to be drawn special attention in this area.
- d. The environment of the school must be improved.

- e. The structure of the building, flower garden and play ground of a school should be attractive so that the students will feel better about coming to school.
- f. Curriculum is to be prepared in accordance with the objectives and qualities of secondary education.
- g. Schools and colleges in both urban and rural areas must get government assistance in the form of grants and technological assistance to be able to set up science and technology based curricula.
- h. To be raised voice in favor of unhindered congenial atmosphere in teaching in the class room.
- i. Development partners and donor agencies can be of great help in this regard.

3. Teachers

- a. The institutions should endeavor to employ potential teachers, having degrees from genuine universities. Teaching qualifications should mandatory requirements for secondary teachers.
- b. They have to be interested in their jobs and to self improvement. They must generate love for learning among student and create a friendly school environment.
- c. Teachers training are now becoming more important as universal primary education is regarded as the foundation of developing a good education system.
- d. The government needs to impose stricter guidance's & training for teachers.
- e. Every teacher must remember the objectives and the qualities when they are teaching the students. Teachers should be prepared well before coming to the class room.
- f. It is necessary to think about the human qualities for building the adolescents as future leaders of the nation.
- g. Teaching quality has the most important of students learning outcomes more than any other variables throughout secondary schooling.
- h. There is no alternative to getting the right people to be teachers. Recruiting qualified teachers is a way of making schools successful. Without having a major reform on the job status and satisfaction level of teacher, it is very difficult to attract good students for teaching profession.

- i. The government should provide more science teachers with at least one computer teacher in every school and to provide each school with a few laptops, multimedia projector, other equipment and technicians.
- J. The government should address the issue of making the students teachers ratio better.
- j. Need to be Implement the UNESCO-ILO ‘recommendation’ of 1966 and 1997 concerning the status of teachers.

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participation of mothers are very useful in retaining students. Supervision of teaching quality by School Managing Committees (SMCs), local government and personnel from relevant directorates should be part of a comprehensive and coordinated program of quality improvement.

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any form of physical and mental punishment. It is important to figure out why a teacher metes out the punishment to the students that could lead permanent psychological scars to them. There are many educational institutes in the country where a teacher deals with more than 80 students including some unruly ones in a 45 minute class. Teacher's capacity to deal with such number of students should also take into consideration. Educational institutions have a major role to play as institutions often take the issue lightly. A survey done in 2009 by UNICEF around 99 percent of the 4000 students surveyed faced such punishment in their own houses while 91 percent students in schools.

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- a. End of partisan influence in the management of educational institutions are to be required.
- b. To be taken care in the areas of regular promotion, full festival bonus, medical allowance, house rent, full pension etc.

13. School Feeding

We hardly think about those children whose empty stomachs hardly allow them to come to school and remain in the class. It is not possible for the young learners to concentrate on what the teachers say in the class when their hungry stomachs cry for food. The government should address the issues introducing free lunch in schools.

The provision for meals will improve the short term nutritional status of school going children and thus supports their concentration and cognitive capacities.

In countries where school attendance is low, the purpose of at least one nutritional meal each day boosts enrollment and promotes regular attendance. Parents get motivated to send their children to schools instead of keeping them at home to work or care for siblings.

A well designed school feeding program may have broad impacts on school attendance, school performance, cognitive development, the nutrition of preschool children and the prevalence of anemia in adolescent girls.

The goals of program would be here in increase school enrolment and attendance, reduce school repetition and dropout rates, improve attention and learning capacity by reducing short term hunger and thereby improve school achievement.

Philanthropists, educationists, affluent people of the society and various commercial organizations can play a significant role in making like 'School Feeding Program' a real success.

It is an imperative of the time to introduce the 'School Feeding Program' in the secondary level institutions as well. The authorities concerned should take pragmatic initiatives to introduce 'School Feeding Program' in the secondary level schools along with the primary schools. The students of secondary level have to remain in the classroom for long with empty stomach. Their growing age needs adequate food which many cannot afford. To make their classroom an attractive place school feeding activity along with fruitful and participatory works can play a vital role.

Areas Require Special Attention for Higher Education:

Higher Education

Higher education institutions play a central role due to the advantages they enjoy. Amongst other things, they function as centers of excellence with human resources in every field of learning repositories of advanced knowledge in salient fields of education and research dispassionate and scholarly communicators of ideas on all aspects of national life contributors to knowledge production system of the society through transferring technology to the society experts in teaching and training of young minds and the leaders of tomorrow providers of human capital for the society in all fields of national development. By virtue of the respect they command, higher education institutions can create awareness in social and economic developments, mould public opinion on environmental protection, peace and freedom of expression, help develop national policies and intervene in the cycle of social disadvantages. Countries therefore, rely greatly on universities for fostering education's positive impacts on sustainable development. Traditional methods of administration and management through bodies consisting largely of academics have been subject to considerable criticism of their slowness,

lack of decisiveness and a focus that is inward looking rather than externally oriented. This has had a negative effect on quality.

