

Concepts and Terms in Educational Planning

A Guidebook

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FOREWORD

The role of research and documentation is to fill the vacuum in the current understanding and provide the basis for further development. This is particularly relevant for social sciences which use definitions and concepts which are not only contextual but also amenable to different types of interpretations. Educational planning is such an area.

NIEPA, since its inception has been actively engaged in capacity building and providing professional and technical support to the GOI as well as to the state governments and resource institutions at various levels. NIEPA also produces a large number of research studies and monographs to broaden the horizons of knowledge. One such area of interest to NIEPA is the design and development of decision support models that can be implemented at various levels.

The present publication entitled 'Concepts and Terms in Educational Planning' is a step in presenting a consolidated picture of often used terms. I am happy to note that the Operations Research and Systems Management Unit at NIEPA undertook the task of compiling the definitions of often used terms in educational planning. The authors have made all efforts to include terms and concepts relevant to Indian educational administrators but many more may need to be included further.

I am particularly thankful to Late Professor Y.P. Aggarwal for conceiving the idea of such a publication. He along with Dr. R.S. Thakur (Consultant) had worked hard in producing the present document. I am sure that researchers, administrators, development planners, and all those interested in Indian educational system would find it useful.

B.P. Khandelwal
Director, NIEPA

NEW DELHI
July, 2003

PREFACE

The idea for preparing a Guidebook on 'Concepts and Terms in Educational Planning' emerged as a result of the authors' interaction with the national and state level educational administrators. A survey of literature revealed that the Educational Statistical Manual existing in India dates as back as to 1964 and has not been revised since then. The 1964 manual was very narrow in nature and provided the description of statistical terms/instructions for completing educational survey forms. The educational planners, statisticians, planning officers, educational researchers, are using different terms and concepts in different ways and lack of standardization is causing a considerable confusion among them. The same type of feedback was obtained at NIEPA during various capacity building programs for district education officers and other field functionaries.

While everyone realized that sound educational information system based on the standardized concepts, terms and definitions is essential for effective planning and monitoring of education development programs, not much has been done in India in this context. NIEPA undertook many initiatives to reform the educational database for decentralized planning, especially after the DPEP was initiated. These efforts also acquire significance in the context of SSA, which has now been taken up by the Government of India. In India, more than 300 districts have now been covered under programs like DPEP/SSA and the need for a publication dealing with basic concepts and definitions has been felt all the more.

The present effort is a step in this direction. While the authors fully realize the wide differences in definitions and concepts used by educational planners in different contexts, it was decided to document some important concepts and terms which are relevant in the Indian context. It is expected that such a move would result in standardization of definitions and concepts as used in the Indian educational system at various levels and also among the researchers.

Initially, the draft was circulated to all the States Education Departments, CSO, MHRD, NCERT, and NIEPA in July 2002. During the last one year some of the organizations had sent their valuable suggestions, which have duly been incorporated in this volume. We are grateful to all those organizations/educationalist who have contributed through their seasoned and valuable suggestions.

Being the first effort of its type, the authors solicit feedback from educational researchers, administrators, planners and field functionaries on the relevance and appropriateness of the publication. Further suggestions to improve the publication would be highly appreciated. It is also visualized that many refinements and addition would take place as a result of the feedback from the users.

New Delhi

Yash Aggarwal
R.S. Thakur

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CONCEPTS AND TERMS IN EDUCATIONAL PLANNING

A Guidebook

A. CONTEXTUAL

1. Education

Different philosophers and educationists have defined education differently. Froebel defined education as 'the unfoldment of what is already enfolded in the germ. It is the process by which the child makes internal external.' For Swami Vivekananda, "education is the manifestation of the divine perfection already existing in man". According to Mahatma Gandhi, "Education is an all round drawing out of the best in the child and man - body, mind and spirit". However, for the purpose of educational statistics, education, according to UNESCO, "is understood to involve, organized and sustained communication designed to bring about learning".¹ Here, the words organized, sustained, communication and learning need to be explained.

- 1.1 Organized: means planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body), which sets up the learning environment and a method of teaching through which the communication is organized. The method is typically the one that is engaged in communicating or releasing knowledge and skills with a view to bringing about learning. It can also be indirect or inanimate, e.g. a piece of computer software, a film or tape, etc.
- 1.2 Sustained: means that the learning experience has the elements of duration and continuity. No minimum duration has been stipulated. The appropriate minima differ from course to course and program to program.
- 1.3 Communication: Communication is a relationship between two or more persons involving the transfer of information in the form of messages, ideas, knowledge, strategies, skills etc. Communication may be verbal or non-verbal, direct/face to face, or indirect/remote, and may involve a wide variety of channels and media.

¹ ISCED 1997.UNESCO, Paris (November, 1997)

- 1.4 Learning: Learning is any improvement in behavior, information, knowledge, understanding, attitude, values, skills etc.

2. **Training**

Training is learning experience that leads to the acquisition of a skill². It is a process for preparing people for different jobs enabling them improve their job-capacities and potentials.

3. **Culture**³

‘Culture comprises values, beliefs, customs, behaviors, institutions and artifacts of a group of people or of a nation.’ In the Oxford dictionary (Vol. II), culture has been defined as ‘cultivation, tending, training, development and refinement of mind, tastes and manners— refinement by education and training. It is the intellectual side of civilization.’

4. **Concept**

‘Concept is an idea or representation of the common element or attribute by which groups or classes may be distinguished; it is any general or abstract intellectual representation of a situation, state of affairs or objects; a thought, an opinion, an idea or a mental image’⁴ It is an idea or aggregation of ideas that has been acquired as a symbol or generalization for an intangible, i.e. of square, circle, soft, ten, fast, long, over etc.

5. **Compulsory Education**

Compulsory Education refers to the number of years or the age-span during which children and youth are legally obliged to attend school for a specified number of years.⁵ That which must be attended or undertaken by the law of a particular country or state. The legal requirement may be education from a certain starting age to a certain school-leaving age or it may be education to a certain standard.⁶

6. **Basic Education**

Basic Education refers to a whole range of educational activities that takes place in different settings and that aims to meet basic learning

² Manual for Statistics on NFE, Division of Statistics, UNESCO, Paris

³ A Directory of Education. Edited by P.J. Hills, Routledge & Kegan Paul, London, 1982

⁴ Dictionary of Education, III Edition. By Carter V. Good and W.R. Market, McGraw – Hill Book Company, NY, 1973

⁵ EFA 2000 Assessment-Technical Guidelines, UNESCO 1998

⁶ International Dictionary of Education, by G. Terry Page & G.B.Thomas, Kogan Page, London (1997)

needs as defined in the World Declaration on Education For All (Jomtein, 1990). It thus comprises both formal schooling (Primary and sometimes Lower Secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.⁵

Basic Education according to UNESCO is education intended to meet basic learning needs; it includes instructions at the first or foundation level on which subsequent learning can be based; it encompasses early childhood and primary (elementary) education for children as well as education in literacy, general knowledge and skills for youth and adult; it may extend into secondary education in some countries.⁷

7. Education System

Education System is the overall network of institutions and programs through which education of all types and all levels is provided to the population.⁵

8. Comparative Education

The study of educational systems of different countries is defined as comparative education.

'Comparative Education' and 'International Education' are often confused. The former refers to a field of study that applies historical, philosophical and social sciences theories and methods to international problems in education. Its equivalents in other fields of academic study are those dedicated to the trans-societal study of other social institutions, such as comparative government, comparative economics, and comparative religions. Comparative education is primarily an academic and inter-disciplinary pursuit."⁸

9. General Education

General Education is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these

⁷ Asia Pacific Cultural Centre for UNESCO, Literacy Glossary

⁸ E. Epstein in International Encyclopedia of Education, by Torsten Husen, T. Neville Postlethwaite (eds.) Oxford: Pergamon, New York: Elsevier Science, 1994, p. 918.

programs may or may not provide the participants with a labour-market relevant qualification at this level. These programs are typically school-based. Programs with a general orientation and not focusing on a particular specialization should be classified in this category.⁹

Knowledge: Knowledge is the aggregate of facts, information and principles that an individual has acquired through learning and experience; formal education seeks to raise levels of knowledge systematically.¹⁰

Intelligence: Psychologically, there are different technical meanings of intelligence, such as verbal reasoning, quantitative thinking, abstract analysis etc. but intelligence in popular understanding is mental abilities enabling one to think rationally, learn readily, act purposefully and deal effectively with one's environment.¹⁰

Conscience: Conscience is moral sense of right and wrong. `A faculty developed at home and in school from early childhood, functioning as the center of awareness for an individual's moral and ethical beliefs; similar in some respects to what Freudian psychoanalytic theory terms as superego.'¹⁰

10. Vocational Education

Vocational Education is designed mainly to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programs can lead, but not necessarily to a labour-market relevant vocational qualification recognized by the competent authorities in the country, like Ministry of Labour & Employment, Education etc¹¹.

11. Professional Education

Professional Education is all that education which has direct value as preparation for professional calling or employment in life. It is differentiated, on the one hand, from vocational education which relates to those employments of social grades not recognized as profession and,

⁹ Instruction Manual for Completing the Questionnaire on Statistics on Education, UNESCO, Paris, 1998

¹⁰ Concise Dictionary of Education by Gene R. Hawes, Lynne Salop Hawes. A Hudan Group Book-Van Nostrand Reinhold Co., New York-London-Toronto.

¹¹ Instructional Manual for Completing the Questionnaire on Statistics of Education, UNESCO, Paris, 1998.

on the other hand, from the general or so called 'liberal' education which has no specific practical application in view.¹²

12. Inclusive Education

Inclusive Education means that all students (disabled and non-disabled children and young people) in a school/college study together, regardless of their strengths or weaknesses in any area and become part of the school/college community.¹³

13. Recurrent Education

Recurrent Education is an approach that rejects the concept of education as a preparatory front and/or apprenticeship process at the beginning of working life but seeks to make learning experience available flexibly throughout a person's life according to choice, interests, career, social and economic and job relevance. It has points in common with adult education, continuing education, permanent in-service training and life long education but places emphasis on ready availability and access on relevance to individual needs and on an autonomous learner situation. Recurrent education calls for a radical reshaping of the educational system rather than the mere provisions of second chance institutions.

14. Tertiary Education

Tertiary Education is that education which follows the completion of secondary education or its equivalent. Thus, tertiary education includes higher education and the more-advanced parts of further education though the term is more often used in the UK in a sense excluding higher education.¹⁴

15. Technical Education

Technical Education designed at upper secondary and lower tertiary levels to prepare middle level persons (technicians, middle management etc.) and at University level to prepare engineers and technologists for higher management positions. Technical education includes general education, theoretical, scientific and technical studies and related skill training. The component of technical education may vary considerably depending on the types of personnel to be prepared and the education level.

¹² Encyclopaedia of Education. Macmillan Co. & Free Press, New York.

¹³ Dictionary of Primary Education by Henal Ashraf. A.P.H. Publishing Co, New Delhi, 1999.

¹⁴ International Dictionary of Education by G.Terry Page & J.B. Thomas. Kogan Page, London, 1977.

16. Formal Education

Formal Education refers to intentionally organized full time learning events with fixed duration and schedule, structural hierarchy with chronological succession of levels and grades, admission requirements and formal registration; catering mainly to the population of 5-25 years old, which are held within established educational institutions and use predetermined pedagogical organization, contents, methods and teaching/learning materials.¹⁵

17. Educational Innovation

Educational Innovation refers to an idea or practice new to a specific educational context that meets specified needs. It is the introduction or promotion of new ideas and methods that are devised in education or school practices which have a substantial effect on changing the existing patterns of behaviour of a group or groups involved. Innovative strategies imply the development of new ideas which are disseminated and utilized; these usually occur in response to particular problems.¹⁶

18. Educational Program

Educational Program is a set of organized and purposeful learning experiences with a minimum duration of one school or academic year, usually offered in an educational institution.¹⁷

19. Course

A course is a planned series of learning experiences in a particular range of subjects or skills, offered by an institution and undertaken by one or more learners.¹⁷

20. Data

Data is the plural form of datum. A datum results from the reduction of information to a single recorded unit. For instance, 'Radha is 16 years old' can be reduced to age, sex or both, depending on what is of interest to us. The only requirement is to classify into meaningful and mutually exclusive categories. Data collection is the process of allocating to categories and counting and data thus collected are presented as a data matrix. This matrix can have any number of dimensions.

¹⁵ Literacy Glossary Asia/ Pacific Cultural Centre for UNESCO, Japan.

¹⁶ Evolution of NGO Projects under MHRD Scheme of Innovative and Experimental Programmes of Elementary Education. NCERT, New Delhi, 2001.

¹⁷ EFA, the Year 2000 Assessment - Technical Guidelines . UNESCO, Paris, p 26.

21. Information

Oxford Dictionary defines information as the act of informing; communication of knowledge or news of some fact or occurrence. Knowledge communicated concerning some particular fact, subject or event etc. "Information Science is sometimes equated with the study of information and communication systems of all types including mechanized data, computerized information and documentation of all types."¹⁸

22. Variable

Generally, any quantity which varies. A variable is a quantity, which is susceptible to continuous change while others remain constant. US Deptt of Education, Office of Research & Improvement have defined 'variable' as a quantity that may assume any one of a set of values.¹⁹

22.1. Dependant Variable: A dependant variable is that which depends for its value on another variable.¹⁹

22.2. Independent Variable: An independent variable is a variable arbitrarily assumed as one on which other related variables shall be regarded as dependant.

22.3 Exogenous Variable: Variables for which the values are determined outside the model but which influence the model.

23. Questionnaire

Questionnaire is a group or sequence of questions designed to elicit information upon a subject or sequence of subjects from informants.

24. Schedule

A Schedule is a specialized series of a group or sequence of questions designed to elicit data/information upon a subject. Usually, it is completed by an investigator on the basis of data/information supplied by the particular member of the population chosen for inclusion in the sample but sometimes it is completed by that member himself/herself as in postal enquiries.

¹⁸ International Dictionary of Education by G. Terry Page & G.B. Thomas with Mr. AR Marshall. Kogan Page, London; NY.

¹⁹ Projections of Education Statistics to 2007. Education Department, Washington DC.

25. Distracters

A number of options are presented to a testee as the possible right answer to each item in a multiple-choice test. Only one is correct. The other options are called distracters, since they are intended to be plausible answers unless the person has confidence in his choice of the correct answer.

26. Domain

The everyday usage of the word refers to an area of land or territory, which has clear boundaries. In educational parlance, the term also refers to an area of educational interest, which is defined and bounded. However, educational domains are not like that. Intelligence is a good example of a domain where boundaries are not well defined.

27. Project

A Project is a combination of non-routine activities that must be completed with a set of resources and within a set time interval, e.g. (i) construction of a school building of a specific design, (ii) design of a training program for a specified group, (iii) production of textbook.

28. Audio-Visual Aids

Audio-Visual Aids use the senses of both sights (seeing) and sound (hearing) collectively or sometimes individually. These aids include Sound Films; Filmstrips; Tapes/Slides, Broadcast Television, Closed Circuit Television (CCTV), Video-Recording etc. Recently, microprocessors have also been used in computer-assisted learning/training.

B. POLICY & PLANNING

29. Policy

Policy is a statement of aims, purposes, principles or intentions, which serve as continuing guidelines for management in accomplishing objectives²⁰.

