

A Study in School Education

Status, Issues and Future Perspectives

GUJARAT STATE

**Gujarat Council for Educational
Research and Training**

Gandhinagar

Foreword

National Council of Educational Research and Training, New Delhi, is an apex national institution which has actively participated in evolving a national system of education in the country. Its important and significant contribution to education, inter alia, include surveys and six Educational Research Surveys.

Towards the closing months of the twentieth century, NCERT has undertaken state level 'Studies on School Education' with the active participation of states and Union Territories. Gujarat Council for Educational Research and Training (GCERT), Gujarat State accepted to conduct the State level study on School Education according to the plan prepared by NCERT. GCERT functioned as a nodal institution for the project.

It seems that the Project Implementation Team, with guidance and active co-operation of Shri P.M.Patel, Secretary, GCERT and Academic coordinator for the project, made sincere and strenuous efforts to complete the project as planned by NCERT. Ms. Vaishali P. Shah, Research Associate, GCERT has made special efforts in preparing such a beautiful document. Whole team deserves congratulation for completing the work in time.

I express our sincere gratitude to Shri Varesh Sinha, Education Secretary for his valuable support and encouragement in accomplishing the present study.

I greatly appreciate the consultancy provided by Dr. Manubhai D. Trivedi as Project Consultant whose research insight in conducting the study and writing the report is commendable.

I appreciate the enthusiastic spirit of the entire Project Team to carry out the project to successful completion.

I hope the present study will be immensely useful to academicians, researchers and educational planners.

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March 31, 2001

Preface

In pursuance of the discussions amongst NCERT, UNESCO and Planning Commission, NCERT decided to undertake State level studies, which would provide critical insights on current status of school education, literacy and alternative schooling. As one of the states, Gujarat State was asked to join in this cooperative project. Gujarat Council of Educational Research and Training (GCERT), Gujarat State accepted the responsibility to conduct the state level study on School Education according to the plan prepared by NCERT. GCERT functioned as a nodal institution for the project.

The present study aims to look at the development of school education, literacy and alternative schooling in Gujarat during the last fifty years with focus on achievements and challenges, relevant policies and initiatives undertaken to promote access, participation and quality of education. It covers all sub-sectors of school education from pre-primary to higher secondary stage.

The study also deals with programmes of Education for All, including UEE and other related matters such as availability of infrastructure and essential facilities in schools, reforms in school curricula, pedagogical renewal processes, raising teacher competencies, implementing centrally sponsored schemes to boost endeavours to accomplish UEE goals and upgrading quality of education in all sub-sectors of school education. The study attempts to throw light on the present position of school education, to identify issues and future tasks to be undertaken.

The report on hand is primarily based on data from secondary sources such as reports on Five-year Plans, development plans of the State, yearly publications on progress of school education including all sub-sectors of school education since Gujarat became a separate state on May 1, 1960. Pertinent reports of State committees on policy initiatives and reforms have also been referred to. All-India Educational surveys from the Third to Sixth have provided the necessary information regarding the position of the State on all relevant aspects of school education.

The report deals with not the quantitative but with qualitative analysis as well trying to bring out observations relevant for meaningful planning and organizing actions for the desired educational development.

We are happy to submit report to the authority concerned and express our feelings of gratitude to NCERT for the confidence reposed in us. We are also thankful to all those academicians and administrators who directly or indirectly helped us in compiling very useful data, either in person or through responding to the questionnaire and interview schedules.

We hope this report on ‘Study in School Education in Gujarat’ will serve as an important document and constituent of the comprehensive treatise prepared by NCERT.

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Chapter 1

Fifty Years of School Education

Introduction

Since the publication of Sixth All India Educational Survey (1993) by NCERT, New Delhi no major survey of educational scenario at the national level has been undertaken, especially of school education.

It was felt during discussions amongst NCERT, UNESCO and Planning Commission that NCERT should undertake state level studies of school education, which would provide critical insight into current status of school education, literacy and alternative schooling. Consequently, NCERT decided to take up these studies by the closing months of the 20th Century. Gujarat accepted the responsibility to undertake the envisioned study of school covering all sub-sectors of education from pre-primary to senior secondary stage.

The study is expected to throw light on the post-independence developments in school education, growth of literacy and alternative schooling in Gujarat; with focus on achievements, problems and issues.

The Methodology of conducting the study involved the collection of the relevant data primarily through secondary sources on different aspects of school education and other available relevant material. Questionnaires and interview schedules, designed by NCERT for supplementing the information, have been judiciously used. Data thus collected throw light not only on quantitative aspects but also on qualitative nature of the development of School Education in Gujarat during the

fifty years of independence. To put it correctly, the study under reference covers virtually a period of forty years, inasmuch as Gujarat attained an independent statehood on May 1, 1960 as a result of bifurcation of the erstwhile Bombay State into Gujarat and Maharashtra.

Objectives

Main objectives of the Study were those set out by NCERT. These included:

- To study the progress achieved in development of school education, promoting literacy and offering programmes of alternative schooling in the State during last 50 years.
- To identify the major policy initiatives taken, strategies adopted innovations and experiments undertaken by the State to achieve goals and targets of Education for All.
- To identify the gaps and problems faced by the State in implementing the national and state level policy objectives of achieving Education for All, promoting quality of school education from pre-primary to sr. secondary classes, relevant curricula, modernizing teaching learning processes, etc.
- To study related matters such as provision of school facilities and their utilization, incentives to children from the weaker sections, teacher professionalism, role of non-governmental agencies, community participation, academic support system, mobilization of resources for education.

- To study implementation of educational schemes and monitoring mechanism.
- To suggest strategies and a plan of action for the future so as to adequately address the issues, tasks which need to be resolved and fulfilled in the State keeping in view the feasibility and the need to meet the emerging future challenges of the new millennium.

Organizational Set-up

Two State Level Project Advisory Committee and the Project Implementation Team were set up.

- A state level Advisory Committee consisting of Education Commissioner/ Secretary dealing with the school education as Chairman, DPI, Chairman of a Board of Secondary Education, three eminent educational administrators / teacher educators and Director SCERT / SIE as members. Director SCERT, the Convener of the State Level Advisory Committee.
- A project Implementation Team comprising Director SCERT, academic co-ordinator SCERT and consultant. Director SCERT, the nodal officer, responsible for the implementation of the project.

Salient features of Gujarat State

The erstwhile Bombay State was bifurcated into Maharashtra and Gujarat. Gujarat attained the status of a separate state on May 1, 1960.

Location: Gujarat state is located on the western coast of India with 1600 km. long coastline broken by several bays, inlets, road stades and estuaries. On the world map, it is situated between 20.01 – 24.07 degrees North latitudes and 68.03 – 74.04 degrees East longitudes. It touches three state boundaries: Rajasthan in the North,

Madhya Pradesh in the East and Maharashtra on the South and South East. Gujarat has an international boundary having a common border with Pakistan on the north – western fringe. The total geographical area of Gujarat, according to 1991 Census, is 1.96 lakh sq.kms. which constitutes 5.96 per cent of the total area of the country, ranking seventh among the States of India in respect of area.

Gujarat State at present comprises 25 administrative districts with 223 talukas. There are 18028 inhabited villages and 264 urban areas.

Population: According to 1991 population Census, the population of Gujarat State is 4.13 crore, which constitutes around 5 per cent of the total population of the country. Gujarat ranks tenth in the country in respect of population. The total population of Gujarat comprises 65.5% of rural population and 34.5% of urban population. Gujarat ranks fourth amongst the States of India. Thus, in respect of urbanization, compared to 25.7% urban population of the country. The density of population in Gujarat in 1991 was 211 persons per sq.km.

The decadal growth of population in Gujarat has shown a significant decline from 27.7 per cent between 1971 – 81 to 21.1 per cent between 1981 – 91. Compared to the corresponding growth rate of the country which was 22.7 per cent during 1981 – 91, Gujarat has registered a significantly lower growth rate of population.

The 1991 Census indicated that the proportions of SC and ST population, were 7.4 per cent and 14.9 per cent respectively. About 62.1 per cent of the SC population and 91.9 per cent of the ST population resided in rural areas, whereas 37.9 per cent of SC and 8.1 per cent of ST population reside in urban areas.

Socio-economic Features: The per capita Net State Domestic Product(NSDP) at constant (1993 –94) prices is estimated at Rs. 13709 for 1998 – 99 as against Rs. 13286 for 1997 – 98, registering an increase of 3.18 per cent during the year 1998 – 99. The per capita income at current prices is estimated at Rs. 18792 in 1998 – 99 showing an increase of 10.55 per cent over that in 1997 – 98.

The industrial structure in Gujarat State has been of diversified nature comprising industries like Textile, Chemical, Petro – chemical, Fertilizer, Engineering, Ceramics, Oil mills, Marine and Agro-based industry.

Since its formation as a separate State, Gujarat has achieved impressive industrial growth and development. Besides large-scale industries, the State industrial sector around 2,33,777 small-scale units at the close of 1999. Gujarat has emerged as an important industrial State in the country.

Literacy: As per Census 1991, the literacy rate of Gujarat is 51.17 per cent as compared to 30.45 per cent in 1961. Excluding 0 to 6-age population, effective literacy rate in Gujarat State has increased from 49.90 per cent in 1981 to 61.29 per cent in 1991. Effective literacy rate among males increased from 62.07 per cent in 1981 to 73.13 per cent in 1991. Among females, it increased from 36.94 per cent (1981) to 48.64 per cent in 1991. The literacy rates for Scheduled Castes and Scheduled Tribes population were respectively 61.07 per cent and 36.45 per cent in 1991.

In literacy amongst the States in India, Gujarat ranks ninth. As per 1991 Census, the literacy rates for rural and urban areas were 53.09 per cent and 76.54 per cent respectively.

Progress in School Education

At the time of independence and thereafter when India became a sovereign Republic, Gujarat was a constituent of the erstwhile Bombay State. In the then Bombay State inclusive of Gujarat, 91.58 per cent of the population were served by primary education (1957). According to the Second All India Educational Survey (1965), 97.70 per cent of the population were served by primary schools within the habitation or a walking distance of a little over one kilometer from the habitation.

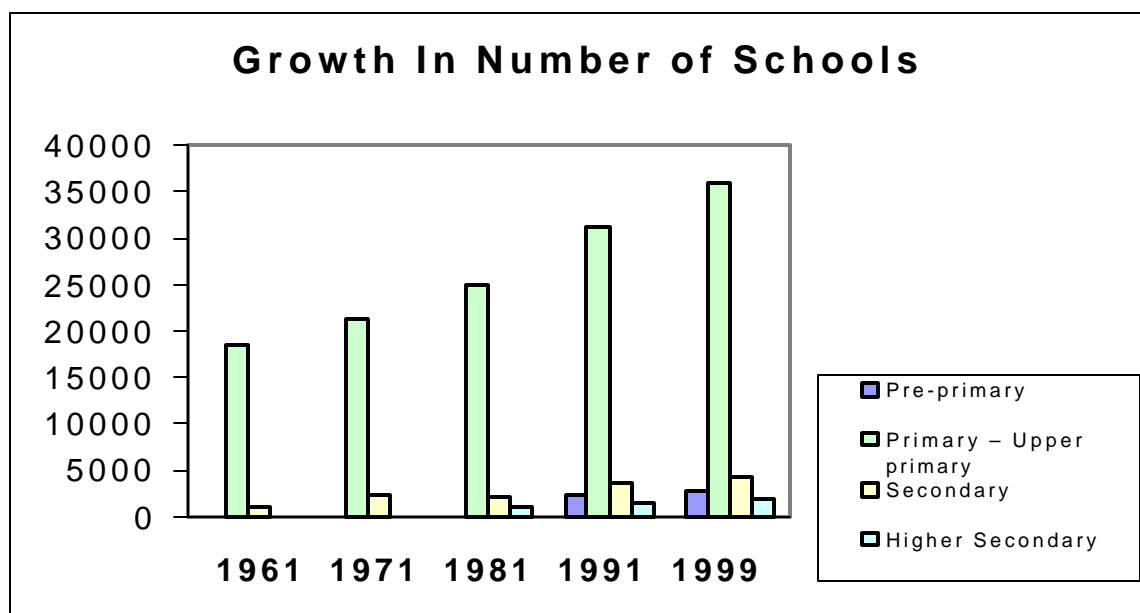
Growth in number of Schools

Since Gujarat State came into existence on May 1, 1960 acquiring the Status of a separate state, it is pertinent to know the growth of school education since 1961. Information on number of schools at primary and secondary levels, teachers at these levels of education, enrolments etc. prior to 1960 is available in the records of the then Bombay State.

For Gujarat State the relevant information on school education for the period 1961 – 1999 is shown in the paragraphs that follow. Growth in number of schools is indicated in Table 1.1

Table 1.1 Growth in number of schools

Year	Pre-primary	Primary – Upper primary	Secondary	Higher Secondary	Total
1951	-			-	
1961	NA	18512	1099	-	19611
1971	NA	21355	2263	-	23618
1981	NA	25076	2186	967	28229
1991	2354	31279	3639	1483	38755
1999	2663	35975	4188	1823	44649
Percentage Increase	13.13 (base year 1991)	94.33 (base year 1961)	281.1 (base year 1961)	88.52 (base year 1981)	78.32 (base year 1961)



Figures in Table 1.1 indicate that since the inception of Gujarat State (1960)

- a significant increase (78.32 per cent) in total number of schools at different stages of education during 1961-99 has taken place.
- during the period 1961-99, the percentage increase in elementary schools (class I – VII) was 94.33 (i.e. around two fold) of secondary schools, incremental growth is 281 per cent which was phenomenal.
- decadal growth in number of schools at different levels of school education shows a gradually increasing trend.

Gujarat State implemented the 10 + 2 pattern of secondary education from June 1976, and vocationalisation of education at

plus 2 stage (classes XI –XII) was adopted in pursuance of National Policy of Education, 1986. It is pertinent to mention that in Gujarat, junior colleges or Classes XI - XII attached to degree colleges are non-existent.

Pre – Primary Education

The development of pre-primary education in Gujarat during the period 1950-65 is presented in Table 1.2.

It will be seen that pre-primary education has yet to develop and expand even though, although over the years some progress has been recorded.

Table 1.2 Progress of Pre-primary Education (1950-65)

Item	Year			
	1950-51	1955-56	1960-61	1965-66
Number of Institutions				
(a) for boys	54	153	358	627
(b) for girls	7	10	-	-
(c) Total	61	163	358	627
Enrolment				
(a) Boys	2821	8906	14381	25704
(b) Girls	1937	5298	11566	21583
(c) Total	4758	14204	25947	47287
Number of Teachers				
(a) Men	65	115	187	196
(b) Women	84	165	517	999
(c) Total	149	280	704	1195
Percentage of Trained Teachers				
(a) Men	50.8	39.1	71.1	73.5
(b) Women	23.8	30.3	55.9	52.3
(c) Total	35.6	33.9	59.9	55.7
Direct Expenditure (In lakh)	2.0	5.7	11.5	23.64
Percentage to total Direct educational expenditure	0.4	0.5	0.8	0.8
Pupil Teacher Ratio	32	51	37	40
Index of Growth				
(a) Institutions	100	267	587	1028
(b) Enrolment	100	299	545	999
(c) Teachers	100	188	472	802
(d) Expenditure	100	285	575	1180

Source : Educational Development in Gujarat State (1950-51 to 1965-66), Directorate of Education, Gujarat State, Ahmedabad: 1972

Pre-primary Schools managed largely by non-government organizations in the form of nurserys, kindergartens and balmandirs. Gujarat government announced its educational policy in regard to Pre-primary (Balmandir) education in 1996, which than

specifies child's age of enrolment (not less than 3 years by 31st August) , strength of a class per teacher not exceeding 25 (40 under special circumstances), and specific curricula for two years. In the State, there are 11 Bal-Adhyapan Mandirs (pre-primary teachers training institutes) as on 1999.

Table 1.3 Growth of pre-primary schools (Balmandirs), enrolment of Children and Teachers

Year	Balmandirs	Children(in lakh)	Teachers (Female)
1991	2354	1.53	3458
1999	2663	1.67	4133
Increase	309	0.14	675
Per cent Increase	13.13%	9.15%	19.52%

It is worthwhile to note, that during the nineties, the number of Balmandirs has increased by 13 percent, enrolment by 9 per cent and the number of female teachers in pre-primary schools by around 20 per cent.

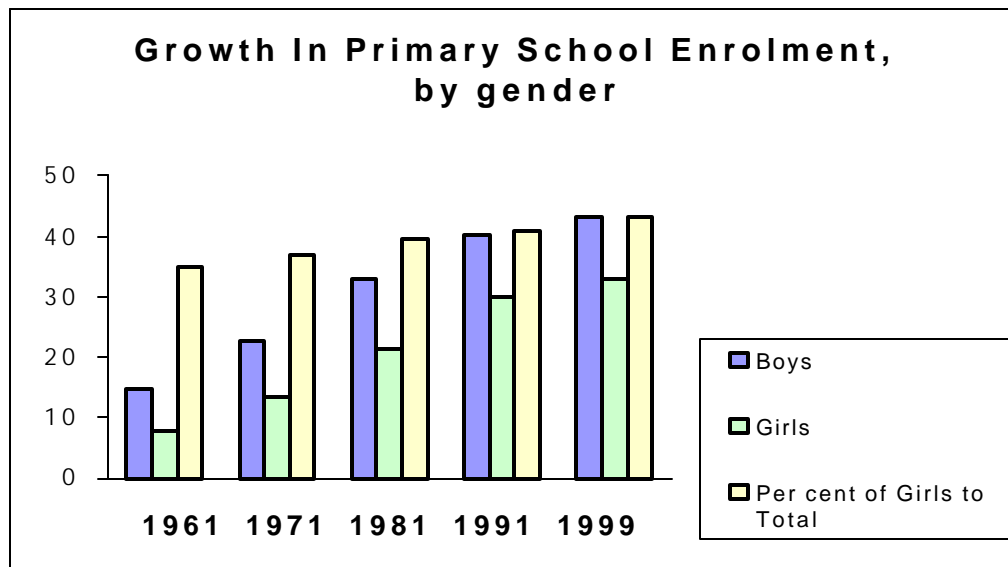
In view of the considerable enrolments of educational facilities, almost all the

habitations have an access to primary stage of schooling within a walking distance of one km., and to upper primary education within 3 km.

Growth in enrolment of pupils in primary schools achieved during the period 1961 – 99 is shown in Table 1.4.

Table 1.4 Growth in Primary School Enrolment (in lakhs), by gender

Classes	Primary including upper primary (I-VII)			
	Boys	Girls	Total	Per cent of Girls to Total
Year				
1951	-	-	-	-
1961	14.60	7.87	22.47	35.02
1971	22.70	13.34	36.04	37.01
1981	32.91	21.39	54.30	39.39
1991	40.15	30.05	70.20	40.81
1999	43.34	32.99	76.33	43.22
Percentage increase over base year 1961	196.85	319.19	239.7	8.2



Enrolment of Girls

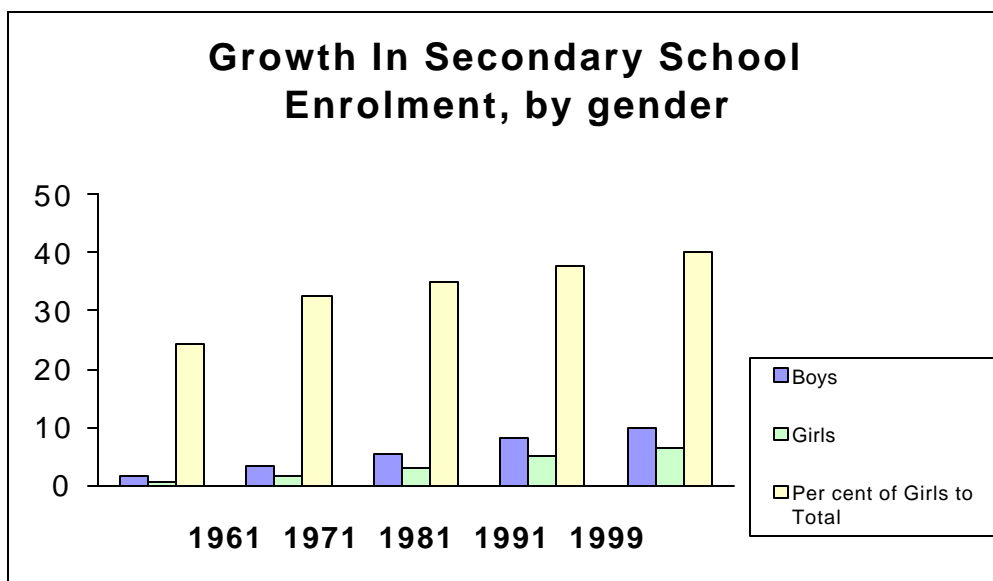
Compared to the enrolment of boys, enrolment of girls has shown a remarkable increase being to the tune of 319.19 per cent as against 196.85 per cent for boys. A glance at the overall enrolment of pupils at primary schoolstage reveals an immense increase from 22.47 lakh in 1961 to 76.33 lakh pupils in 1999, thus indicating percentage increase of 239.7. Girls' percentage enrolment to total enrolment in primary schools has increased from 35.02 in 1961 to 43.22 in 1999, which indicates an incremental growth percentage of 8.2 in girls' enrolment during the period 1961-99. Increase in the enrolment of pupils,

especially of girls in primary schooling, reflects the determination of the State government to successfully persuade and encourage parents to get their girl-children enrolled in primary schools. It also reflects the effort to reduce gender disparity in enrolment. Increase in girls' enrolment in percentage in the year 1999 as well as in numbers covered be ascribed to intervention inter alia like DPEP in three backward districts of the State by the end of the 20th Century.

Enrolments in Secondary schools (classes VIII - X) are shown in Table 1.5.

Table 1.5 Growth in Secondary School Enrolment (in lakh), by gender

Classes Year	Secondary School(VIII – X)			Per cent of Girls to Total
	Boys	Girls	Total	
1951	-	-	-	-
1961	1.71	0.55	2.26	24.34
1971	3.47	1.66	5.13	32.36
1981	5.40	2.91	8.31	35.02
1991	8.30	4.99	13.29	37.55
1999	9.92	6.62	16.54	40.02
Percentage increase over base year 1961	480.12	1103.64	631.86	15.68



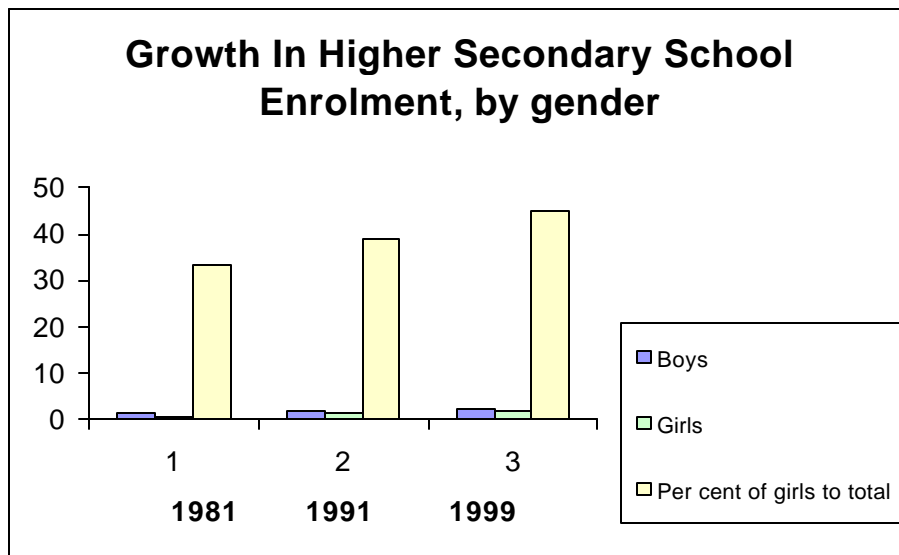
Observations

Gender wise enrolments of pupils in secondary schools of Gujarat between 1961 and 1999 (Table 1.5) reveal some important features. Remarkably tremendous increase in percentage of girls' enrolment from 1961 to 1999 is perceptible to the tune of around 1104 registering 12 times growth as compared

to the enrolment in 1961. The total enrolment of pupils in 1961 has gone up from 2.26 lakh to 16.54 lakh in 1999 denoting around 6.32 per cent (7 times) increase. Out of the total enrolment of pupils, percentage of girls' enrolment has increased from 24.34 in 1961 to 40 in 1999. Gender disparity index 76:24 in 1961 has decreased to 60:40 in 1999.

Table 1.6 Growth in Enrolment at Higher Secondary stage (in lakh), by gender

Classes	Higher Secondary School(XI - XII)				
	Year	Boys	Girls	Total	Per cent of girls to total
1981		1.29	0.64	1.93	33.16
1991		1.97	1.26	3.23	39.01
1999		2.14	1.74	3.88	44.85
Percentage increase over base year 1981		65.89	171.88	101.04	11.69



In view of the 10 + 2 pattern of secondary education having been implemented by Gujarat State from June 1976, enrolment figures for the period 1981 – 99 are available as shown in Table 1.6. It is clearly evident from the data in Table 1.6 that the total enrolment of pupils of both the genders has increased by over 100 per cent by 1999. It has thus become two-fold from 1981 to 1999. Percentage increase in girls' enrolment (171.88) is appreciably higher than that for boys during the same period. It is interesting to note that proportion of girls to the total enrolment has increased from 33 % in 1981 to 45% in 1999. A comparison between secondary school and higher secondary school indicates that the latter has not grown very fast. In 1981, higher secondary school enrolment constituted 23 percent of secondary school enrollment. This percentage has changed as in 1999 (23-4 percent). This would seem to indicate that quote a number of children discontinue education at the end of class X. Gujarat State has implemented vocational education at +2 stage since 1988. Opting for diverse streams as well as

vocational courses including home science by larger number of girls in the state seems to have contributed to the incremental growth in their enrolment percentage.