In any country the universities by all means, are the highest seat of education. They have to contribute in preparing reading materials and suggest systems for disseminating education at all the three stages, viz. primary, secondary and tertiary (i.e. university) levels. In order to perform these jobs the universities need ensure the following: i). Continuous research in all fields of knowledge; ii). Monitoring education in various universities of the country and iii). Monitoring education in countries all over the globe. Even though monitoring education at home and abroad may at times be performed by government authorities, research in various fields of knowledge can be done only in the universities themselves. Any 'so called university' without ample scope and arrangement for researches should rightly be called 'institute for learning' and not 'university'. The standards of education in the universities depend upon 5 major factors. These are: (1) The standard of students, (2) the standard of teachers, (3) system of education, (4) facilities for education and (5) facilities for research. In the public universities researches have been ensured in the following two ways: i) allocation of research funds by the government and ii) requirement of research experience for the teachers in achieving higher designations. Nothing of this sort exists in the private universities, which run mostly on commercial basis. The private universities have got one special limitation that they can admit only the students who are capable of paying their fees. With such a reality, it may be possible for the teacher to high lighten up his standard of his dissemination only if the university authorities make arrangements for admitting at least the better ones from among the intending students. It expects that the Asian Development Bank (ADB) at the end of its formative study will embark upon international approach to improve the quality of higher education through training teachers, helping infrastructure building, strengthening the process of supervision and monitoring of the quality of education by the University Grants Commission (UGC).

Globalization, the increasing importance of knowledge and ICT has brought forward unprecedented challenges before the tertiary education. Education in general and tertiary education in particular, is now more catalytic than ever in the construction of knowledge economies. Tertiary education is central to the creation of the intellectual capacity on which knowledge production and utilization depend and to the lifelong learning practices necessary for updating people's knowledge and skills. The

universities act as the repository of most advanced knowledge and contribute to develop the production system of the society by transferring technology to it. The countries which have the best universities in respect of quality of teaching-learning, research output and laboratories with state of the art equipment, have the most highly developed economies.

Tertiary education exerts a direct influence on the productive capacities of the country which largely determines the level of economic development and its ability to compete in the global economy. University education provides the much needed thrust to knowledge driven economic growth and poverty reduction by (i) producing a trained and qualified labor force of scientists, technicians, teachers, professionals, civil servants, managerial and financial experts; (ii) generating new knowledge; and (iii) creating the access to global knowledge pools and adapt that knowledge to country's use. Sustainable growth and development are not possible without the capacity-enhancing contribution of an innovative tertiary education system. This is especially relevant for Bangladesh with deficient institutional capacity and underdeveloped human capital.

Knowledge driven development has demonstrated the converging roles of four contributing factors, (i) country's macro-economic incentive and institutional regime; (ii) ICT infrastructure; (iii) national innovation potential; and (iv) quality of human resources. Development of the national innovation system and human resources is directly dependent upon tertiary education. Technological innovations and the application of scientific and technical innovations lead to higher productivity. And many of these innovations are the products of basic and applied research undertaken in universities.

Tertiary education produces an array of important economic and social benefits. Public economic benefits reflect the overall contribution of tertiary education institutions' and their graduates' to economic growth beyond the income and employment gains accruing to individuals. Advancement in agriculture, health and environment sectors is heavily dependent on the application of innovations generated by the universities. Productivity is boosted by higher skill levels in the labor force and by qualitative improvements that enable workers to use new technology. Increased workforce flexibility resulting from the acquisition of general skills that facilitate adaptation is increasingly seen as a crucial factor in economic development in the context of knowledge economies. Sustainable transformation and growth throughout the economy are not possible without the contributions of an innovative tertiary education

system. Tertiary education promotes nation building through its contributions to increased social cohesion, trust in social institutions, democratic participation and open debate, appreciation of gender equity, ethnic diversity, religion and social class. Pluralistic and democratic societies need the kinds of research and analysis that are fostered through social science and humanities academic programs. Countries intending to take advantages of the new opportunities presented by the knowledge economy and the information and communications technologies (ICT) revolution must be proactive in fostering innovations and enhance the academic capacity of their tertiary institutions.