30. Philosophy

Philosophy is the science that seeks to organize and systematize all fields of knowledge as a means of understanding and interpreting the totality of

²⁰ International Directory of Management (III Edition), by Hano Johannsen & T. Gerry Page, 1986.

reality, usually regarded as comprising ethics, aesthetics, metaphysics and epistemology.²¹

31. Vision

`Vision is something which is apparently seen otherwise than by ordinary sight. The action or fact of seeing or contemplating something not actually present to the eye; mystical or supernatural in sight or foresight.²² Vision is to articulate the purposes of an organization into idioms and goals.

32. Planning

Planning is the formal process of making decisions for the future of individuals and organizations. Planning involves dealing on aims and objectives, selecting to correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end.²⁰

33. Types of Planning

There are two basic kinds of planning: strategic and operational. Strategic planning, also known as long range, comprehensive, integrated, overall and managerial planning, has three dimensions: the identification and examination of future opportunities, threats and consequences; the process of analyzing an organization's environment and developing compatible objectives along with the appropriate strategies with policies capable of achieving those objectives; and the integration of the various elements of planning into an overall structure of plans so that each unit of the organization knows in advance what must be done when and by whom. Operational planning, also known as divisional planning, is concerned with the implementation of the larger goals and strategies that have been determined by strategic planning; it is also concerned with improving current operations and with the allocation of resources through the operating budget²³.

33.1 Macro Planning. Macro Planning deals with broad entities having such large magnitude, aggregates, and averages as National Income, Per

²¹ Dictionary of Education, by Carter V. Good & W R Markel, McGraw Hill Book Co. Inc, New York, London.

²² Oxford English Dictionary (Vol. XII). Clarendon Press, London, 1970.

²³ Directory of Education, Vol.2, by (General Editor) Prof S.K. Singh. Commonwealth Publishers, Delhi.

Capita Income, National Expenditure on consumption and income; Balance of Trade and Balance of Payment, National Population, Total Enrolment, Enrolment Ratios, Age Structure etc. Thus, macro-planning deals with broad plans not taking note of breakdowns between skills or scheme implementation at grass root level.

- 33.2 Micro-Planning: As against macro theory, micro economic theory analyses consumption and investment of households, prices of particular goods, output, sales and purchase decisions of individual firms and industries. Micro-Planning in education starts from grass root level. For instance, the head of an institution has to plan how best he/she should bring all the children to school in his/her area. Here planning at the village level has to be done. How best individual schools can bring and retain all the children in schools; how schools in individual habitations can be provided; and whether eligible students are getting their scholarships on time.
- 33.3 Decentralised Planning: Decentralization implies distribution of administrative powers and functions among local constituents. Decentralized planning means to confer the authority of planning for the local development. The 73rd and 74th constitutional amendments have placed the primary education under the control of Panchayati Raj institutions. Under the decentralized planning model, all local units prepare their plans after due consultations with their people and analysis of the strengths and weaknesses of the planning area. These local level plans are then coordinated and summated to make the district plan by taking into account the availability of the physical and financial resources. Apart from this, in India the Government have also delegated financial and administrative powers to the heads of educational institutions to which budget is also allocated for being spent by them according to their requirements. Such financial delegations are available in the general Financial Rules. The administrative powers are delegated according to the provisions contained in the state Education Code of each state.
- 33.4 Many times decentralization is viewed as something opposite to centralization. In the socialist countries, the concept of centralized planning was practised as the central authority did all planning. These plans were then passed on to the grassroots for implementation.

- 33.5 *Rolling Plan*: A long-term plan that is revised regularly and each revision is projected forward again for the same period as the original plan.²⁴ Thus, a three-year Rolling Plan might be revised each year so that at the end of year one the plan is revised and fresh projections made to the end of the year four.²⁵
- 33.6 *Strategic Planning*: The managerial process of developing and maintaining a viable link between the organization's objectives and resources and its environmental opportunities.²⁵
- 33.7 *Contingency Planning*: A planning technique, which determines actions to be taken by individuals and groups at specific places and times if abnormal threats or opportunities arise.²⁶
- 33.8 *Corporate Planning*: A technique, which aims to integrate all the planning activities of a company and relate them to the best overall objectives for the company.²⁶
- 33.9 *Manpower Planning*: A generic term for those techniques used to arrive at a specification of any aspect of future manpower requirement, deployment or development needs.²⁶ Manpower planning has been an important feature of centralized planning in socialist countries. The Government of India has established a specialized institute to undertake manpower planning exercises in the Indian context.
- 33.10 *Process Planning*: Determining how the product or part should be manufactured by referring to the component and assembly drawings and
- drafting an operation sequence for each component;
 - deciding the machines or hand tools to be used;
 - drawing up the manufacturing layout for each component and sub-assembly, the departments and type of labour to perform the operations and specifying the tools, fixtures and gauges to be used.²⁶
- 33.11 *Indicative Planning*: Indicative Planning is planning by agreement and indication of desirable targets rather than by compulsion or decree. It is also known as Participative Planning.

²⁴ International Dictionary of Education, by G. Terry Page and J.B.T Homas with A.R. Marshall, London

²⁵ International Dictionary of Management, by Hano Johannsen & G. Terry Page 1986, London.

²⁶ A Concise Encyclopaedia of Management Techniques, by Frank Finch. Printed by M/s Allied Publishers (P) Ltd, NewDelhi.

34. Feasibility Studies

A technique for discovering the extent to which a proposal is practicable.

35. Planning, Programming, Budgeting System (PPBS)

Output budgeting wide ranging management technique introduced into the USA in the mid 1960s, not always with ready cooperation with the administrators and based on the industrial management techniques of program budgeting. Subsequently, the technique has been introduced into other countries, including the UK where it is often called output budgeting. PPBS is in effect on integrating of a number of techniques in a planning and budgeting process for identifying, costing and assigning a complexity of resources for establishing priorities and strategies in a major program and for forecasting costs, expenditure and achievements within the immediate financial year or over a longer period.²⁷

36. Programs

Programs are approved and authorized means, strategies and details of procedures for achieving the targets. The goals are desired ends to be achieved. The Central Government adopted NPE 1986 and for achieving the goals mentioned therein, they simultaneously prepared the POA (the Program of Action).

37. Program Evaluation and Review Technique (PERT)

The technique was adopted by industry to plan for system defence program.²⁷ 'PERT: acronym for 'Program Evaluation and Review Technique', is a planning and control process that requires identifying the accomplishment of programs and the time and resources needed to go from one accomplishment to the next. A PERT diagram shows the sequence and inter-relationship of activities from the beginning of a project to the end and uses probabilities for activity start and completion dates'²⁸

38. Synergy

Where combining two or more courses of action is more effective than pursuing them individually.²⁹

²⁷ A Concise Encyclopaedia of Management Techniques, by Frank Finch. Printed by M/s Allied Publishers, New Delhi.

²⁸ Dictionary of Education, Vol.2 (General Editor) Prof. S.K. Singh, Commonwealth Publishers, Delhi.

²⁹ International Dictionary of Management (Third Edition) by Hano Johannsen & G. Terry Page, Kogan Page London

39. School Mapping

School mapping is an exercise which is undertaken normally after a survey of all existing facilities, like school building (i.e. availability of classrooms, laboratories, lavatories, drinking water facilities etc.) library, library books, teachers, equipment, consumable stores, availability of schools in habitations/villages, etc. so that the deficiencies are pinpointed for taking corrective measures.

40. Performance Appraisal

Performance Appraisal is systematic assessment of an individual's performance in order to assess his training needs, potential for promotion, eligibility for a merit increment as part of pay or salary review or for management succession planning. Methods of appraisal include the controlled report, factor rating, forced choice ranking system, task based appraisal etc.³⁰

41. Human Resource Development

Human Resource Development (HRD) is used by development economists and educational administrators to denote productive investment in human beings (formal and non-formal education, short term and on the job training) that enhances their knowledge, skills and abilities to perform day-to-day tasks.³¹

42. Human Development Index (HDI)

HDI measures the overall achievements in a country in three basic dimensions of human development, namely: longevity, knowledge and decent standard of living. It is measured by life expectancy, educational attainment (adult literacy and combined primary, secondary and tertiary enrolment) and adjusted income.

43. Critical Path Method (CPM)

CPM is the project network analysis technique for determining the minimum project duration. Critical Path in a set of activities is that subset of activities, which will delay planned completion date for the whole project if any of its activities is subjected to delay.³²

³⁰ International Dictionary of Education by G. Terry Page & J.B. Thomas Kogan Page, London/Nicolas Publishing Com, New York.

³¹ Literacy Glossary Asia/Pacific Cultural Centre for UNESCO.

³² A Concise Encyclopaedia of Management Techniques by Frank Finch, Allied Publishers (P) Ltd. New Delhi.

44. Forced Choice Appraisal

Forced Choice Appraisal is a performance appraisal technique in which the freedom of choice in making assessment is restricted.

45. Scalar Principle

Concept that subordinates should communicate with their seniors only through the intermediate superiors following the chain of command³³.

46. Estimation

Estimation is to assess the magnitude of an already existing quantity. It is concerned with inference about the numerical value of unknown population values from incomplete data such as a sample. If single figure is calculated for each unknown parameter, the process is called point estimation. If an interval is calculated with which the parameter is likely in some sense, to lie, the process is called interval estimation.³⁴

47. Projection³⁴

Projection is an estimate of future values based on current trends. This term is used in two connected senses:

- In relation to a time series, it means the forecast value of the series; a value projected forward from current experience;
- More recently, it has been used in probability theory to denote the conditional expectation of a variate. Since a regression equation gives the expected value of the dependent variate based upon the values of the predicted (independent) variates, such equations are used for forecasting or prediction.

48. Prediction³⁴

Prediction is defined as 'to tell in advance; to foretell the future; prophesy; to predict the weather; to predict the fall of a civilization'.³⁵ It is also referred to the process of forecasting the magnitude of statistical variate at some future point of time. In statistical contexts, the word

³³ International Dictionary of Management (III Edition), by Hano Johannsen & G. Terry Page, Kogan Page, London.

³⁴ Directory of Statistical Norms (II Edition) by M.G. Kendall & W.R. Buckland, Printed by Oliver & Boyd, London.

³⁴ Directory of Statistical Norms (II Edition) by M.G. Kendall & W.R. Buckland, Printed by Oliver & Boyd, London.

³⁵ The Random House Dictionary of English Language, edited by Jess Stein and Lauraence Urdang, Random House, New York.

may also occur in slightly different meanings, e.g. in a regression equation expressing a dependent variate y in terms of dependent x 's; the value given for y by specified values of x 's is called the predicted value even when no temporal element is involved.

Prediction in the educational context is defined as a probability statement of the degree of the scholastic success likely to be achieved by a student, judgment being based on the case study method with particular emphasis on the result of the scholastic aptitude test scores.³⁶

49. Forecasting³⁷

Forecasting and Prediction are used synonymously in the customary sense of assessing the magnitude, which a quantity will assume at some future point of time, as distinct from estimation – which attempts to assess the magnitude of an already existing quantity. An estimate of a future trend, event or magnitude on the basis of previous experience³⁶. For example, the final yield of a crop is forecast during the growing period but estimated at harvest.

The errors of estimation involved in prediction from a regression equation are sometimes referred to as 'forecasting errors' but this expression is better avoided in such a restricted sense. Likewise, terms such as 'Index Numbers of forecasting efficiency', in the sense of residual error variances in regression analysis are to be avoided.

50. Critical Incidents Method

A method for determining what abilities are needed to do a particular job in order to establish standards of success through actual incidents occurring on the job; used by Flangan to develop charts of the personal and social developments of elementary school children: critical incidents films or tapes are sometimes used in teaching to study the causes and possible solutions of problems encountered in achieving success in the activity illustrated by such an incident.³⁸

³⁶ Dictionary of Education, edited by Carter V. Good; McGraw-Hill Book Company, New York.

³⁷ Directory of Statistical Terms by M.G. Kendall & W.R. Buckland II Edition, by Oliver & Boyd, London.

³⁸ Dictionary of Education, by Carter V. Good; McGraw – Hill Book Company, New York.

51. Random Sampling

A sampling technique in which each member of the population has an equal probability of being sampled and in which each item sampled is determined by chance.³⁹

52. Education Management Information System (EMIS)

EMIS is a formal method of providing educational managers with accurate and timely information so that decision making, planning, project development and implementation and other management functions and operations can be carried out effectively.⁴⁰

53. Mass Media

Mass media are means of communicating to large numbers of individuals more or less simultaneously. Used in education as a group term for the press and printed text, films, radios, televisions and popular music.⁴¹

C. LEVELS AND TYPE OF EDUCATION

54. ISCED 1997

ISCED is the International Standard Classification of Education⁴² for the purpose of cross-country comparisons, classification and reporting of educational statistics to UNESCO. Designed by UNESCO in early 1970's to serve as an instrument suitable for assembling, compiling and presenting statistics of education, both within individual countries and internationally. It presents concepts, definitions and classifications. It is a classification of educational programs and has been defined on the basis of their educational content as an array or a sequence of educational activities, which are organized to accomplish a pre-determined objective or a specified set of educational tasks. Since it is difficult to define the content of a program level in an abstract way, proxy criteria are used to help describe educational programs and determine their levels. ISCED excludes communication that is not designed to bring about learning. It also excludes various forms of learning that are not organized⁴³.

³⁹ A Concise Encyclopaedia of Management Technique, by Frank Finch, Allied Publishers (P) Ltd, New Delhi.

⁴⁰ Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

⁴¹ International Dictionary of Education, by G. Terry Page & J.B. Thomas, Kogan Page, London, 1977.

⁴² ISCED 1997 – Manual. UNESCO, Paris, 1998.

⁴³ ISCED 1997 –UNESCO, Paris, November 1998.

55. Levels of Education

Based on the above definition, UNESCO has divided levels of education for cross-country comparison of education and classification of educational statistics as under:

Levels of Education for Cross Country Comparison & Classification of Education Statistics

Level Code	Name of Level	Main Criterion ⁴⁴
0	Pre-Primary	The educational properties of the program; School or centre based; The minimum age of children catered for; The upper age limit of the children
1	Primary education or first stage of Basic Education	Beginning of systematic apprenticeship of reading, writing and mathematics
2	Second stage of Basic Education or Lower Secondary Education	Subject presentation using more qualified teachers than for Level 1; Full implementation of basic skills and foundation for lifelong learning
3	Upper Secondary Education	Typical entrance qualifications (some 9 yrs of full time education since Level 1); Minimum entrance requirement
4	Post Secondary/Non-Tertiary	Entrance requirement, content, age, duration; (successful completion of Level 3; Program content to be more specialized)
5	First stage of Tertiary Education (not leading directly to an advanced research qualification)	Minimum entrance requirement; Type, duration of certification obtained;
6	Second stage of Tertiary Education (leading to an advanced research qualification)	Research oriented content; Submission of a thesis or dissertation of publishable quality, representing significant contribution to knowledge

Details are available at Appendix A.

The structure of education and learning in India has undergone significant changes over the last 50 years. The increasing complexity of

⁴⁴ UNESCO Manual of Instructions, 1998; and ISCED 1997, UNESCO, Paris, 1997

education systems, often reflecting more choices, both between types of programs and modes of attendance, have resulted in classificatory problems. The multiple entry system has been useful.