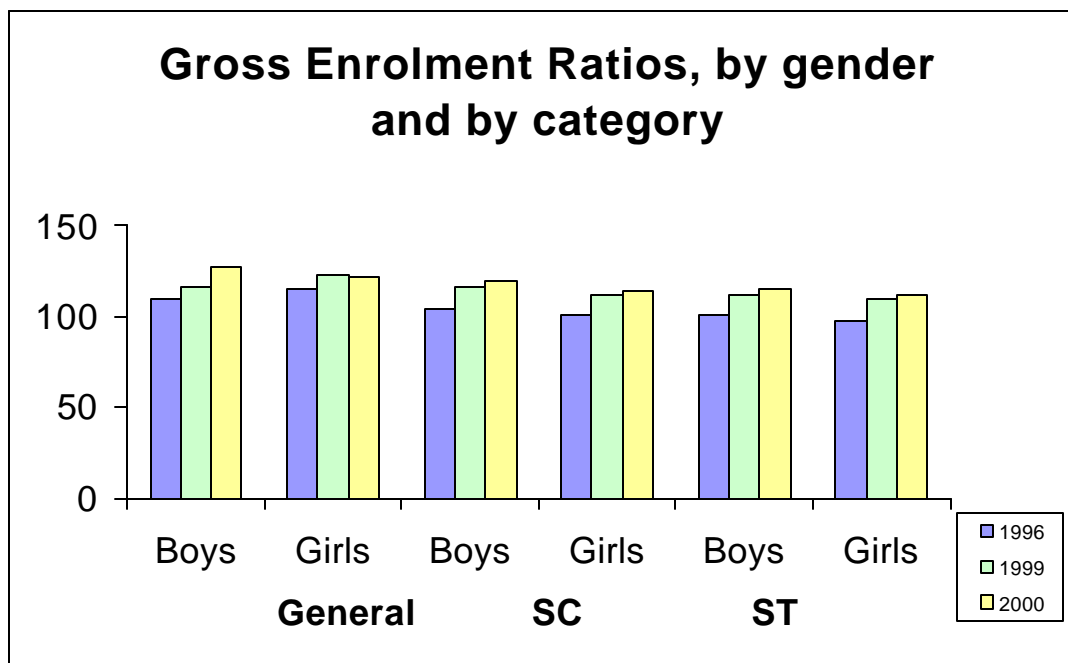
Participation of Children in schooling

In Gujarat, official entry age for primary schools 5 years. In view of the country's commitment to free universal elementary education for all children upto the age of fourteen years, it is worthwhile to know how far this goal has been achieved in Gujarat as well as to know the extent to which the number of children in the age – group of 6-14 years of elementary stage of age are out of school. i.e. gross enrolment ratio (GER) of the total population in the age group of 6-14 years. This also indicates the participation rate of children in schooling. Data on GER prior to 1995 are not available. However, GER for years 1996,1999 and 2000 for boys and girls for general, scheduled caste and scheduled tribes children (classes I – VII) are indicated in Table 1.7.

**Table 1.7 Gross Enrolment Ratios, by gender and by category
(Classes I-VI)**

Category Year	General			Scheduled Castes			Scheduled Tribes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1996	109.76	115.25	112.24	104.14	101.14	102.62	100.11	97.19	98.65
1999	116.39	122.28	139.33	116.33	112.23	114.28	111.88	109.63	110.75
2000	127.39	121.39	124.25	119.31	114.19	116.75	115.30	112.11	113.70

Source: Directorate of Primary Education: Gujarat State



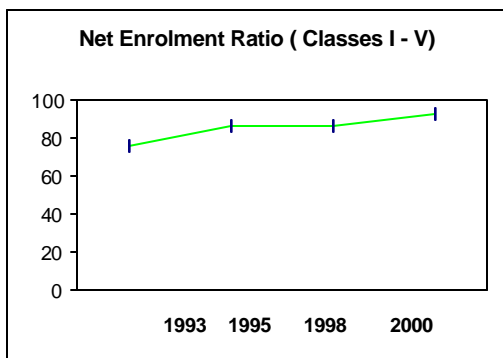
Gross Enrolment Ratios have shown an increasing trend among all categories. During 1996-2000, GER for boys in general category has gone up by about 18 percentage points, followed by 15 percentage point increase in GER for SC and ST boys among children. GER for ST and SC girls reveal marked increase by 13 and 15 percentage points as compared to the corresponding GER figure (6 percentage point increase) for general category. Spurt in GER, gender-wise and category-wise, in the last two years compared to the corresponding figures for 1996 seems possibly due to such factors as school readiness program, special

enrolment drive with emphasis on girl-child enrolment and community participation in educational endeavours of the State.

Net Enrolment Ratio

Table 1.8 Total Net Enrolment Ratios (NER) for Classes I - V

Year	Classes I-V
1993	76.14
1995	86.01
1998	86.40
2000	93.13



Observation

Available data on NER for the last eight-year period of the twentieth Century indicate a rise of 17 per cent. NER 76.14% in 1993 touches a high of 93.13% in 2000.

Considerably high NER (93.13%) achieved in the year 2000 is a testimony to the State government's successful attempts to reach UEE goal.

Policy Initiatives in view of UEE goal

For fulfillment of the obligation to provide free universal compulsory elementary education as per Article 45 of the constitution for children in the age-group 6-14, Gujarat government has taken important policy decisions for motivating parents and guardians to get their school-age children enrolled in primary schools, and allow them to complete primary schooling cycle with regular attendance.

Various schemes for the purpose have been initiated, Special incentive schemes for children belonging to Scheduled Castes, Scheduled Tribes, socially and educationally backward castes and other backward communities have been launched and are operative. Infrastructural facilities in and for the entire gamut of primary education have been augmented. Past three decades of governance have provided concerted efforts towards the accomplishment of UEE goal of access and enrolment of all children of the school going age, increase in retention and completion rates, reducing gender disparity by getting girl-children enrolled especially from rural and backward communities and castes.

Special incentive schemes like providing Mid-day meals operative from 1984, free school uniforms and free textbooks operative from 1986 to primary schoolchildren have been effectively instrumental in enhancing not only enrolments but also the participation of children in primary schooling. In addition to these incentive schemes, to encourage attendance at primary stage of schooling, the State has implemented an incentive scheme of awarding Attendance Scholarship of Rs. 100 per annum to every girl child of classes V-VII who is regular in school attendance including those belonging to SC and ST categories. As a sequel, girls' participation has momentum. The number of beneficiaries under various incentives is given below:

Table 1.8 Various Incentive Schemes: Schools and Beneficiaries

Schemes	Mid-day meal		Free Uniform		Free Textbooks		Attendance Scholarship for girls	
	Schools	Beneficiaries (in lakh)	Schools	Beneficiaries (in lakh)	Schools	Beneficiaries (in lakh)	Schools	Beneficiaries (in lakh)
1986	24961	47.82	17048	7.58	20834	20.35	NA	NA
1993	27333	15.11	12823	8.07	26895	15.11	7870	2.19

Source: Fifth and Sixth All India Educational Surveys, NCERT, New Delhi

Figures in Table 1.8 reveal the following features for the year 1993 over 1986...

- Schools availing of each category of the incentive scheme show an increasing trend.
- Beneficiaries of Mid-day meals scheme and those of the scheme of Free Textbooks have decreased.
- Children availing of Free School Uniforms in 1986 have increased from 7.58 lakh to 8.07 lakh in 1993, with a decline in number of schools from 17048 to 12823. This implies that larger number of children from smaller number of schools have received free school uniform.

In 2000, around 27 lakh children were the beneficiaries of the Mid-day meal scheme. Decline in the number of beneficiaries of Mid-day meals and Free

School Uniforms may be attributed to improve socio-economic and cultural status of their parents who would not like their children to have such concessions. Nevertheless, the impact of the schemes is positive contributing to reduction of dropout rates.

Since the implementation of the incentive scheme of supplying textbooks free of cost to primary school children from 1986 till 1999, around 57 lakh children have availed of this benefit. This has contributing in achieving 98% enrolment at primary stage of schooling in the State.

The number of beneficiaries of the annual financial assistance to children of Scheduled Castes and Scheduled Tribes since the commencement of the scheme in 1990 had risen to around 57600. The issue of girl-child's access and enrolment in primary school has thus received an impetus with such an achievement.

Book Bank scheme of the State for the primary schoolchildren belonging to the backward categories inclusive of SC and ST, has been availed of by around one lakh of such children in a year.

Important Policy Initiatives

Gujarat government has taken quite a few important policy initiatives to promote access, enrolment, retention as well as quality of school education. Major initiatives include:

- New grant-in-aid policy for private primary schools was initiated in 1976. During the year 2000, 657 such schools were functioning.
- Separate Directorate of Primary Education was established in 1978 for the effective administration of primary education system.
- Direct Salary Scheme for primary school teachers of private aided schools was introduced from 1991, through Banks. In 2000, around 4100 teachers were covered under this scheme.
- DPEP was launched in three backward districts of Banaskantha, Dangs and Panchmahals in 1996 and in other six districts in 1999, for promoting UEE by enhancing access, enrolment, retention and by upgrading quality of elementary education. Mid-term Assessment Survey (1999) has brought out very encouraging results in the aforesaid aspects besides marked improvement in learners' achievement level.
- Minimum eligibility for admission to Primary Teachers' Training Institutes (PTC colleges) has been raised from SSC pass to Higher Secondary Pass. (Class XII), with effect from 1997 using a centralized admission procedure.
- 'Vidyasahayak' scheme for recruiting qualified trained teachers on fixed pay to fill up vacancies in primary schools

throughout the State by respective District Primary Education Officers was initiated in 1998. This has resulted in positive impact on realization of UEE goals.

- Formation and functioning of Village level Education Committees and Mother Teacher Associations since 1998-99 have been instrumental in strengthening and promoting the cause and goal of UEE in the State. (MAS 1999).
- The year 2000 was marked with important policy decisions such as –
 - (a) provision of computers for use by primary school teachers and pupils in Community Computer Centres
 - (b) implementation of Alternative Schooling Scheme with a view to realizing UEE goals
 - (c) provision of better sanitation facilities for girls besides those for boys to overcome dropout rates and augment enrolment of girls. More than 2000 such sanitation complexes have been constructed by now.

In the secondary education, the major policy initiatives taken by the State include:

- (a) Introduction of direct pay scheme for secondary school teachers with effect from 1973.
- (b) Setting up of norms for grant – in – aid for non-government secondary schools from 1977.
- (c) According sanction to starting non-government secondary schools on the basis of ‘No permanent grant’ .
- (d) Shikshan Sahayak Scheme for recruiting qualified trained secondary school teachers with fixed pay was initiated in 1999.
- (e) The grant of financial assistance to purchase computers for secondary schools was launched in 1999.
- (f) Gujarat State Secondary Education Board has been constituted and has been functioning since 1974. The

Board is empowered to accord sanction and registration to non-government secondary schools, to deal with important matters relating to teachers and non-teaching personnel as well as curricular matters pertaining to secondary education. This board conducts S.S.C. and H.S.C. examinations in the State. State Higher Secondary Education Board was reconstituted in 1992 for taking policy decision on higher secondary education.

- (g) Secondary Education Tribunal was set up in 1974 to settle disputes regarding service conditions between employees of non-government secondary schools and school managements.
- (h) Gujarat State School Textbooks Board has been functioning since 1973 and has been entrusted with the task of preparing textbooks for classes I to XII.
- (i) Vocationalisation of +2 stage was initiated in 1986 in pursuance of National Policy on Education (1986). From 1999, the two-year pre-schools management course under Home Science is regarded as being equivalent to the Pre-PTC certificate course. It is significant to note that Home Science group of vocational education has been very popular among girls. In 1998-99, it was Home-Science group had the highest number of classes. 62% girls took benefit of vocational education during 1998-99.

For revising the Grant-in-aid pattern for primary and secondary schools, the State government appointed a committees headed by Shri Ishwarbhai Patel in 1968. Another committee with Shri R.S.Trivedi as the chairman in 1976. The government has, by and large, accepted recommendations of the two committees. Consequently,

grants are disbursed to non-government-aided primary as well as secondary schools.

In 1982, Primary Education Reform Commission submitted its report with recommendations for improving quality of primary education by vitalizing its infrastructure and other physical facilities, providing incentives to augment enrolment, reduce gender disparities and improving the teachers service conditions. The State government has accepted the major recommendations of the committee.

In 1986 a commission with Justice Shri Miyanbhai came out with recommendations on improvement of secondary education. The State government has accepted the report.

Other important policy initiatives and innovations undertaken by the State which deserve special mention include:

- Classes V, VI and VII were from middle schools to primary schools with effect from 1965. In Gujarat, the primary education comprises primary schools having classes I – VII, known usually as elementary education. Lately the has been changed.
- New curricula for general science and vocational areas of higher secondary schools have been revised and are in vogue. Gujarat State School Textbooks Board has been empowered to prepare and publish school textbooks for Classes I to XII.
- State Institute of Education (SIE) has been upgraded to Gujarat (State) Council of Educational Research and Training (GCERT) with more powers and greater autonomy. Each district has a District Institute of Education and

Training (DIETs) for upgrading primary education, DIETs have sections like PSTE, CMDE, IFIC, DRU, WE, ET and P & M for promoting and upgrading primary education.

In the last decade, vital reforms have been effected in Public Examinations. These include:

- Bar code system in place of writing seat numbers on answer books has been introduced.
- Centralized Assessment System has been implemented. Each question is assessed by an individual evaluator.
- Examination results of SSC (X) and HSC (XII) examination are declared on internet. Students are given their mark sheets on the same day.
- October examinations for X and XII repeaters have been abolished. Alternatively, those students who are declared to have failed in only one subject are allowed to take special examination in that subject which is usually held immediately in the month of July. This is a marked departure from the usual procedure where student had to wait for one year to clear the examination.
- Comprehensive and continuous evaluation has been introduced at the secondary school level from the academic year 2000.

Expenditure

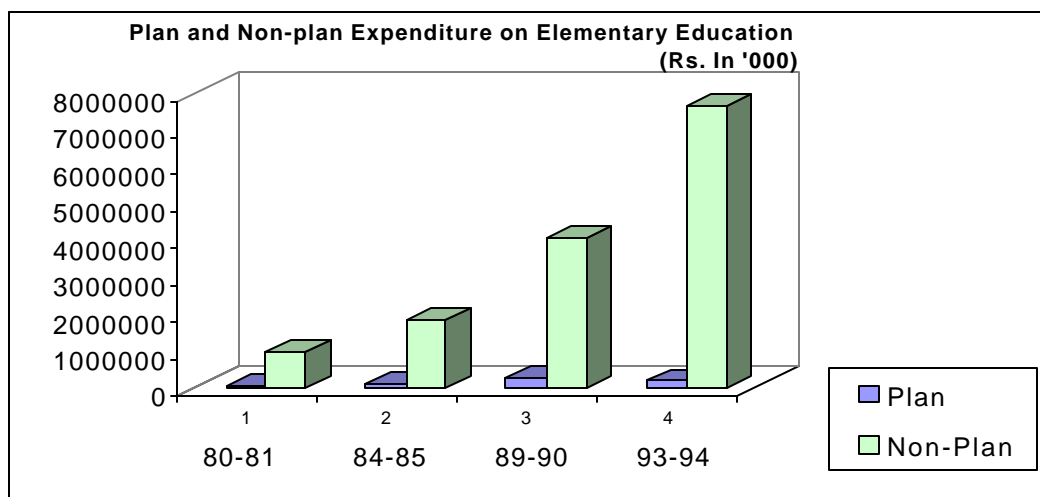
Table 1.9 indicates plan and non-plan expenditure on elementary education from 1980-81 to 1993-94 are presented in Table 1.9.

Table 1.9 Plan and Non-Plan Expenditure on Elementary education
(Rs. in '000)

Year	Plan	Non-Plan	Total
1980-81	25883	955032	980915
1981-82	43715	1011252	1054967
1982-83	60400	1150899	1211299
1983-84	71535	1215009	1286544
1984-85	84881	1822402	1907283
1985-86	59948	2214179	2274127
1986-87	74852	2319741	2394593
1987-88	122500	2568247	2690747
1988-89	204300	3087768	3292068
1989-90	262000	4030210	4292210
1990-91	114400	4513442	4627842
1991-92	133796	4635238	4769034
1992-93	137396	5391891	5529287
1993-94	172761	7619295	7792056
Percentage increase (base year 1980-81)	567.46 (Six fold)	697.80 (Eight fold)	694.36 (Eight fold)

Total Expenditure on elementary education has increased eight-fold over the period 1980-81 to 1993-94. Likewise plan expenditure has increased six-fold by 1993-94 compared to that in 1980-81.

sector. It comprises, inter alia, elementary education, secondary education etc. Elementary education is also included as a program under the Minimum Needs Program (MNP). The bilingual Bombay State was bifurcated during the Second



Similarly non-Plan expenditure has gone up and become eight-fold over the same period. This is an indication of Government of Gujarat's commitment for rapid expansion and qualitative improvement in elementary education.

In the five-year Plans of the State, General Education falls under the Social Services

five-year Plan and Gujarat State was formed on 1 May 1960. The Third Five - Year Plan was the first concerted effort at the development of all the areas included in Gujarat State. State government prepares budget which, inter alia, includes various sectors of Education such as elementary education, secondary education, higher education, adult

education, technical education, language education, physical education. General Education budget expenditure on Education in for 1994-95, 1995-96 and

1996-97 under plan and non-Plan heads is indicated in Table 1.10

Table 1.10 Budget Expenditure on Education in Gujarat

(Rs. in Crore)

Sector	Plan			Non-Plan		
	1994-95	1995-96	1996-97	1994-95	1995-96	1996-97
	Actual	(RE)	(BE)	Actual	(RE)	(BE)
Elementary	18.16	16.81	49.11	820.88	951.91	1033.59
Secondary	4.31	5.46	5.47	489.15	582.76	563.07
Higher	3.34	2.65	2.83	133.30	164.06	157.26
Adult	3.82	3.95	3.95	2.59	2.63	2.75
Technical	10.42	14.17	23.24	33.34	40.44	39.13
Language	0.43	0.39	0.16	0.85	0.88	0.91
Physical	0.00	0.00	0.00	0.72	0.80	0.91
General	0.28	1.50	1.97	18.44	26.53	22.53
Total	40.76	44.94	86.73	1499.26	1770.01	1820.01

RE = Revised Estimates

BE = Budget Estimates

Source: Education Profile of States/Union Territories, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi

The trend of expenditure since 1994-95 indicates that State has given higher priority to elementary education. The State also spends higher plan and non-

plan funds on education. This expenditure constitutes 20.87 per cent of all expenditure as compared to 19.60 per cent at all India level. Non-plan expenditure is considerably high with a scope to include expenditures in exigent situations.

Table 1.11 Sector-wise Eighth Plan Outlay

(Rs.inCrores)

Sector	Gujarat		AllStates/Uts	
	Outlay	Percentage of total	Outlay	Percentage of total
Elementary education	149.82	47.26	6056.46	49.81
Adult Education	22.47	7.09	394.44	3.24
General Education (Total)	227.00	71.61	10194.35	83.85
Technical Education	90.00	28.39	1962.38	16.15
Total (Gen+Tech)	317.00	100.00	12156.73	100.00

Source: Analysis of Annual Plan 1990-91, 1991-92 and 1992-93 Education Division Planning Commission, as mentioned in Education Profile of States/Union Territories, Government of India Department of Education, New Delhi.

Table 1.11 shows that during Eighth Five-year plan Rs. 47.26 crores and Rs. 7.09 crores of the total outlay were allocated to elementary and adult education respectively. Compared to All India allocation figure.

Gujarat State has provided proposal towards more funds for adult education. This indicates that the State government gives higher priority to the wider spread of literacy and through post-literacy programmes.

Table 1.12 Sector-wise Expenditure in Gujarat in Seventh Plan outlay and Eighth Plan Outlay

(Rs.incrores)				
Sector	Seventh Plan Outlay	Actual Plan Expenditure	Eighth Plan Outlay	Percentage Increase over Seventh Plan Expenditure
Elementary education	55.00	80.19	149.82	86.8
Adult Education	9.20	7.63	22.47	194.5
General Education	80.71	116.60	227.00	95.2
Technical Education	18.20	17.66	90.00	410.6
Total (Gen+Tech)	98.91	134.26	317.00	136.1

Source: Analysis of Annual Plan 1990-91, 1991-92 and 1992-93 Education Division Planning Commission, as mentioned in Education Profile of States/Union Territories, Government of India Department of Education, New Delhi.

Table 1.12. indicates that there was an overall increase of 136.1 per cent in Eighth Plan outlay over the Seventh Plan

expenditure. The increase in outlay on Elementary education was 86.8 per cent.

Table 1.13 Budgeted Expenditure of Education Department on specific sectors

(Amount in percent)			
Year	Primary Education	Secondary Education	Adult/Special Education
1973-74	50.3	28.1	3.2
1983-84	53.5	29.4	0.6
1991-92	51.0	32.0	0.9

During the period 1973-92, budgeted expenditure on primary education accounted for limit of 50 and 54 per cent. There seems to be an increasing trend in the budgeted expenditure on Secondary education. However, overall allotment to primary education is much higher compared to secondary education. This is

indicative of the government's firm commitment to UEE.

Centrally Sponsored Schemes

Gujarat State avails of various centrally sponsored schemes in order to accelerate and improve the quality of Education in

various sectors, expenditure on the centrally sponsored schemes for the period

1992-93 to 1997-98 are shown in Table 1.14.

Table 1.14 Expenditure on Centrally Sponsored Schemes

(Rs. in Lakh)

Scheme	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Operation Black Board	512.41	700.03	19.47	1696.60	0.00	3564.52
Non Formal Education	42.89	8.57	9.11	100.27	83.84	60.81
Teacher Education	554.83	36.00	284.36	317.65	259.75	418.55
Vocational Education	1070.74	781.73	0.00	0.00	7.85	0.00
Science Education	0.00	0.00	0.00	0.00	0.00	35.79
Educational Technology	132.48	285.53	0.00	147.99	578.84	79.75
Environmental Education	1.00	0.00	0.80	0.00	14.51	23.67
Integrated Education For Disabled Children.	67.21	0.00	39.80	0.00	28.01	106.23
JSN/PL&CE	100.00	40.25	172.70	131.65	0.00	0.00
SAS	42.91	95.26	80.95	42.62	58.24	14.70
Development of Sanskrit	0.48	0.48	0.60	0.30	0.82	0.49
SC Talented children	-	-	0.86	-	-	-
TLC/PLC	495.00	835.55	583.30	35.00	359.91	34.40
District Primary Education Programme.	0.00	0.00	0.00	50.00	468.67	1056.00

Source: Education Profile of States/Union Territories, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi

Table 1.14 indicates that expenditure increased on Centrally Sponsored Schemes from 1992-93 to 1997-98. It may be

observed that of late Operation Black Board, Teacher Education and DPEP have been allocated more funds as compared to others programmes.

Chapter 2

Education for All

Elementary education: A Backdrop

Since Gujarat came into existence as a separate state from May 1, 1960, when the implementation of the Third Five-year Plan 1960-61 to 1965-66 was to begin. In view of the magnitude of the task of fulfilling the constitutional obligation (since 1050) of providing free, universal and compulsory education for children upto the age of 14 year, facilitates for education of all children in the age-group 6-11 need to be created to be followed by extension of education for the entire age-group 11-14 during the Fourth and Fifth Plans. A large gap still exists between the proportions of boys and girls attending school.

Elementary education under the Five year Plans

According to the National policy on Education 1986, the emphasis from enrolment has been significantly shifted to participation and retention of children during primary schooling stage, when they should be imparted education of satisfactorily good quality. Thus the program of universalisation of elementary education aims at covering all children in the age group 6 – 14 within a distance of 1 km. or so. Following its inception as a separate State, Gujarat enacted Compulsory Primary Education Act in 1961.

The state has implemented special incentive schemes to promote UEE. The schemes like providing mid-day meals, free textbooks, free school uniforms and

scholarships to girls for regular attendance have yielded positive and significant results in the increasing of enrolment, participation and retention. Gujarat government has made girls education free at all the levels of education including higher education. This is a bold step taken by the State to promote girls' education. Detailed information regarding special incentive schemes has been given in Chapter 1. These incentive schemes have greatly contributed to enhancing participation rates of boys in general and girls in particular.

The percentage of enrolled children in primary schools has gone up from 22.5 in 1961 to 76 in 1999. This indicates 3.5 times increase in enrolment over this period. The girls' enrolment during the period of 1961 to 1999, it has gone up from 35% to 43% indicating an increase of 8%. (See Table 1.3). This implies an increasing trend in girls' enrolment. An overall picture of enrolment during the last decade reveals a significant hike. The state is seized with the problem of un-covered areas to provide them into primary school facilities within their reach, and urge parents to get their children including girl child enrolled in primary school, With this end in view, the State has organized campaigns for 'Shala Praveshotsav'.

Per Capita Expenditure on Primary Education

Gujarat State government has been spending per capita more money on pupils for primary schooling. This is clearly evident.

Table 2.1 Per capita Expenditure on Pupils for primary stage of schooling

Year	Per capita Expenditure (in Rupees)
1961	33
1971	71
1981	186
1991	564
1999	2628

Source: Educational Statistics for Primary Education, Directorate of Primary Education, Gujarat State, 1999

Figures in Table 2.1 indicate 80 times increase in per capita expenditure during the period 1961-99 which indicates the State's to expand and improve the quality of Primary Education.

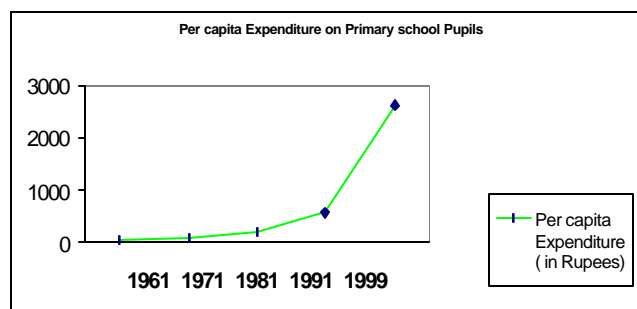
Progress of UEE

Early Childhood Care & Education (ECCE)

The National Policy on Education (1986) recommended that ECCE program should be strengthened as a support to UEE. According to this, the child is required to be provided needful maturational and experienced-based readiness, so as to enable it to meet the demands of the primary education. The Integrated Child

school education. The ECCE programmes through ICDS contribute indirectly to enhancing enrolment and retention of girls in primary schools. Crèches and Day-care center scheme aims at providing day-care services for children below five years. In Gujarat, voluntary organizations have played an important role. In promoting goals of such schemes, ECCE scheme was introduced with the main objective of reducing the dropout rate and improving the retention rate of children in primary schools. Voluntary agencies receive central assistance to run pre school education centers such as Balwadis, Nursery Schools, Balmandirs and pre-primary schools. In Gujarat, Gross Enrolment Ratio (GER) in regard to the ECCE programmes for 1990 was 16.35 and for 1998, 16.7. The GER for girls in 1998 was at 17.4. In order to achieve substantial improvement in primary schooling the linkage between the ECCE programmes and primary education needs to be established.