1. Material Condition of Universities or Tertiary Institutions

- a. The physical appearance of a University or Tertiary Institution is important as it can determine its status within the community and influence the demand for education. So, need to be taken care and special attention in these areas.
- b. In the eyes of the parents, the school is first and foremost a place where one acquires what is needed for advancement in life. So, need to be drawn special attention in this area.
- c. The environment of the school must be improved.
- d. The structure of the building, flower garden and play ground of a school should be attractive so that the students will feel better about coming to school.
- e. Curriculum is to be prepared in accordance with the objectives and qualities of primary education.
- f. To be raised voice in favor of unhindered congenial atmosphere in teaching in the class room.

2. Teachers

- a. The institutions or universities should endeavor to employ potential teachers, having degrees from genuine universities.
- b. They have to be interested in their jobs and to self improvement. They must generate love for learning among student and create a friendly institution environment.
- c. Teachers training are now becoming more important as university education is regarded as the foundation of developing a good education system.
- d. The government authority needs to impose stricter guidance's & training for teachers.

- e. Every teacher must remember the objectives and the qualities when they are teaching the students. Teachers should be prepared well before coming to the class room.
- f. It is necessary to think about the human qualities for building the students as future leaders of the nation.
- g. Need to be Implement the UNESCO-ILO ‘recommendation’ of 1966 and 1997 concerning the status of teachers.

Teachers can play supportive role if

- a. Pay equal attention to both boys and girls;
- b. Avoid actions that may humiliate the learners;
- c. Make teaching learning an enjoyable process;
- d. Encourage women in decision making process within institution management Committees;
- e. Create equal opportunity for access to education irrespective of socioeconomic status i.e. cleaners, sex workers, domestic workers, and students from hard core poor;
- f. Respond to the special needs of students with disability;
- g. Create safe environment for learners within and outside institution.
- h. Encourage and develop interest among learners on dignity of labor, and the importance of technical and vocational education.
- i. Implement flexible calendar in Hilly and other naturally and geographically disadvantaged areas.

3. Contact Hours

Good quality teaching and time on task or contact hours are both vital components. Due to commitment to Education for All (EFA) almost all institutions should be provided double shift teaching and adequate contact hours annually.

4. Support

Universities or Tertiary Institutions need proactive involvement of community and parents in improving overall performance. Supervision of teaching quality by Private University Managing Committees, local government and personnel from relevant directorates should be part of a comprehensive and coordinated program of quality improvement.

5. Examinations

Examinations may be used to (i) measure achievement; (ii) assess the proportion of pupils who repeat a grade or drop out. Institution based research is essential to find the reasons behind such trends and reveal

impediments to quality education; (iii) determine students' chances of working after completion at University and Tertiary Education levels. This requires attainment of useful terminal skills at the end of these cycles; (iv) identify which type of institutions or streams good students can subsequently enter given their interests and aptitude. Student assessment often distorts teaching methods since both teachers and students are dominated by examinations and rote learning and lose sight of wider educational objectives. This requires recurrent teacher training in communicative teaching methodology to develop creativity, interest and understanding among students.

6. Co-curricular activities

Practice of co-curricular activities can play a vital role in the university or other tertiary level education field. To be taken care about this through special attention. .

7. Books

Provision to be kept for up- to- date quality text and reference books.

8. Training

Teachers' pre-service and in-service training and adequate allocation for that is to be required.

9. Management

- a. End of partisan influence in the management of University or other tertiary educational institutions are to be required.
- b. To be taken care in the areas of regular promotion, full festival bonus, medical allowance, house rent, full pension etc.

Areas Require Special Attention for Non-formal Education

To achieve literacy for all in the both three countries, we have to consider comprehensive and multi-dimensional approaches. We have to ensure that all children go to school and complete basic education decent quality. Providing flexible learning opportunities is also important. Alternative learning mechanisms of basic education are needed for those who cannot attend formal schooling. Initiatives of second chance education and equivalency programs by government concerned organizations will help this process of making education available for disadvantaged children. More programmes for the promotion of Non Formal Education may be imparted through radio, TV, computer and internet. Training of NFE personnel may be increased. Instructors may be trained about various aspects of Non-formal Education System: i). Guidance and counseling to the learners. ii). Prompt feed back to learners. Instructors may be trained

in creative teaching strategy. Instructors may be trained in administration of classroom. Managers may have a diploma of education planning and management. It is important to obtain various kinds of literacy; we have to think how to use these skills for individuals and for our society. Equipping literacy for 21st century may imply the ability to continue to learn new knowledge and skills, coping with rapidly changing environment and also the ability to use them for betterment of individuals and for sustainable future of the society. The year of 2013 International Literacy Day is dedicated to 'Literacy for 21 century' to highlight the need to realize basic literacy for all and also equip everyone with more advanced literacy skills. This theme is suggested literacy is diverse in terms of its domain, not only reading, writing and numeracy but also vocational, legal, medical, ICT and others. Furthermore, literacy is continuous process to update our knowledge and skills, coping with and