- 55.1 Level 0: Pre-Primary level of education is the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment, i.e. to provide a bridge between the home and a school based atmosphere. It is generally confined to 3-5/6 year's age group.
- 55.2 Level 1: Primary Education usually begins at the age of 5 or 6 years and generally lasts 4 to 5 years in India. In some countries it lasts 6 years. Programs at the primary level generally require no previous formal education although it is becoming increasingly common for children to have attended a pre-primary program before entering primary education. Level 1 gives students a sound basic education in reading, writing and mathematics along with elementary understanding of other subjects of social studies.
- 55.3 Level 2: Upper Primary or Lower Secondary level of education generally continues the basic programs of the primary level, although teaching is typically more subject-focused, often requiring more specialized teachers who conduct classes in their fields of specialization.
- 55.4 Level 3: Upper Secondary level of education: Instructions in this level are more organized along subject matter lines than in lower secondary level and teachers need to have a higher level or more subject specific qualifications than at lower secondary level. The entrance age is 15 or 16 years and duration ranges between 2-5 years of schooling. This level may either be terminal and/or preparatory for tertiary education.
- 55.5 Level 4: Post Secondary/Non-Tertiary: Level 4 was introduced in ISCED-97 to cover programs that straddle the boundary between upper secondary and post secondary education. Such programs are available in Europe. These programs are not considered as tertiary programs. In India, we include under this category programs like Basic Teachers Training, Diploma Courses in Engineering and Technology, Diploma Courses in Primary Education etc. for which the minimum school qualification is 12th pass.
- 55.6 Level 5: First stage of Tertiary Education: The curriculum of programs at this level has a strong theoretical foundation, emphasizing the liberal Arts and Sciences (History, Philosophy, Mathematics etc.) or preparing

students for professions with high skills requirements (e.g. Medicine, Dentistry, Architecture etc.). Have a minimum cumulative theoretical duration of 3 years full-time equivalent although they are typically 4 or more years. In case a program has 3 years full-time duration, it is usually preceded by at least 13 years of previous schooling. Some programs directly lead the incumbent to market relevant qualifications.

- 55.7 Level 6: Second stage of Tertiary Education: This level is reserved for tertiary programs that lead directly to the award of an advanced research qualification. The duration is 3 years in most countries (for a cumulative total of at least 7 years FTE at the tertiary level). It requires submission of a thesis or dissertation of publishable quality, representing contribution to knowledge and is not solely based on course work.

56. Grade

Grade is a stage of instruction usually covered in one school year⁴⁵. In India, this is also known as class. Classes are further divided into sections depending upon the strength of students.

- 56.1 Section: All students in a grade or class are divided into groups for convenience of teaching. Each such group is called a section. In a big class/grade, there can be a number of sections labeled as A, B, C, D etc. Sections are also formed for the following reasons:

- To teach various types of optional subjects;
- To cater to the requirements of children offering different medium of instruction; and
- To segregate poor performing students from high scoring students. This grouping is also called as ability based sections.

There can be variations in the number of students amongst sections. These need not be uniform.

57. Early Childhood Care & Education (ECCE)

ECCE offers a structured and purposeful set of learning activities either in a formal institution or in a non-formal children program. The age-span covered under ECCE is from conception to 6 years. Emphasis has been given to a child-centered approach, play-way and activity based learning

⁴⁵ EFA, The Year 2000 Assessment, Technical Guidelines, UNESCO 1998, P 28

in place of formal methods of teaching. In addition, linkages between Integrated Child Development Services (ICDS) and other ECCE programs are also stressed to be established. National Policy on Education (1986) as amended, has given a great deal of importance to ECCE as a crucial input in the strategy of human resource development. The ECCE programs include:

- ICDS
- Scheme of assistance to voluntary organizations for conducting ECCE centres.
- Balwadis and Daycare centres run by voluntary agencies with Government assistance.
- Pre-Primary schools run by the State Governments, Municipal Corporations and other governmental and non-governmental agencies.
- Maternal and child health services through primary health centres and sub-centres and other agencies.

Pre-Primary education in some states starts at the age of 4 years instead of 3 years. According to 93rd Constitutional Amendment, now the State shall have to endeavour to provide early childhood care and education for all children until they complete the age of six years.

58. Primary Education

Primary Education usually begins at the age of 5 or 6 years as shown in Appendix B for different states and lasts for about 4-5 years. Programs at Primary school education require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary school before entering primary school education. 93rd Constitutional Amendment when notified will make it obligatory to provide pre-primary education to all children. Primary school education gives students a sound basic education in reading, writing and mathematics along with an elementary understanding of social sciences.

59. Upper Primary Education

Upper primary education comprises three years duration and usually starts at the age of 11 years (though in some states it starts at the age of 10 years) and continues up to the 13th year of the child. At this stage, education generally continues the basic programs of primary school level, though teaching is more subject-focused.

60. Secondary Education

Secondary school education comprises four years duration: two years of lower secondary and two years of senior secondary school education. In most of the states, the lower secondary starts at the age of 14 years and ends at the 17th year of the child. Admission requirement is the completion of upper primary school education. Instruction is more organized along subject-specifics. At the Senior secondary level, a student has a choice for particular subjects/vocations (keeping requirement of Boards and his taste in view).

The system of school education in India is given in Appendix B.

The Education Acts in respect of some of the states are given in Appendix C.

Structure of education in India is given in Appendix D.

D. MODES OF EDUCATION

61. Formal Education

See item No. 16 above.

61.1 Non-Formal Education (NFE): NFE refers to intentionally organized learning events catering essentially to persons not currently participating in formal education; the educational activities of NFE are not organized as part of formal school and university education as in Formal Education (item No 16 above).⁴⁶

61.2 Informal Learning: Informal Learning is generally intentional but unorganized and unstructured learning events that occur in the family, the work place and in daily-life of every person on a self-directed, family-directed or socially-directed basis.⁴⁶

61.3 Random Learning: Random or incidental learning refers to unintentional learning occurring at any time and in any place in every person's everyday life.⁴⁶

62. Adult Education

Adult Education means the education of the adults in the age group of 15 years and above. In the western world, it is some sort of continuing education of the adults. One of the oldest forms of education in

⁴⁶ Manual for Statistics on NFE, Division of Statistics, UNESCO, Paris.

USA, Adult Basic Education was for the eradication of illiteracy. It has been differently designated as remedial, elementary, fundamental, literacy and common branches of education'.⁴⁷ Adult education (or continuing or recurrent education) in the western concept is 'the entire body of organized education processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose:

- to complete a level of formal education;
- to acquire knowledge and skills in a new field;
- to refresh or update their knowledge in a particular field.'

In the Indian context, adult education is a major program of the Central and State Governments. It started with social education and has now taken the shape of a mission, i.e., National Literacy Mission (NLM) for the eradication of illiteracy in the country amongst the age-group 15-35 years. During eighties the Government launched five Technology Missions, of which National Literacy Mission was one. It is a social Mission which implies that adequate awareness and motivation have to be generated at all levels. The objectives of NLM are as follows:

- Achieving self-reliance in literacy and numeracy;
- Generating awareness about the cause of deprivation;
- Improving conditions through organization and participation in the process of development;
- Acquiring skills to improve the economic status and general well-being;
- Improving the values of national integration, conservation of environment, women's equality and observance of small family norms.

63. Special Needs Education⁴⁸

The term Special Needs Education (SNE) essentially refers to the provisions for educating children having disabilities. Earlier these children

⁴⁷ Encyclopedia of Education, Vol. I, Macmillan Co. & Free Press, New York.

⁴⁸ Min of Social Welfare Gazette Notification in the GOI Extraordinary Gazettes Part II, dated 1-1-1996, Act: Persons with Disabilities (Equal Opportunities Protection of Rights & Full Participation) Act 1995.

were being educated primarily in special schools established for the purpose as a part of social welfare activity. Presently the policy is to educate all such children in normal/general schools along with their peers. Though children with severe disabling conditions can even now be educated in special schools, children due to their slow pace of learning, social deprivations etc, with or without disability, are also referred to as children with special education needs. ***Special Needs Education thus implies education of all such children who may have specified education needs meriting special attention of education providers.*** Following Salamanca Declaration of 1994, now all such children (other than children with disabilities) who may need special support such as remedial teaching, special policy inputs etc are also termed as children with special education needs. All are to be educated preferably in general/mainstream schools. Emphasis is on meeting the needs and facilitating learning and not labeling a child. Since GOI has already initiated pro-active measures, like special programs for SC/ST children, girls etc., SNE refers mainly to education needs of children with disabilities. These programs are referred to as IEDC/inclusive education. PWD Act (1995) defines the disabilities as under:

- a) Blindness
 - b) Hearing Impaired
 - c) Leprosy Cured Persons
 - d) Loco motor Disability
 - e) Mental Retardation
 - f) Low Vision
 - g) Mental Illness⁴⁹
- a) ***Blindness:*** Blindness refers to a condition where a person suffers from any of the following conditions, namely:
 - total absence of sight; or
 - visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses; or
 - limitation of the field of vision subtending an angle of 20 degree or worse.
 - b) ***Hearing Impaired:*** Hearing impaired means loss of sixty decibels or more in the better ear in the conversational range of frequencies.

⁴⁹ In place of mental illness, there is proposal to include learning disabilities but this proposal has not been through as yet.

- c) *Leprosy Cured Person:* Leprosy cured person means any person who has been cured of leprosy but is suffering from:
- loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
 - manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
 - extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation.
- d) *Loco motor Disability:* Loco motor disability means disability of the bones, joints or muscles leading to substantial reduction of the movement of the limbs or any form of cerebral palsy; cerebral palsy means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal or infant period of development.
- e) *Mental Retardation:* Mental retardation means a condition of arrested or incomplete development of mind of a person, which is specially characterized by sub-normality of intelligence.
- f) *Low Vision:* A person with low-vision means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device.
- g) *Mental Illness:* Mental illness means any mental disorder other than mental retardation.
- i) *Dyslexia:* Dyslexia is a reading disability, apparently caused by neurological dysfunction in which the student experiences difficulty in clearly perceiving individual letters, words or passages. Dyslexic

students often need special instructional provisions and may ultimately outgrow or overcome the handicap.⁵⁰

- j) Juvenile Delinquent: Juvenile delinquent is generally a youth under the age of 18 years who commits an anti-social or criminal act and who may be suspended from school. A juvenile delinquent usually receives mitigated punishment before the law.

64. Distance Education

Education from the distance and not face-to-face but indirect/remote or inanimate and involving a wide variety of channels and media. Distance Education has the following types:

- (a) Correspondence Courses
 - (b) Home Study
 - (c) Open Education
 - (d) E-Learning
- a) Correspondence Courses/Study: Correspondence Courses/Study is a (1) method of providing for the systematic exchange between student and instructor of materials sent by mail for the purpose of instruction in units of subject matter; (2) set of printed lessons or assignments based on textual materials and/or instructional media with directions for study, exercises, tests etc. to be used as primary or supplemental aids to learning outside a regular classroom environment; (3) formal study and instruction conducted by mail, using texts, course outlines, and other materials, with lesson reports, corrections and examinations⁵¹.
 - b) Home Study: Some of the Universities permit female students to appear in Degree and Post Degree courses privately without having attended any college or without undergoing any correspondence course whatsoever. Such students do their home studies themselves and appear in the university examinations after, of course, paying examination dues.
 - c) Open Education: Open Education has spread in India and a large number of Universities are now offering open education system. In

⁵⁰ Concise Dictionary of Education by G.R. Hawes & L.S. Hawes; A. Hudan Group Book Van Nostrand Reinhold Co.

⁵¹ Dictionary of Education edited by Carter V. Good; McGraw-Hill Books Company, New York.

addition, there are half a dozen Open Universities in India. Under the open education system, the students are not required to comply with the hierarchical ladder which is compulsory under the formal education system. Instead, the students, who have attained a particular age, are free to undertake the open education courses i.e. only age condition is applicable. There are no other restrictions under open education scheme.

- d) E-Learning: E-Learning is the effective learning process created by combining digitally delivered content with (learning) support and services⁵².

65. Montessori Method⁵³

Maria Montessori (1870-1952) was an Italian physician and educator who developed a special method of teaching young children as a result of initial experience of working with mentally retarded children. The method worked out, in great detail, received wide attention both in Europe and the USA and continues in practice in Montessori schools. In Montessori Method, the child is considered a self-activated learner at work in a prepared environment of programmed materials which encourage auto-education under the trained observation of a “new teacher” – the individuals’ normalization – Montessori’s term for the development of confidence, competence, self-discipline and the preparedness to meet environmental challenge. The Montessori approach recognizes the importance of allowing the young child to utilize his formative periods, sensitive periods, absorbent mind, and other unique characteristics in the learning process.

66. Kindergarten⁵⁴

Kindergarten is an institution for furthering the systematic development of children below the school age by the organization of their natural play instincts in accordance with the principles upon which development is based. The name signifies children’s garden or garden of children, and its founder, Friedrich Froebel, selected it because it expressed the idea, which he wished to convey, of development directed by knowledge of the organism to be developed, and aided by the selection of a right

⁵² Vaughan Walter and Jim Wilson: e-learning & Network, Forum for Technology on Training, E-learning Newsletter.

⁵³ Encyclopaedia of Education (vol.6), Macmillan Company, New York.

⁵⁴ An Encyclopaedia of Education by Paul Monroe; Macmillan Company, New York.

environment. There is another aspect of the Kindergarten, i.e. its social aspect, of which this name gives no suggestion. From this standpoint, it has been defined as “a society of children engaged in play and in various forms of self-expression through which the child comes to learn something of the values and methods of social life without as yet being burdened by its technique.”

E. POPULATION AND SETTLEMENT STRUCTURE

67. School-Age Population

School age-population is the number of children in officially defined school age-group, whether enrolled in school or not. For instance, the population in the age group 6-14 years is the school age population for elementary school education. 6-11 years population is primary school age population while 6-18 years population is total school age population in India.

68. Disadvantaged Groups

Disadvantaged groups are those groups of people who, for one reason or another remained ignored and did not benefit to the same degree as the majority of other people in their country from services and other concessions provided by the Government.⁵⁵

In India, the disadvantaged groups of people include,

- Scheduled casts
- Scheduled tribes
- Women
- Other Backward Classes

69. Urban Areas

The census adopts the following criteria for treating habitations as urban:

- a) All statutory towns, i.e. all places within a municipality, corporation, cantonment board, or notified town area committees etc.
- b) All other places which satisfy the following criteria:

⁵⁵ Literacy Glossary. Asia/Pacific Cultural Centre for UNESCO, Japan.

- a minimum population of 5000;
- at least 75% of the male working population engaged in non-agricultural activities, and
- a density of population of at least 400 persons per square km (1000 per square mile).

69.1 Urban Agglomeration:

Urban agglomeration is a continuous urban spread constituting a town and its adjoining urban outgrowths (OGs), or two or more physically continuous towns together and any adjoining outgrowths of such towns.

For the census of India 2001, it was decided that the core town or at least one of the constituent towns of an urban agglomeration should necessarily be a statutory town and the total population of all the constituent units should not be less than 20000 (as 1991 census). With these two basic criteria having been met, the following are possible different situations in which urban agglomerations could be constituted:

- a) A city or town with one or more continuous outgrowths;
- b) Two or more adjoining towns with or without their outgrowths;
- c) A city and one or more adjoining towns with their outgrowths all of which form a continuous spread of town classes.