Gujarat State gives high priority to Universalisation of elementary education. The number of primary schools (Classes I – VII) has risen from 18512 in 1961 to 35975 in 1999 which shows about twofold increase. Since the implementation of National Policy on Education in 1986, there has been a significant increase in the number of primary schools (Classes I –



Development Services (ICDS) is the comprehensive programmes under ECCE. It provides an integrated programme of health, nutrition and early childhood education in the form of non-formal pre-

VII) from 27765 in 1986 to 35975 in 1999. This indicates 30 per cent increase in the numbers of primary schools during the period 1986-99.

It is worthwhile to note that the enrolment of boys and girls in primary schools has also shown an increasing trend during the period 1961-99. The total enrolment of 22.47 lakh pupils in 1961 has considerably gone up to 76.33 lakh in 1999, which shows 3.4 times hike in enrolment during the period 1961-99. In 1985, the total enrolment of pupils was 57.5 lakh which touched 76.33 lakh in 1999. It is evident that since NPE 1986, the State has attempted to increase total enrolment by 32.75 per cent. The increase in the enrolment of girls has been more substantial. A steep rise from 7.87 lakh in

1961 to 32.99 lakh in 1999, thus indicating a fourfold increase in enrolment during the period 1961-99. Percentage of girls to total enrolment has also gone up from 35.02 in 1961 to 43.22 in 1999. (vide Table 1.4) Gender disparity in enrolment ratios between boys and girls remains at 57: 43 respectively.

Pupils who are detained in a class on account of failure at the annual examination, repeats in the same class. Percentage of repeaters in different classes is shown below in Table 2.1.

Table 2.1 Percentage of Repeaters in different Classes, by Gender and by Community

Class	I	II	III	IV	I-IV	V	VI	VII	V-VII
Community : All									
Boys	0.00	0.00	11.06	8.17	4.65	6.76	4.02	2.11	4.51
Girls	0.00	0.00	11.30	8.26	4.63	6.48	3.97	2.05	4.39
Total	0.00	0.00	11.17	8.21	4.64	6.64	4.00	2.09	4.46
Community : Scheduled Castes									
Boys	0.00	0.00	12.64	8.73	5.29	8.79	6.33	3.02	6.29
Girls	0.00	0.00	12.46	9.01	5.22	9.19	7.18	4.51	7.23
Total	0.00	0.00	12.56	8.86	5.26	8.96	6.69	3.63	6.69
Community : Scheduled Tribes									
Boys	0.00	0.00	16.92	15.25	7.37	13.85	8.24	4.73	9.52
Girls	0.00	0.00	16.56	14.15	6.82	10.94	7.29	4.19	7.93
Total	0.00	0.00	16.76	14.77	7.12	12.61	7.85	4.51	8.85

Observations

- Percentage of repeaters goes on declining from Class III to Class VII, irrespective of category and gender.
- Strikingly enough, Class III shows the highest percentage of repeaters in all communities, boys as well as girls. This phenomenon may be attributed to the fact that pupils in class III take the examination for the first time,
- Because of the 'no detention policy' for the Classes I and II, there are no repeaters. The experience of taking the examination in succeeding years

has seemingly been instrumental in reducing gradually the numbers of repeaters.

- Scheduled Tribes pupils show the highest percentage of repeaters followed by those in the general category.
- During the years of schooling, children belonging to Scheduled Castes and Scheduled Tribes together with those belonging to socially and economically deprived sections are required to earn and support the family income and do various household jobs while their parents are away at work. They have inadequate physical facilities at home. These factors

are not very conducive to learning, lead to their failure in the class.

Universalisation of elementary education aims at (a) access to primary schooling within the reach of school-going-age children, (b) enrolment of all such children (c) retention, participation and completion of primary schooling cycle within the stipulated period and (d) upgrading the quality of primary education.

As stated earlier, Gujarat State has achieved the goal of 100% enrolment of children having access to primary schooling within a distance of 1 km. and upper primary schooling to 95% within a distance of 3 kms. The State has made special efforts to promote girls' enrolment to the maximum. Enrolment drives through door-to-door visits, organizing 'Shala Praveshotsav' and launching incentive schemes have been yielding encouraging results in the form of acceleration in enrolment, reduction of dropouts, increase in participation rates, and decline in the percentage of repeaters. Retention rate up to Class V (1993-94) is given below in percentage.

Boys	Girls	Total
58.82	49.33	54.56

This means that out of 100 boys and 100 girls enrolled in Class I (1989-90), around 59 boys and 49 girls completed five-year cycle of primary schooling.

The dropout Rate upto Class V is given below.

Year	Dropout(In Percent)		Total
	Boys	Girls	
1991	44.63	53.41	49.02
2000	23.77	20.83	22.30

Over the last decade of the 20th Century, the dropout rate of boys upto Class V has declined by around 21 per cent and that of girls considerably by 33 per cent. Figures for decadal dropout rate show a steep fall of 27 per cent. This phenomenon may be attributed to the various measures adopted by the government..

Drop-out Rate

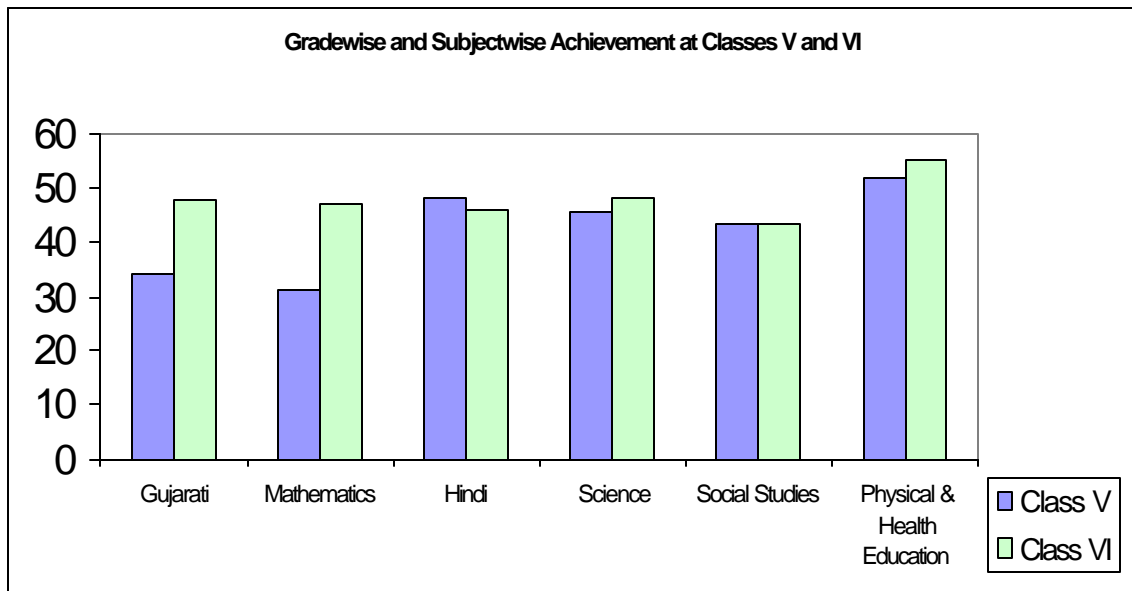
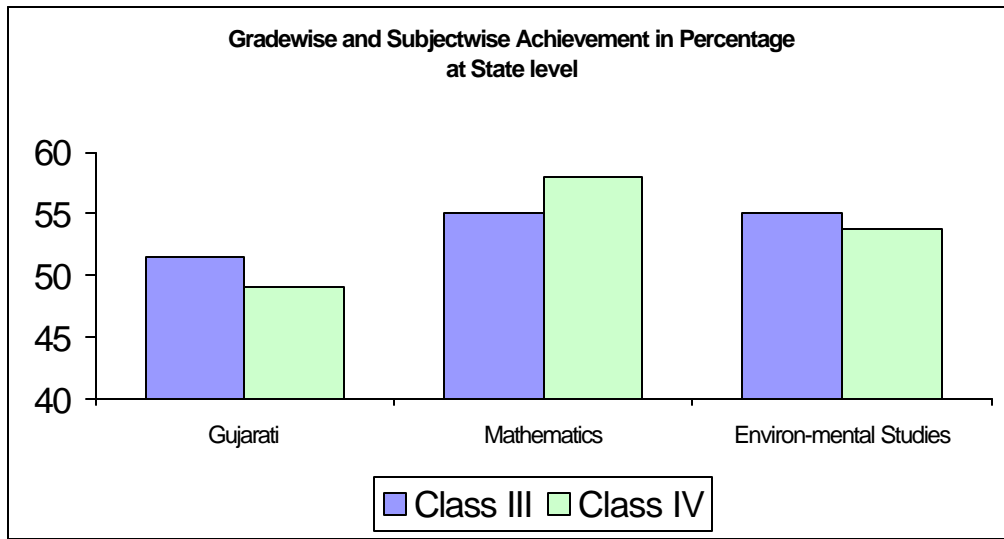
Year	I – V	I – VII
1993-94	44.6	62.3
1994-95	37.7	53.1
1995-96	36.9	51.2
1996-97	35.4	49.4
1997-98	35.2	48.4
1998-99	28.9	48.1
1999-2000	22.3	41.5

Academic Achievement

The outcome of systematic assessment of academic achievements of pupils in elementary schools provides an indicator of the progress of UEE in the State, besides enrolment and retention. Gujarat Council of Educational Research and Training (GCERT), Gandhinagar had undertaken a research project entitled 'Profiles of Academic Achievement of Primary Schoolchildren of Gujarat' in collaboration with PG Department of Education, Bhavnagar University. The object of the research was to assess the academic achievement levels of pupils (of grades III – VI) studying in primary schools of all districts of the State. Academic and research staff of all District Institutes of Education and Training co-operated in constructing, standardizing and administering 18 tests for 18 subjects to 32232 pupils of Grade III to grade VI during 1998-99. Contents of the tests were based on the curricular contents of the MLL-based text-books. Gradewise and subjectwise achievement profiles of students are presented in Table 2.2

Table 2.2 Gradewise and subjectwise Achievement in Percentage at the State level

Grade	Gujarati	Mathematics	Environ-mental Studies	Hindi	Science	Social Studies	Physical & Health Education
III	51.41	55.10	55.01	-	-	-	-
IV	49.14	57.96	53.78	-	-	-	-
V	34.35	31.05	-	48.28	45.71	43.53	52.02
VI	47.89	47.27	-	46.10	48.20	43.44	55.18



A glance at the achievement percentage points in different subjects in Grades III to VI reveals that

- Fifth graders show a sudden decline of achievement in Gujarati and Mathematics compared to previous grades.

- Their performance in other subjects also is below 50% except in Physical and Health Education.

The decline in achievement percentage may be attributed to pupils' studying additional four subjects, the burden of which seems to have contributed to lack of concentrated efforts to study new subjects at a stretch in a year, whereas there were only two or three subjects to study in previous grades.

Table 2.3 Gradewise and Subjectwise Achievement in Percentage at the State level

Subject	Percentage Level of Achievement		
	80%	50%	35%
Grade – 3	Percentage of Students		
Gujarati	24	53	64
Mathematics	24	58	70
EVS	19	61	76
Grade – 4			
Gujarati	15	50	67
Mathematics	17	46	62
EVS	36	77	88
Grade – 5			
Gujarati	02	29	46
Hindi	13	49	67
Mathematics	02	27	40
Science	11	42	62
Social Studies	13	48	77
Grade – 6			
Gujarati	06	49	69
Hindi	10	47	64
Mathematics	10	37	65
Science	08	37	80
Social Studies	11	38	56

In regard to learning attainment at the primary level of education in accordance with the Minimum Levels of Learning, 75% students are expected to achieve 80% level of attainment in each subject of study in a particular grade/class at the final examination. This is usually referred to as 75x80 per cent criteria.

On the basis of this content, only 24% of the third Graders in Gujarati and

Mathematics show 80% achievement level, whereas only 19% of students reach this level in Environmental Study. Those achieving the level of 50% range between 53% and 61%.

In Grade – IV, only 15% and 17% of students respectively in Gujarati and Mathematics reach 80% achievement level. Hardly around 50% of students

attain 50% level of achievement in these subjects.

An analysis of cut-off points of Grades V and VI students in five subjects reveals a very dismal and disappointing picture. Only 2% of students in Grade V could reach 80% level in Gujarati and Mathematics. In Science, Hindi and Social Studies only 11 to 13% of students succeeded in achieving 80% level of achievement. 50% level achievers range between 27% and 49%, with the minimum in Gujarati and Mathematics.

More or less, a similar pattern of performance obtains regarding percentage of students falling under the percentage levels of achievement under consideration in the case of students in Grade VI in the ranges 6-11% in 80% achievement level and 27-49% in 50% level of achievement.

In both Grades V and VI, subjects found difficult or with small percentage of achievers of 80% level rank are Gujarati, Mathematics, Science, Hindi and Social Studies.

To reach the MLL criteria of 75x80 per cent, pedagogical renewal process needs to be strengthened in regard to competency-based teaching and learning. Teachers' training regarding with a view to developing competency to deal with 'hardspots' (difficult competencies) go a long way in improving the achievement levels. Gradual implementation of new activity-based textbooks and use of improvised TLM in primary classes are instrumental in improving the situation.

It is worthwhile to note that Gujarat Council of Educational Research & Training (GCERT), Gandhinagar had organized in-service training programme for Grade V teachers teaching subjects like Mathematics, Science, Social Studies and Language (poems and grammar) in the months of November-December, 2000. The purpose was to help teachers make the

teaching 'hardspots' easier for the students to grasp. GCERT aims at conducting surveys of primary school students academic achievements every year at the Taluka/Block levels in each district of the State so as to minimize 'hardspots' and accelerate achievements in the subjects. These studies would also indicate the special measures required to improve the achievement of students.

Regional Disparities

In Gujarat, about 75 per cent of the population lives in villages. The last ninety years have witnessed of increasing urbanization, coupled with the growth of individual towns.

It is interesting to note that a total of 172 mother tongues were recorded as being spoken in the State by 1971 Census. The most popular being Gujarati, which is spoken by 89.36% of the populations. The other major languages spoken are: Urdu, Kachchhi, Hindi, Marathi, Sindhi, Kokana/Kokani/Kukna, Chodhari, Gamti/Gamit and Bhili/Bhilodi in decreasing proportion. The last four are dialects and are spoken mostly by Adivasis. Bhili is the dialect of the Bhils. A substantial population of Urdu speakers is found only in the districts of Junagadh, Ahmedabad, Kheda, Vadodara, Bharuch and Surat. Kachchhi which comes next to Urdu is the third most numerically strong language in the State. In the southern districts of Surat, Valsad and Navsari, tribal languages and dialects predominate among larger section of the population. 98.03 per cent of the total population of the State speak one or the other of these ten languages as mother tongue in varying proportions.

The structural pattern based on religion and Caste in Gujarat has well defined stratification comprising Hindus, Muslims, Jains, Christians, Shikhs, Buddhist and

others, of which 89% of the population constitute Hindus.

As per Fifth AIES, population of Scheduled Castes and Scheduled Tribes form 7.15% and 14.22% of the total population of the State respectively. Among the measures taken by the Government for the overall upliftment of people of Scheduled Castes and Scheduled Tribes since independence, education occupies an important place. A number of concessions, facilities and incentives have been made available for encouraging education among these sections. As a result of these measures, there has been a great expansion in the rate of literacy and noteworthy growth in participation rate in elementary education.

To accelerate the process of UEE, larger numbers of children need to be enrolled and be retained in the schools. In order to achieve this, the State government has been providing textbooks free of cost to SC; ST and those belonging into socially and educationally backward communities.

With a view to raising literacy level and encouraging enrolment of Adivasi children residing in Talukas having less than 10 per cent literacy rate as well as the same low rate of literacy among women and Adivasi communities, the Government gives scholarship of Rs. 100 per annum to such

pupils of Classes I to IV. It is significant to note that Gujarat has 33 Adivasi Talukas.

(Operation Black Board Scheme OBBS)

In pursuance of National Policy of Education-1986, the Central Government implemented Operation Black Board (OBB) to equip primary schools with physical facilities and educational aids. In this context, Gujarat Government has covered primary schools with Classes I to IV from the year 1987-88 to 1992-93. Central Government has thereafter extended the implementation of this scheme for the benefit of Classes V, VI and VII during the eighth five-year plan period. The State is providing basic physical and educational facilities to these upper primary schools which are managed by District Nagar Shikshan Samitis. For this purpose, equipments worth Rs. 50,000/- per school was provided. In Adivasi areas, the Central Government fully grants Rs. 50,000/- per school whereas in non-Adivasi areas Rs. 40,000/- per school is provided as assistance and the remaining amount of Rs. 10,000/- is collected through by the voluntary contribution at the district level.

The schools having Classes V to VII, which were covered in all districts and the share of financial assistance granted to them is given in Table 2.4.

Table 2.4 Schools covered during four phases of OBBS

Phase/Year	District	Beneficiaries (No. of schools)	Financial assistance (Rs.in lakh)		Total Expenditure (Rs.in lakh)
			Central Share	State Share	
First 1993-94	Adivasi: Bharuch, Valsad, Banaskantha	1439	719.50	-	719.50
Second 1995-96	Non-Adivasi: Banaskantha, Ahmedabad, Vadodara, Amreli, Surendranagar, Bhavnagar, Adivasi: Vadodara	3191	1696.90	391.90	2088.80
Third and Fourth 1997-98	Adivasi And Non- Adivasi: Rajkot, Surat, Panchmahal, Kutch, Sabarkantha, Kheda, Gandhinagar, Dang, Jamnagar, Junagadh, Mehsana, Bharuch, Gandhinagar-city, All 31 Nagarpalikas	10446	4437.80	-	3305.22

Note: New districts have been shown under old districts.

These facilities to the primary schools go a long way in improving teaching-learning process in the classroom.

District Primary Education Program

With the aim to improving access, increasing enrolment, enhancing retention and achieving quality improvement of elementary education, District Primary Education Program (DPEP) has been in operation in the three districts of Gujarat in the second phase and other six districts in the third phase.

DPEP goal includes a specific focus on reduction of gender disparities in education as reflected in lower enrolment, retention and achievement of girls particularly those from socially and

economically disadvantaged groups. Gujarat State has implemented specific

strategies to enhance girls' access, enrolment and retention in the schools. A pedagogical renewal process undertaken includes gender sensitive curricula and textbooks. Alternative schooling centers specially for girls have been opened for a minimum of 5 to 20 girls with a female teacher from the same locality. All new school buildings have been provided with separate toilets for girls.

In pursuit of the goal in reducing disparities between tribal and non-tribal children to achieve UEE, efforts are constantly being made to increase tribal community's access to education and reduction of gap in learners' achievement to less than 5 per cent compared to that of general community. In this regard, the results of Mid-term Assessment Survey (MAS) show a positive trend of improvement.

DPEP has devised its own strategies and interventions to enlist community

participation such as establishing and energizing of VECs/MTAs/PTAs.

Pre-primary Education

Pre-primary and primary education should not be viewed as a separate subsystem of education. Pre-primary education should be an essential adjunct of national system of education. Children at this stage should be given social experience rather than formal instruction. The modern educational trend is to emphasize pre-primary education officially as well as privately.

Gujarat Government has not accepted direct responsibility for pre-primary education. It is organised by local bodies and non-government organizations (NGO). These organizations provide this service in rural as well as urban areas. Pre-primary schools are given recognition by different departments of the State Government, according to which they are classified. The various types of pre-schools are:

- Balmandir receiving grant-in-aid from Education Department.
- Anganwadis and Balwadis sponsored by Social Security Department.
- Balwadis managed by Social Welfare Department.
- Balwadis under the Integrated Child Development Scheme (ICDS) through Health Department.

State government has fixed norms of grant-in-aid to pre-primary schools in rural areas. Balmandirs recognized by District Education Committee are given grant-in-aid by the State Education Department on the basis of sanctioned set-up of the preceding year. 90% of the pay and DA plus 20% of the other admissible expenditure constitutes the total grant-in-aid.

Gujarat government has accepted the principle of Learning without Burden and

announced its policy on pre-primary education effective from the academic year 1996. Guidelines for two-year curricula prepared by the State envisage primarily Montessori approach to teaching-learning process. Other specifications of the policy, interalia, include: specific age of child's enrolment (not less than 3 years by 31st August), strength of a class for a teacher not exceeding 25 (40 under special circumstances), specific curricula for two years, abolishing of child's personal interview prior to admission, and prohibiting demand of compulsory donation from parents for child's admission. Non-complying pre-school management on donation are liable to punitive action by the government.

In the State, facilities for pre-primary education are available, by and large, in all districts, in rural as well as in urban areas. However, pre-primary schools are conspicuous by their absence in the district of Dangs, which is tribally populated district.

The pre-primary education scenario prevalent in 1994 indicates.

- (1) Out of 18003 villages, 11380 villages (63.21%) have pre-school facilities in the form of Balwadis/Anganwadi, independent pre-primary school or pre-primary classes attached to primary schools.
- (2) 60.41% villages have the facility of Balwadis/Anganwadi.
- (3) Out of 18003 villages, around 800 villages have independent pre-primary schools.
- (4) In 1050 such schools, 46491 children have been enrolled under the care of 1229 teachers. Only 24 villages have pre-primary classes attached to 9 schools. 28 such institutions have enrolment of 3985 children with 162 teachers. In rural areas as a whole, 17322 Balwadis/Anganwadis are functioning with 18530 teachers

and an enrolment of around 11.45 lakh children.

Urban areas have generally, better facilities for pre-primary education. There are 264 urban areas in the State, 2247 Balwadis/Anganwadis are operative in urban areas with 2521 teachers and around 1.7 lakh children.

354 independent pre-primary schools are situated in urban areas having 1124 teachers and around 42000 children. As regards pre-primary classes attached to schools in urban area, there are 722 such institutions with 1704 teachers and around 47000 children.

State Education Department accords grant-in-aid to recognized Balmandirs (pre-primary schools). In 1999, there were 2663 such Balmandirs with enrolment of about 1.67 lakh children and 4133 trained women teachers. In Gujarat, teachers working in pre-primary education are, to all intent and purposes, women teachers.

Private aided and unaided Balwadis, Anganwads and Balmandirs are managed by voluntary non-government organizations.

The main weaknesses of pre-primary institutions include: inadequate infrastructural facilities, lack of conducive environment, paucity of teaching-learning material for children etc. Districts having literacy rates lower than the National literacy rate and having backward communities like Scheduled Castes and Tribes with low literacy rates do not have pre-school education facilities. In Anganwadis, it is observed that the workers make little effort to involve children and make learning interesting and

joyful. However, most of the pre-school education programme in Anganwadis include story sessions and song session as reported by Mohite and Shah (1990) in a study report on status of pre-school component in ICDS in three districts of Gujarat. There seems to be lack of interface between pre-schools and primary schools except in Balmandirs situated in the same campus having primary schools run by the same NGO. These Balmandirs faithfully follow government prescribed two-year curricula with Montessori approach. Development of children from such Balmandirs seems to be better in primary schools compared to that of children who have not availed of pre-school education.

Research findings corroborate the observation that for any primary education program to be successful and effective, pre-primary and primary education should be integrated and regarded as a continuum of the process of Education.

UEE : Access to Elementary education

The data of the state are not available in the during the First All India Educational Survey (1957). Since Gujarat was not a State then, according to the Second All India Educational Survey (1965), all urban areas had fairly adequate facilities for primary education (Class I to VII). 97.70 per cent of the rural population was served by a lower primary school section within a walking distance of one mile (1.6 km) and 86.57 per cent of the rural population could avail of upper primary schooling within a distance of 3 km.

Table 2.5 Habitations with Population size covered by primary schooling facilities (in percentage).

Category Year	General		Scheduled Castes		Scheduled Tribes	
	Within the habitation	Upto a distance of 1 Km.	Within the habitation	Upto a distance of 1 Km.	Within the habitation	Upto a distance of 1 Km.
1973	90.50	96.86	NA	NA	NA	NA
1978	94.96	98.14	85.71	96.43	82.28	92.78
1986	97.83	99.45	71.13	98.34	95.40	98.72
1993	97.12	98.78	91.18	96.27	94.27	97.70

According to the Third All India Educational Survey (1973), Gujarat State had the facility of primary schools within 17069 rural habitations (out of 23069 habitations) with a population of 90.50 % having primary schools within them; whereas other 3403 habitations had as access to primary schools within a distance of less than 2 km. Thus 96.86% of rural population could avail of primary schooling either within their habitations or upto a distance of less than 2 km. 96.86% is lower than the corresponding figure (97.70%) at the time of second survey. This may be due to change in distance criterion.

Data in the Fourth All India Educational Survey (1978) on access to primary education reveal that in Gujarat State 94.96% of rural population had primary schooling facilities within the habitations and 98.14% had an access to primary education upto a distance of 1 km.

As regards access to primary education facility by Scheduled Castes and Scheduled Tribes children, it is reported in 1978 that in 28 habitations predominantly populated by Scheduled Castes 85.71% of such population was served by primary schooling facilities within their habitations whereas for 96.43% of Scheduled Castes population, primary schools were available within the reach of 1 km. Likewise in 4335 habitations predominantly populated by

Scheduled Tribes 82.28% of such population were served by primary education facilities within the habitations, whereas 92.78% of Scheduled Tribes rural population could avail of primary schooling facilities upto a distance of 1 km.

According to the Fifth All India Educational Survey (1986), 97.83% of rural population in the scale was served by primary schools within the habitations, whereas 99.45% of the rural population had an access to primary schooling facilities upto a distance of 1 km. In 1986, out of 118 rural habitations predominantly populated by Scheduled Castes, 71.13% of Scheduled Castes population had primary schools within the habitation, whereas primary schooling facilities were within reach of 98.34% of the Scheduled Caste population upto a distance of 1 km.

As regards to Scheduled Tribes, out of 6310 rural habitations predominantly populated by Scheduled Tribes, 5586 (88.53%) habitations had primary schools within in the habitation areas serving 95.40% of the Scheduled Tribes rural population, 98.72% of population had an access to primary education upto a distance of 1 km.

Sixth All India Educational Survey (1993) data indicate that out of 25749 habitations, 25285 habitations (98.19%) covering 97.12% of rural population were served by

primary schools within the habitations, facilities for primary schooling for 98.78% of rural population were accessible to them upto a distance of 1 km.

