

EDUCATION IN THE 11th FIVE YEAR PLAN

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OBJECTIVES AND CHALLENGES

- Education is viewed as a critical input that determines the growth potential in the longer term (p.2)
- Education is also viewed as an essential public service for empowerment of poor.
- SSA is considered as a strategy for this purpose.

OBJECTIVES AND CHALLENGES

- Concern is expressed regarding **QUALITY** of school education.
- Universalisation of Secondary Education is viewed as a priority in the near future.(p.4)
- Technical and Vocational Education needs substantial expansion.
- Special emphasis on ITIs. (p.6)

OBJECTIVES AND CHALLENGES

- Divides in education recognized : gender and rural- urban plus regional disparities.(pp.8&9)
- SSA to be owned by State Governments and Local Authorities. (p 9)

SECTORAL POLICIES

- **OUTCOME** (not Allocation) **BASED FOCUS**.(p.2)
- Education viewed as a strategic initiative for inclusive development

SECTORAL POLICIES

PLANNING CONCERNS WITH MY CRITICAL OBSERVATIONS

- Kendriya Vidyalaya schools taken as bench-mark for all schools in the country – physical infrastructure and quality of teaching. (p 45)

WISHFUL THINKING

Kar 43000 primary schools
3 1/2 lakh teachers
(+ two level educ)
only

SECTORAL POLICIES

- High DOR – attributed to poor access, irregular functioning of schools, non-teaching activities of teachers, unattractive methods of teaching, fear of teacher, sibling care and need for child labour.

OK

- Most significant reasons – Lack of learning and Cumulative learning deficits and absence of guidance at home (first generation learners), left out.

learning is its own adventure

after 400 day schooling in 2 yrs I don't know how to read

SECTORAL POLICIES

- Proposal for chain of institutions to test standards and quality: GOOD
- Karnataka has given a lead through the setting up of KSQAO
- National level independent support Institution needed not (NIEPA or NCERT)
- Sub-State Quality testing wings at DIET/BRC/CRC attached to KSQAO needed.

*Quality Assurance Org: set up by Karnataka
National enabling institution up*

SECTORAL POLICIES

- Student-specific subsidy in primary education proposed; like Educational Vouchers of UK
- Distorts Enrolments; renders rural schools unviable
- This will act as a slow-poison to Government Education Departments by the privatization lobby.
- May be useful in case of slum children in urban areas; still, the problem will be in identification of the deserving poor.

KINDLY DROP THIS THINKING.

*As if now private schools in rural areas
Private lobby*

SECTORAL POLICIES

- SSA 2 for Secondary Education : Excellent
- Challenge: 90% schools in elementary education in India in Government sector.

SSA 1 OK

- 58% of secondary schools in private hands. Matter needs serious thinking.

How to regulate standards

*SSA 1 chosen by 2010
Target for universalisation of primary education*

SECTORAL POLICIES

- So far ECE & ECCE with W&CW department; new proposal to bifurcate them and put ECE under SSA. Dangerous proposal
- Let us not play with children and divide them for administrative reasons.
- Give adequate funds and manpower to W&CW to manage both.
- Further, do not distort original SSA goals.

*divides enabling structure
coordination will be a problem*

SECTORAL POLICIES

- Technical and Vocational Education: proposal for expansion from current 2 to 3 million to 15 million.
- Comparison with China unfair and impractical. Pooling of resources and networking of institutions for mobilizing full-time teachers needed.
- Proposal for Computer based self-learning system for 35+age group adult illiterates.

VERY GOOD

WONDERFUL !

S. K. K. K.

RECOMMENDATIONS

- The State should have a Normative definition of a "GOOD" school
- This definition should encompass scholastic and co-curricular aspects & delineate the physical infrastructure, human resources, teacher training, monitoring mechanisms, community involvement-scope and limits; quality evaluation and feedback system; enabling structures at school, cluster, taluq, district, State and national levels.
- Move towards "Self Managing Schools"/SMS.

*Self managing communities
from sub-urban - planning
culture should be communities
enabling structures to support*

RECOMMENDATIONS

To address the needs of first generation learners:

- Introduce a systematically organized "Remedial Education" programme for the whole state
- Keep flexibility at point of delivery-the school but organized at enabling structures.
- TEACH (meaning enable the child to learn)-TEST-Diagnose-Re-teach-Re-test in a continuous cycle till Mastery of specified levels.

*only 30-35% funds for remedial teaching
used in India
Teachers mainly from outside village*

RECOMMENDATIONS

- Instead of bifurcating, strengthen both ECE and AW schools with additional manpower and resources.
- For this, engage in work-load analysis of AW & ECE and also identify the work needs for systematic efforts at child development- documentation through Child Report Cards.
- A pilot plan for student specific subsidy for slum children (in urban areas implied) may be tried out. Identification of the deserving poor is the challenge.

RECOMMENDATIONS

- Voc. & Tech. education: engage in institutional mapping after forming clusters.
- Engage full-time peripatetic teachers for each cluster for all trades and vocations.
- Ensure networking shop floor facilities.

*failed! ;)
peripatetic
teachers
- who are
not motivated*