The town classes are:

- Class I town with one lakh and above
- Class II town with 50,000-99999
- Class III town with 20,000-49999
- Class IV town with 10,000-19999
- Class V towns with 5000-9999
- Class VI towns with population below 5000

70. **Rural Areas**

Rural areas are those areas which are not urban areas.

71. **Village**

Village represents a parcel of land whose boundaries are settled and defined for revenue purposes. Village with no population will be termed as *Bechirag* or deserted or uninhabited.

72. Gram Panchayat

The Government, by notification in the official Gazette, declares a Gram Sabha of a village or group of villages with a population not less than 500. Every Gram Sabha has a Gram Panchayat duly notified by the Government. Government can relax the condition of the population for reasons duly recorded in writing⁵⁶.

73. Habitation

A habitation is a distinct cluster of houses existing in a compact and contiguous manner with a local name having a population of not less than 25 persons in plain areas and not less than 10 persons in hilly or sparsely populated areas⁵⁷.

74. Household

A 'household' is usually a group of persons who normally live together and take their meals from a common kitchen unless the exigencies of work prevent any of them from doing so. Persons in a household may be related or unrelated or a mix of both. However, if a group of unrelated persons live in a census house but do not take their meals from the common kitchen, then they are not constituent of a common household. Each such person should be treated as separate household⁵⁸.

74.1 Institutional Household: A group of unrelated persons who live in an institution and take their meals from a common kitchen is called an institutional household (e.g. hostels, boarding houses, hotels, messes, rescue homes, jails, ashrams, orphanages etc.)⁵⁹

74.2 Houseless Household: Households that do not live in buildings or census houses but live in the open on roadside, pavements, in hume pipes, under fly-overs and staircases, or in the open in places of worship, railway platforms etc. are to be treated as houseless households.⁵⁹

74.3 Census House: A census house is a building or part of a building used or recognized as a separate unit because of having a separate main entrance from the road or common courtyard or

⁵⁶ Haryana Gram Panchayat Act, 1994.

⁵⁷ All India Educational Surveys, NCERT, New Delhi.

⁵⁸ Census of India 2001 Instruction Manual for Filling Up the Household Schedule P8

⁵⁹ Census of India 2001 Instruction Manual for Filling up the Household Schedule Page8

staircase, etc. It may be occupied or vacant. It may be used for a residential or non-residential purpose or both.⁵⁹

75. Cluster Resource Centre

A nodal school/centre to provide academic support to a number of schools lying within short distance of the nodal school. The DPEP has promoted the concept of Cluster Resource Centre in India. The CRC (primary school) acts as a nodal point for providing academic support to 8 to 10 primary schools lying within a distance of 5-10 Kms. The CRCs do not perform any administrative functions.

75.1 Community Learning Centre (CLC): CLC is the continuing education centre under the NFE scheme.

75.2 Community Based Organization (CBO): CBO refers to any organization that exists at local or grassroots level and works for the local community.

76. Blocks

In India, there are two types of Blocks: (a) Educational Blocks, and (b) Community Development Blocks. The Educational Blocks have been established by State Education Departments. In some states these are co-terminus with Community Development Blocks but in many states these are not co-terminus with C.D. Blocks.

In 1951, 15 pilot projects were started in 15 states in collaboration with Ford Foundation. In this, three basic units were visualized, namely: (a) the village; (b) the Mandi, and (c) the Development Block. A village on an average was to consist of nearly 500 persons (about 100 families); a Mandi was visualized as a nucleus of 15 to 25 villages depending upon population, serving as a centre for marketing, communications, recreational and other services; and the Development Block was to comprise 4 to 5 Mandis. Eventually, the idea of a Mandi unit had to be given up and the Community Development Block Program was launched in 1952 as a movement⁶⁰. This is still continuing.

⁶⁰ Panchayati Raj – A Policy Perspective, by M. Shiviah, National Institute of Rural Development, Hyderabad.

F. ACCESS & EQUITY IN EDUCATION

77. Access

Access means a channel, a passage, an entrance or a doorway to education. It has a two-way role:

- (i) A physical approach;
- (ii) Utilization of existing facilities: It is not only essential to provide education facilities but it is equally important that these facilities are utilized. The utilization is measured by various rates like: SLE, RA, GER, NER, GAR, NAR, AAR, ASER etc.

To provide access for all children to elementary education according to the National Norms or where not possible to provide alternative schools of teaching learning of comparable level. The National Norms are as under:

- Primary School to be provided within a radius of 1km from habitation(s) with 300 persons in plains and 200 persons in hilly areas.
- Upper Primary School to be provided within a radius of 3 kms. from habitation(s) with a population of 500 persons.

78. Equity

Equity means equitable access to and participation in all management and program functions regardless of special characteristics including but not limited to gender, race, colour, national origin, disability and age.

79. Gender

Gender refers to the social differences and relations between men and women which are learned, very widely among societies and cultures, and changes over time. The term gender does not replace the term sex, which refers exclusively to biological difference between men and women. For example, statistical data are broken down by sex. The term gender is used to analyse the roles, responsibilities, constraints and needs of women and men in all areas and in any given social context⁶¹.

⁶¹ ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000, pp 47-48.

80. Gender Equality

Equality between men and women entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behavior, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

G. LEGAL BASIS OF EDUCATION

81. Legal Basis

Legal Basis of education means the legal provisions or legislative authority Government has for imparting education for its people.

82. Compulsory Early Childhood Care & Education for All Until the Age Up to 6 Years

According to 93rd Constitutional Amendment, the Article 45 ("45: Provision for free and compulsory education for children: The state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.") has been substituted as follows: 'The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years'.

83. Elementary Education as Fundamental Right of the Child & Fundamental Duty of Parents

Further, 93rd Constitutional Amendment provides that after Article 21 of the Constitution, the following Article shall be inserted:

- (a) "21A: The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."

The following clause has been added to Article 51 after clause (j):

- (b) “Article 51(k): who is a parent or guardian to provide opportunities for education to his child or as the case may be ward between the age of six and fourteen years.”

84. Education: a Joint Responsibility of Central Government and State Governments

The 42nd Amendment to the Constitution of 1976 has put education in the Concurrent List and empowered the Indian Parliament with the authority to legislate on education concurrently with the States.

85. Decentralization of Primary Education

The 73rd and 74th Amendment to the Constitution provide for decentralization of school education and entrust primary education to the Panchayati Raj Institutions and Urban Area Committees so that participatory and interactive management for primary education could be evolved.

86. Other Constitutional Safeguards

Article 46 states that the State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitations.

- 86.1 Article 24: Prohibition of employment of children in factories etc. states that no child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.
- 86.2 Article 29(2): lays down that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.
- 86.3 Article 30(1): enjoins that all minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice.
- 86.4 Article 30(1A): states that in making any law providing for the compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is

such as would not restrict or abrogate the right guaranteed under that clause.

86.5 Article 30(2): lays down that the State shall not in granting aid to educational institutions discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

86.6 The Article 39: states that State shall, in particular, direct its policy towards securing xxx xxx xxx xxx xxx xxx xxx xxx

(e) that the health and strength of workers, men and women, and the tender age of children, are not abused and that citizen are not forced by economic necessity to enter a vocation unsuited to their age or strength.

(f) That children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

86.7 Article 350(A): lays down that it shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instructions in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

H. CONTENT AND PURPOSE OF EDUCATION

87. Academic Year

The education cycle consists of a number of years divided into annual calendar. The students are evaluated at the end of each year and are either promoted to the next grade or detained in the same grade. Normally academic term begins in the month of April or May or June and ends in the month of March, April or May of the following year in India. In eastern sector, the academic term is between January and December month of the year. In most of the states long-term vacations are in summer season but hilly states have summer vacation as also winter vacation schools. In the case of many higher education institutions, the educational cycle is divided into terms of semesters and trimesters.

88. Curriculum

Curriculum is the course of study duly prescribed by a Board or University for completing a particular level of education. Educationists' definitions of curriculum have tended to shift from the content of discrete courses of study to the much wider notion of all the learning experiences offered to pupils under the aegis of school. Curriculum has, therefore, to be seen in terms of four facets, namely: content, method, purpose and evaluation⁶².

Curriculum is a group of courses and planned experiences which a student has under guidance of the school or college; it may refer to what is intended as planned courses and other activities or intended opportunities or experiences or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.⁶³

UNESCO has defined curriculum as the subjects that are studied or prescribed for study in an educational program.⁶⁴

88.1 Core-Curriculum: In core-curriculum, the intention is to shift attention from essential knowledge to fundamental social values. Core-curriculum is built around problems common to every one's cultural experiences, like the effect of technology on life styles. The idea has been expressed in cultural map curriculum in which core activities include work experience, community service, integrative projects, in-house crafts, craft and design as well as orthodox academic studies.

88.2 Extra Curricular Activities: Activities that are associated with schools but take place outside of the usual schedule of classes and which are optional for learners.⁶⁵

88.3 Common Curriculum: Common curriculum usually implies a compulsory pattern of learning for all pupils. It tends to emphasize syllabuses and time allocations.

89. Syllabus

Main heads and topics to be covered by a course of study or instruction.⁶⁶

⁶² A Dictionary of Education, edited by P.J. Hills. Routledge & Kegan Paul, London, 1982.

⁶³ Dictionary of Education, by Carter V. Good: McGraw – Hill Book Company New Delhi.

⁶⁴ Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

⁶⁵ Dictionary of Primary Education, by Henal Ashraf; APH Publishing Co, New Delhi., 1999.

90. Achievement

Accomplishment or proficiency of performance in a given skill or body of knowledge⁶⁷. Achievement or performance in school or college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum⁶⁸.

91. Basic Learning Needs

Basic Learning Needs comprise both essential learning tools (such as literacy, oral expression, numeracy, problem solving etc.) and the basic learning content (such as the knowledge, skills, values, attitudes, etc.) required by human beings to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

92. Minimum Levels of Learning (MLL)

National Policy on Education 1986, as amended, brought to the fore the need for focusing not only on quantitative aspects but on quality in terms of achievement levels also. Ministry of Human Resource Development, therefore, constituted a committee who specified the basic competencies to be achieved by all children at the primary stage which is known as Minimum Levels of Learning (MLL) in selected subjects, such as language, mathematics, environment studies etc. across the country. Many states are implementing the project through institutional mechanism around DIETs. Financial assistance for preparation of competency based textbooks, TLMS, training of teachers, etc, is being provided by State Governments.

93. Learning Assessment⁶⁹

In education, Learning Assessment is the process by which one attempts to measure the quality and quantity of learning and teaching using various techniques, e.g. assignments, projects, continuous assessment, objective type tests, final examinations and other standardized tests, etc. In psychology, it is the branch of applied psychology concerned with

⁶⁶ International Dictionary of Management(Third Edition) Edited by Hano Johannsen & G. Terry Page, London.

⁶⁷ Dictionary of Education, edited Carter V. Good; Mc Graw-HillBook Company, New York/New Delhi.

⁶⁸ International Directory of Education, London(1977)

⁶⁹ International Directory of Education, by G. Terry Page & J.B. Thomas, p26. Kogan Page, London

testing in educational, occupational, clinical or other settings eg the psychological assessment of mental and physical handicaps.

94. Competencies

Ability to apply to practical situations the essential principles and techniques of a particular subject matter field.⁷⁰ It is also defined as:

- a) Those skills, concepts and attitudes needed by all workers regardless of their occupations or specific jobs.
- b) Specific jobs are those concepts, skills and attitudes, which are highly specialized and relate directly to the single job classification in which the student learner is interested, and the specific requirements of the student learner's training station position.
- c) Specific occupations are those concepts, skills and attitudes essential to a broad occupational grouping, those with common usefulness to a family of occupations.⁷⁰

95. Pass-Fail

A grading option, usually exercised at the secondary/post secondary levels which can take the place of the more typical A, B, C, etc, grade system. It also signifies the similar dichotomy of satisfactory/unsatisfactory.

I. EDUCATIONAL INSTITUTIONS AND THEIR CLASSIFICATION

96. The School

A school normally comprises a group of pupils of one or more grades organized to receive instructions of a given type and level duly prescribed by a School Board/Government under one or more than one teacher. Schools are classified by type, by management, by category, by stage, by recognition etc.

- 96.1 Recognized School: A recognized school is one in which the course(s) of study followed is/are prescribed or recognized by the Government (Central/State) or a University or a Board constituted by law or by any other agency authorized in this behalf by the Central or State Government and which satisfies one or more of

⁷⁰ Dictionary of Education, edited by Carter V. Good; Mc Graw-Hill Book Company, New York/New Delhi.

the authorities, eg, Directorate of Education, Municipal Board, School Board etc. with regard to its standard of efficiency. It runs regular classes and sends candidates for public examinations, if any.

- 96.2 Unrecognized School: Unrecognized schools are those which are not recognized by the Govt. (Central/State/Local Body/Board/ University etc). Such schools are not obliged to follow the prescribed curriculum or the textbooks. The management can fix fee without approval from the government.

97. Categories of Educational Institution

The educational institutions are divided into three types, viz; Boys, Girls and Co- educational.

- 97.1 Boys Institutions: An educational institution for boys is one where only boys are admitted to all classes and admission of girls is restricted to some specific classes only. For instance in a Senior Secondary School for Boys, there is the facility for teaching of geography which is not available in the adjoining Girls Senior Secondary School. So, the girls of that School will be admitted to this school for the teaching learning of geography only but it will still be treated a Boys Senior Secondary School and not a Co-educational Senior Secondary School.
- 97.2 Girls Institution: An educational institution is girls institution if only girls are admitted to all classes and admission of boys is restricted to some specific classes as described above.
- 97.3 Co-educational Institution: A co-educational institution is one in which both boys and girls are admitted to all classes in the institution.

98. Special Schools for the Handicapped

The special education for the disabled is conducted in two types of schools. One type of schools are known as special schools for the handicapped, such as schools for mentally retarded/ school for deaf and dumb/school for the blinds etc. These are under the Welfare Department. These schools are meant for severely handicapped children who are trainable. The other types of schools fall under “integrated education”. In this category, the educable disabled children are taught along with normal children. The only difference in this type of education is that there

are special teachers for different disabilities along with resource rooms where the disabled children are prepared by the resource teacher and then they are integrated with the normal students.

99. Institutions in the Same Building

If two institutions are functioning in the same building with separate heads of institutions and administration for want of accommodation, these institutions will be treated as two institutions and each institution will fill up a separate form of educational statistics. However, in the case of an institution having two shifts under the same head and administration, it will be treated as one institution and, only one form of educational statistics about both the shifts, will be filled up by the institution.

100. Shift Schools

Shift schools are quite popular in many parts of the world. Shift schools are normally opened to optimally utilize the school infrastructure or to provide one level of education in one shift and another in the second or third shift. Shift schools also function to provide separate educational facilities to the boys and girls. In Delhi there is the concept of shift schools, ie, two shifts, one in the morning and the other in the evening are functioning with separate Vice-Principals in charge. These have been treated as separate schools for various reasons as follows:

- a) These shifts are under separate heads
- b) These shifts are separate by nomenclature; the morning shift is for boys, the evening shift is for girls with separate name.
- c) Even if in some cases the shifts are not for boys alone, the morning shift is a primary school and the evening shift is for secondary school; these are separate schools.