Insofar as Scheduled Castes are covered, out of 378 predominantly Scheduled Castes populated rural habitations, 292 (77.25%) habitations had primary schools available within the habitations serving 91.18% of their rural population, whereas 96.27% of Scheduled Castes rural population had an access to primary schools upto a distance of 1 km.

In respect of Scheduled Tribes, out of 6884 habitation, predominantly populated by Scheduled Tribes, 6012 (87.33%) habitations had primary schools within the habitations, covering (94.27%) of their Scheduled tribes rural population, whereas for 97.70% of Scheduled Tribes rural population, primary schools were available upto a distance of 1 km.

According to Sixth All India Educational Survey (1993) 49.35% of habitations comprising 76.79% of rural population had facilities of upper primary schooling within the habitation, whereas 94.48% of rural population had access to upper primary schools upto a distance of 3 km. Corresponding data for the years prior to 1978 are not available. An analysis of the data from 1978 onwards to 1993 clearly indicates an increasing trend of growth in the percentage of rural population availing of primary education within the habitation. This means that this facility has been thus augmented in 1993 over 1978 which shows that the facility for upper primary schools has been made accessible to larger rural population upto a distance of 3 km.

In rural habitations predominantly populated by Scheduled Castes, facility for primary education within the habitations has been augmented during the period 1978-93. Increase in coverage of rural Scheduled Caste population for primary

education from 85.71% in 1978 to 91.18% in 1993 showing a percentage increase of over 5% reflects government's resolve to increasingly extend the facility of primary education to Scheduled Castes population in rural areas.

A considerable increase to the tune of 12% in the coverage of Scheduled Tribes rural population from 82.28% in 1978 to 94.27% in 1993 availing of the facility of primary education within the habitations is a clear evidence of the concerted efforts by the State to reach out to larger population of Scheduled Tribes under the program of UEE.

According to data in Fourth All India Educational Survey (1978), in Gujarat State, 71.71% of the rural population was served by upper primary schools within the habitations and 92.5% of the rural population could have facilities for upper primary schools upto a distance of 3 km. Data reported in the Fifth survey (1986) indicate the corresponding percentages respectively as 74.91 and 94.43.

On analyzing the data on access to primary schools within the habitation, it is evident that the percentage of rural population availing primary education has gradually increased from 90.50 in 1973 to 97.12 in 1993, showing an increase of about 7%. In the case of availability of primary schools upto a distance of 1 km., percentage of rural population with this facility has gone up from 96.86 in 1973 to 98.78 in 1993, indicating a positive increase of 2 per cent over the period of two decades.

It is worthwhile to note that Gujarat State has, 33 Talukas (17.93% out of total 184, predominantly populated by tribals (Adivasis) during the year 1998-99 served by 7425 primary schools having around 9.8 lakh pupils and 25679 teachers.

(Source: Educational Statistics, Directorate of Primary Education, Gandhinagar, 1998-99)

Among 17.93% of Talukas comprising Adivasis, primary schools in the Talukas range from 88 (1.19%) in Uchchhal (Dist: Surat) to 615(8.28%) in Santrampur (Dist: Panchmahals). Out of 9.8 lakh pupils, the enrolment ranges between 7800 (0.8 %) in Tilakwada (Dist: Vadodara) and 78958 (8.1%) in Santrampur (Dist: Panchmahals). Minimum pupil-teacher ratio is 19 in Khedbrahma (Dist: Sabarkantha) and maximum is 51 in Nizar (Dist: Surat). Considering the aggregate enrolment of pupils in primary schools spread over 33 Talukas, pupil-teacher ratio comes to 39. The enrolment in these Talukas constituted 12.78% of the overall enrolment in primary schools in 1998-99. The analyses of the data so far indicate Taluka disparities in regard to enrolment etc. in tribal areas.

Growth in Enrolment

As referred to earlier in the previous chapter, total enrolment in Class I – VII has increased from 22.47 lakh in 1961 to 76.33 lakh in 1999, showing 3.4 times

increase between 1961-99. (vide Table 1.) Enrolment of boys has gone up from 14.60 lakh in 1961 to 43.34 lakh in 1999, which indicates three times increase during the period 1961-99. The emphasis on promoting girl-child's elementary education is clearly evident from girl's enrolment during the period under reference. A little more than 4 times growth of girls enrolment from 1961 to 1999 and 8 percent increase in the proportion of girls in the total enrolment over the said period has taken place primarily due to endeavours of the State Government to accelerate the pace of UEE among school-going age children inclusive of girls in particular. Gender disparity ratio from 65:35 (1961) has been reduced to 57:43 (1999). The State government is committed to bring down this gap of 14 per cent to 5 per cent with the implementation of DPEP project in the three districts during the second phase and in additional six districts during the third phase.

Scheduled Castes (SC) and Scheduled Tribes (ST) Enrolment

Data for Gujarat State in regard the enrolment of SC and ST children in Classes I – VIII are available from 1973 onwards from Third All India Educational Survey (AIES) to the Sixth AIES (1993). Relevant data for SC are indicated in Table 2. 6 .

Table 2. 6 Growth in Scheduled Castes Enrolment in Class I– VIII, by gender

Scheduled Castes Enrolment								
Year	Class I –V				Class VI – VIII			
	Girls	Total (B+G)	% of Girls to Total enrolment	% of Girls to Total (SC)	Girls	Total (B+G)	% of Girls to Total enrolment	% of Girls to Total (SC)
1973	96261	275455	8.06	34.95	14408	53658	6.94	26.85
1978	106176	295191	7.63	35.97	21294	74938	7.02	28.42
1986	199153	461923	9.34	43.11	53000	143860	9.61	36.84
1993	173418	380410	9.28	45.59	88824	219327	8.84	40.50
Class I – VII								
1999	314528	687258	9.00	45.77				

Observations

Some significant points are to be noted from the figures in Table 2.

- A gradual increase in total SC enrolment in primary as well as upper primary classes has taken place 1993 is evident.
- Percentage of SC girls to total SC enrolment has gone up from 34.95 in 1973 to 45.59 in 1993 in classes I-V and from 26.85 in 1973 to 40.50 in 1993 in Classes VI-VIII. In the former, the growth in percentage of enrolment is 10.64 points whereas it is 13.65 percentage points increase in enrolment in Classes VI-VIII,
- Likewise, percentage of SC children enrolment in the aggregate enrolment of children of all communities also shows, by and large, an increasing trend from 1978 onwards.

This implies that with increasing awareness among SC parents together with the government's policy to encourage them to get their children enrolled for primary schooling in the rapidly changing social scenario, more and more children in general and girls in particular from SC communities have been joining Elementary schools.

Year	Scheduled Castes	
	Enrolment	Per Cent
1960-61	147613	7.66
1970-71	128902	8.14
1980-81	450588	8.95
1990-91	629065	9.98
1999-2000	787940	9.68

Pertinent data on enrolment of ST children are presented in Table 2. 7.

Table 2.7 Growth in Scheduled Tribes Enrolment in Class I – VIII, by gender

Scheduled Tribes Enrolment								
Classes I – V					Classes VI – VIII			
Year	Girls	Total	% of Girls to Total enrolment	% of Girls to Total (ST)	Girls	Total	% of Girls to Total enrolment	% of Girls to Total (ST)
1973	128544	371012	10.86	34.65	11692	40714	5.27	28.92
1978	173437	465512	12.69	37.26	20973	69325	6.50	30.25
1986	299013	715672	14.47	41.78	60925	165534	11.05	36.81
1993	293029	663181	16.17	44.19	113445	285467	11.51	39.74
Class I – VII								
1999	492338	1109923	14.54	44.36				

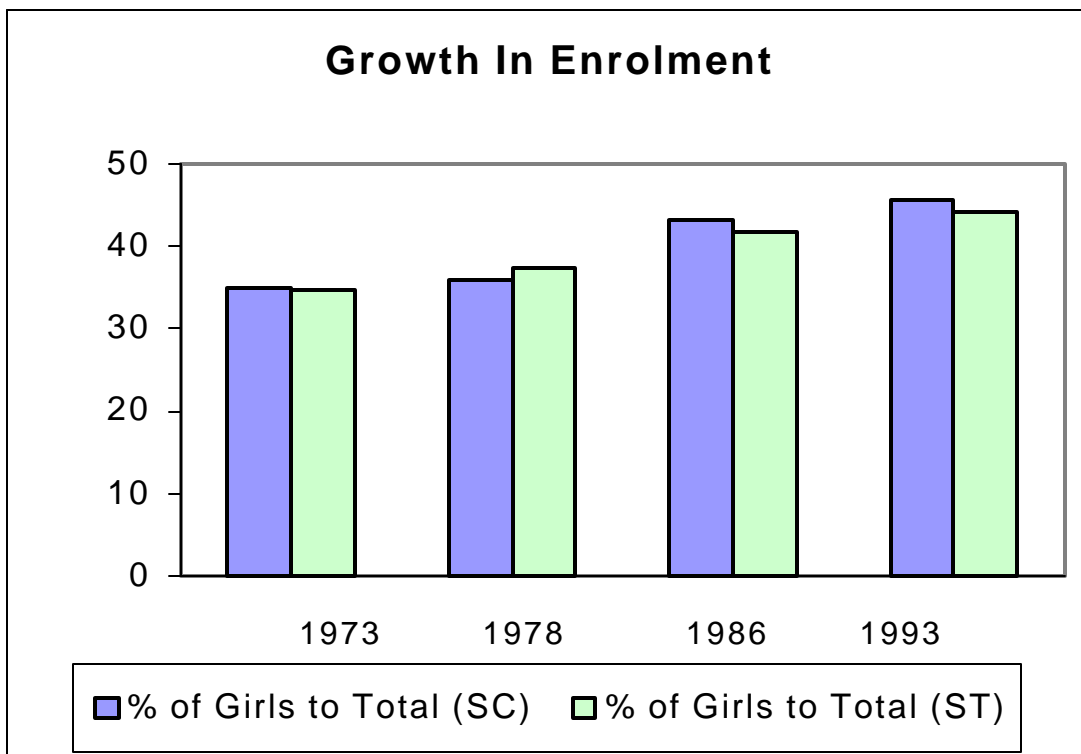
Observations

An analysis of this data indicated in Table 2.7 brings out some significant points.

- Aggregated enrolment of ST children in Classes I-V show a marked increase from 371012 in 1993 to 663181 indicating 1.8 times growth in the enrolment during the period.
- Percentage of ST girls enrolment to the total enrolment of children belonging to all communities has gone up from 10.86 % in 1973 in regard to Classes I-V to 16.17% in 1993, indicating a marked increase of 5 percentage points. Similarly, an increase from 5.27 % (1973) to 11.51%(1993) has taken place observed in ST girls enrolment in Classes VI-VIII, which signifies an increase of 6% during the period.
- Percentage of ST girls to total ST enrolment in Classes I-V and VI-VIII shows a gradually increasing trend, from respectively 34.65% and 28.92%

to 44.19% and 39.74% during 1973-93. This indicates a significant rise of about 10% enrolment of ST girls to total enrolment of all communities in Classes IV 11% increase of ST girls to total enrolment of all communities in Classes VI-VIII during 1973-99.

Year	Scheduled Tribes	
	Enrolment	Per Cent
1960-61	202458	10.50
1970-71	291398	11.88
1980-81	537018	12.37
1990-91	745000	11.86
1999-2000	1224069	15.04



Chapter 3

Education for All Adult Children

The programme of Education for All envisions Education of all persons falling in the age group 6 – 35 comprising elementary education as well as the programme of eradication of illiteracy from among persons in the age group 15-35. At the time of independence, our nation was severely handicapped with the problem of extremely low levels of literacy. National Adult Education Programme (NAEP) introduced by the Government of India in 1978 was essentially based on removing illiteracy through adult education. Launching of National Literacy Mission (NLM) on May

5, 1988 marked a major shift of emphasis from centered based to volunteer based approach to the programme with a campaign mode to spread literacy as a mission.

Eradication of illiteracy

Since the inception of Gujarat State, the government has been keen on uprooting illiteracy from the masses. This is evident from the data on literacy rate .

Table 3.1 Literacy Rates (in percentage) :1961-99

Year	Male	Female	Total
1961	48.73	22.77	36.19
1971	53.78	29.00	41.84
1981	65.14	38.46	52.21
1991	72.54	48.50	60.91
1999	80.21	57.01	69.16

Note: (i) The figures for 1961 and 1971 exclude persons in the age group 0-5 years.

(ii) The figures for 1981 and 1991 exclude persons in the age group 0-7 years.

(Effective literacy rate)

Effective literacy rate for the State population for 1991 has increased from 60.91 in 1991 to 69.16 per cent by 1999 or an increase of 9 per cent. Likewise male and female literacy rates have gone up from 72.54 per cent to 80.21 per cent and 48.50 per cent to 57.01 per cent during 1991 to 1999 respectively. In the four

decades, the total literacy rate in state shows an increase of 33 per cent whereas female literacy rate shows a jump from 23 per cent to 57 per cent i.e. percentage increase of 34. Literacy among males, females and total population has increased during the last four decades of the millenium.

Districts with high incidence of illiteracy

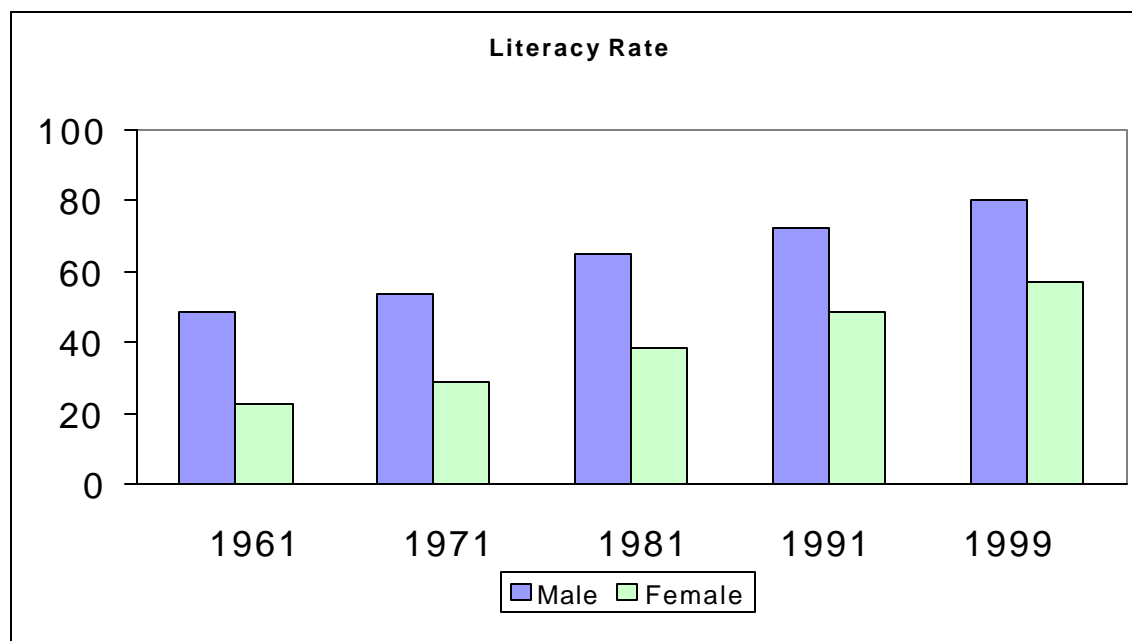
According to 1981 and 1991 census, literacy rates of total population, and male

and female population are recorded for various districts in Table 3.2

Table 3.2 Districts with high incidence of illiteracy

District	1981 (per cent)			1991(per cent)		
	Male	Female	Total	Male	Female	Total#
Banaskantha	33.86#	11.20#	22.84#	44.58#	18.69#	32.08
Panchmahals	40.80	14.92	28.14	49.04	22.65	36.16
Dangs	38.48	21.20	29.96	46.90	27.74	37.39
Kutch	44.07	26.72	35.39	52.89	34.43	43.78
Surendranagar	48.24	25.30	37.17	56.21	34.08	45.58
Sabarkantha	53.84	25.33	39.75	63.08	35.92	50.22*
Bhavnagar	51.26	28.10	39.93	58.92	37.44	48.45
Gujarat	54.53	32.31	43.75	61.44	41.17	51.64
Gandhinagar	63.24	45.78@	54.83	79.31@	69.63@	74.67@
Ahmedabad	65.30@	45.31	55.88@	70.96	54.32	63.08

Note : @ : Highest literacy rate # Lowest literacy rate
Rate of illiteracy = 100 – literacy rate



Both in 1981 and 1991 Banaskantha district had the highest incidence of illiteracy (77.16%) in 1981. Even though the rate of literacy in Banaskantha has increased, it still occupied the first

position in the incidence of illiteracy during 1991. Ranks in regard to the incidence of illiteracy, Panchmahals, Dangs, Kutch and Surendranagar occupy the same positions in 1981 as well as in

1991. Sabarkantha with rank six in 1981 has registered high literacy rate in 1991 which, in other words, means lower incidence of illiteracy compared to that in 1981. Literacy rates for Gujarat during the years under reference have been taken as reference rates for incidence of illiteracy in the districts.

Female literacy: An analysis

According to 1981 census, female literacy rate which was 32.31 per cent has gone upto 41.17 per cent in 1991 showing an improvement of about 9 per cent. Rate of female illiteracy was 88.8 per cent in Banaskantha (1981) which was highest among the districts of Gujarat whereas, Gandhinagar had 54.22 per cent (1981) female illiteracy. Compared to female literacy rate for Gujarat (1981), the districts with lower level of literacy were Bhavnagar (28.10), Sabarkantha (25.33), Surendranagar (25.30), Kutch (26.72), Dangs (21.20) and Panchmahals (14.92). This indicates that the prevalence of illiteracy among women in these districts ranges from 71.90 per cent to 85.08 per cent which is considerably high. As per 1991 census figures, rate of female illiteracy was 81.31 per cent in Banaskantha, which was highest among the districts of the State whereas,

Gandhinagar had 30.37 per cent illiteracy. Reduction in the extent of female illiteracy during the decade 1981-91 in Gandhinagar may be attributed to Adult Education Programmes implemented in the district. Compared to female literacy rate for Gujarat (1991), the districts with lower levels were Bhavnagar (37.44), Sabarkantha (35.92), Kutch (34.43), Surendranagar (34.08), Dangs (27.74) and Panchmahals (22.65). Rate of illiteracy ranged between 62.56 per cent and 77.35 per cent. It is significant to note that female literacy rate, which was 47.17 in 1991, substantially increased 57.01 in 1999, indicating the positive impact of Shaksharta Abhiyan (Total Literacy Campaign) undertaken in Gujarat during the last five years of the Millenium.

Magnitude of literate persons in relation to total district population (1991)

The analysis of data on literacy have so far presented figures in percentages and not in numbers. The magnitude of illiterates persons needs to be indicated, in respect of various districts and rural as well as urban areas. The data in the Table that follow indicates the magnitude of literate persons and illiterates.

Table 3.3 Magnitude of literate persons in relation to total district population(1991) , by area and gender

7 plus age-group (in '000)

District	Total population (a) /No. of literates(b)	Rural + Urban			Rural		
		M+F	Male (M)	Female(F)	M+F	Male(M)	Female(F)
Jamnagar	a	1545	790	755	931	474	457
	b	775	468	307	408	255	153
Rajkot	a	2509	1289	1220	1329	679	650
	b	1452	851	601	666	485	261
Surendranagar	a	1205	626	579	845	439	406
	b	549	352	197	331	224	107
Bhavnagar	a	2289	1173	1116	1486	759	727
	b	1108	691	417	620	407	213
Amreli	a	1251	631	620	982	494	488
	b	633	377	256	469	282	187
Junagadh	a	2392	1220	1172	1614	821	783
	b	1242	757	485	760	476	284
Kutch	a	1246	631	615	869	437	432
	b	546	334	212	323	204	119
Sabarkantha	a	1758	893	865	1573	798	775
	b	883	564	319	759	492	267
Banaskantha	a	2158	1116	1042	1939	1002	937
	b	693	498	195	567	422	145
Mehsana	a	2929	1501	1428	2204	1166	1118
	b	1616	888	728	1190	742	448
Gandhinagar	a	405	211	194	240	124	116
	b	302	167	135	177	97	80
Ahmedabad	a	4776	2514	2262	1205	627	578
	b	3023	1795	1228	567	380	107
Kheda	a	3438	1782	1646	2660	1388	1272
	b	1950	1242	708	1421	938	483
Panchmahals	a	2948	1509	1439	2636	1348	1288
	b	1066	740	326	864	622	242
Vadodara	a	3073	1606	1467	1757	914	843
	b	1684	1022	662	758	498	260
Bharuch	a	1542	798	744	1215	625	588
	b	809	496	313	586	368	218
Surat	a	3391	1784	1607	1675	856	819
	b	1688	1002	686	756	453	303
Valsad	a	2173	1111	1062	1642	833	809

	b	1202	701	501	830	490	340
Dangs	a	143	72	71	128	64	64
	b	54	34	20	43	28	15
Gujarat	b	21275	12979	8296	12095	7863 (65.01%)	4232 (34.98%)
Gujarat	Urban	9180	5116 (55.72%)	4064 (44.27%)			

Source: Educational Statistics; Directorate of Adult Education, 1990-91

A glance at the figures in the Table clearly shows that the incidence of illiteracy among women in rural area is higher than that in urban area by 9 per cent. Spread of literacy among males in rural area seems to have been accelerated as is denoted by 65 per cent literacy among males in rural population.

Total Literacy Campaign (TLC) and National Literacy Mission (NLM)

Notwithstanding the enforcement of the compulsory primary education act and the program for UEE, a large number of children of schoolgoing age are not enrolled in primary schools because they are required either to help parents in supplementing their income or in looking after younger siblings. That is why they remain illiterate.

Adult Education Programme sponsored by Central as well as State Governments have been implemented since 1978 under NAEP with a view to spreading literacy among illiterate masses especially among young persons in the age group 15 – 35. State Resource Center for Adult Education in Gujarat Vidyapith has been trying to eradicate illiteracy. Till 1988 the NAEP was center based which more or less failed to yield results commensurate with efforts made. During the period 1980-90, 110891 adult education centers were operative under various schemes of Adult Education through which, 4069876 adults (15 – 35) age group were covered.

With the launching of National Literacy Mission (NLM), on 5th May 1988 Total Literacy Campaign (TLC) was implemented in the State, along with other states in the country. The Shaksharta Abhiyan Model of Gujarat Vidyapith served as a prelude to TLC. It was a statewide mass campaign for the spread of literacy by District Panchayats.

The National Policy on Education 1986 declared, “The whole Nation must pledge itself to the task of eradication of illiteracy in the 15-35 age group” and that the central government and state governments, political parties, voluntary organizations, the mass media and educational institutes must fully address themselves to a mass literacy program.

It was envisaged under the NLM directives to make district as a unit for the campaign and mission mode of tackling TLC resulting in achieving total literacy in the district. **Gandhinagar** district was declared a **Totally Literate District** on May 1, 1991 so far as persons in the age group 15-35 were concerned. **Bhavnagar** district was the second district to have been declared a **Totally Literate District**.

The NLM – modeled TLC was area specific, volunteer-based, result oriented, cost-effective and time-bound. In 1990, TLC was launched in Gujarat especially in the three districts of Gandhinagar, Bhavnagar and Dangs. District Panchayats implemented the TLC in cooperation with specially registered bodies called District Shaksharta Samities. A three-tier

implementation structure was adopted namely District, Taluka and Village levels.

In pursuance of specific guidelines given by NLM, categories of persons trained in every district chosen for TLC by Adult Education Resource Center, Gujarat Vidyapith comprised key persons, Resource persons, master trainers and volunteer instructors.

Impact

An external agency Sardar Patel Institute of Economics and Social Research (SPIESR), Ahmedabad evaluated the entire program under TLC in all the districts except Gandhinagar by 1996. For the intensive appraisal, a total sample consisting of 74630 neo-literates, 2120 volunteers, 1435 village leaders spread over 1338 villages surveyed in 17 districts was chosen.

Findings

It was found that_

- 80 per cent of the adults had increased awareness about importance of personal hygiene.
- 73 per cent became aware of the need for immunization against infectious diseases.
- 68 per cent learnt about new developments in the field of animal husbandry.
- 57 per cent got information about modern methods of agriculture including improved seeds, fertilizers etc.
- 82 per cent learnt that exercising the right to vote in general election was valuable in democracy.
- 79 per cent learners realized that dowry was a social evil to be eradicated.

- 70 per cent appreciated the importance and utility of being a literate person.

Thus TLC had an impact on generating general awareness levels of adult learners. Volunteer instructors and primary schoolteachers who had put in strenuous efforts in making TLC result - oriented need to be complimented.

An achievement test prepared as per NLM guidelines was given to the sampled neo-literates. Learning out comes on reading, writing and numeracy tests are as follows.

- About 62 per cent could read 30/35 words in a minute.
- About 79 per cent could read boards of S.T.bus, advertisement, and simple newspaper items.
- 67 per cent could read a post card.
- 62 per cent could copy 7 words per minute from a notebook.
- About 64 per cent could write 5 words per minute from the book.
- 60 per cent could do add two digit numbers.
- 50 per cent could do subtraction of simple numbers.
- Multiplication and division were found to be difficult processes.

Literacy Centers

The National Adult Education Program (NAEP) included various schemes for eradication of illiteracy under central and state sponsorship as well as by NGOs and through college students. The schemes implemented were: Rural Functional Literacy Program (RFLP), State Adult Education Program (SAEP), Centers run by Voluntary Agencies and Mass Program for Functional Literacy (MPFL) by students. Total literacy centers under these schemes and the number of adult illiterates (15-35 age group) covered under them are indicated below.

Table 3.4 Literacy Centers and Illiterates covered

Year	Literacy Centers under different schemes of NAEP	No. of illiterates covered
1980-81	4506	149072
1981-82	6116	197651
1982-83	6173	204181
1983-84	8155	259659
1984-85	11680	400088
1985-86	14328	423000
1986-87	13885	431096
1987-88	13578	413289
1988-89	15794	1034840
1989-90	13994	511100
1990-91	14412	1339370
1991-92	15200	599000
Total	137821	5962346

Source: Saksharta Abhiyan, Dept. of information, Gujarat State, 1992.

Instructors

Instructors were selected through advertisement followed by personal interview. Minimum qualification for an instructor was S.S.C.E. pass for male instructor and it was lowered for female instructor. In rural areas, the eligibility to be an instructor was even relaxed based on the availability of instructors. After selection, they were given training primarily by the Adult Education Resource Center (AERC), Gujarat Vidyapith.

Training Programmes for Shaksharta Abhiyan

Two-tier strategy was adopted. Master Trainer's one-day training workshops were organized by the AERC, Gujarat Vidyapith. Volunteers' training was conducted by the VAs through the master trainers at their local places of work. The AERC has published Guidelines/Manual for Volunteers training. The training-in-charge was generally the Head of the Ashram school, high school or of the local voluntary organization of the village.

The training manual/ guidebook contained subject matter like (i) exposition and discussion on workpaper about the Saksharta Abhiyan – Need, Objectives, Strategy (ii) acquaintance with, understanding of and use of the mini-literacy kit for imparting literacy during the Abhiyan; (iii) demonstration of the Methodology for Rapid Literacy Learning based on the kit.

Besides this, training strategy included (i) self-study assignment, (ii) explanation and discussion on the modalities of rendering the entire village literate (iii) how to make individual contacts and mobilize the masses by enlisting people’s co-operation, (iv) use of mass media and (v) reciting slogans and chorus songs on literacy.

Teaching-Learning Material

Teaching material for instructors and learning material for adult learners were prepared and published by AERC, Gujarat Vidyapith.

Learning Material for Adult Learners	Teaching Material for Instructors
<ul style="list-style-type: none"> ➤ (a) Navjagaran Praudh Vachanmala (b) Navjagaran Mahila Vachanmala (c) Navjagaran Praudh Lekhan Pothi (d) Navjagaran Majoor Vachanmala (e) Navjagaran Rathwa Vachanmala (For tribal) (f) Navjagaran Praudh Mahila Pothi ➤ Jan Chetna Vachanmala Series 	<ul style="list-style-type: none"> ➤ Teacher’s Guide for (e) Navjagaran Praudh Vachanmala (f) Navjagaran Mahila Vachanmala (g) Arithmetic (Ganit Pothi) (h) Navjagaran Majoor Vachanmala (e) Navjagaran Rathwa Vachanmala ➤ Charts based on Vachanmala ➤ Chitra Vachanpat – 1 (Picture reading chart) ➤ Chitra Vachanpat – 2 (Picture reading chart) ➤ Self – learning evaluation cards ➤ Chitra Pathavali – 1 ➤ Chitra Pathavali – 2 ➤ Adult Learner’s Achievement Record ➤ (Evaluation Manual)

Learning material used: Nature and Content

Two sets of mini-literacy kits – Laghu Saksharta Samput I and II were published and used in the Abhiyan for Literacy, numeracy, awareness and national values. Kit – I focuses on functional literacy and numeracy and awareness generation. It consists of 15 lessons on literacy by and large covering the entire alphabet, 5 on post-literacy and the next 5 on functional

arithmetic. Kit – II deals with further functional literacy, numeracy and clearly incorporates messages on awareness and national values besides those in Kit – I. The messages are: women’s parity, health and hygiene, mother and child care, rights of daily-wagers, small family norms, immunization, environment conservation, national integration, equal respect for all religions etc.

The kits are accompanied with (i) a notebook for writing practice and (ii) evaluation tests. Kit – I contains 4 concurrent self-evaluation tests to be taken by the learner generally after every 4 lessons. They contain objective recognition type of items. The kits have also the summative evaluation tests (objective tests) to be taken at the end.

Audiocassettes on Kit – I have been prepared. As stated earlier, training manual for volunteer's training has been published and is used by the VAs for local training. The expenditure per adult learner of the Abhiyan covers expenses on publication of kits, campaign training, monitoring and evaluation. SRC which functions as an extension wing of the Gujarat Vidyapith also spear-heads this program. 14 lakh Kit – I and 7 lakh Kit – II have been published and distributed.

In addition to learning kits, teaching-learning material which was prepared by AERC comprised Janchetna Vachan Mala – I, II and III, instructors' guidebook, and training manual for trainers. Voluntary agencies organized training programmes for their volunteer instructors using this material.

Expected Standard of Literacy Level

NLM has prescribed norms for learners' evaluation in regard to reading, writing and numeracy. An adult learner who attains 80 per cent marks at the final evaluation test in all the skills is declared to have achieved the expected literacy level and is considered as a **totally literate person**.

Role of NGOs

During NAEP and TLC, prominent voluntary agencies conducted programmes for eradication of illiteracy under centrally sponsored scheme. More than 30 voluntary agencies conducted such programme in the State, chief among them were: Gujarat Crime Prevention Trust, Ahmedabad; Akhand Jyot Foundation Trust, Ahmedabad; The New Progressive Education Trust, Mehsana; Smt. B.K.Baljoshi Trust, Kalol and Bhil Seva Mandal, Dahod. Gujarat Crime Prevention Trust conducted AE Classes primarily for women. To attract women to join literacy classes, the trust also organized various vocational and craft centered activities also.

Gujarat has the distinct tradition of voluntary agencies working for women's upliftment and social amelioration. NGOs with professionalised management approach and strategies joined their hands in the task of spreading literacy.

Post Literacy and Continuing Education

Literacy levels achieved during TLC through campaign mode so not seem to have stabilized. It was felt, to see that neo literates retain literacy and enrich their competencies so as to create a learning society. The NLM provides for a Post Literacy Campaign (PLC) where gains of literacy are consolidated and an effort is made to link learning skills with life skills. With this end in view, the NLM supports the starting and functioning of Continuing Education Centers (CEC) in order to sustain the learning process in the community.

Government of India - sponsored scheme for setting up of Jan Shikshan Nilayams (JSN) has been in operation in several parts of Gujarat. In different districts, AERC encouraged voluntary agencies to

set up JSNs aiming at ensuring retention and enrichment of literacy among neo-literates and continuing education for life skills.

Post literacy centers have been working mainly in places where learning centers of TLCs were functioning. Learning material for PLCs prepared by AERC in the form of Janchetna Vachan Mala – IV onwards is used in Post Literacy Centers. ‘Preraks’ for JSN and for PLC are selected and given performance based training with

specific time duration by AERC to enable them to organize required activities at the centers.

Of late, it is the policy of central government, that as fallowup of TLC and PLC, Continuing Education programme should be undertaken with vigour as a life-long education programme. That is why a Department of Continuing Education has been working in place of the Department of Adult Education at the State level.

Alternative Schooling: (Non Formal and Open Education)

As the main strategy for covering out – of – schoolchildren – both non – starters and dropped – outs, a major change in the policy has been adopted to ensure the enrolment and education of drop – outs in the Elementary education system. Accordingly, every child in the age group 6 to 14 shall continue to learn on a full time base, if possible, and on a part time bases, if necessary. It is in this context that, alternative schooling and non-formal education system have been recommended by the Central government.

Non-Formal Education

A programme of Non-Formal Education was launched by the central government nearly two decades ago in order to fulfil the need for providing alternative means of

primary education for deprived sections of society. These sections consist of non – starters, dropped – outs, children from habitations without schools, children who assist parents in domestic works and girls who are unable to attend formal schools. The NFE program has been revised and strengthened in the last decade of the century. It has been extended to cover urban slums, hilly, tribal and desert areas.

Notwithstanding the fact that Gujarat State occupies a higher position in literacy compared to educationally backward states of the country, Govt. of India approved the NFE scheme from 1989-90 for the State.

In pursuance of NPE – 1986, State Government and voluntary agencies run NFE classes as per revised NFE policy in urban slums, hilly and tribal areas.

Table 3.4 Non-Formal Education Centers, by agency and by beneficiaries

Year	State sponsored Centers	Centers by Voluntary agencies	Number of Beneficiaries		
			Boys	Girls	Total
1988-89	-	2119	25404	29724	55128
1989-90	-	2017	24197	30415	54612
1990-91	1533	2282	46192	41468	87660
1991-92	1533	2282	46192	41468	87660

Target group

The target group includes children in the age group of 9 to 14 who belong to specified categories mentioned earlier.

Teaching – Learning Material

The curriculum for NFE has been prepared in joint collaboration with the Directorate of Adult Education, State Institute of Education, State School Textbooks Board and subject experts. Curriculum and teaching-learning material thus prepared are comparable to the for formal system and relevant to local environment and learners' needs. A condensed course of about two years duration for lower primary and three years for upper primary level is taken into consideration while preparing textbooks for NFE.

Instructors

Criteria for selection of Instructors are:

- Persons living in the local area and with love for education and social service.
- A person belonging to socially backward category.
- Preference to women candidate.
- Inspiring personality.
- Selected instructors undergo training conducted by trained Project Officers and Supervisors in phases of specified time duration.

Evaluation

A procedure of continuous evaluation of learning children as well as final evaluation is adopted to assess the achievement of the learners. On the basis of final evaluation, a certificate is awarded

at the conclusion of learning. Such children are considered eligible for entry into a particular class of formal system of education.

Alternative Schooling (AS)

More than 2 lakh children are estimated who do not attend formal schools. District Primary Education Program (DPEP), therefore, has started Alternative Schools to provide access to primary education to children of disadvantaged sections living in remote and small habitations, aiming to provide schooling facility to non-starters and drop out children to a level where they can rejoin the formal system of primary education.

Models for Alternative School

In the project districts: Banaskantha, Dangs and Panchmahals, several AS models have been tried out for providing schooling facility to out of schoolchildren, that include:

Back to School(2000 centers): AS center, Alternative School and Education Camp (yet to start)

Bridge Courses (138 centers): Vacation course, Ashram Shalas, Tent School, Community Hostel, Salt Pan School and Night Class.

Under Alternative Schooling System, DPEP Gujarat has achieved enormous success. By February 2001, out of the proposed 2800 AS centers have been opened under Back to School program, covering 40516 out of schoolchildren of which 21974 are girls. Also, 138 Bridge Course centers have been opened covering 2347 working children and children of migrant laborers.

Table 3.5 Number of Alternative Schooling Centers and Beneficiaries

Districts	No. of AS Centers	No. of Students		
		Boys	Girls	Total
Banaskantha	800	8793	10305	19098
Dangs	60	515	583	1108
Panchmahals	1140	9234	11076	20310
Total	2000	18542	21964	40516

Training Centers

The diverse educational needs of the children require a host of trained teachers whose teaching and learning skills are

constantly upgraded. Keeping in mind, the need for training and academic support to the AS Instructors, Training Center for Alternative Schooling at Vav and Warahi in Banaskantha and Halol in Panchmahals were set up.

The main elements of the training objectives are:

- To prepare the instructors to cope with the diverse educational needs of the children i.e. children from remote areas, small habitations and working children.
- To develop Teaching/Learning Material (TLM) for AS centers by trainees themselves.
- To equip teacher trainees with the methods of joyful and activity - based teaching.

Alternative Schooling instructors are given 45 days-residential pre-service training at training centers. The in-service training is conducted in three phases, each phase being of 15 days. In the first phase, induction training is given. The second phase is a refresher course, while in the third and fourth phase, the final training is conducted. Each phase of training is followed by 6 months of field experiences. Resource persons are drawn from State Project Office, District Project Office, Block Resource Center and Cluster Resource Center co-ordinators.

A special training kit has been developed on the basis of text-book content and Minimum Levels of Learning (MLL) which includes lesson cards, activity card, progress card and evaluation card.

It has been found that girls do not come to school regularly due to several problems, e.g., anti-social elements and distance of the school from their house. Even rules do not permit to open schools in remote and scattered habitations. To overcome these problems, AS centers specifically for girls have been opened for a minimum of 5-20 girls with a lady teacher from the same locality.

Table 3.6 Girl – Specific Centers

District	No. of Centers	No. of girls
Banaskantha	96	1802
Dangs	16	175
Panchmahals	48	581
Total	160	2558

Tribal - Specific AS Centers

To bring the never enrolled and dropout children to mainstream as many as 894 tribal – specific AS centers have been opened under Back to School program. Due to the intense mobilization, 19516 children have been enrolled of whom 10304 are girls. Proportion of girl's enrolment has been more than boy's enrolment, which is indeed a significant achievement.

Education of Children with Special Needs

Education Commission (1964-66) recommends that a reasonable target for education of the Handicapped children will be to provide, by 1986, education for about 15 per cent of the blind, deaf and orthopedically handicapped children and to about 5 per cent of the mentally retarded ones.

National Policy on Education (1986) envisages that every effort should be made to expand educational opportunities to cover all handicapped children for the accomplishment of the UEE. For the more severely handicapped children, education may be provided in especially suitable settings for the development of the potential. Others could be placed in regular schools and provided with requisite additional facilities. Appropriate curricula and techniques of teaching suited for handicapped children should be evolved.

Integrated Education for Disabled Children (IEDC)

In this context, Government of India initiated a scheme of Integrated Education of Disabled Children (IEDC) in 1986. It is expected that children with various types of disabilities can live with their parents and receive education in a common school

of their village or area along with common children. IEDC scheme is a 100 per cent centrally sponsored scheme. The disabilities include Visual Impairment (VI), Hearing Impairment(HI), Mental Retardation(MR), Orthopedic Handicapped(OH) and Multifaceted Disability.

Gujarat Council of Educational Research And Training (GCERT) looks after education of the disabled through the IEDC Cell created in 1992 under State Education Department and its functioning under GCERT since 1998. Convergence with NGOs has strengthened the implementation of the IEDC scheme in Gujarat.

Magnitude and coverage

According to the Progress Report of the Gujarat State Project Office, DPEP, a survey of disabled children conducted in 1997 estimated 17031 disabled children enrolled in schools and 2412 disabled children who were out of school in three DPEP districts (Banaskantha, Dangs and Panchmahals). Endeavours are being made to bring them to the regular mainstream.

According to the report of IEDC cell of GCERT, Gandhinagar, beneficiaries of the IEDC scheme during 1999-2000 were 17287 disabled children with 338 special teachers. Regular schools under 35 NGOs catered to the educational needs of the disabled children in the schools situated in 116 Blocks/Talukas in 20 districts of the State. In 2000-2001, it is envisioned to cover 22955 disabled children under the care of 622 special teachers with the convergence of 56 NGOs in 176 Blocks of all the 25 districts of Gujarat.

A door-to-door survey of disabled children in 30 Talukas was conducted in co-operation with NGOs (Voluntary agencies) with the UNICEF financial assistance in 1999-2000. Out of estimated 36000

disabled children, 17287 children were medically checked and were enrolled under IEDC schemes. In 2000-2001, the total number of children with special needs has gone up to 22413. Parents of the remaining disabled children were

counseled and encouraged to get their children enrolled in regular schools. Breakdown of such enrolled children is given in the Table 3.7 according to the nature of disability.

Table 3.7 Enrolment of Children According to Nature of Disability

No.	Category	No. of children	
		1999-2000	2000-2001
1.	Visually Impaired	2,844	3383
2.	Hearing Impaired	1190	1609
3.	Mentally Retarded	1601	3731
4.	Ortho. Handicapped	11652	13690
	Total	17287	22413

Special Schools in Different Districts

- Schools with facility for visually impaired children are situated in Jamnagar, Bhavnagar, Amreli, Junagadh, Kutch, Sabarkantha, Mehsana, Ahmedabad, Kheda and Surat districts.
- The districts having schools with facility for hearing impaired children are: Jamnagar, Bhavnagar, Amreli, Junagadh, Kutch, Sabarkantha, Mehsana, Ahmedabad, Panchmahals, Bharuch, Surat and Valsad.
- Mentally Retarded children have the facility for schooleducation in the districts Bhavnagar, Junagadh, Kutch, Mehsana, Gandhinagar, Ahmedabad and Kheda.
- Children who are Orthopadically handicapped have schooling facility in Jamnagar, Rajkot, Bhavnagar, Amreli, Junagadh, Kutch, Sabarkantha, Mehsana, Gandhinagar, Ahmedabad, Kheda and Surat districts.

Teachers and their Training

Teachers for disabled children are provided training about the pedagogical aspects of IEDC. For this, a proposal for a

bridge course was approved by RCI, New Delhi. There are seven institutions in the State that organise training for the Special teachers. Special teachers and lecturers of DIETs were given training in regard to this

bridge-course at Blind Persons Association (BPA) Ahmedabad and National Association for the Blind(NAB) Visnagar. During1999-2000, five such bridge-courses were organized.

An Indo-Australian Training Program was organized and conducted at Gandhinagar for Master Trainers, special Resource Teachers for IEDC and lecturers from DIETs in collaboration with MHRD, New Delhi during 2000-2001.

Government of Gujarat has issued GR dated 29-3-2000 specifying educational qualification for a special teacher, experience, age and pay-scale. A special Teacher is required to be appointed for every 10 disabled pupils.

Aids and Equipments

For Visually Impaired: Braille Slat and Stylus, Braille, Abacus, Braille papers and Textbooks, Thermoform Machine, adjustable magnifiers.

For Hearing Impaired: Individual hearing aids, Voice Trainer, Audiometer.

For Mentally Retarded: Sense related equipments, Maria-Montessori Kit or NCERT prepared ECCE Kit.

For Orthopodically Handicapped Adjustable Furniture.

Teaching-Learning Material (TLM)

With a view to removing barrier to the education of children with special needs in Gujarat and educating people as well as the special teachers, a variety of booklets have been prepared and published by GCERT under the IEDC scheme in addition to the usual aids and equipment necessary for learning. They are:

- Integrated Education for the Mentally Retarded children
- Integrated Education for the Deaf and Dumb children
- Integrated Education for the children with Vision Impairment
- Low vision assessment: parts 1 and 2

- Guide book for the parents and the family of the disabled child
- Modules for the training of (a) Co-ordinators of Cluster Resource Centers and (b) Resource Persons
- Guidelines for the First and Second year PTC student-teachers on IEDC

It is worthwhile to note that the centrally sponsored IEDC scheme is being implemented through only the NGOs in the State. By way of incentives to promote education of children with special needs, a central financial assistance to a school under IEDC scheme is granted for the purchase of educational aids and equipment within the limit of Rs. 30,000.

Book and stationery allowance of Rs. 400 is granted to school per disabled child. Rs. 200 per year per child is given to the school in lieu of school uniform.

The Act for the Disabled children (1995)

In accordance with the provisions of the Act for the Disabled children (1995), every disabled child should be provided free, compulsory and universal education upto the age of 18. A pertinent proposal in this regard was submitted to the State government. The government has issued an order on 20th October 1999 in this connection. DEOs, DPEOs, Administrative Officers of the Corporation, Local Bodies and Principals of DIETs are requested to take necessary action.

Chapter 4

Secondary and Senior Secondary Education

Secondary Education

Prior to independence, geographical and administrative in Gujarat comprised British Gujarat, Baroda State and the princely states of Saurashtra and Kutchchha.

The following figures throw light on the progress achieved in secondary education in the State before Independence.

Table 4.1 Secondary Education, 1921-47

Region	No. of schools		No. of students	
	1921	1947	1921	1947
British Gujarat	78	156	11853	63587
Baroda State	68	162	11440	30724
Saurashtra	115	103	16428	34246
Kutchchh	13	17	1080	4844

Source : Gazetteer of India, Part II, Gujarat State, Gandhinagar, 1991

Post Independence Development:

This period witnessed experimentation and further expansion of secondary education. Lok-Shalas with standards VIII to X and post-basic schools were started under the inspiration and influence of Gandhian philosophy of national basic education and village reconstruction. The idea of Lok-Shalas originated after Shri Nanabhai Bhatt paid a visit to Denmark.

The post-basic schools were started with a view to breaking economic and geographical barriers between rural and urban populations and to bridge the gulf between culture and work, humanities and technologies and between the practical and the ideal. In 1964-65 11 schools taught agriculture and animal husbandry. Spinning and weaving were also introduced as subsidiary craft in some of the schools.

Vocational schools were started in 1937-39 in Bombay State at such places as Abrama, Godhara, Avidha and Ahmedabad in Gujarat area of Bombay State. Their number was 13 in 1964-65 .

Among the subjects taught, home science and fine arts were introduced in girls' schools. The total number of students in these courses was 20545 out of 82177 who appeared at the S.S.C. Examination in 1964-65.

During the second and subsequent Plans, there was rapid expansion of secondary education mainly because of introduction of compulsory primary education from 1956 onwards, and general prosperity, green revolution and social and political awareness among the rural population.

The progress of secondary education after independence has been phenomenal as is evident in the Table below:

Table 4.2 Post - Independence Progress of Secondary Education

Year	No. of Schools	No. of Pupils	No. of Teachers	Pupil-Teacher Ratio
1950-51	333	146303	5981	24
1955-56	539	261094	10000	26
1960-61	1099	364853	14208	26
1965-66	1590	602738	22188	27
1970-71	2263	785865	29229	27
1975-76	2672	965301	34123	28
1980-81	3153	1026905	38436	27
1985-86	4297	1258341	46671	27
1990-91	5122	1652285	57957	29
1995-96	5713	1925083	64243	30
1998-99	6011	2042691	65231	31

Source: Director of Education of Gujarat State, Gandhinagar

Secondary education has shown very satisfactory progress. The number of schools has increased from 333 in 1950-51 to 6011 in 1998-99, showing 18 times increase; the number of students from 1.46 lakh to 20.42 lakh, showing 14 times increase and teachers from 5981 to 65231, showing 11 times increase during the last five decades. The pupil-teacher ratio has increased from 24 to 31 indicating that appointment of teachers has always not accompanied the increase in enrollment.

The curricula of secondary schools (VIII-X) were upgraded and introduced from 1973 from class VIII and onwards gradually. The ultimate object is to provide a secondary school within a radius of 5 km from the home of the child.

Access

In view of the increasing number of secondary schools, proper planning of their location becomes extremely important. About 17 per cent of habitations had the facility of secondary education within them in 1965, whereas 37 per cent of the habitations had access to secondary school up to a distance of 5 km (3 miles).

There were 12574 (54.54%) habitations as reported in the Third Survey, with a coverage of 66.31% population having secondary education facility within 5 km including, 1533 habitations with a coverage of 7.86% population having the facility in them.

According the Fourth survey the facility for secondary education was available to 18021 (75.14%) covering 80.80% population within 8 km including 1826(7.61%) habitations with a coverage of 25.79% population having facility in them. There were 2,6028 habitations with population 2000 or more and of these 2264 (86.81%) had facility within 8 km including 1236 habitations (47.30%) having facility in them.

A reported in the Fifth survey the facility for secondary education was available to 11.93% within the habitation and 82.39% within a walking distance of 8 km. 31.97% of rural population was served by secondary schooling within the habitations whereas 87.15% of rural population had access to secondary schooling facility up to 8-km.

The Sixth survey reports that in 1993 the facility for secondary education was

available to 13.59% within their habitation and 75.04% of habitations within the distance 5km. 33.88% of rural population was served by secondary schooling within the habitations whereas 80.37% of rural population could have an access to secondary schooling facility upto 5 km.

Gender disparities

Data on enrolment of pupils by gender for the period 1961-1999 have been presented and analyzed in Table 1.5 of Chapter 1. Based on these figures, gender disparity Index 76: 24 in 1961 has been decreased to 60:40 in 1999.

Developments since NPE 1986

National Policy on Education (1986) recommends diversification of education and lightening of academic load so as to facilitate and help development of the total personality of students. The curricular and co-curricular programme, physical education, games, socially useful productive work (SUPW) and social service should be introduced. It was also recommend that secondary schools should

have academic and vocational stream. According to NPE, secondary education comprised classes VIII, IX and X. A new pattern of higher education (10+2 pattern) classes XI and XII was introduced in 1976.

Before the NPE, secondary education in Gujarat included classes VIII to XI. The examination held at the end of class XI was matriculation examination conducted by Bombay University.

Since the implementation of recommendations of NPE, there has been overall expansion of schools, pupil enrolment and teachers respectively, 1.4 times, 1.62 times and 1.4 times. (vide Table 4.3).

In the Eighth Five-year plan provision of special incentive schemes like mid-day meal, free Uniform, free textbooks and attendance scholarship to girls was made for the development of secondary schools and their qualitative improvement,. These schemes were primarily extended to Adivasi areas. Pertinent data in this connection are indicated below:

Table 4.3 Beneficiaries under various Incentive schemes

Category (1993)	Mid-day Meal			Free Uniform			Free textbooks			Attendance Scholarship to girls	
	Schools	B	G	Schools	B	G	Schools	B	G	Schools	Girls
SC	31	304	20	278	1093	487	1716	8264	4241	405	2900
ST		289	265		4793	3775		1073	5951		4759
All Communities		237	103		8818	5879		6431	3512		1084
		5	1				2	3			2

In addition to these schemes, secondary schools are encouraged to set up book banks, to award scholarships to the talented students and a specific amount of grant is given to the secondary schools.

During the year 1998-99, a grant of Rs. 443.21 crore in lieu of pay and allowances has been paid to schools managed by private and local bodies. In addition to this, an amount of Rs. 333.59 crore has

been expended as plan expenditure for the development of secondary education.

To meet shortage of trained teachers in secondary schools, the State Government has introduced `Shikshan Sahayak` scheme since 1999. To promote computer education in secondary schools, a computer assistance scheme has been implemented since 1999.

Gujarat State Secondary Education Board has been functioning since 1974. The board is empowered to accord sanction and registration to non-government secondary schools, to deal with important matters relating to teachers and non-teaching personnel as well as curricular matters pertaining to secondary education. This board conducts S.S.C. and H.S.C. examinations in the State.

Present Status of Secondary Education

Total number of secondary schools in the State upto 1999 was 5813, which included the table of Page 51 gives the number of schools as 6011. 2 new schools in Adivasi area during the year. In the State, private registered voluntary agencies and local bodies manage non-government secondary schools.

Secondary school employees are given benefit of direct pay, GPF and Pension.

Senior Secondary Education

For the last 24 years Senior/Higher Secondary Education according to the 10+2 pattern has significantly developed in the State.

Higher secondary education provides education in four different streams:

- General Stream (Arts and Commerce)
- Science Stream
- Higher Post Basic Stream
- Vocational Stream

With a view to paying more attention to Higher Post - Basic Stream, a separate Post Basic Education Board has been set up at the State level. It has been difficult to motivate students for joining vocational courses and creating necessary infrastructure, Gujarat government has set up an Office for Joint Director of Education (Vocational Education) with top priority.

In Gujarat, Junior college pattern does not exist for higher secondary, and therefore no higher secondary school is affiliated to any university.