101. Residential Schools

Residential schools are those schools where both board and lodging arrangements are made by the school management for the students along with teaching learning. Residential schools are of the following types:

- a) Those who admit only boarders and day scholars are not admitted to schools. In this category fall all the Navodaya Vidyalayas, Sainik Schools, Doon School, BCS, Shimla, Ashram Schools and the like.

- b) Those who admit both boarders and day scholars as well. In this category fall all other schools that have attached hostels including hostels for SC/ST children/Ashram schools etc.
- c) Sports hostels: In order to encourage sports, there are sports hostels attached to schools where admission is restricted to sports persons only and none else.

102. School Pattern

The school pattern differs from state-to-state. Various combinations of classes of the school system constitute different stages of school education. In India, 22 States/UTs have classes I-V in primary school stage. In 12 States/UTs, the primary school stage comprises classes I-V; In Nagaland primary school stage comprises Pre-Primary, A, B, I-IV classes. So is the case in upper primary school stage. The details are contained in Appendix B.

103. Schools by Stages

Schools are established for teaching of specific grades which may or may not follow a particular level of education. For example, a school may be offering education from class 1 to class 12. Such a school would be classified as a Senior Secondary school. However, it comprises of four stages of education, namely, Primary, Upper Primary, Secondary and Senior secondary. The classification of schools by stage is as follows:

- a) Primary stage: A primary school comprising classes I-IV/V.
- b) Upper Primary stage: An upper primary school comprises classes V/VI-VII/VIII.
- c) Primary and Upper Primary stage: An upper primary school having primary as attached classes (I-VII/VIII).
- d) Primary, Upper Primary and Secondary stage: A high school having primary and upper primary classes as attached classes (I-X).
- e) Primary, Upper Primary, Secondary and Senior Secondary stage: A higher secondary school having primary and upper primary as attached classes (I-XII).
- f) Upper Primary and Secondary stage: A high school with upper primary as attached classes (VI-X)
- g) Secondary stage: A high school having classes IX-X.

- h) Upper Primary, Secondary and Senior Secondary stage: A higher secondary School having classes (VI-XII).
- i) Secondary and Senior Secondary stage: A higher secondary school having classes IX-XII.
- j) Senior Secondary: A higher secondary school comprising classes (XI-XII).

104. School Management

The authority, which runs an educational institution, determines its type of management. It may be government, local body, and private body receiving grants-in-aid or not receiving grants-in-aid. As such educational institutions may be classified as follows:

- 104.1 Government: An educational institution run by Central or State Government, public sector undertaking or autonomous organization and wholly financed by Government will be classified as Government educational institution. For instance KVS, NVS, Sainik Schools, State Govt, Schools, Ashram Schools, Military Schools, Air Force Schools, Naval Schools, etc, will fall under this category.
- 104.2 Local Body: An educational institution run by Municipal Committee/ Corporation/ NAC/Zilla Parishad/Panchayat Samity/Cantonment Board etc, is classified as local body institution. In Delhi for instance, all primary schools managed by NDMC/MCD etc, will fall under this category.
- 104.3 Private School: A private educational institution is one, which is run by an individual or a private organization, including religious bodies, private trusts and philanthropic institutions. Private recognized schools are of two types.
- 104.4 Private Aided School: It is privately managed but is in receipt of regular maintenance grant from the government, local body or from any public authority. If an institution which is on the grant-in-aid list of a public authority but does not get the maintenance grant in a particular year, that institution will still be treated as an aided institution for that year.
- 104.5 Private Unaided School: A private unaided educational institution is one which is managed by an individual or a private organization and is not receiving maintenance grant either from government, local body or any public authority etc. One time grant for a specific purpose like adding a science block, fencing of the institution, etc, will not make the unaided institution as aided. It will still remain unaided institution. In Delhi,

schools like Goenka School, DPS, Modern School, St. Stephens College; and in Shimla, Tara Hall, BCS, St Edwards, St Bedes, Auckland House etc, fall under this category.

105. **Community Schools**⁷¹

This concept was started by Henry Morris, Chief Education Officer, Cambridge, with the establishment of Village Colleges in 1920s. The college housed not only the school but the village hall, the branch of county library, the clubroom for old pensioners, and so on; the facilities available to the school, for example, those in the workshops and gymnasium were also available to the community. The college was the place not only where children went to school but also where their parents and elder brothers and sisters went to concerts, attended evening classes or meetings of the women's institutions, etc.

In India, we do not have community schools but Mahatma Gandhi started the concept of basic education and all the primary schools were then converted into Junior Basic Schools in the country. The proceeds there from were expected to be able to meet the expenses towards teachers' salaries. However, this experiment also didn't materialize and all the Junior Basic Schools were re-converted into Primary Schools and Senior Basic Schools into Upper Primary Schools.

106. **Neighbourhood School**

This concept was developed and refined in the Kothari Commission Report (1964-66). The idea was that the children of a particular area will necessarily attend schools in their locality or neighbourhood and will not be permitted admission in any other school beyond their neighbourhood in order to avoid segregation in schools. The concept of neighbourhood school has not been implemented in India.

107. **School Complexes**

The concept of School Complexes had been developed by Kothari Commission Report (1964-66)⁷². Since the High and Higher Secondary Schools have better laboratory and library facilities and these schools have also better qualified and trained teachers; they have larger and well-developed playgrounds and games materials, therefore five or six primary and upper primary schools, as per convenience, may form a complex and

⁷¹ A Dictionary of Education, edited by P.J. Hills. Routledge & Kegan Paul, London, 1982

⁷² Report of Education Commission 1964-66, MHRD, Page43.

get their academic and administrative problems solved at the school complexes level. The attached schools in the complex may arrange co-curricular activities, give better exposure to their students at the thus formed school complex rather than taking up the matter at block or district level. In case of temporary absence due to illness of the single teacher school, the school complex head, immediately, on knowing, can send a teacher from the school where teachers are available in his complex. A large number of academic issues and problems can be discussed at the school complex level by arranging a meeting of all the teachers or otherwise. Thus many states have formed school complexes.

108. Alternative Schools

Alternative Schools are those schools that are set up in unserved habitations (with no schooling facilities within one km) under the Education Guarantee Scheme (EGS) component of the EGS&AIE Scheme to provide education to out- of-school children. Such schools are available in MP, Kerala, Orissa, UP, AP, Maharashtra, Rajasthan, etc.

109. Mobile Schools

Mobile school is an innovative and alternative method of school teaching where unreachable children of the nomadic tribes are provided education. The nomadic tribes continue moving from one place to another along with their families and folks. For the education of their children, teachers are sent along with the moving population. This experiment has not been very successful. The other experiment is that the children of these nomadic tribes are allowed attendance in various public schools wherever these nomadic tribes move. This experiment has also not been very useful.

J. ENROLMENT & EDUCATIONAL INSTITUTIONS

110. Enrolment

Enrolment is the number of students registered on the rolls of an educational institution on a specific point of time. In the Indian context, the enrolment refers to the number of children enrolled as on 30th September of the academic session.

111. Student

A student is a person formally enrolled in an educational program for undergoing a course of study.

111.1 Foreign Student: A foreign student is a person enrolled in an educational program in a country of which he is not a permanent resident⁷³.

111.2 Full-Time Student: A full-time student is a person enrolled in an educational program whose study load is considered to be full-time by national norms or conventions⁷³.

111.3 Part-Time Student: A part-time student is a person whose study load is less than that of a full-time student and who consequently will require a longer period of time to complete an equivalent education program.

112. Adolescents

Chronological years of individual growth and development beginning with puberty (about 13 years old) and lasting more or less until maturity (above 21 years old). Adolescent is past childhood and not yet an adult so that the physical and psychological process of development may be erratic or confusing and lead to difficulty in adjustment or adolescent crisis.⁷⁴

113. Cohort

A group of individuals that have a statistical factor in common⁷⁵. Another definition of Cohort given by IIEP, Paris is: 'Cohort is a group of pupils joining standard 1 of primary education in a given year'⁷⁶.

114. Pupil

A pupil is a young person who is enrolled in an educational program. For purposes of the assessment, 'pupil' refers to a child enrolled in primary school, whereas children or adults enrolled at more advanced levels are students⁷⁷.

115. Graduate

Graduate is a pupil or student who successfully completes a level of education, such as primary education, elementary education, etc. ⁷⁷

⁷³ Instructional Manual for Completing the Questionnaire on Statistics of Education UNESCO, Paris 98, P6.

⁷⁴ Concise Dictionary of Education, by G.R. HAWES and L.S.HAWES, Van Nostrand Reinhold Co. NY/Toronto.

⁷⁵ Projections of Education Statistics to 2007, by Department of Education, USA, Washington D.C.

⁷⁶ Primary Education in Lesotho, by International Institute For Educational Planning, Paris, 1992, Glossary, p.9.

⁷⁷ EFA, the Year 2000 Assessment – Technical Guidelines, UNESCO, 1998, Paris, P28.

116. Truancy

Students' absence from school for unexcused reasons is truancy.

117. New Entrants

New entrants are those pupils who enter Grade I of primary education for the first time.⁷⁷ OECD has defined new entrants as: New entrants to a level of education are students who are entering any program leading to a recognized qualification at this level of education for the first time, irrespective of whether students enter the program at the beginning or at an advanced stage of the program. Individuals who are returning to study at a level following a period of absence from studying at that same level are not considered new entrants⁷⁸.

118. Disturbed Child

A child with emotional difficulties stemming from organic or functional disorders, which interfere with his normal learning and usually cause behaviour problems in the school is called as disturbed child.

119. Gross Enrolment

Gross Enrolment is the total enrolment of pupils in a grade or cycle or level of education, regardless of age, in a given school year.

120. Net Enrolment

Net Enrolment is the number of pupils in the official school age-group in a grade or cycle or level of education in a given school year.

121. Children Attending Schools/Colleges

The decennial census and the occasional NSSO Rounds collect data on the number of persons attending schools/colleges and the educational attainments they have achieved. The information in these two surveys is collected from households. However there is a difference in the definitions they have used. The NSSO in its 52nd Round has defined the persons attending schools/colleges as under:

`The current attendance status refers to whether person is currently attending any educational institution or not. While every person who is attending an educational institution is necessarily enrolled in that institution, it may so happen that a person who is enrolled is not currently

⁷⁸ Investing in Education- Analysis of the 1999 World Education Indicators, OECD, Paris (2000).

attending the institution. While most of the educational statistics are based on enrolment, the NSSO survey, because of its household approach, bases its analysis on the current attendance status⁷⁹.

122. Typical Ages

Typical ages are the age of students at the entry time and ending time of a level or a cycle of education.

K. SCHOOL EFFICIENCY

123. Out-of-School Children

Out-of-school children are those children in the official school age group who are not enrolled in schools⁸⁰. These comprise dropouts and never enrolled children.

124. Pupil-Cohort

Pupil-cohort is a group of pupils who enter the first grade of a level of education in the same school year and subsequently experience promotion, repetition, drop-out each in his or her own way.⁸⁰

125. Coefficient of Efficiency

Coefficient of efficiency is a measure of the internal efficiency of an education system obtained by dividing the total number of pupil-years required for a pupil cohort to complete a level or cycle of education by the estimated total number of pupil years actually spent by the same pupil cohort. The reciprocal of the co-efficient of efficiency is the input: output ratio.⁸⁰

126. School Life Expectancy

School life expectancy for a child of certain age is defined as the total number of years of schooling which the child can expect to receive in the future, assuming that the probability of his or her being enrolled at school at any particular future age is equal to the current enrolment ratio for that age. It is the sum of the age specific enrolment ratios for primary, secondary and higher education⁸¹.

⁷⁹ 52nd Round of NSSO, Ministry of Statistics & Program Implementation, GOI, New Delhi.

⁸⁰ EFA, the Year 2000 Assessment, Technical Guidelines, UNESCO, 1998, P28

⁸¹ World Education Report, 1993, UNESCO, Paris P94

127. Survival Rate

Survival rate is the percentage of a pupil cohort that enters together in the first grade of primary education and that reaches a given grade (e.g. Grade 5) or the final grade of an educational cycle either with or without repeating a grade.⁸⁰

128. Drop out

A dropout is the pupil who leaves school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling⁸².

129. Repeater

Repeater is a pupil who is enrolled in the same grade for a second (or further) consecutive year.⁸⁰ Repeaters will also include the following:

129.1 Repeater Due to Failure: A student who appeared but failed in the annual examination; also includes the student who didn't appear in the annual examination and is declared as 'fail'.

129.2 Repeater Due to Readmission: A child whose name was deleted due to some reason from the school register (including transfer certificate cases) but is again readmitted into the same class after a gap of more than one academic session.

129.3 Repeater Due to Long Absenteeism: A child who got admitted once but discontinued schooling for more than 3 months without any prior intimation and the same child again starts attending school.

International Institute for Educational Planning, Paris, has defined repeater as follows: 'Repeaters are pupils who, at the beginning of a given school year, are enrolled in the same standard doing the same work as in their previous year in school'⁸³.

130. Promotee

A promotee is the pupil who is promoted to the next grade in the following school-year after successfully completing the prescribed procedures.

⁸² Primary Education in Lesotho Indicators 1992, by International Instt, for Educational Planning, Paris.

⁸³ Primary Education in Lesotho Indicators 1992, by IIEP, Paris, Glossary.

131. Pupil-Year

Pupil-year is a non-monetary measure of educational inputs or resources. One pupil-year denotes the resources spent to maintain a pupil in school for one year⁸⁴.

132. Monitoring

Monitoring is a management function and operates during the implementation phase of a project. It tracks the progress of project implementation against the pre-defined benchmarks and milestones. All development projects are monitored through an efficiently designed Information Management System to find out and identify:

- Specific problems as they arise for corrective measures
- Whether or not a project continues to be relevant etc.

133. Evaluation

Evaluation is an important tool for ensuring accountability. As a result of project interventions, the achievements or failures are brought to the fore. Evaluation also tells whether the project has been implemented effectively or not. Evaluation and impact assessment can be summative or formative. Summative processes are carried out to determine how effective project was, whereas formative processes are carried out during the life of the project for providing feedback into the program reformulation and effecting mid-course changes.

134. Grade Transition

In education, grade transition is the number of a cohort of pupils who enters first grade of primary education and who experience promotion, dropout and repetition from grade to grade, ie, how many of them roll over to the next grade, next year and so on, and thus complete a particular level or stage of education.

135. Education Indicators⁸⁵

Oxford Dictionary defines indicators as one who or that which points out, directs attention to, something. Nuttal defined education indicator as “which tells something about the performance or behavior of an education system and can be used to inform educational decision making.” It is a tool to have both a sense of the state of an education

⁸⁴ EFA, the Year 2000 Assessment – Technical Guidelines, UNESCO, Paris.