According to the Fifth survey, the facility for higher secondary education was available to 2.05% within the habitations and 49.16% of habitations within the walking distance of 8 km. 80.46% of rural population was served by higher secondary schooling within the habitations whereas 55.05% of the population had access to higher secondary schooling facility upto 8-km.

The Sixth survey reports that the facility for higher secondary education is available to 2.89% within their habitations and to 58.00% of habitations within the distance of 8 km. 10.25% of rural population was served by higher secondary schooling within the habitations and 61.64 % within 8-km.

It is significant to note that percentage increase in the number of higher secondary schools during the period 1981-99 was 88.52 (vide Table 1.1), which shows a considerable expansion of higher secondary schooling facility. During the same period, student enrolment registered an increase of 101.04 (vide Table 1.6) per cent or twofold increase in enrolment. Percentage increase in girls the proposition of girls in total enrolment has increase to about 12 per cent.

School Complex

Schools within the radius of 8 km usually form a school complex. School complexes primarily work within the purview of primary education. Periodic meetings of teachers of schools within the school complex discuss methods of teaching, items on syllabus, units of teaching and other problems. The meeting is participatory in nature with a few knowledgeable teachers giving guidance on issues and follow up work. School, where teachers gather extends its facility to other schools.

In case of school complexes at the secondary and higher secondary levels of education, a higher secondary school works as a lead school and extends its essential infrastructure facilities to member schools. Thereby the professional level of teachers and their teaching competence is enhanced through exchange of views on academic and administrative issues.

Vocationalisation at the +2 stage

Multipurpose schools were started during the First Five-year Plan, they provided education at least in two diversified courses. At the end of 1955-56, there were 23 such schools, which provided for teaching in commerce, agriculture, home science, other technical subjects and fine arts. Their number rose to 99 in 1962-63.

Vocationalisation at the +2 stage was implemented from 1988, the purpose being to enable the 10th pass student to join vocational stream of his/her choice out of 27 different courses and to enable him to earn livelihood by setting up a vocation independently after the successful completion of the course.

This is a centrally sponsored scheme and is being implemented in government and

non-government higher secondary schools. Vocational education lays more stress on practical work, workshop practice and in-plant training. After passing H.S.C. examination, a student can have vocational experience by joining a factory or an industrial centre under the Apprenticeship scheme. A stipend of Rs. 900/- per month is given to such an apprentice.

Two year curriculum of Crèche and Pre-school management under Home-science course is considered equivalent to the Pre-P.T.C. certificate course with effect from 1999.

To popularize vocational education in society, Central Institute of Vocational Education, Bhopal has adopted the incentive award scheme for the best school and students securing first two ranks in the State.

Curriculum renewal process for different vocational courses is under way.

During the year 1998-99, vocational courses were available in 352 classes in 116 schools. During this period, largest numbers of classes were available in Home-science group. It is interesting to note that, students in Home-science group were the largest in number. Out of 8851 students in vocational stream 3344 were boys and 5507 were girls. This shows that 62 per cent of the students were girls who took the benefit of the vocational education. An Agriculture course was available only in the four districts: Sabarkantha, Kheda, Panchmahals and Bharuch. The facility for Home-science group was not available in the districts: Panchmahals, Bharuch, Surendranagar, Amrei and Bhavnagar.

Enrolment in Vocational stream

Figures relating to enrolment in vocational stream regarding Scheduled Castes, Scheduled Tribes and All Communities are indicated in Table 4.4.

Table 4.4 Enrolment in Vocational stream, by category

Year	Scheduled Castes			Scheduled Tribes			All Communities		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1998 Std : XI	186	185	371	469	513	982	1748	2778	4526
Std : XII	178	339	517	396	419	815	1644	2751	4395
1999 Std : XI	460	290	750	982	1051	2033	4107	3966	8073
Std : XII	363	298	661	833	771	1604	3185	3532	6717
Percent increase Class XI & XII									

Source: Educational Statistics, Commissionerate of schools, Government of Gujarat, 1998-99

Enrolment shows an increasing trend in all the categories. The percentage figures for 1999 show a decreasing trend in the case of girls enrolment. However, the

percentage of girls enrolment in each category ranges between 45 and 65 (SC), 48 and 51 (ST) and about 53 and 63 (All communities).

Linkage with Industry

Statistics of these who passed XII with vocational and have obtained employment fields are shown below:

Table 4.5 Magnitude of Students Employed in Industry

Year	Students passed	Employed Persons		Opted For higher Education	
		Number	Per cent	Number	Per cent
1996-97	2862	267	9	2042	71
1997-98	1590	229	14	1176	74
1998-99	1217	255	21	774	64

The statistics present a disappointing picture. Because of lack of employment opportunities, vocational education, students are shifting to conventional and professional courses. There seems need to redesign and restructure the scheme with continuous evaluation and monitoring.

From 1994-95, the vocational education scheme passed through critical phase, with a decline in the number of schools and sections of standards XI and XII.

At present, the State Programme of vocational education is confronted with a number of problems. Efforts are being made to link vocational education with

industries so as to ensure employment of students passing standard XII.

Chapter 5

School Infrastructure and Facilities

Progress on provision of School Building

The quantitative expansion of Education at all levels after independence has generally

not been followed up with corresponding increases in school buildings, classrooms and other necessary physical facilities. Relevant data are given below:

Table 5.1 Nature of School Building at different stages of Education

Year	Nature of School Building	(school buildings in Percentage)		
		Primary	Secondary	Higher secondary
1973	Pucca	85.50	87.86	88.17
	Partly Pucca	3.56	9.53	9.13
	Kachcha	10.9	2.60	2.68
1978	Pucca	77.82	94.20	99.48
	Partly Pucca	5.99	4.34	0.25
	Kachcha	16.17	1.44	0.25
1986	Pucca	93.58	95.49	99.80
	Partly Pucca	3.05	2.17	0.00
	Kachcha	3.37	2.51	0.00
1993	Pucca	96.40	94.61	97.77

During 1973 – 93, school buildings show an increasing trend so far as the nature of their construction is concerned. In other words, Pucca buildings have been provided, by and large, in all of schools with an increase of 10.9, 6.75 and 9.6 percentage points in primary, secondary and higher secondary, respectively. In 1973 and 1978 higher secondary school relate to only class XI of the old pattern.

Schools According to Classrooms

Availability of classrooms for instructional purpose and for other educational use goes a long way in promoting education at all stages. Relevant data are shown in Table 5.2.

Table 5.2 Availability of Classrooms

Stage	Year	Schools with no. of Class Rooms						
		Zero	1-2	3-4	5-6	7-8	More than (-)	Total
Primary	1986	303	10405	1256	185	-	(five) 560	12709
Upper Primary		90	3353	3878	2723	2471	(eight) 3677	16192
		Zero	1-2	3-4	5-9	10 & above	Total	
Primary	1993	356	10600	1694	645	287	13582	
Upper Primary		125	2441	4579	7683	3787	18615	
		Zero	1-6	7-12	13-18	19-21	22 & above	Total
Secondary	1993	38	1486	1715	387	66	76	3768
Higher Secondary		24	22	288	477	242	782	1835

Data reveal the following position.

- A gradual increase has taken place in the number of class rooms available primary and upper primary schools.
- Maximum number of primary schools have 1-2 classrooms and at the upper primary stage, 3-4 classrooms are available in maximum number of schools.
- Less than 3 per cent primary schools impart instruction without any classrooms whereas in upper primary schools having no classroom facility for instruction are less than 1 per cent.
- Maximum number of secondary schools have 7-12 classrooms 782 higher secondary schools had 22 or

- more classrooms for instructional and other educational use in 1993.
- In 1993, the number of secondary and higher secondary schools having surprisingly no classroom facility for instruction was still nearly 1.5 per cent in moffusil area.

Ancillary Facilities

It is essential for the students to have basic physical facilities like, drinking water, urinals and lavatory, in addition to the play ground facility in schools for their healthy development. The nature and extent of availability of such basic and ancillary facilities is presented in Table 5.3.

Table 5.3 Schools having various ancillary facilities

Stages	Year	Drinking water	Urinals	Separate Urinals for girls	Lavatory	Separate Lavatory for girls	Playground
Primary	1978	5543	2504	NA	NA	NA	7023
Upper Primary		8819	5143	NA	NA	NA	9742
Secondary		2101	1927	NA	NA	NA	1821
Higher Secondary		767	757	NA	NA	NA	659
Primary	1986	7142	3230	1402	1059	389	9313
Upper Primary		11405	8443	4387	3213	1807	12987
Secondary		3103	3025	2361	1917	1384	3204
Higher Secondary		1233	1198	1112	1073	932	1207
Primary	1993	5328	3607	2018	1254	819	NA
Upper Primary		12389	12010	8433	5454	3616	NA
Secondary		3518	3466	3076	2560	1986	NA
Higher Secondary		1803	1800	1716	1714	1529	NA

Observations

- There seems to be a gradual increase in the provision of all ancillary facilities enumerated above from 1978-93.
- Toilet facilities specially for girls have increased by 1.3 times to 2.1 times from 1986-93 in primary to higher secondary schools.

In accordance with the decision of the State government, to enhance essential toilet facilities for girls, 4200 sanitary complexes for girls are targeted to be built.

As of 1999 - 2000 such complexes have been built up.

Science Laboratories in Higher Secondary Schools

It is obligatory on the part of the management of higher secondary schools to provide full-fledged science laboratories for Physics, Chemistry and Biology, if these schools teach Science. The available data on the position of science laboratories in higher secondary schools of the State is shown in Table. 5.4.

Table 5.4 Position of Science Laboratories in Higher Secondary Schools

No.	of Separate	Separate	Combined	Combined	Combined	No lab for
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Schools Teaching Science	Lab. for Phy, Chem Biology	lab. for Phy, Chem but not for Biology	lab. for Phy, Chem Biology	lab. for Phy, Chem but not for Biology	lab. for Phy, Chem but separate for Biology	any of the subjects
422	374	3	15	1	4	25

Library

374 (88.62%) higher secondary schools out of 422 were equipped with separate laboratories for practical work in the subjects Physics, Chemistry and Biology in 1993. However, about 6 percent schools had no science laboratories.

For the acquisition of general knowledge and the enrichment of academic understanding, the facility and use of well-equipped library plays an important role. Figures in Table 5.5 indicate the number of schools having the facility of library.

Table 5.5 Schools with the Library facility

Year	Primary	Upper Primary	Secondary	Higher Secondary
1978	7171	10051	2017	694
1993	4692	10347	3174	1787

It seems that, more and more schools have been equipped with library facility.

Facilities provided under OBB and other similar schemes at elementary school stage

Under the UEE programme, Govt. of India has implemented schemes like Operation Black Board, Jawahar Rojgar Yojna and the like. Under these schemes, the

elementary schools are provided with essential facilities like black board, chairs, tables etc. in order to make education more effective. The position with regard to such facilities in primary and upper primary schools as on 1986 and 1993 is reflected in Table 5.6.

Table 5.6 Position regarding available facilities

Facility	Number of Sections		
	1986 (elementary)	1993 (primary)	1993 (upper primary)
Total no. of schools	12709	13582	18615
Total no. of sections	60990	51052	151265
Black boards	44264	42945	137457
No black boards	14670	8107	13808
Both chair and table	37118	29300 (Furniture for teachers)	113033 (Furniture for teachers)
Chair only	9144		
Table only	3420		
Neither chair nor table	11308	21752	38232
Adequate mats/furniture	17792	18081	59535

Inadequate mats/furniture	5020	3695	7317
No mats/furniture	38178	29276	84413

It is significant to note that with the increase in number of schools there seems to be a corresponding increase in the nature and extent of facilities provided during the specified period.

Additional classrooms were to be constructed in the primary schools selected according to guidelines provided by central government under the OBB program. Out of 3980 classrooms for 4769 primary schools were targeted to be constructed. The state government sanctioned the construction of 691 new classrooms under the annual development programme during the year 1991-92. To meet with the construction cost, the government sanctioned the grant of Rs. 114.35 lakh at the rate of Rs. 30000/- per classroom to District panchayats. In 1997-98, 720 additional classrooms were constructed against the target of 5523 classrooms. By the end of Eighth five-year

plan period, there were around 20,000 classrooms to be provided in elementary schools. In order to enhance physical facilities needed for UEE, this was, of course, a difficult task conserving the total requirement. Nevertheless, the State has envisaged the construction of 52230 classrooms under different schemes during the Ninth five-year plan. For 1999-2000, government has earmarked an amount of Rs. 8708 lakh for construction of 7079 new classrooms.

In view of the changed procedure for constructing durable classrooms for primary schools, a new approach of using pre-fabricated structures has been adopted. Accordingly, order for constructing 15700 classrooms has been given to Larsen & Toubro Company. The construction of 6000 new classrooms or 38 percent has been over by 1999.

Chapter 6

Development in School Curricula

Attempts have been made by the State, time and again, at reforming school curricula in seventies and onwards. Significant reforms include the introduction of integrated textbooks for Social Studies and New Mathematics.

Social Studies

In 1973, Gujarat introduced reforms in school curriculum of upper primary and secondary school stages. History, Geography and Civics, which were taught as separate subjects were amalgamated into one Social Studies textbook. The objective of social studies approach was to view teaching of History, Geography and Civics as a single subject covering historical and social life of the country in its geographical context. Curriculum for social studies comprised the fabric interwoven by History, Geography and Civics, reflecting integrated approach to teaching and learning of social studies.

New Mathematics

In the context of scientific and technological advancement, a fresh look at the existing curricula of Mathematics became imperative. Consequently, New Mathematics was introduced in 1973. New Mathematics included learning of binary number system, set theory and logical reasoning approach to geometry. This was an innovative intervention in Mathematics, which was so far showed as an abstract subject. New textbooks were developed in secondary school mathematics; and secondary school teachers were oriented through several refresher courses

organized by State government. At present it is no more new but only Mathematics.

Curricula and Textbooks based on Minimum Essential Levels of Learning (MLL)

According to the MLL approach, curricula of all the subjects at the elementary school stage are defined in terms of broad competency areas comprising essential and graded competencies expected to be attained by a learner in a subject for each standard (class). These are the Minimum Essential Levels of Learning that a learner is expected to attain at completing learning of a particular subject. When 75% students succeed in attaining 75% achievement of competencies in a subject, he is declared to have attained the expected the minimum essential level of learning.

A number of orientation workshops were organized for teachers in relation to competency based MLL approach to learning. Textbooks were prepared and pilot projects were undertaken. Finally, textbooks based on the competency-based MLL approach were introduced in the State in elementary schools with effect from 1994. Consequently, evaluation system was also revised.

Recently, mainly in pursuance of the recommendations made by Prof. Yashpal Committee on 'Education Without Burden', the State Education Department, through GCERT, took a bold and momentous decision of revamping academic and pedagogical system at primary school stage by accepting the spirit of "education without burden." The approach of joyful learning through

activities was accepted. A comprehensive pedagogical curriculum renewal process was undertaken to revise textbooks for Classes I to IV.

DPEP districts were selected as the areas for (experimentation) pilot study regarding the implementation and effect of the new textbook for Class I. The State Resource Group (pedagogy) unanimously agreed to have only two textbooks (i) Mathematics and (ii) Language with an accent on environmental study. Integrating language and environmental study at the initial stages of Classes I and II was an innovative approach and initiative taken by GCERT and State Education Department. Thus children studying in Classes I and II were relieved of the burden of 'Environmental Studies' as a separate subject in the form of a textbook which they could hardly read owing to a very limited vocabulary. The new textbook on Language included content based on child's surroundings, besides linguistic knowledge, understanding, skills and application replete with a number of reciteable songs and joyful – cum – playful activities. The new textbook for Mathematics has also the same approach. The learning of numbers is limited to 50 instead of 100 in class I and 51 to 100 in Class II along with other basic competencies. Here also play way approach has been adopted.

New textbooks for Class I are currently in use in all primary schools of the State from the academic year 2000-2001. Work of printing, publication and supply of new textbooks reviewed by the State Resource Group (pedagogy)/experts and sanctioned by State Education Department for Classes I to IV falls in the purview of the Gujarat State School Textbooks Board. Latest printing technology including offset printing is being used in making textbooks more attractive so as to prompt learners to use them.

An impact study of new textbook for Class I prepared on the basis of joyful, activity-based and competency - based approach has revealed very encouraging results. The impact study was undertaken by Ravi Matthai Institute of Educational Innovations, IIM, Ahmedabad.

Some of the striking findings of the research study are :

- ❖ Many teachers feel that the increased pictorial content has stimulated children to develop their speaking skills at a much easier stage than was the case before. A related point is the development of reading abilities through songs : children learn a song and then follow the text and as a result develop their abilities.
- ❖ An important result noted by many teachers is a narrowing of distance between the teacher and the children. For instance, especially when children are colouring pictures, they ask questions; during the study, they felt free to answer questions in the presence of their teachers. Parents also report greater curiosity among the children.
- ❖ The songs in the new books are one of the most appreciated parts of the new textbooks.
- ❖ Regarding the activities that are part of the textbooks, all the teachers are appreciative of the activities and the philosophy of using activities to promote learning appears to have been communicated well.
- ❖ The impact on learning of the alphabet and the numbers seems to be positive. the ability of the children to identify the letters of the alphabet correctly, identifying the combination of a consonant and a vowel sound and short words is reported to be good.
- ❖ The decision to combine environmental science and language textbooks has been uniformly welcomed and appreciated. the

integration of the environmental science competencies with the language component is perceived to have been achieved very well.

- ❖ Many teachers now make teaching-learning material before going to class. A few teachers do such preparation with the help of the children themselves. As a result, the students are more active when the material is relay less on their familiar chalk and board methods.
- ❖ The teachers' section is appreciated and is reported to have facilitated the change in teaching styles that teachers report.

The salient feature of new approach to the textbooks for Classes I onwards is the residential training programme for thousands of primary schoolteachers of Class I and onwards adopting a cascade approach. All trainers including key-persons, resource persons and master trainers are engaged in various programmes at one place. These master trainers subsequently take up the task of training teachers of Class I and onwards at various residential training centres for five days at the Taluka levels.

It is essential that such trained teachers take up classroom transaction of new textbooks for Class I and onwards after proper training. It is observed that the teachers under such in-service training participate joyfully and unreservedly by playful activities as well as in reciting songs with actions. This is a healthy sign that makes teaching and children's learning delightful.

It is significant to note that as an innovative initiative, GCERT has prepared Teachers' Edition of the Text-Books on Language and Mathematics for Classes I to IV, which deals with pedagogical approach to transacting content/developing competencies in classroom situation. Process of Curriculum Planning and Renewal is usually undertaken by the

State Department of Education in consultation with GCERT. Opinions of eminent educationists and others are also indicated. Textbooks are prepared by the State School Textbooks Board in accordance with the pertinent Government Resolution. Ad-hoc committees appointed by the Government offer their suggestions for inclusion of new subjects or removal or transfer of the subject to different class, as the case may be, from the academic or pedagogical viewpoint and in the larger interest of the learners.

The procedure followed in formulating curriculum and teaching-learning materials is presented with following:

[Diagram of the procedure is attached at the next page.](#)

Very recently, it was felt that by introducing English as a compulsory subject at Class V, students were required to study Hindi and English, both new languages for them in Class V. The Government has, therefore, resolved that from the academic year 2001-2002 Hindi be taught in Class IV and the syllabus will be lighter in accordance with children's levels of understanding. Similarly the Government has also decided to introduce from 2001 lower level Sanskrit as an optional subject in Class VI with an emphasis on oral work. The State Text Books Board has been instructed accordingly to take up the task of preparing the required textbooks.

NCERT provides guidelines for curriculum construction, preparation of textbooks, organization of teacher training programmes and promotion of research projects. Concepts and programmes suggested by NCERT are recommendatory in nature. Gujarat State studies and accepts relevant suggestions from the NCERT with necessary changes in the context of

the State need. Spirit underlying recommendations of national curriculum structure are generally accepted by the State and incorporated in school textbooks.

Inclusion of Values reflected in National Curriculum Structure

The following values have been incorporated in new textbooks

- Inclusion of patriotism and national sentiments
- Atmosphere conducive for development of skills useful in real life
- Culture-based education
- Proper integration of art, health and physical training as well as useful activities
- Inculcation of team spirit in various activities, importance to qualities, good habits and value based learning

As stated earlier, Gujarat State has its own textbooks, which are published by Gujarat State Textbooks Board. The procedure of planning, preparing, publishing and distribution is the responsibility of the Textbooks Board. Entire procedure of development etc. of textbooks has been

narrated in earlier paragraphs. Quality is ensured in the selection of paper, organization of content, proportion of pictures, attractive title page, general get-up, number of pages and the use of latest printing technology as to attract the learners to possess it.

It is ensured that the textbooks are published and supplied at affordable prices prior to the commencement of the academic year.

Vocational Courses available in the State:

In pursuance of vocationalisation at plus 2 stage of higher secondary school, Gujarat offers vocational courses in four major groups of subjects. They are :

- Technical Group
- Commerce Group
- Agricultural Group
- Home Science Group

Each group consists of a number of elective vocational curricula. Higher secondary schools in the State offer such electives as are found convenient to manage in view of local needs and available resources. Given below are the inventory of electives and the number of higher secondary schools that offer them:

Vocational Groups & electives offered	Higher Secondary Schools offering them	Vocational Groups & electives offered	Higher Secondary Schools offering them
I. Technical Group		III. Agriculture Group	
1) Auto-engineering Technician	14	1) Crop Production	19
2) Electrical Technology	38	2) Horticulture	18
3) Mechanical Technology	16	3) Dairy Science	10
4) Maintenance & Repairs of Electrical Domestic Appliances	12	4) Poultry Farming	01
5) Engineering Drawing, Drafting & Duplicating	09	IV. Home Science Group	
6) Building Maintenance	08	1) Clothing for the family	31
7) Rural Engineering Technology	02	2) Food Preservation & Processing	25

8) Air-conditioning & Refregeration	07	3) Bakery & Confectionary	09
9) Rewinding, Repair & Maintenance of Electrical Motors	16	4) Institutional House-keeping	35
10) Computer Technology	01	5) Catering & Resturant Management	01
II. Commerce Group		6) Commercial Garment Designing and Making	10
1) Office Management	111	7) Creche and Pre-SchoolManagement	20
2) Stenography	102		
3) Purchasing & Store-keeping	08		
4) Insurance	18		
5) Accountancy & Auditing	70		
6) Banking Assistant	29		

Examination structure for students opting for vocational courses comprises six papers : (1) Any one Language, (2) Entrepreneurship, (3) Basic subject

assigned to the elective opted for and (4), (5) and (6) – the three subjects assigned to each elective in the syllabus .

Chapter 7

Quality of School Education

(A) Teachers and teaching-learning processes

Teachers at different stages of School Education

It is customary to employ teachers with higher qualification than the stage at which they are to teach students. It is also essential that such teachers should be professionally qualified, that is to say

trained to teach at a particular stage of school education. A few decades back, quite a few untrained teachers were employed in schools. Of late, only the qualified trained teachers are employed. The position regarding qualified and trained teachers at various stages of school education in the years 1986 and 1993 is shown in the Table 7.1

Table 7.1 Teachers at different stages of School Education, by qualification and training

Stage	Qualification	Trained		Untrained		Total	
		1986	1993	1986	1993	1986	1993
Primary	Upto Secondary	66490	71931	486	2186	66976	74117
	Hr. Secondary	1193	6488	29	802	1222	7110
	Graduate and above	1292	8300	186	1575	1478	9875
	Any other	368	5211	1	61	369	5272
	Total	69343	91750	702	4624	70045	96374
Upper Primary	Upto Secondary	77106	54737	1188	905	78294	55642
	Hr. Secondary	1586	6379	17	371	1603	6750
	Graduate and above	4369	10543	447	1050	4816	11593
	Any other	802	3676	29	55	831	3731
	Total	83863	75335	1681	2381	85544	77716
Secondary	Upto Hr. Secondary	1494	0	67	0	1561	0
	Graduate	26099	33025	218	474	26317	33499
	P.G. and above	3374	11140	121	126	3495	11266
	Any other	775	622	138	132	913	754
	Total	31742	44787	544	732	32286	45519
Higher Secondary	Upto Hr. Secondary	681	0	15	0	696	0
	Graduate	6577	0	1406	0	6717	0
	P.G. and above	6867	15696	176	1289	7043	16985
	Any other	597	148	44	216	641	364
	Total	14722	15394	1641	1505	16363	17349

Observations

- Trained teachers who have academic qualification upto secondary have usually been employed in primary and upper primary schools during the specified years.
- Even trained graduate teachers were found to be working at elementary stage of education to a large extent in 1993.
- Prior to NPE and in view of the old pattern of secondary education with classes VIII to XI in the State, there were teachers with academic qualification upto higher secondary only for these classes. In 1993, this category of teachers is found conspicuous by its absence.
- In 1993, trained graduate teachers in secondary schools and trained teachers

with at least post graduate qualifications in higher secondary schools are employed and this has been the usual trend of recruitment at these stages of education in the State.

Teacher – pupil ratio for different stages of school education

When a teacher takes up classroom teaching, the quality and efficiency of his teaching depends upon the number of pupils he has to teach. In view of this, the fewer the pupils for a teacher, the better is the quality of his classroom teaching. Thus it is desirable to have a smaller teacher – pupil ratio. Teacher-pupil ratios at the elementary and at the higher stages of school education are presented in Table 7.2.

Table 7.2 Teacher –pupil ratio, by stages of school education

Year	Teacher-pupil ratio	
	Elementary	Sec./Hr. Secondary
1985-86	40	27
1990-91	42	29
1994-95	42	30
1995-96	42	30
1996-97	42	30
1997-98	44	30
1998-99	44	31

With increase in enrolment of pupils at the elementary school stage during the period 1985-99, teacher-pupil ratio shows a corresponding increase. Likewise teacher-pupil ratio at secondary/higher secondary school stage shows an incremental trend during the specified period.

Steps taken to ensure adequate supply of teachers

The state government in implementing the innovative schemes of Vidyasahayak and Shiksansahayak (para - teachers) to meet the shortage of teachers and ensure the

adequate supply of teachers in schools at different stages with effect from 1998-99.

➤ Vidyasahayaks (para - teachers):

As a Primary Schools sequel to teachers' retirement or resignation in primary schools managed by district/municipal primary educational committees, about 20,000 posts vacant. This adversely affected the quality of primary education. Filling up of these vacant posts on regular bases could not be possible, owing to financial stringency in the states.

Consequently, it was decided to appoint Vidyasahayak (para teachers) with an honorarium of Rs. 2500/- per month. From 1998-99 onwards 16275 Vidyasahayaks were appointed in primary schools for classes I to VII. Candidates are selected on merit. Educational qualifications for Vidyasahayaks are SSCE/Graduate with professional qualification of PTC/CPEd/B.Ed.. Appointments are made on the basis of marks obtained in SSCE/PTC/CPEd, graduate and B.Ed. examinations. For SSC/PTC candidates, marks prescribed are: 40% in SSCE and 60% in PTC (excluding non-academic subjects.) For a trained graduate, 40% in graduate examination; 60% in B.Ed. examination; for CPEd. candidate, 40% of the marks obtained in SSCE and 60% of the marks obtained in CPEd. examination. Vidyasahayaks are not given any other benefits. They are provided five – day in-service training. After the completion of five years of service, a Vidyasahayak is considered for as a regular teacher on a regular pay scale.

A candidate must be a trained graduate for being constituted for appointment a secondary school and a trained postgraduate for a higher secondary school. A Shikhsansahyak for a secondary school is given an honorarium of Rs. 4000/- per month whereas that for higher secondary is given a monthly honorarium of Rs. 4500/-. The other service conditions are akin to those for Vidyasahayak.

Teachers' Professionalism and motivation

When a teacher accepts teaching as a profession, it is expected of him that he/she will sincerely love each and every child; is sensitive to psychological needs of children; tolerant and modest so as to ender himself to his pupils, the parents and a community. His/her personal qualities coupled with professional competencies, may ensure has commitment and

dedication to the profession as best as possible. The quest for knowledge and excellence are essential for a professionally committed teacher. A teacher should always try to grow professionally and enrich himself/ herself by acquiring higher professional competencies. This would only be possible if an inquisitive teacher does not lose a single opportunity of acquiring new knowledge, understanding and skills for his academic upgradation as well as pedagogical competencies.

In this direction, various institutes and departments under the Education Department of the State like Gujarat Council of Educational Research and Training, DPEP, State Secondary Education Board etc. have been organizing special orientation and training programmes for teachers. These programmes are meant to equip and enrich teachers on various aspects like innovative approaches to teaching learning process, preparing and using improvised teaching learning materials, content with respect to understanding and skill development, joyful and activity - based students' learning, latest developments in students' evaluation and the like. On completion of such training, a teacher is given a certificate. A professionally committed teacher is naturally motivated to avail of such opportunities.

In order to motivate teachers to improve their qualification, training for innovative experiments is organized at the state as well as national level. Teachers are deputed outside the state and at the national level to apprise them of the latest innovations. Best teacher awards are also given at the state as well as national level for motivating teachers of primary and secondary schools.

Curriculum Transaction: Research Backup

Curriculum transaction involves teaching learning process in the classroom with respect to curricular content of a particular subject meant to be learnt by students. The process of transaction includes the use of micro skills of teaching by the teacher and learners' active participation.

New textbooks prepared for Classes I and II were used initially in 400 project schools in DPEP districts followed by 6000 schools in DPEP districts. An impact study was undertaken by Ravi J. Matthai Center of Education Innovation, Indian Institute of Management (I.I.M.), Ahmedabad on such aspects as new curriculum, new textbooks and innovative techniques of curriculum transaction in the year 1998-99. Surprise visits to project schools brought out very encouraging findings. Students, teachers and parents highly appreciated the joyful, participatory and activity - based learning approach.

Small-scale impact studies with the same objective have also been conducted by DIET lecturers. Their results are also in agreement with the I.I.M., Ahmedabad findings.

Improvisation of teaching aids and TLM

With the introduction of new textbooks in Class I and the development of new textbooks for Class II, a wide variety of improvised and handmade teaching learning material (TLM) have been devised and used in classroom. The material required for preparing such TLM is collected from the local environment and it has bearing on the children's experiential world. Utilization of improvised TLM in classroom transaction process is instrumental in improving

teaching learning process and thereby enhancing students' achievement level. These materials include:

- (i) Science – Maths kits for Classes V to VII have been prepared at DIET level and are being used in the upper primary schools.
- (ii) **Audio-cassettes** of poems, songs and Balvarta (stories for children) for classes I and II are prepared and distributed to primary schools through 'Cluster Resource Centers' (CRC) in all the districts of the State.
- (iii) **Video-cassettes** on Science experiments for Classes V to VII are under preparation and will be distributed to primary schools.

Since 1999-2000, special TLM fair has become a salient component of the Science fair at the State level. DIETs devote a special section for displaying such TLM prepared by primary schoolteachers and PTC trainees in their districts.

Unlike the situation, which prevailed prior to implementation of UEE, the dynamism seen at the elementary stage of education in teachers' enrichment, curricular improvement and upgradation of teaching learning process-using TLMs has been pervading throughout the State with the consequent quality improvement of education.

Multigrade Teaching

Under the DPEP, the multigrade pilot project has been implemented in 50 selected schools in Banaskantha district from the year 2000. Awareness material on multigrade teaching for teachers and BRC and CRC coordinators has been prepared. Development of audio and videocassettes is in progress. The content of these cassettes is based on demonstration lessons for handling multigrade classes, concepts and practices of multigrade teaching. Infrastructure facilities were provided to

ten multigrade schools covered under the pilot project.

Interactive learning: Distant Mode Approach

In-service Primary Teachers Training – An application of Inter-Active Television (IPTT-ITV) is a project of Government of India proposed to be implemented in collaboration with UNESCO & ITU, on pilot basis in Gujarat. During pilot testing, six districts (Ahmedabad, Jamnagar, Junagadh, Sabarkantha, Surendranagar and Vadodara) and two blocks (Gandhinagar and Rajpipla) of Gujarat will be covered.

The long term and ultimate goal of IPTT-ITV project is to realize the UEE goal through training of primary school teachers, teacher educators and supervisors for capacity building.

It aims at strengthening the ongoing training programmes of primary education personnel by using ITV. This will help to bring about quality and effectiveness of teaching learning process in primary schools.

4500 primary teachers, teacher educators and supervisors, from selected districts and blocks will be covered under this project and training.

It is decided to cover in-service teachers working in Std. V. They will be trained particularly in the areas of teaching and learning of English, Mathematics and Science. Teacher educators & Supervisors will be provided guidance in their respective areas.

Learning Approach adopted includes:

- Home based learning
- Site based learning
- Institute based learning

- (i) Face to face teachers training at the learning center
- (ii) ITV session (distant mode of teachers training)

Phasing of the project and activities:

- The preparatory phase
- Training programme Implementation phase

Under the preparatory phase, Self-Instructional Material (SIM) has been prepared and software development is in progress.

Academic Supervision in Schools

For supervision at primary stage of education, 507 Educational Inspectors-EI (Academic), 184 EI (Administration) and 78 EI (Enrolment) are functioning throughout the State. At the school level, head master/teacher usually supervises teaching work and provides guidance to teachers.

In secondary schools, a senior teacher is appointed for internal supervision. If the school has a larger number of classes, supervisor/s from among teachers perform the duty of internal supervision on appointment.

In case of higher secondary schools, the State Secondary Education Board deputes a panel of experts for supervision.

(B) Student Evaluation

Systems and Practices of Student Evaluation

Student evaluation comprises various forms of tests taken by pupils in primary schools. Evaluation is quantitative as well as qualitative, oral and written, and performance - based. It is comprehensive and continuous as well as summative in nature.

It is customary to organize evaluation for Classes I and II on one side and III and IV on the other. Classes V to VII are treated as a separate unit for evaluation.

Classes I & II: It is accepted that there should be a continuous evaluation of the students' progress. To record this, cumulative progress card is required to be maintained in case of every student of Classes I and II. Major heads of the progress card include,

- (a) development of pupils' personality
- (b) activities performed in the context of Mathematics curriculum
- (c) activities related to curriculum for language- environmental studies
- (d) understanding of content in Mathematics and Language

Pupil's competencies are tested by checking their position by the teacher with regard to competency - based statements categorized under the major heads cited above. The test is oral, written and performance - based in nature organized in groups of five pupils.

Remedial teaching by teacher in association with clever pupils is organized at the end of each academic term, so as to help weak pupils to achieve the accepted level of competencies in the subjects.

Development report rather than the result sheet is prepared finally showing grades earned in representative competencies by the pupils.

In Gujarat State, this system and practice of student evaluation has become operative from the academic year 2000-2001 in Class I followed by Class II subsequently.

Classes III & VIII: Achievement of Pupils of Classes III to VII is evaluated through two periodical written tests and

the final examination comprising oral, written and performance tests.

Classes VIII, IX & XI: Except for oral and performance test, the achievement of students of these classes is judged through two periodical written tests and the final examination.

Classes X & XII: State Secondary Examination Board conducts two public examinations

(a) S.S.C.Exam (for Class X students) (b) H.S.C.Exam (for Class XII students) throughout the State every year usually in the month of March.

No Detention Policy

The State follows 'No detention Policy' for students studying in Classes I and II with the result that all students are promoted to upper classes. Instead of declaring a student as 'Passed' or 'Failed', he/she is assigned Grade for his achievement.

Introduction of comprehensive continuous evaluation

As decided by the state secondary education board, a comprehensive and continuous evaluation system has been put into practice for classes VIII and onward from 2000-2001.

Public Examinations

Applications from students of Class X and Class XII are first collected at respective schools. After scrutiny, these forms are submitted to State Secondary Examination Board through a person deputed by the school. Based on the total number of candidates for the examinations, the board passes information to schools regarding the centres and seat numbers allotted to students. The programme of examination

is provided to each school. Security and confidentiality is maintained during the handing over of the sealed packets of question papers to the chief conductor of the examination center and also at the time of dispatching the students answer papers to the concerned evaluators. Accordingly, students take the examination and after a lapse of stipulated period of time, the Board declares the results.

Special Features

- At the State as well as the district level, merit lists of first ten successful students at S.S.C.Examination and H.S.C.Examination are declared.
- Merit list of first ten successful students is also declared in case of students belonging to each stream of class XII such as General, Vocational, Senior post basic and Science.

- The Board invites applications for verification of (a) marks, (b) record in case of discrepancy regarding presence at the examination, wrong head of passing and (c) review of the answerscripts by the students in presence of parent/guardian on payment of prescribed fees.
- The Board offers a chance to candidate who has failed in one subject only to reappear at the supplementary examination in the month of June/July.

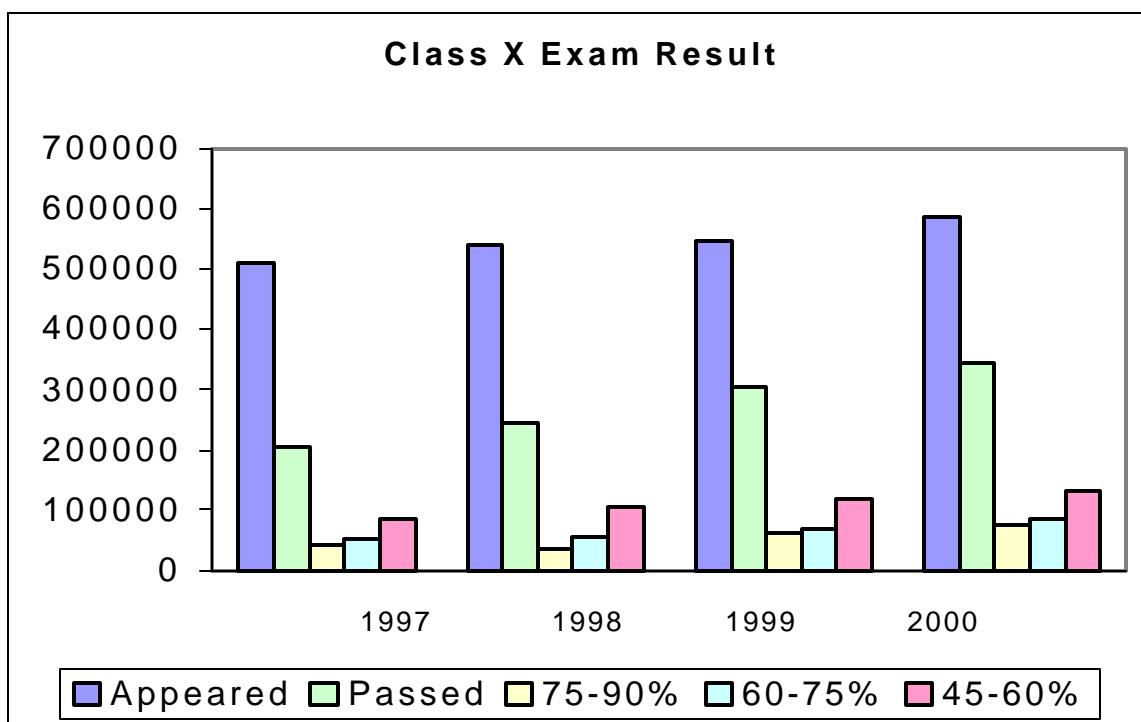
Analysis of Exam Results

Data on students who appeared and passed in Class X and XII examinations are given in Tables 7.3 and 7.4. The Tables also show the percentage of successful students falling in the ranges 75-90%, 60-75% and 45-60%.

Table 7.3 Class X Examination Results

Year	Appeared	Passed		75-90%		60-75%		45-60%	
		No.	%	No.	%	No.	%	No.	%
1996	488892	200341	40.97	-	-	-	-	-	-
1997	509164	204576	40.17	42219	20.63	51021	24.94	84375	41.21
1998	539326	243605	45.16	36542	15.00	54418	22.34	105386	43.26
1999	547067	305266	55.80	60385	19.78	69979	22.92	117270	38.42
2000	586559	344347	58.70	75258	21.86	83822	24.34	133077	38.65

Source: Gujarat S.S.C.E. Board, Gandhinagar



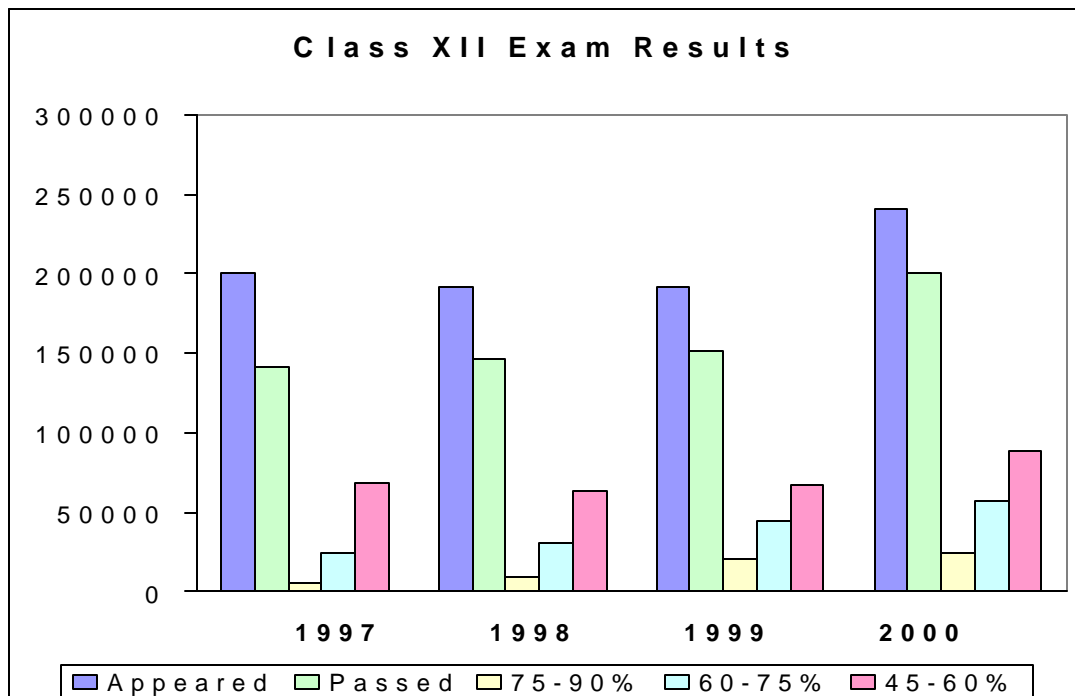
Observations

- The results show that by and large, percentage of successful students have increased although even now a large number of students – more than 40 percent fail at X Class public examination.
- A sudden hike of 10 per cent in 1999 over 1998 is clearly perceptible.
- Achievement levels of students distinctly show a positive rise during 1998-2000 in upper percentage levels.
- More than 80 per cent students secure marks in the range of 45 and 90 per cent.

Table 7.4 Class XII Examination Results

Year	Appeared	Passed		75-90%		60-75%		45-60%	
		No.	%	No.	%	No.	%	No.	%
1996	159388	99602	60.56	7176	7.20	22068	22.16	55541	55.76
1997	200358	141301	64.15	5831	4.13	24556	17.38	68587	48.54
1998	191331	146217	69.64	8820	6.03	30358	20.76	63580	43.48
1999	192218	151541	69.06	19954	13.07	44297	29.23	67286	44.40
2000	241106	200494	74.90	24440	12.19	56834	28.35	89056	44.42

Source: Gujarat S.S.C.E.Board, Gandhinagar



Observations

- During 1996-99, 21 per cent increase in the number of successful students is significantly noteworthy.
- Percentages of successful students securing marks in the range of 60 to 90 per cent, shows an overall increase which is an indication of improving standard of achievement.

Innovations

Student's evaluation should be a continuous process aimed at helping him to improve his level of achievement rather than adjudging his performance at a given point of time. It should also be qualitative encompassing curricular as well as non-curricular achievements. Such innovative approach should not be in terms of 'Pass' or 'Fail' category of students but should reflect the developmental aspects of the students' performance. This would provide

inspiration to the students for better performance.

The child at the initial primary schooling needs to be provided full scope for development of various skills, in view of the formative stage of his development. At this stage, the curriculum burden is not advisable. As a marked departure from the traditional system of examination, an innovative practice of evaluation for Classes I and II has been adopted by the State from the current academic year. (This has been discussed at length earlier in this chapter)

In last decade, vital reforms in public examinations have been effected. These include:

- Bar code system in place of writing seat numbers on answer books has been introduced.
- Centralized Assessment System has been implemented. Each

question is assessed by an individual evaluator.

- Examination results of public examinations of SSC (X) and HSC (XII) are declared on Internet. Students are given their mark sheets on the same day.
- October examinations for X and XII for repeaters have been abolished. Alternatively, those students who are declared to have failed in only one subject are allowed to take a special

examination in that subject which generally held immediately in the month of June/July. This is a marked departure from the usual whereby the student had to wait for one year to clear the examination.

Comprehensive and continuous evaluation scheme has been introduced at the secondary school level with effect from the academic year 2000.

Chapter 8

Academic and Administrative Support System

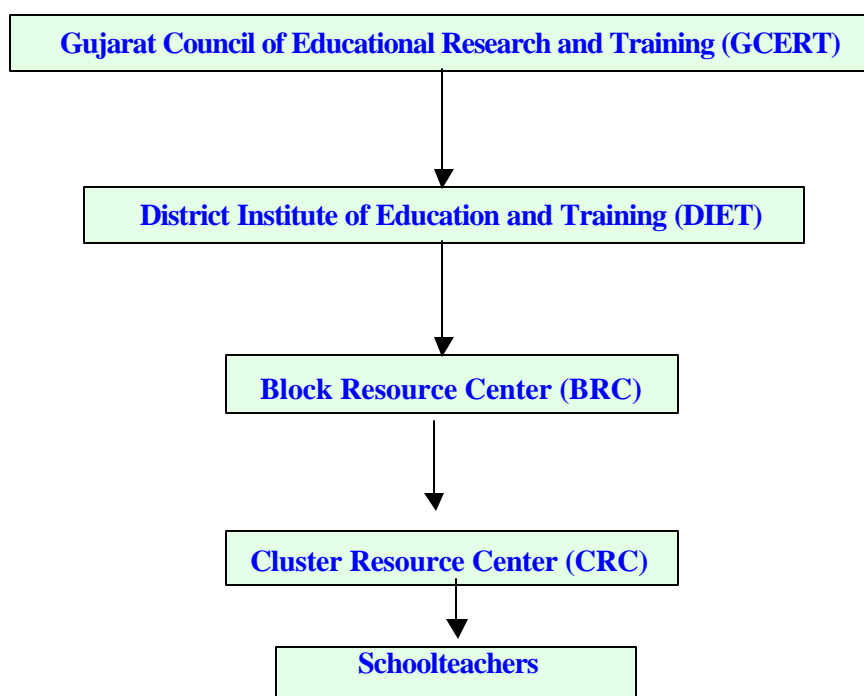
(A) Academic Support System

Enhancing Teacher Competencies

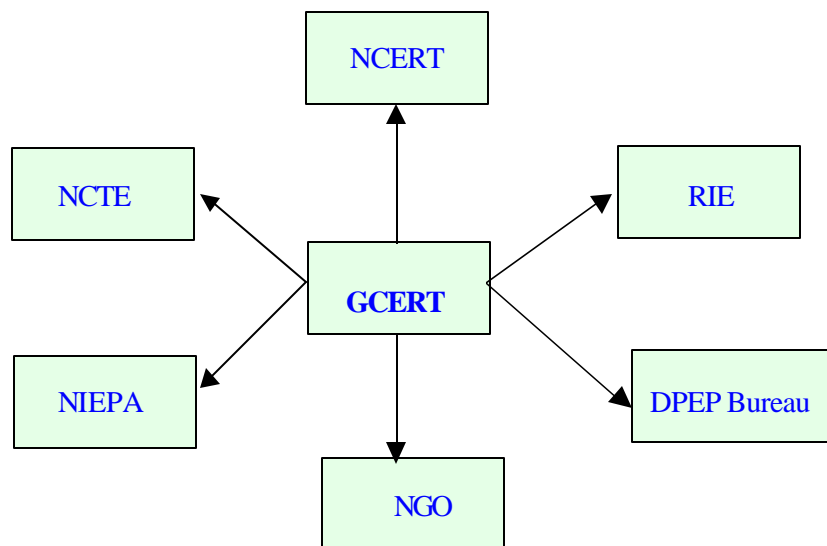
National Policy on Education recommended decentralization of technical and academic support by establishing a District Institute of Education and Training (DIET:19) in each district. Before 1987, the main source for academic support and training for teachers of elementary schools was the State Council of Educational Research and Training (SCERT). Thus in Gujarat, State Institute of Education was upgraded as Gujarat Council of Educational Research and Training (GCERT) as its new nomenclature. The establishment of a

DIET in each district, in accordance with the NPE-1986 (revised 1992) was therefore a major step in the decentralization of the academic support a means to system and an easy access to teachers . Decentralization of the support system has been extended to the cluster level in the form of Cluster Resource Centre (CRC: 3264). Moreover, the Block Resource Centre (BRC: 23) provides academic support to DPEP districts. The main function of the academic support system of the State is to contribute to enhancing teacher competencies through capacity building programmes.

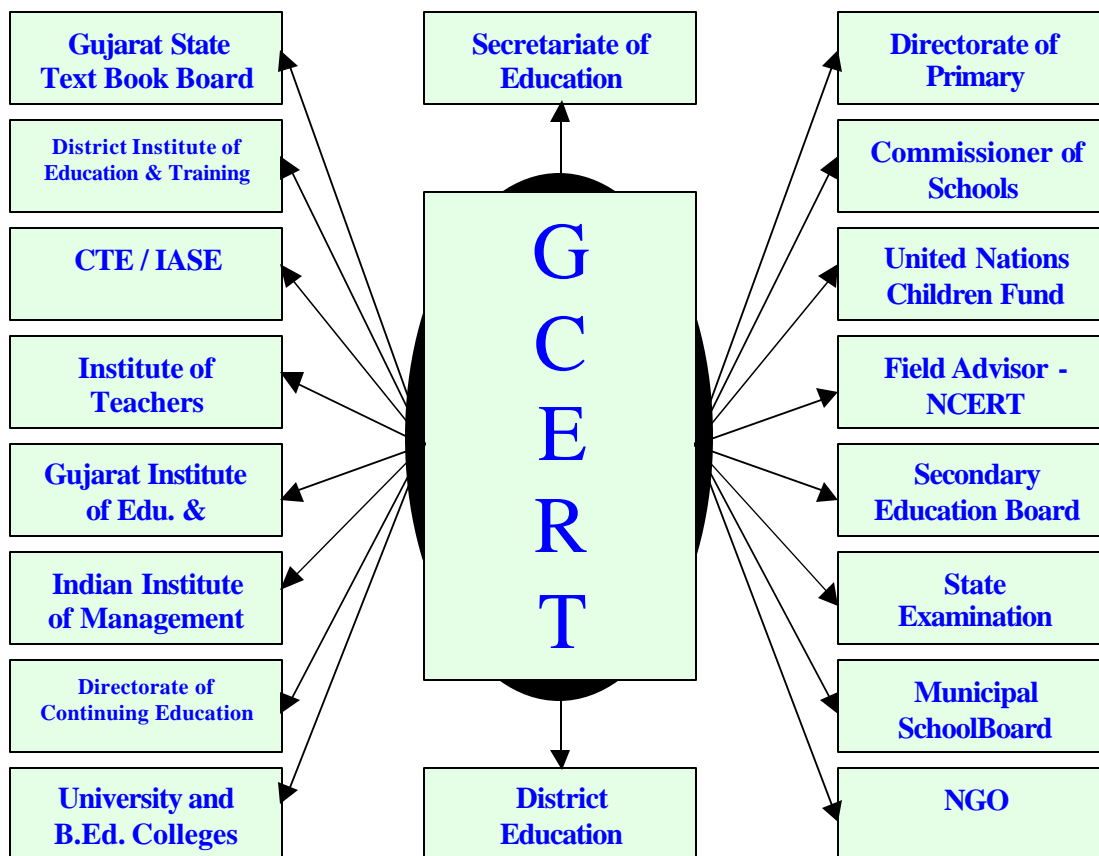
Organizational Structure of Primary School Teachers Training



Networking of Support System with National Level Institutions



Networking of Support System with State Level Institutions



NCERT is the apex body for all matters relating to educational research and Training at the national level. It provides guidelines for curriculum construction, preparation of textbooks, organization of teacher training programmes and promotion of research.. Concepts and programmes suggested by NCERT are recommendatory in nature. While maintaining the distinct feature of the State, the suggestions are made with a view to having more or less a uniform nature of programmes throughout the nation.

Gujarat studies and accepts the suggestion from the NCERT with necessary changes in the context of the States need.

The State deputed officers and academic personnel for training in Planning and Administration at NIEPA to enable them to work more efficiently in the execution of their functions.