⁸⁵ OECD(1992) “The OECD International Education Indicators. A Framework for analysis. Paris.

system and to report on that state to the whole of the community. Education indicator is information processed so as to permit the study of an educational phenomenon. World Education Report 1991, indicates that a good indicator should be:

- policy relevant by being capable of providing clear and unambiguous responses to key policy issues and concerns.
- user friendly, ie, comprehensive, timely and a few in numbers.
- derived from a frame-work which allows interpretation of one figure in the context of the other basic variable of a particular country.
- technically sound, ie, valid, reliable and comparable.
- feasible to measure at reasonable cost, ie, the basic statistics required for deriving them can be either readily available or comparatively easy to collect within a well-defined time-frame.

IIEP Paris has given the following definition of educational indicators:

'Educational indicators are the indices, ratios, growth rates which are calculated using educational statistics and, where necessary, demographic, economic and other types of data'⁸⁶.

Indices are plural of index. An index is a number developed from a ratio by expressing the denominator as a fixed base value, expressing the numerator in terms of this, and then suppressing the denominator which is implied.⁸⁷

136. Educational Wastage

Educational wastage is the incidence in a country's education, of dropout and repetition taken together⁸⁸.

137. Symposium

Symposium is a meeting to hear and discuss a range of lectures and papers on a particular subject⁸⁹.

⁸⁶ Primary Education in Lesotho, Indicators 1992, by international Institute for Educational Planning, Paris.

⁸⁷ A Concise Encyclopaedia of Management Techniques, by B Frank Finch, Allied Publishers Pvt. Ltd. New Delhi.

⁸⁸ Primary Education in Lesotho, Indicators 1992, by International Institute for Educational Planning, Paris, Glossary.

⁸⁹ International Dictionary of Management (Third Edition) by Hano Johannsen & G. Terry Page, London

L. TEACHING AND NON-TEACHING STAFF

138. Teacher

Teacher is a person who in his/her professional capacity, guides and directs pupils learning experiences in gaining knowledge, skills and attitudes that are stipulated by a defined curriculum program. Briefly stated a teacher is a person who is directly engaged in instructing a group of pupils (students)⁹⁰.

A teacher is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated in a formal curriculum to students enrolled in an educational program. The teacher category includes only personnel who participate directly in instructing students⁹¹.

138.1 Full-Time Teacher: A full-time teacher is a person engaged in teaching for a number of hours of work statutorily regarded as full-time at a particular level of education in a given year⁹².

138.2 Part-Time Teacher: A part-time teacher is one who takes only a few classes on contract basis in an academic session. Part-time teachers are not full-time employees of the school/institution where they are teaching.

138.3 Para-Teachers: The concept of para-teachers has come into vogue after NPE 1986. In the Indian context, para-teachers are full-time employees in the schools who are not necessarily professionally qualified as teachers but are generally from amongst the same population/community/area. Such teachers are normally appointed on a fixed salary/honorarium, which is much lower than the normal compensation of full-time teachers. Para-teachers include: Voluntary teachers Contract teachers, Shiksha Karmi, Guruji, Community Teachers, etc. Para-teachers' salary, recruitment procedure and service conditions are entirely different from those for regular teachers.

138.4 Trained Teacher: A trained teacher is one who has successfully undergone a course of teachers training from a recognized

⁹⁰ EFA, the Year 2000 Assessment, Technical Guidelines, UNESCO, 1998, P28

⁹¹ Investing in Education-Analysis of the 1999 World Education Indicators, OECD, Paris (2000).

⁹² UNESCO Manual of Instructions, Paris 1998, P5.

teacher training institution; deemed trained are those teachers who have been awarded a certificate by the department of education on the basis of experience or age etc. The different teachers training courses in India include B.Ed./B.T./JBT/ETTE/NTT/SV/JV/ CT/LT/OT/DM/PET etc.

138.5 Untrained Teacher: An untrained teacher is one who is not a trained teacher as specified above.

139. Supporting Staff

In educational institutions, the supporting staff is also classified as non-teaching staff and comprises the following:

- a) Non-teaching staff – ministerial, such as Superintendent, Assistant, Clerks, Class IV, etc.
- b) Supporting staff, such as Lecture Assistant, Lab Attendant, Laboratory Staff, Animal Collector, library staff, etc.

140. Categories of Teaching Staff

Teachers are classified according to their pre-service training and type of school. There is no standard classification in India. However, illustrative categories are: Headmaster/Principal/Post Graduate Teacher (PGT)/M Ed/Trained Graduate Teacher (TGT)/Oriental Teacher (OT)/Language Teacher (LT)/Drawing Master (DM)/Physical Training Instructor (PTI)/Music Teacher (MT)/Head Teacher (HT)/Primary Teacher (PT)/Centre Head Teacher (CHT) etc.

141. Teachers Training Institutes

Teachers Training Institutes are those institutes which are engaged in imparting pre-service/in-service teachers training of a specified duration. For pre-service and in-service teachers training at schools and higher education levels, the NPE and POA 1992 contemplate the following teachers training institutions:

- District Institutes of Education & Training (DIETs)
- Colleges of Teacher Education (CTEs), both Govt & Private
- Institutes of Advanced Study in Education (IASEs)
- Regional Colleges of NCERT.

In addition to NCERT, a large number of Universities undertake pre-service teachers training programmes annually through their Teaching Departments or affiliated colleges (Government, Non-Government).

142. Teaching-Learning Methods (TLMs)

Teaching-learning methods are processes in the education of a student that facilitate learning. Teaching learning methods are undergoing changes over time especially after the introduction of computers and the emergence of multimedia application.

143. Teaching-Learning Material (TLM)

The teacher in order to augment learning to take place amongst the pupils uses teaching-learning materials. These include books, notebooks, charts, AV Aids, chalks, blackboards, slide projector, overhead projector, computer, internet, education kits, science kits, mathematic kits, etc.

144. Resource Teacher

A specially trained (special education) teacher assigned to work with an individual or with small groups of students who have learning or behavioral problems. The Resource Teacher may also consult the regular classroom teacher as a means of assisting students in the regular classroom⁹³.

M. PUBLIC FINANCES

145. Budget

(1) Budget is a statement in quantitative and usually in financial terms of the planned allocations and use of resources. (2) An itemized list of expected income and expenditure for specific future period⁹⁴. It is the annual financial statement of income and expenditure of government for a fiscal year and is generally approved by the public representative body like Parliament and Legislature. Revised Budget (*RE*) is an itemized list of expected incomes and expenditures for the remaining period of the current year whereas Budget Estimates (*BE*) is an itemized list of expected incomes and expected expenditures for the ensuing year.

⁹³ Dictionary of Education, Vol. 2 by Prof S.K. Singh General Editor, Commonwealth Publishers, Delhi.

⁹⁴ International Dictionary of Management, by H. Johannsen and G. Terry Page, Kogan Page, London.

146. Zero Based Budgeting

A system of budgeting which requires managers, when preparing their budgets, to justify all their expenditures from a zero base rather than simply asking for increments to previously budgeted figures. Thus all activities and programs have to be re-evaluated to decide whether they should be eliminated or funded at a reduced, similar or increased level.⁹⁴

147. Deficit Budget

Deficit budget is that budget when current expenditure of the government is in excess of the current income or revenues of the government.

148. Surplus Budget

Surplus budget is that budget when the current expenditure of the government is less than the current income or revenues of the government.

149. Financial Year

In India, financial year extends from 1st April of the year to the 31st March of the subsequent year.

150. Date of Reference

The date of reference in case of financial data is 31st March while in case of numerical data it is 30th September of the year.

151. Expenditure

Expenditure means the sums of money actually spent on a project, activity, program etc by the institution during the year. Public expenditure is the amount of money spent by the government on social and economic welfare programs/activities. These shall, however, not include the following:

- a) Refund of security deposits such as library deposits, hostel caution money, laboratory caution money etc.
- b) Money collected on behalf of other authorities like boards registration fee, university enrolment fee, boards'/university's' examination fee etc. which is passed on to them.
- c) Fees collected from students for providing specific services like bus fees etc.

- d) Repayment of loans.
- e) Hostel fee excludes the messing fee, but if the institution contributes anything towards hostel from its own funds that amount should be shown as its expenditure.
- f) Fees foregone on account, of free studentship should not be included in the menu of the institution⁹⁵.

152. Recurring Expenditure

Recurring expenditure on education is the expenditure, which is required to be incurred frequently or which recurs repeatedly. Under this head, we may include salaries and allowances of staff, consumable stores, whitewashing, maintenance etc. of school plant, including repairs and maintenance.

153. Non-Recurring Expenditure

Non-recurring expenditure on education is that expenditure which is comparable to capital expenditure on education. It includes expenditure on construction, purchase of major equipment, land, hostel, vehicles, development of laboratories, library etc.

154. Capital Expenditure

Capital expenditure is the expenditure for assets that last longer than one year, and includes expenditure incurred on the purchase of land, construction of the building of an educational institution, fittings, fixtures, development of playground, hedging, protection walls of the institution and on development of institutional infrastructure that last for more than a year.

155. Expenditure (Revenue Account)

Expenditure (Revenue Account) includes all expenditure excluding capital expenditure.

156. Plan Expenditure

Plan expenditure is that expenditure which is incurred out of the funds provided under different Five Year Plans/Annual Plans of the country.

⁹⁵ Form I (S), Min of Human Resource Development, GOI, New Delhi.

157. Non-Plan Expenditure

Non-plan expenditure is committed expenditure for the maintenance of the existing school plant. While non-plan expenditure is maintenance expenditure, the plan expenditure is developmental expenditure.

158. Current Expenditures

Current expenditures are expenditures for goods and services consumed within the current year, and which should be renewed if there is need for prolongation to the following year.

159. Income

Income means receipts of the institution during the financial year from all sources. These, however, does not include the following:

- a) Refundable security deposits, such as library deposits, hostel caution money, and laboratory caution money etc.
- b) Money collected on behalf of other authorities like boards registration fee, university enrolment fee, boards'/ university's' examination fee etc. which is passed on to them.
- c) Fees collected from students for providing specific services like bus fees etc.
- d) Repayment of loans.
- e) Hostel fee excludes the messing fee,
- f) Fees foregone on a/c of free studentship should not be included in the menu of the institution⁹⁶.

160. National Income

National Income is defined as the factor income accruing to the normal residents of a country. It is the sum of domestic factor income (i.e. compensation of employees + rent + interest + profits + mixed income of self employed) and net factor income earned from abroad.

161. Gross Domestic Product (GDP)

GDP is the sum of net values added by all the producers in the domestic territory of the country and the value of consumption of fixed capital at factor cost. It is also known as domestic factor income + consumption of fixed capital. GDP at market prices is equal to GDP at factor cost + net

⁹⁶ Form I(S), Ministry of Human Resource Development, GOI, New Delhi.

indirect taxes. IIEP, Paris has defined GDP as follows: “*GDP equal to gross national product (GNP: used in connection with all output of goods and services of a country) less the net income of the production factors received from abroad*”⁹⁷.”

162. Gross National Product at Market Prices (GNP)

GNP at market prices is equal to the Gross Domestic Product at market prices + net factor income from abroad. Net National Product (NNP) at market prices is equal to GNP at market prices minus consumption of fixed capital. Net National Product at factor cost is equal to GNP at market prices minus net indirect taxes.

163. Gross National Product (GNP)

GNP is the sum of gross value added by all resident producers plus any taxes (less subsidies) that are not included in the valuation of output plus receipts of primary income (employee compensation and property income) from non-resident sources.⁹⁸

164. Cost-Benefit Analysis

Economists⁹⁹ use the technique of cost-benefit analysis to measure and compare the costs and the expected monetary benefits of an investment in order to provide a measure of its profitability. Rate of return approach is used for prioritization of investment decision. The fact that education is an important form of investment in human capital has resulted in a number of attempts to apply cost-benefit analysis to education in order to assess the profitability of expenditure on education as an investment for society as a whole or for the individual student.

‘Cost Benefit Analysis is a systematic comparison between the cost of carrying out the service or activity and the value of that service or activity, quantified as far as possible, all costs and benefits direct and indirect, financial and social, being taken into account.’¹⁰⁰

⁹⁷ Primary Education in Lesotho Indicators 1992, by IIEP, Paris,(Glossary).

⁹⁸ Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

⁹⁹ A Dictionary of Education, by P.J. Hills. Routledge & Kegan Paul, London, 1982.

¹⁰⁰ A Concise Encyclopedia of Management Techniques, by Frank Finch, Allied Publishers Pvt. Ltd. New Delhi.

N. SCHOOL BUILDINGS

165. Status of School Buildings

The status of the school buildings refers to the ownership and type of occupancy of school buildings. The following classifications are used for this purpose:

- Owned
- Rented
- Rent-free
- No building

But some questionnaires have asked information differently as under:

- Private
- Rented
- Government
- Government school in a rent-free building
- No building

166. Types of School Buildings

The school buildings are classified on the basis of the type of construction and the materials used in the construction of the building in India. The following classification for the school buildings is used:

- Pucca buildings
- Partly Pucca buildings
- Kuchcha buildings
- Tent/pre-fabricated materials
- Thatched hut
- Open space

But in some questionnaires, only four classifications have been retained and thatched huts have been included in Kuchcha buildings.

O. EDUCATIONAL ATTAINMENT & LITERACY

167. Educational Attainments

Attainment has been defined as the performance in a school subject or in the whole curriculum, which is measured by examinations or tests¹⁰¹. The educational usage of the term `attainment' is based on describing a level on a scale for a certain attribute. The scale, itself, however, has no true zero and no definable top level. The concept of such a scale can be implied in everyday usage but it can also be dispensed with altogether.

In India, educational attainment means the highest level of education attained by an individual. It is measured in different ways. Registrar General of India collects information on educational levels as follows:

- a) Literate (without educational level)
- b) Completed Primary level
- c) Completed Middle level
- d) Completed Matriculation (Secondary) level
- e) Completed Higher Secondary/Intermediate/Pre-university
- f) Completed Non-technical Diploma or Certificate not equal to Degree
- g) Graduate and above

NSSO, Department of Statistics, has defined educational attainment as under:

"It may be noted that if a person has successfully passed the final year of a given level, then and only then will he/she be considered to have attained that level. For example, the level attained by a person studying in class IX will be middle but the level at which he/she is currently studying is secondary¹⁰²."

168. Literacy

Census 2001 in the instruction manual for filling up the household schedule has defined literacy (p.55) as `a person aged 7 and above who

¹⁰¹ International Dictionary of Education, London (1977).

¹⁰² 52nd Round of NSSO, Department of Statistics, GOI, New Delhi.

can both read and write with understanding in any language is to be taken as literate. A person, who can only read but cannot write, is not literate. People who are blind and can read in Braille will be treated as literate.

UNESCO has defined literacy as follows: (1) A literate person is the one who can with understanding both read and write a short simple statement relevant to his everyday life. (2) Literacy is not the simple reading of word or a set of associated symbols and sounds, but an act of critical understanding of men's situation in the world. (3) Literacy is not an end in itself but a means of personal liberation and development and extending individuals educational efforts involving overall interdisciplinary responses to concrete problems. (4) A literate person is the one who has acquired all the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attaining in reading, writing and numeracy make it possible to use these skills towards his own and his community's development.

- 168.1 Prose Literacy: Prose Literacy refers to the knowledge and skills required to understand and use information from texts, such as editorials, news, stories, poems, fictions etc.
- 168.2 Documentation Literacy: Documentation Literacy refers to the knowledge and skills required to locate and use information contained in various formats, such as job applications, payroll forms, transportation timetables, maps, tables, graphs etc.
- 168.3 Quantitative Literacy: Quantitative Literacy refers to knowledge and skills required to apply arithmetic operations to numbers embedded in printed materials, such as balancing a cheque book, calculating a tip, completing an order form or determining the amount of interest on a loan from an advertisement.
- 168.4 Functional Literacy: A person is functionally literate if his/her ability to read and write is adequate enough for the needs of his/her job, the demands of a situation or the like.
- 168.5 Functional Literacy: Functional Literacy is the ability to use literacy skills for particular purposes in the home, community or workplace.¹⁰³

¹⁰³ Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

P. INFORMATION & COMMUNICATION TECHNOLOGIES

169. Backbone

A central high-speed network that connects smaller, independent networks.

170. Backup

Something which duplicates the function of an active component and is kept as standby in case of disaster. It is also common to talk of `backing up' disks or files on a computer, i.e., duplicating them.

171. Bandwidth

The range of frequencies, expressed in Hertz (Hz), that can pass over a given transmission channel. The bandwidth determines the rate at which information can be transmitted through the circuit. The greater the bandwidth, the more information can be sent in a given amount of time.

172. Bar Code

A line of bars and spaces which is read by an optical scanner. Bar codes are often used for indexing and product codes. Bar codes are also used for cataloguing library books.

173. Browser

A browser is an application program that provides a way to look at and interact with all the information on the World Wide Web. The word "browser" seems to have originated prior to the Web as a generic term for user interfaces that let you browse (navigate through and read) text files online. By the time the first Web browser with a graphical user interface was generally available (Mosaic, in 1993), the term seemed to apply to Web content, too. Technically, a Web browser is a client program that uses the Hypertext Transfer Protocol (HTTP) to make requests of Web servers throughout the Internet on behalf of the browser user. A commercial version of the original browser, Mosaic, is in use. Many of the user interface features in Mosaic, however, went into the first widely-used browser, Netscape Navigator. Microsoft followed with its Microsoft Internet Explorer. Today, these two browsers are used by the vast majority of Internet users. Lynx is a text-only browser for UNIX shell and VMS users. Another recently offered and well-regarded browser is Opera.

174. Compact Disk

Compact disks are of two types, namely, multiple read and multiple write, and single write and multiple read. CD-RW (for compact disc, re-writeable) is a compact disc (CD) format that allows repeated recording on a disc. Prior to the release of the CD-RW, CDs were read-only audio (CD-Digital Audio, described fully in the Red Book), to be played in CD players, and multimedia (CD-ROM), to be played in computers' CD-ROM drives. After the Orange Book, any user with a CD Recorder drive could create his own CDs from his desktop computer. CD-RW drives can write both CD-R and CD-RW discs and can read any type of CD.

175. CPU

CPU (Central Processing Unit) is an older term for processor and microprocessor, and is the central unit in a computer containing the logic circuitry that performs the instructions of a computer's programs.

176. Download

To obtain computer information or programs from a source – usually another computer transmitting over a telephone line or a local area network.

177. Drive

The mechanical part of the storage system is known as drive. The most commonly known is floppy disk drive, which is a flexible plastic disk with a magnetic coating encased in a protective jacket.

178. Driver

A program or routine which handles the computer relationship with a peripheral device.

179. Electronic Mail (Email)

One of the many services that can be provided to computer users hooked through a telecommunications network. Email is a system under which a computer handles the delivering and sending of messages to people over a phone line connected to a single computer or a network of computers.

180. File

The file is the entity in which an individually accessible body of information is stored and manipulated by the computer.

181. Flow Chart

It is a diagram representing the sequence of operations involved in a process. Lines connect symbolic shapes, which represent events or processes.

182. Hardware and Software

Software is a general term for the various kinds of programs used to operate computers and related devices. The term hardware describes the physical aspects of computers and related devices. Software can be thought of as the variable part of a computer and hardware the invariable part. Software is often divided into application software (programs that do work users are directly interested in) and system software (which includes operating systems and any program that supports application software). The term middleware is sometimes used to describe programming that mediates between application and system software or between two different kinds of application software (for example, sending a remote work request from an application in a computer that has one kind of operating system to an application in a computer with a different operating system).

183. Icon

A graphical representation of various elements such as disk drives, applications, and documents.

184. Integrated Services Digital Network (ISDN)

A fully digital communications facility designed to provide transparent, end-to-end transmission of voice, data, video, and still image across the *PSTN*.

185. Internet

The Internet, sometimes called simply “the Net”, is a worldwide system of computer networks – a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers).

186. Intranet

An internal network that operates identically to, but is not necessarily connected, to, the global Internet.

187. Local Area Network (LAN)

It is a system devised to allow a number of computers or computer terminations to exchange information and/or share a central storage device.

188. Modem (Modulator – Demodulator)

A hardware device which converts digital information from a computer into modulations or on a carrier wave that can be sent down the telephone line by another modem and transferred to another piece of hardware at the other end.

189. Multi-tasking

The ability of a computer to run a number of tasks simultaneously.

190. Newsgroup

A conference area where one can post message on a specified topic. Newsgroups exist for a huge range of subjects.

191. Operating System

The program which goes between the application program and the computer. Example: MS Windows.

192. Peripherals

An input/output device which is connected to and controlled by the computer. A printer, disk drive, keyboard are all examples of peripherals.

193. Protocol

A set of rules which describe the method in which information may be transferred between two computer systems.

194. Source Code

Programming instructions written or entered by the user, prior to its being compiled or interpreted by the machine into object code.

195. Uploading

Uploading is the transmission of a file from one computer system to another, usually larger computer system. From a network user's point-of-view, to upload a file is to send it to another computer that is set up to receive it.

196. Webmaster

Person designated to maintain a web site and to receive general queries by Email.

197. Website

A Website is a related collection of World Wide Web (WWW) files that includes a beginning file called a homepage. A company or an individual tells you how to get to their Website by giving you the address of their homepage. From the homepage, you can get to all the other pages on their site. For example, the Website for IBM has the homepage address of <http://www.ibm.com> (The home page address actually includes a specific file name like index.html but, as in IBM's case, when a standard default name is set up, users don't have to enter the file name.) IBM's homepage address leads to thousands of pages. (But a Website can also be of just a few pages).

Q. IMPORTANT EDUCATIONAL PROGRAMS AT SCHOOL STAGE IN INDIA**198. District Primary Education Program (DPEP)**

District Primary Education Program (DPEP) is a centrally sponsored scheme providing special thrust to achieve Universalization of Primary Education (UPE). It was initiated in 1994. The program takes a holistic view of primary education development and seeks to operationalize the strategy of UPE through district specific planning with emphasis on decentralized management, participatory processes, empowerment and capacity building at all levels. The program is structured to provide additional inputs on, over and above, the provisions made by the State Government in the form of construction of school buildings, new schools, opening of non-formal/alternative schooling centres, appointment of new teachers, establishment of Block Resource Centres/Cluster Resource Centres, structuring of Teachers Training Institute, development of teaching-learning materials, research based interventions, special interventions for education of girls, SC/ST etc. The program mainly aims at providing access to primary education for all children, reducing primary dropout rates to less than 10%, increasing learning achievement of primary school students by 25% and reducing the gap among gender and social group to less than 5%.

199. District Information System for Education (DISE)

DISE is a computerized school based system for collection, analysis and use of school-based data concerning elementary education of districts covered under DPEP. It includes Data Capture Format and the computer software for processing the school data thus collected. The Government of India has decided to extend the scope and coverage of the project to include all schools up to elementary education and all districts in the country would be covered under the project by 2003.

200. Education Guarantee Scheme and Alternative Innovative Education Centres

Recently, the Government of India has discontinued the NFE scheme and has come out with an alternative approach to provide non-formal education to out-of-school children. The newly formulated Education Guarantee Schools and Alternative and Innovative Education (EGS & AIE) scheme would cover out-of-school children in the age group 6–14 years. The newly formulated scheme (EGS & AIE) will continue to have three components as under:

- a) State-run centres (now EGS school or a variety of alternative schools/back-to-schools camps) run by the state governments.
- b) EGS/learning centres or alternative schools run by voluntary agencies (VAs)
- c) Innovative and experimental projects and DRUs run by voluntary agencies.

Since EGS & AIE would be implemented as an integral part of UEE under Sarva Shiksha Abhiyan, the structure and personnel would be part of the elementary education. EGS & AIE would support the following three broad kinds of strategies:

- a) Setting up of schools in school-less habitations (EGS);
- b) Intervention for mainstreaming of 'out-of-school' children, viz. bridge courses, back-to-school camps etc.
- c) Strategies for very specific difficult groups of children who cannot be mainstreamed.

201. Lok Jumbish¹⁰⁴

An innovative project called Lok Jumbish (Peoples' Movement for Education for All), with assistance from the Swedish International Development Authority (SIDA) was undertaken in Rajasthan in 1992. The basic objective of the project is to achieve education for all through peoples' mobilization and their participation. The project of LJ is implemented by Lok Jumbish Parishad (LJP) registered under Societies Registration Act. The project is shared in the ratio of 3:2:1 by SIDA: Central Government: State Government. The aims and objectives of Lok Jumbish are as follows:

- a) Access to primary education for all children up to 14 years of age
- b) Assurance that all enrolled attend school/NFE centres regularly and complete primary education.
- c) Creation of necessary structures and setting motion processes which would empower women and make education an instrument of women's equality.
- d) Pursue the goal of equality in education.
- e) Necessary modifications in the context and process of education so as to learn to live in harmony with the environment.
- f) Effective involvement of the people in the planning and management of education.

202. Shiksha Karmi

In order to overcome the problem of teacher absenteeism, the Shiksha Karmi Project (SKP) in Rajasthan introduced the concept of barefoot teachers in 1987 with financial assistance from Swedish International Development Agency (SIDA) subject to the following assumptions:

- a) That a barefoot teacher belonging to a local community can work effectively to reach every child in the locality.
- b) That if a person is willing to work as a social worker, the lack of formal training requirement can be made up by intensive education and training.

¹⁰⁴ Annual Report 1999-2000, MHRD, p-63

- c) That education must have community support and ownership in order to meet the needs of the deprived sections of the rural areas.

203. Operation Blackboard

The Central Government started the scheme of Operation Blackboard under NPE 1986 w.e.f. 1987-88 under which every primary school was provided with at least two primary teachers, two classrooms with veranda and urinals, as also the minimum equipments and aids essential for teaching in primary schools. A list of such teaching aids and equipments was available in the NPE 1986. *The scheme was later on extended to upper primary schools also. The scheme has since been merged into the SSA program.*

204. APPEAL

'Asia-Pacific Programme of Education for All' refers to the regional cooperative program established by UNESCO in 1987. It focuses on the eradication of illiteracy, universalization of primary education, and expanding the provision of continuing education. Its primary constituencies are the vast number of illiterate adults and out-of-school children and youth, most of whom are female.¹⁰⁵

205. Education for All (EFA)

EFA is the provision of basic education in the sense of expanded vision proclaimed in the World Declaration on Education for All adopted by the World Conference on Education for All: Meeting Basic Learning Needs (Jomtein, Thailand, March, 1990).¹⁰⁵

206. Information Technology (IT)

IT is another name for EDP (electronic data processing). As the range of computer-aided services has widened, especially since the computer-on-a-chip, or microprocessor, so EDP has come to seem inadequate to describe all the wonders made manifest. Thus IT does embrace word-processing and telecommunications, videotext and databases, microcomputers and mainframes, in a more satisfactory manner than EDP; though so wide a definition is too wide to have much meaning.¹⁰⁶

¹⁰⁵ Literacy Glossary, Asia/Pacific Cultural Centre for UNESCO, Japan.

¹⁰⁶ The Perfect Manpower by Robert Heller-Hoddwstoughton, London.

207. District Institutes of Education & Training (DIET)

As envisaged in National Policy of Education and Programme of Action 1986, the centrally sponsored scheme of restructuring and reorganization of teacher education was taken up in 1987 to create a viable institutional infrastructure, academic and technical service base for orientation of knowledge, competence and pedagogical skills of elementary school teachers in the country. The Scheme envisages setting up of District Institutes of Education and Training (DIETs) in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also envisages establishment of CTEs/IASEs to organize pre-service and in-service training for secondary teachers and provide extension and resource support services to secondary schools. IASEs are expected to conduct programs for preparation of elementary teacher educators, conduct in-service training for elementary and secondary teacher-educators and principals of secondary schools engaged in advance levels and fundamental and applied research especially of inter-disciplinary nature, and provide academic guidance to DIETs and support services to CTEs.

DIETs are established by upgrading existing Elementary Teachers Education Institutions (ETEIs). The land is provided by the states free of cost. The CTEs are set up by upgrading the existing Secondary Teachers Education Institutions (STEs) offering BEd courses and IASEs by upgrading Colleges and University Departments of Education offering MED courses. DIETs have been identified as the principal technical and professional resource institutions in DPEP districts.

208. Navodaya Vidyalayas

In order to provide high quality modern education, including strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas, without regard to their socio-economic conditions, the Government of India launched the scheme to establish on an average, one Navodaya Vidyalaya (NV) in each district of the country. Navodaya Vidyalayas are fully residential, co-educational institutions, providing education up to Senior Secondary stage. Education in Navodaya Vidyalayas, including boarding and lodging, textbooks, uniforms etc., are free for all students. A couple of states had not then adopted the scheme. Admission to Navodaya Vidyalayas is made at the level of Class VI through a test conducted in the concerned district in

which all children who passed Class V from any of the recognised schools in the district are eligible to appear. From 1998, JNVST is being conducted by CBSE. As per policy of Navodaya Vidyalayas, 30% of the students at Class IX migrate to other areas/states.

209. Nutritional Support to Primary Education

National Programme of Nutritional Support to Primary Education, popularly known as Mid-Day Meals Scheme, was launched on 15th August 1995 on a nationwide scale. The purpose of the scheme was to give a boost to the universalization of primary education by increasing enrolment, retention and attendance and to improve the nutritional status of students in the primary classes. From 1997-98, the program has covered all the children in primary (Government, Local Body and Government aided) schools. This is the largest program in the world and benefits annually more than 10 crores of students. The central support on this program is on.

- (1) provision of foodgrains free of cost to the implementation agencies for which economic cost is reimbursed to the FCI, and
- (2) reimbursement of transportation cost to district authorities for moving foodgrains from FCI godowns to schools/villages.

210. Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age-group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Objectives of SSA:

- a) All children in school, EGS, AS, back-to-school camp by 2003.
- b) All children complete five years of primary schooling by 2007.
- c) All children complete eight years of elementary schooling by 2010.
- d) Focus on elementary education of satisfactory quality with emphasis on education for life.
- e) Bridge all gender and social category gaps at primary stage by 2007 and at elementary stage by 2010.
- f) Universal retention by 2010.

APPENDICES

Appendix-A

Description of ISCED-97, Classification Criteria, and Sub-categories

0	Pre-Primary Level of Education	Main Criteria	Auxiliary Criteria	Sub-Categories	
	Initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre or school-based, be designed to meet the educational and development needs of children at least 3 year of age and have staff that are adequately trained (i.e. qualified) to provide an educational program for the children.	Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.		
1	Primary level of Education	Main Criteria	Auxiliary Criteria		
	Normally designed to give students a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or program.	In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.		
		The commencement of reading activities alone is not a sufficient criterion for classification of an educational program at ISCED 1.			