NCTE has recently prepared guidelines for teacher education at the primary as well as secondary level of education. All teacher education institutions in the State are required to abide by the terms infrastructure, strength of teachers, enrolment of student teachers and academic as well as professional qualifications of the teacher educators. The norms and standards have been upgraded to improve the quality of teacher education.

Role of GCERT and DIETs in Promoting Education for All

Education for All (EFA) comprises UEE of children of the age group 6 – 14 particularly spread of literacy among young persons, these of the age group 15 – 35 and education of children with special needs. EFA is expected to promote access, enrolment, retention and improvement in the quality of education resulting in learners' effective achievement. Thus Formal as well as non-formal programmes

for education need to be established and strengthened. Setting up and functioning of NFE Centres as well as Alternative Schooling (AS) Centres in the State has been instrumental in promoting the EFA goals.

At present a few AS Centres have been functioning in DPEP districts. It is heartening to note that such AS centres are also in non-DPEP districts also. GCERT provides academic and administrative support to DIETs by way of providing resource persons to train the instructors and in preparation of learning material.

Role of GCERT and DIETs in Curriculum development

During 1994-97, textbooks used at primary level were revised in conformity with competency based MLL approach. These textbooks were prepared and published by the State Textbooks Board. However, in response to new pedagogic practices adopted under DPEP, it was found necessary to revise textbooks by incorporating joyful and activity - based teaching – learning approach in addition to the competency-based approach.

Subsequently, DPEP had undertaken the revision of curricula and textbooks for primary stage of schooling by acquiring complete academic as well administrative support of DPEP Cell that functioned under GCERT.

The State Resource Group (SRG) on Pedagogy was formed for renewal of curricula and development of textbooks. The SRG comprises members from GCERT, DPEP, BRC and CRC Co-ordinators, DIET faculty, primary school teachers and eminent academicians from various universities and NGOs. It is significant to note that, this is a marked and positive departure from the usual

procedure of revising curriculum and preparing textbooks.

Curriculum for PTC Colleges has been revised and revamped on the basis of the competency based MLL approach. GCERT had initiated and finalized the curriculum renewal process with the help of DIET faculty and eminent persons from education field. The new curriculum has been implemented in PTC colleges of the State, since 1999-2000.

The work of revising Pre-PTC and D.B.Ed. curricula is in progress at present under the aegis of GCERT.

Role of GCERT and DIETs in Pre-service and Inservice Teachers' Training

With a view to improving quality of education the Teacher Education branch under GCERT and Inservice Field Interaction, Innovation and Co-ordination (IFIC) branch in DIETs are functioning. Training of about 1.5 lakh in-service primary schoolteachers, lecturers of PTC Colleges and around 5000 pre-service PTC trainees is being organized in relation to the emerging needs of education in the State. Co-operation is sought from various educational institutions at the State and national levels, Boards and BRC-CRC to make the training programmes more effective.

Pre-service training of students to be for teacher for primary schools is imparted at DIET under Pre-Service Teachers' Education (PSTE) branch throughout the State.

Various types of in-service training programmes are being conducted by GCERT and DIETs . The objective is to enhance the competences of teachers in different areas which include:

- Modern trends, methods, techniques and approaches to teaching and learning
- Competency based textbooks
- School readiness
- Educational planning and administration
- Content based preparation of TLM
- Multigrade teaching
- Use of audio-visual aids
- Use of Computers
- Use of puppetry
- Drawing, music and drama
- Grammar and poem
- Joyful teaching and learning
- Gender Education
- Role of VEC/PTA/MTA
- Language education

Target Groups

The target group includes:

- Primary school Teachers
- Regular teachers of primary schools
- Vidyasahayaks
- CRC Co-ordinators
- BRC Co-ordinators
- Educational Inspectors
- Supervisors
- District Primary Education Officers
- Principals of District Institute of Education and Training
- Lecturers of District Institutes of Education and Training
- Academic staff of District Institutes of Education and Training
- Secondary school teachers
- Higher secondary school teachers
- Principals of PTC Colleges
- Lecturers of PTC Colleges
- Principals of CTE and IASEs
- Lecturers of CTE and IASEs
- Principals of C.P.Ed., G.B.T.C. and B.Ed. colleges
- Lecturers of C.P.Ed., G.B.T.C. and B.Ed. colleges

This indicates that the entire gamut of education, inclusive of academic and administrative personnel, is being covered under various training programmes to

enable them to raise their academic and professional competencies.

(B) Administrative Support System

(Diagram is given in the Appendix)

The State Department of Education has formed various boards / organizations / institutes with a view to bringing about qualitative improvement in education and making the system responsive and responsible. They are-

- Gujarat Council of Educational Research and Training (GCERT)
- District Institute of Education and Training (DIET)
- Gujarat State School Textbooks Board
- Research and Training center of Gujarat State School Textbooks Board
- University Book Production Board
- Gujarat Institute of Educational Technology
- Institute of Vocational Guidance
- State Examination Board
- Gujarat Secondary Examination Board

The State Department of Education has decentralized its administration by delegating necessary administrative powers and responsibilities to streamline the mechanism of administration.

Gujarat Council of Educational Research and Training (GCERT)

In view of the National Policy of Education (1986) and the Program of Action (1992), State Institute of Education (SIE) was upgraded and registered under the Societies Registration Act, 1964 under the name of "Gujarat (State) Council of Educational Research and Training, (GCERT).

Chronological Development of GCERT

- **1962** : State Institute of Education (SIE)
- **1986** : SIE upgraded

- **1988** : Nomenclature of SIE changed as Gujarat Council of Educational Research and Training
- **1998** : Declared as an Autonomous Body

The object of the council is to assist and advise the Ministry of Education on its policies and major programmes in the field of Education.

Teacher Education, Curriculum and Evaluation, Publication and Library, Research, CTE/IASE, Physical Education and Health, Science-Maths, Planning and Management, IPTT-ITV, SOPT, IEDC, Population Education, Establishment and Accounts are the main functional departments under the umbrella of GCERT.

District Institute of Education and Training (DIET)

The DIETs have been established in 19 districts. In all these districts, the Primary Teachers' Training Colleges run by the State Government have been transformed and upgraded into DIETs.

Gujarat State School Textbooks Board

Textbooks and other instructional materials for primary to higher secondary stages of education are prepared on the basis of curricula for respective classes. The School Textbooks Board prepares and publishes instructional materials like textbooks, workbooks, teachers' guide etc in different languages for primary as well as secondary and higher secondary schools. The Board usually gets materials prepared through panels of subject experts consisting of experienced teachers from schools, colleges and universities.

For efficient management of the above mentioned activities, the Gujarat State School Textbooks Board has various

committees, namely, Executive Committee, Production Committee, Academic Committee etc.

Research and Training center of Gujarat State School Textbooks Board

For continuous research in curriculum and textbooks and also for training of teachers in effective use of textbooks, a Centre for Research and Training has been established. It has been working since 1984 and is fully financed by the Board. The centre has an autonomous status.

Gujarat State Secondary Education Board

The board has been constituted under the provision of Gujarat Secondary Education Act 1972. It has three categories of members. (1) by virtue of designation (2) elected members (3) nominated members

The Board has the following functions.

- To formulate policy regarding secondary education, syllabus, objectives of subject teaching and their scope
- To accord registration to secondary schools and to provide guidance to schools with regard to syllabus, textbooks, appointment of teachers
- To conduct S.S.C. and H.S.C. examination and to declare their results

Gujarat State Examination Board

The Gujarat State Examination Board was established in 1966 to conduct various examinations, other than the S.S.C. and H.S.C. Examinations on behalf of the State government.

The Board conducts approximately 92 examinations like D.B.Ed., P.T.C., G.C.C., G.C.D. etc. during a year and declares the

results. Certificates / diplomas are awarded to the successful candidates.

Institute of Vocational Guidance

The Program of Action of NPE - 86 has recommended the provision of vocational courses so as to attract at least 10 per cent of students passing the secondary stage by the end of the seventh plan and 25 per cent of such students by the end of the eighth plan. The Institute aims to achieve the following objectives.

- To develop awareness programmes for popularizing vocational courses.
- To organize in-service teacher training programmes, placement activities and vocational guidance.
- To organize educational and vocational guidance programmes for students with a view to helping them choose appropriate vocational courses for their career planning.
- To organize career talks, carrier conferences and career exhibitions for career guidance to students of secondary and higher secondary schools.
- To conduct counselling interviews for personal, educational and vocational development of students.
- To prepare and publish career monographs and pamphlets.

Innovations for Performance-Oriented Administration

Efficiency of an administration is judged by its performance in various sectors falling under it and not by its quantitative expansion. It is the qualitative output of the administration which brings it to the forefront. Decentralization of administration with specific roles assigned to various departments and with necessary autonomy and accountability given to them for decision making makes the

system work with efficiency. This is true also for institutions.

Autonomy and Accountability

The State government has focussed its attention primarily on achieving UEE goals. The government thus accepts the main responsibility of quality improvement of elementary education. Besides, increasing access, enrolment and retention.

To be free from financial constraints and to have freedom in academic matters Gujarat Council of Educational Research and Training has been accorded an autonomous status by the government, attending it freedom to upgrade elementary education in all its facets.

Gujarat State School Textbooks Board has a centre of Research and Training, which has also an autonomous status.

Education Department of the State is actively considering to encourage school managements to have partial autonomy in regard to collecting fees from students and meeting with the salary costs of teachers at the secondary and higher secondary stages of education. However, a few managements have accepted this new policy and others would join after studying the experience of such autonomy. To begin with, the government encourages managements to charge fees to meet maintenance expenditure on items specified by the government. The government encourages starting of schools without state grant – in – aid and freedom to charge such fees as would meet the expenditure on salary of teachers and the maintenance of school.

System of Institutional Self Evaluation

No formal system exists for self-evaluation by an institution. However, the main instrument which can help in its excess for self-evaluation are inspection reports and their compliance, confidential reports of staff, achievement of extra-mural activities and analysis of the public examination results.

Students, Parents and Community Involvement

Every school is required to have Student Committees and PTAs to carry out different activities of regular and occasional nature. Student committees have organizational as well as participatory role in sports, cultural activities etc. The committee is guided by a teacher. Every school is required to have a parent-teacher association to look after students' academic, social, physical and cultural development. The problems confronting school authority are freely discussed with the community leaders. Recently, Mother Teacher Association (MTA) is encouraged like PTAs, but with special emphasis on the promotion of education among girl children.

Community involvement and participation is also ensured through Village Education Committee (VEC). The VEC lends its active cooperation in enrolment of school going age children, their retention and in maintaining regularity for opening and closing of the schools. It also helps in the selection of site for the school building. VECs are very active in three DPEP districts – Banaskantha, Dangs and Panchmahals. In non-DPEP districts, VEC's co-operation is encouraging.

Chapter 9

Resources for School Education

Availability of Resources

Government of India sponsors schemes like, Operation Black Board, Vocational Education, Population Education, Integrated Education for Disabled Children, IPTT-ITV program etc. providing 100 per cent funding.

Institutional income is categorized into recurring and non-recurring incomes. Government grants for teachers' salaries, maintenance grant, and income from students' tuition fees and other charges fall under recurring income. Non-recurring income includes government grants for buildings and funds from non-government organizations.

The consolidated fund of the State includes education cess collected in accordance with the provisions of the Gujarat Education Cess Act 1962.

Co-operative societies, Charitable trusts, business community and industrialists give generous donations for educational development in the State.

Resources received for specified purposes are utilized in meeting the expenditure on the heads under the recurring and non-recurring receipts.

Additional funds from non-government organizations received by educational institutions constitute additional resources for education.

Grant-in-aid system: its relation to performance:

Voluntary/non-government organizations have been playing an important role in development of school education in the

state because of the liberal policy of grant-in-aid.

As per Grants-in-aid code 1964, government recognized educational institutions are eligible for grants of different kinds such as maintenance grant, equipment grant, building grant and other grants, which may be sanctioned at the discretion of the sanctioning authority. Subject to funds being available, all secondary schools and higher secondary schools recognized in previous years are eligible for maintenance grant limited to deficit at the percentage rates of the total admitted expenditure as specified in rules. According to grant-in-aid rules government gives 100 per cent grant for salaries. Besides this grant for non-government secondary / higher secondary schools, maintenance grant to the tune of 10 per cent of the admissible salary expenditure is given which is calculated as 65 per cent for other admissible expenditure and 35 per cent towards rent of building / maintenance expenditure. New secondary / higher secondary schools may also be considered by the Director of Education at his discretion for payment of a token grant during the first year of their recognition, on the basis of efficiency provided necessary funds are available.

Grant-in-aid rules also provide for additional grants to vocational schools. Schools charging tuition fees at rates much higher than the rates prescribed for their areas are not eligible for grants-in-aid of any kind. Private managements of educational institutions may be eligible for receiving grants for purchasing, erecting, enlarging or reconstructing their buildings. The percentage of the building grants is

dependent upon the cost of the building estimated according to the rates certified by the Executive Engineer.

Grant-in-aid rules also make provision for equipment grants, grants to hostels, post basic schools, Lokshalas and Asram Shalas.

As a step towards reducing the burden of expenditure, the government passed resolution (1993) to encourage setting up of new non-government secondary schools on the condition of not accepting any grant-in-aid on a permanent basis.

In 1999, norms for grant-in-aid for non-government secondary and higher secondary schools were revised. Accordingly, 100 per cent grant given to girl's schools and higher secondary schools having Science stream has been discontinued. However, for the maintenance of the Science laboratory, 50 per cent of the expenditure or Rs. 1.5 lakh, whichever is less, is given by way of grant-in-aid.

For starting new secondary / higher secondary schools, 100 per cent salary grant is given for the first three years but from the fourth and fifth year, the government share is reduce to 75 per cent and 60 per cent respectively with the share of management being 25 and 40 per cent respectively. (which has no management share so far towards salary).

Government can reduce the amount of grant-in-aid, in case of schools with lower performance than expected. If the results of S.S.C.E. or H.S.C. examination fall down lower than the prescribed lower limit, the school concerned is given warning to improve its result failing which government makes a penal cut in the grant-

in-aid. Thus, grant-in-aid system is performance oriented.

The constitutional provisions for safeguarding interests of religious as well as linguistic minorities have also been incorporated in the acts and regulations.

Private initiative in School Education

Non-government organizations like public charitable trusts, co-operative societies, public undertakings and ethnic as well as linguistic minorities organizations are actively involved in imparting education especially secondary and higher secondary education. Many organizations establish and maintain primary schools, missionary schools etc. Religious organizations such as Swaminarayan Sampradaya, Jain Community, Patels etc. also maintain private schools. The quantitative as well as qualitative expansion and development of different levels of education are ensured with the help of voluntary agencies and private organizations by providing them grant-in-aid.

In accordance with the policy initiatives of NPE-1986, (revised 1992,) UEE falls within the purview of the government. As such, government is keen on expanding and developing elementary education throughout the State as discussed earlier. Government and local bodies have a lions share in the management of elementary schools. As education system extends to higher stages such as, high schools and higher secondary schools, private managements play a significant role in managing this sector of education. Participation of private managements vis a vis government and local bodies is depicted in Table 9.1.

Table 9.1 Number of Schools according to Management (1993)

Management	Primary	Upper Primary	Secondary	Hr.Secondary	Total
Government	44	82	130	78	334
Local Body	12860	16003	213	72	29148
Pvt. Aided	183	957	3312	1632	6084
Pvt. Unaided	495	1573	113	53	2234
Total	13582	15615	3768	1835	37800
Private Management (Per cent)	4.99	16.20	90.89	91.82	22.00

Observations

- Maximum (more than 90 per cent) share in management of schools at secondary and higher secondary level of schooleducation is owned by the private management, aided as well as unaided.
- Contrariwise, private management runs only 11 per cent of elementary schools (1993). The 21 per cent share of private management in the elementary education in the year 2000 is estimated to be raised to around 40 per cent in the next decade.

Encouraging Provisions for Promotion of Education

- Girls education is free at all the stages of education.
- School textbooks and school uniform are provided free of cost to primary school pupils especially to SC / ST / OBC children.
- Free mid-day meals are provided to all primary schoolchildren.
- Girl pupils of classes V, VI and VII are given financial assistance of Rs. 100/- per month on the basis of merit.
- State government awards scholarships to tribal pupils of Classes I to IV in tribal talukas having literacy rate less than 10 per cent, with a view to raising literacy rate among tribal population.
- An assistance worth Rs. 10,000/- is provided to each of the 20 selected secondary / higher secondary schools

in tribal areas, with a view to equipping them with Science laboratories.

- According to the scheme of providing free textbooks to needy pupils, textbooks are purchased directly from the Gujarat State School Textbooks Board and distributed through respective District Education Officers.
- Four performance awards of Rs. 15,000/- each are given to the best secondary schools in tribal areas.
- Under the scheme of State Scholarships to Scheduled Tribes and Scheduled Castes students, three scholarships of Rs. 350/-, 250/- and 200/- are given to scheduled tribe students who stands first, second and third respectively in 32 tribal talukas each on the basis of marks obtained in Class VII annual examination.
- Three best primary schools in tribal area are selected on the basis of increase in (i) general education (ii) general attendance (iii) girl's enrolment and (iv) girls' average attendance. The school of each tribal area district is given an amount of Rs. 5000/-, 3000/- and 2000/- respectively. The main objective of this scheme is to raise enrolment and promote retention.
- Prizes of Rs. 400/- and Rs. 200/- each are given to meritorious SC, ST and socially and economically backward students securing first and second ranks at the district level in S.S.C. and in each stream of H.S.C. examinations.

Chapter 10

Future Tasks and Perspectives

An attempt is made in this chapter to highlight some of the strengths, some significant problems and issues and discuss them briefly. Possible measures to solve some of the problems are suggested and future tasks for improvement of existing situation in regard to school education are also pointed out.

Strengths and Weaknesses:

During the last four decades, there has been a phenomenal growth in the education system of Gujarat. The State has made significant progress in regard to free and compulsory primary education and thus tries to fulfil the goal of UEE. The State has already achieved a level of enrolment higher than the national average. Enrolment of girls has remarkably increased, reducing the gender disparity.

Participation rate of pupils in elementary schools has enhanced remarkably leading to a large number of pupils completing cycle of primary schooling, among other due to the implementation of programmes inter alia, like, Shala Praveshotsav, joyful and activity based approach to learning, special in-service training programmes for primary school teachers and various incentive schemes.

The State has recognized the importance of decentralization of with the result that several new institutional structures at district as well as at sub-district level have been created in the form of the DIET, BRC (in DPEP districts) and CRC. Community participation has been effectively ensured through VECs, MTAs and PTAs culminating in energizing elementary education.

Revamping of curricula and preparation of new textbooks accordingly to elementary school stage have been an important landmark in the qualitative improvement of teaching and learning processes.

In the process of improving the status of elementary education in the State, the main challenge is the increasing population and the rising demand for schooling facilities. It is a major problem to mobilize resources to match the rising demand. The structures and processes that are needed to face the challenges should not only be viable but also address immediate needs of the State. Launching of programmes rather than projects would go a long way in surmounting these difficulties. Intensive efforts to provide access to schooling facilities in case of school age children, are needed. The Slab has still a long way to go in making education easily available to children belonging to socially and economically backward classes - SC and ST children in rural and tribal areas, children of migrating population and children of people living in hilly and far-flung remote areas. Reducing gender disparity to minimum demands special attention and strenuous efforts.

Curricular load in respect of subject and content that exists at the upper primary school stage needs to be made lighter, so as to make education burden-free. Curriculum renewal and pedagogical renewal processes would be a positive step forward in this direction.

With a view to upgrading quality of school education, teachers' professionalism, commitment and accountability need to be excavated through appropriate in-service programmes. Participatory approach coupled with innovative techniques in teaching learning process would also be

instrumental in raising the quality of school education.

The main aim of organizing programmes for professional growth of teachers would be to prepare them for changing duties and responsibilities, to remedy their existing weaknesses, to improve their performance, to encourage their participation in decision making and to boost their job satisfaction. Such programmes are required to reorient teachers in view of the current explosion of knowledge, methodology and technology.

All states and territories of India are confronted with a common problem of how to find more financial resources for education. Gujarat State faces the same problem of finding adequate finances for the various programmes and activities of education. Sometimes provision of essential facilities in schools also becomes a significant problem. Private and government funding agencies at national and international levels are required to be approached to have additional financial resources for supporting educational programmes. Effective co-ordination between education department and the finance department needs to be strengthened.

Considerable progress has been made in the domain of the secondary education. Almost all large villages have a secondary school. Gujarat has made education free for girls at all the levels of education.

With a view to providing access to elementary school education, in case of non-starters, dropped-outs and tribals, alternatives have to be tried out such as non-formal education, alternative schooling facilities, need-based locale-specific curriculum, providing incentives and adopting flexibility in school timings.

Private managements play an important role in the development of education in

Gujarat particularly at the secondary school stage. The State government has recently revised grant-in-aid policy and is in favor of wider private participation with the reduction of financial assistance from the government. In this light, government encourages self-financed institutions at secondary and higher secondary school stages. In Gujarat, NGOs play the crucial role and provide good support in maintaining, extending and strengthening educational institutions.

At present, the three-tier Panchayat institutions, municipalities and municipal corporations function in the State. Prior to the formation of district panchayats, district local boards carried out important functions. Panchayati Raj system in Gujarat introduced from April 1963 has thus provided an opportunity to people to participate in local administration as well as development activities through their elected members. The Panchayati Raj system has brought the state Government administration and the people nearer to each other. Panchayati Raj institutions are decentralized power machineries that are delegated responsibilities.

It is essential to associate local community with educational activities in the area through the setting up of local committees like, Village Education Committee, Mother-Teacher Association and Parent-Teacher Association. These committees help in improving the facilities in the schools and promote their efficient functioning.

Electronic revolution has posed many challenges not only in societal transformation but in educational reformation too. Learning through formal system of education is not the only mode of learning in this context. Face-to-face learning also does not meet with the emerging challenges of Information Technology. Access to different strategies of distance education enables the learner to

avail himself of knowledge and information at his center. Distant mode of learning can profitably be used in teachers' training programmes, using Interactive Television Technique.

The application of Interactive Television (IPTT-ITV) is a project of Govt. of India in collaboration with UNESCO and ITU, to be implemented on pilot basis in Gujarat. The long term and ultimate goal of IPTT-ITV project is Universalisation of Elementary education through training of primary teachers, teacher educators and supervisors for capacity building. This will help to bring about quality and effectiveness of teaching learning process in the primary schools.

Success Stories : Replicability

Successful innovative experiments in other states for improving the quality of elementary education are being tried. Prominent among them are: Rishivalley in Andhra Pradesh, PRATHAM in Maharashtra, Eklavya in Madhya Pradesh, Shiksha Karmi and Lok Jumbish in Rajasthan . Gujarat State sent teams of 15 to 20 members from academic faculty from Gujarat Council of Educational Research and Training and District Institute of Education and Training to study these projects. Salient features of these projects are under consideration for replication with due modifications in the context of achieving the goals of UEE in the State.

Future Tasks:

While there has been considerable expansion and progress in all sectors of education in the State, inequalities and imbalances still persist. To overcome these imbalances, the State needs to address itself to some essential tasks, namely :

- Special efforts should be made to bring children belonging to SC, ST, landless laborers, migrating population and girl child into the fold of education.
- Efforts should be made to extend educational opportunities to children with special needs in common schools. Provisions of 1995 Act for the Disabled Children should be enforced strictly.
- Steps should be taken to minimise regional imbalances and gender disparity in a stipulated period of time.
- Pre-school education should be made available for children belonging to socially and economically backward categories in the areas within their reach.
- Interface of pre-school education with pre-primary education should be so strengthened that the pre-school education forms an integral part of the Education Continuum.
- Optimum resource accessibility should be planned out and availability ensured to promote Education for All by 2000.
- Concept of educational management should be translated into practice to gear up educational and administrative machineries for the fulfillment of the goal of EFA.

Chapter 11

Earthquake- crippled Field of Education of Gujarat

Gujarat has taken great strides in the field of education. Programmes aimed at administrative and academic reforms were implemented in order to upgrade quality of education. Dropout rate has been reduced to a large extent. Enrolment percentage has reached as high as 92 per cent through special enrolment drives including 'Shala Praveshotsav'.

Gujarat was in the forefront in primary education in the country. It was at this time, that on 26th January 2001, the 51st Republic Day that a devastating earthquake rocked the State resulting in colossal loss of lives and property worth several crores in Kuchchh, Ahmedabad, Surendranagar, Rajkot, Jamnagar and Patan districts.

Children, the torchbearers of the nation, were the butt of a cruel joke perpetrated by

nature when they were all busy saluting the National Flag on the Republic Day. A large number of educational institutions in Kuchchh were razed to the ground and many dreams were shattered. The heart-rending cries of those innocent souls who lost their lives still haunt us, the people of Gujarat and many who suffered nature's wrath face a bleak and uncertain future. It is a great setback for the State in general and education in particular. Educational institutions have suffered a great damage and vast number of schoolchildren and teachers have lost their lives. This can be considered the greatest disaster for the field of Education.

The extent of damage suffered by educational institutions can be gauged from the figures given below.

Earthquake-hit structures	Completely destroyed	Partially destroyed
➤ Primary Schools	857	643
➤ Class Rooms of Primary Schools	8498	31155
➤ Primary Training Colleges (Hostels)	4	20
➤ District Institute of Education and Training	3	11
➤ Sheds for Mid-day meal scheme	1027	799
➤ Secondary/Higher Secondary Schools	380	867

Particulars of those who belonged to education field and lost their lives as also suffered injuries are presented here.

School	No. of students		No. of teachers		Non-teaching Staff		Total	
	Dead	Injured	Dead	Injured	Dead	Injured	Dead	Injured
Primary	910	1051	31	95	1	-	942	1146
Secondary	37	-	4	-	-	-	41	-
Higher Education	3	-	2	-	-	-	5	-

For Rehabilitation Program

Gujarat Urgently Needs-

➤ New Classrooms for Primary Schools	8498
➤ Repair work of Primary Schools – Classrooms	31155
➤ Buildings for Primary Training Colleges	6
➤ Repair work of Primary Training Colleges	20
➤ New Secondary and Higher Secondary Schools	380
➤ Repair work for Secondary and Higher Secondary Schools	867
➤ Facility for drinking water in primary, secondary and higher secondary schools	➤ Sanitary units, libraries, laboratories and teachers' quarters. etc.

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Organisational Structure of Administrative Support System