2	Lower Secondary Level of Education	Main Criteria	Auxiliary Criteria		Destination for which the programs have been designed to prepare Students		Programme Orientation
	The Lower Secondary level of education generally continues the basic programs of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation	Programs at the start of Level 2 should correspond to the point where programs are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation.	If there is no clear break-point for this organisational change, however, then countries should artificially split national program into ISCED 1 and 2 at the end of 6 years of primary education.	A	Program designed to prepare students for direct access to Level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B.	1	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/ technical education programs. Less than 25% of the program content is vocational or technical.
		If this organisational transition point does not correspond to a natural split in the boundaries between national educational programs, then programs should be split at the point where national programs begin to reflect this organisational change.	In countries with no system break between Lower Secondary and Upper Secondary education, and where Lower Secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as Lower Secondary education.	B	Programs designed to prepare students for direct access to programs at Level 3C.	2	Education, mainly designed as an introduction to the world of work and as preparation for further vocational or technical education. It does not lead to a labour-market relevant qualification. Content is at least 25% vocational or technical.

				C	Programs primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programs)	3	Education, which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programs leads to a labour-market relevant vocational qualification.
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3	Upper Secondary Level of Education	Main Criteria	Modular Programs		Destination for which the programs have been designed to prepare Students		Program Orientation
	The final stage of secondary education in most OECD countries. Instruction is often more organised along subject-matter lines than ISCED Level 2 and teachers typically need to have a higher level or more subject-specific qualification than at ISCED 2.	National boundaries between Lower Secondary and Upper Secondary education should be the dominant factor for splitting Levels 2 and 3.	An educational qualification is earned in a modular program by combining blocks of courses or modules into a program meeting specific curricular requirements.	A	ISCED 3A programs at Level 3 designed to provide direct access to ISCED 5A.	1	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programs. Less than 25% of the program content is vocational or technical.
		Admission into educational programs usually requires the completion of ISCED 2 or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.	A single module, however, may not have a specific educational or labour market destination or a particular program orientation.	B	ISCED 3B programs at level 3 designed to provide access to ISCED 5B		Education mainly designed as an introduction to the world of work and as preparation for further vocational or technical education. It does not lead to a labour market relevant qualification. Content is at least 25% vocational or technical.
	There are substantial differences in the typical duration of ISCED 3 programs both across and between countries, typically ranging from 2 to 5 years of schooling.		Modular programs should be classified at Level 3 only, without reference to the educational or labour market destination of the program.	C	ISCED 3C programs at Level 3 not designed to lead directly to ISCED 5A or 5B. Therefore, these programs lead directly to labour market, ISCED 4 programs or other ISCED 3 programs.	3	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programs leads to a labour-market relevant vocational qualification.

4	Post-Secondary Non-Tertiary	Main Criteria	Types of Programs that can fit into level		Destination for which the programs have been designed to prepare students		Program Orientation
	These programs straddle the boundary between Upper Secondary and Post-Secondary education from an international point of view, even though they might clearly be considered as Upper Secondary or Post-Secondary programs in a national context.	Students entering ISCED 4 programs will typically have completed ISCED 3	The first types are short vocational programs where either the content is not considered 'tertiary' in many OECD countries or the program does not meet the duration requirement for ISCED 5B at least 2 years FTE since the start of Level 5.	A	Programs at Level 4 designed to provide direct access to ISCED 5A.	1	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programs. Less than 25% if the program content is vocational or technical.
	They are often not significantly more advanced than programs at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a program at Level 3. The students are typically older than those in ISCED 3 programs.	Program duration : ISCED 4 programs typically have a full time equivalent duration of between 6 months and 2 years.	These programs are often designed for students who have completed Level 3, although a formal ISCED Level 3 qualification may not be required for entry.	B	Programs at Level 4, designed to provide direct access to ISCED 5B.	2	Education mainly designed as an introduction to the world of work and as preparation for further vocational or technical education. It does not lead to a labour-market relevant qualification. Content is at least 25% vocational or technical.

			The second type of programs are nationally considered as Upper Secondary programs, even though entrants to these programs will have typically already completed another Upper Secondary program (i.e. second-cycle programs).	C	Programs at Level 4 not designed to lead directly to ISCED 5A or 5B. These programs lead directly to labour market or other ISCED 4 programs.	Education which prepares participants for direct entry without further training into specific occupations. Successful completion of such programs leads to a labour-market relevant vocational qualification.
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5	First Stage of Tertiary Education	Classification Criteria for Level and Sub-categories (5a and 5b)			Cumulative Theoretical Duration of Tertiary		Position in the National Degree and Qualification Structure
	ISCED 5 programs have an educational content more advanced than those offered at Levels 3 and 4.	Entry to these programs normally requires the successful completion of ISCED Level 3A or 3B or a similar qualification at ISCED Level 4A or 4B.					
5A	ISCED 5A programs that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programs and professions with high skills requirements.	The minimum cumulative theoretical duration (at tertiary level) is of three years (FTE). The faculty must have advanced research credentials. Completion of a research project or thesis may be involved.	The programs provide the level of education required for entry into a profession with high skills requirements or an advanced research program.	A	Duration Categories: Medium 3 to less than 5 years; Long 5 to 6 years; Very long more than 6 years.	A	Categories: Intermediate; First; Second; Third and further.
5B	ISCED 5B programs that are generally more practical/technical/ occupationally specific than ISCED 5A programs.	Programs are more practically-oriented and occupationally specific than programs at ISCED 5A and they do not prepare students for direct access to advanced research programs. They have a minimum of two years full-time equivalent duration.	The program content is typically designed to prepare students to enter a particular occupation.	B	Duration categories: short: 2 to less than 3 years; Medium: 3 to less than 5 years; Long : 5 to 6 years; Very long more than 6 years.	B	Categories: Intermediate/ First, Second. Third and further.

6	SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ANVANCED RESEARCH QUALIFICATION)					
	This level is reserved for tertiary programs that lead to the award of an advanced research qualification. The programs are devoted to advanced study and original research.	The level requires the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge. It is not solely based on course-work.	It prepares recipients for faculty posts in institutions offering ISCED 5A programs as well as research posts in government and industry.			

Appendix-B

SYSTEM OF SCHOOL CLASSES IN INDIA

State / UT	Comp Edu.	Age at Class I	Structure of School Classes in India								
			I-V	I-IV	VI-VIII	VI-VII	V-VII	V-VIII	IX-X	VIII-X	XI-XII
Andhra Pradesh	*	5+	✓	-	-	✓	-	-	-	✓	✓
Arunachal Pradesh	@	6+	✓	-	✓	-	-	-	✓	-	✓
Assam	@	6+	-	✓	-	-	✓	-	-	✓	✓
Bihar	@	6+	✓	-	✓	-	-	-	✓	-	✓
Chhatisgarh		6+	✓	-	✓	-	-	-	✓	-	✓
Goa		5+	-	✓	-	-	✓	-	-	✓	✓
Gujarat	@	5+/6+	-	✓	-	-	✓	-	-	✓	✓
Haryana	*	6+	✓	-	✓	-	-	-	-	✓	✓
HP		5+	✓	-	✓	-	-	-	✓	-	✓
J & K		5+	✓	-	✓	-	-	-	✓	-	✓
Jharkhand		6+	✓	-	✓	-	-	-	✓	-	✓
Karnataka	@	5+	-	✓	-	-	✓	-	-	✓	✓
Kerala	@	5+	-	✓	-	-	✓	-	-	✓	✓
MP	*	6+	✓	-	✓	-	-	-	✓	-	✓
Maharashtra		5+	-	✓	-	-	✓	-	-	✓	✓
Manipur		5+	✓	-	✓	-	-	-	✓	-	✓
Meghalaya		6+	-	✓	-	-	✓	-	-	✓	✓
Mizoram	**		-	✓	-	-	✓	-	-	✓	✓
Nagaland		6+	-	✓	-	-	-	✓	✓	-	✓
Orissa		5+	✓	-	-	✓	-	-	-	✓	✓
Punjab	*	5+	✓	-	✓	-	-	-	✓	-	✓
Rajasthan		6+	✓	-	✓	-	-	-	✓	-	✓
Sikkim		5+	✓	-	✓	-	-	-	✓	-	✓
TamilNadu	@	5+	✓	-	✓	-	-	-	✓	-	✓
Tripura		6+	✓	-	✓	-	-	-	✓	-	✓
U.P.		5+	✓	-	✓	-	-	-	✓	-	✓
Uttaranchal		5+	✓	-	✓	-	-	-	✓	-	✓
West Bengal		5+	-	✓	-	-	-	✓	✓	-	✓
A&N Islands	*	6+	✓	-	✓	-	-	-	✓	-	✓
Chandigarh		5+	✓	-	✓	-	-	-	✓	-	✓
D&N Haveli		5+	-	✓	-	-	✓	-	-	✓	✓
Diu	@	5+	-	✓	-	-	✓	-	-	✓	✓
Delhi		5+	✓	-	✓	-	-	-	✓	-	✓
Lakshadweep		5+	-	✓	-	-	✓	-	-	✓	✓
Pondicherry:											
Pondy/Yanam		5+	✓	-	✓	-	-	-	✓	-	✓
Mahe		5+	-	✓	-	-	✓	-	-	✓	✓

Source : Selected Information on School Education, MHRD, Department of Education, 1996-97.

Note : (✓) means that the said class structure exists in that State/UT.

(*) Indicates that Primary Education is compulsory in that State/UT.

(@) Indicates that elementary education is compulsory in the State/UT.

(**) No age restriction for admission to Class I

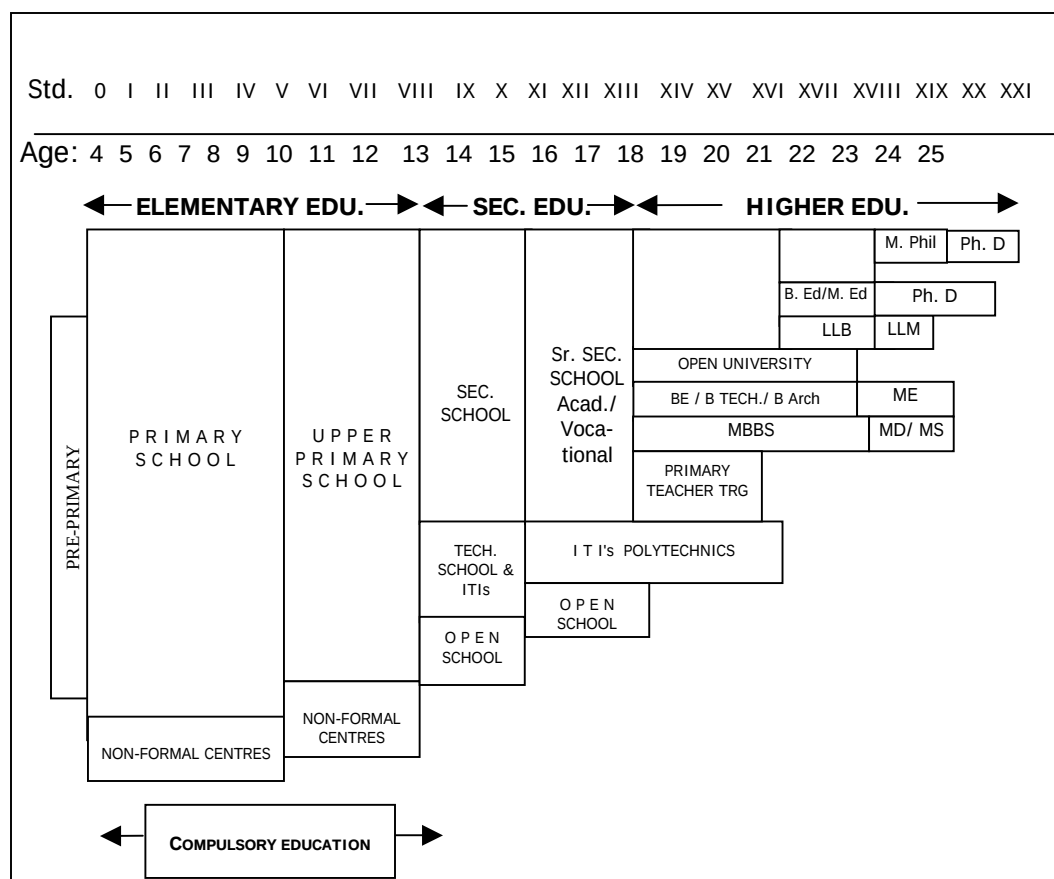
Appendix-C

COMPULSORY EDUCATION ACTS PRESENTLY IN FORCE IN STATES AND UTS OF INDIA

S.No	States and UTs	Name of Act
1.	Andhra Pradesh	Andhra Pradesh Education Act, 1982 (Act No. 1 of 1982)
2.	Assam	The Assam Elementary Education (Provincialisation) Act, 1974. (Assam Act No. 6 of 1975)
3.	Bihar	Bihar Primary Education (Amendment) Act, 1959 (Bihar and Orissa Education Act (1 of 1919) as amended by Bihar Act IV of 1950).
4.	Goa	The Goa Compulsory Elementary Education Act, 1995 (Goa Act No. 4 of 1996).
5.	Gujarat	Gujarat Compulsory Primary Education Act, 1961 (Gujarat Act No. XLI of 1961)
6.	Haryana	Punjab Primary Education Act, 1960.
7.	Himachal Pradesh	The Himachal Pradesh Compulsory Primary Education Act, 1953 (Act No. 7 of 1954)
8.	Jammu & Kashmir	The Jammu & Kashmir Education Act, 1984 (Act No. XI of 1984)
9.	Karnataka	The Karnataka Education Act, 1983 (Karnataka Act No. 1 of 1995) (First published in the Karnataka Gazette Extraordinary on the 20 th day of January 1995.
10.	Kerala	The Kerala Education Act 1958 (Act. No. 6 of 1959) (As amended by Acts 35 of 1960, 31 of 1969 and 9 of 1985).
11.	Madhya Pradesh	The Madhya Pradesh Primary Education Act, 1961 (Madhya Pradesh Act No. 33 of 1961)
12.	Maharashtra	The Bombay Primary Education Act, 1947 (Bombay Act No. LXI of 1947) (As modified up to 30 th April 1986)
13.	Punjab	Punjab Primary Education Act, 1960 (Act No. 39)
14.	Rajasthan	The Rajasthan Primary Education Act, 1964 (Act No. 131 of 1964)
15.	Sikkim	The Sikkim Primary Education Act, 2000 (Act No. 14 of 2000)
16.	Tamil Nadu	The Tamil Nadu Compulsory Elementary Education Act, 1994 (Act No. 33 of 1995)
17.	Uttar Pradesh	United Provinces Primary Education Act, 1919* (UP Act No. 7 of 1919) United Provinces (Dist Boards) Primary Education Act, 1926* (UP Act No. 1 of 1926) * Adapted and mdified by the Adaptation of Laws Order 1950.
18.	West Bengal	West Bengal Primary Education Act, 1973 (West Bengal No. 43 of 1973)
19.	Delhi	The Delhi Primary Education Act, 1960, (Act No. 39 of 1960)

Appendix-D

STRUCTURE OF EDUCATION IN INDIA



Concepts and Terms in Educational Planning

A Guidebook