

Kusum K. Premi

Education for All: The Concern Areas

DESPITE the Constitutional Directive to provide free and compulsory education to all the children till they complete the age of 14 years (Art. 45), and several measures adopted by the State to promote the educational development of deprived groups and areas, India is still far from the goal of achieving literacy for all. The 1991 census puts the literacy figure for the country as a whole at 52.1 per cent, 64 per cent for males and 39 per cent for females. There has been considerable improvement over the last decade when the literacy rates were 43.6 per cent. However, even today there are 492 million illiterates in the total population of the country.

What is of greater concern is that the number of illiterates has increased over time in each of the censuses, indicating that we are not able to make even as many people literate in a decade as we are adding to the population. This in fact is a vicious circle. While illiteracy explains population increase, the population increase makes the problem of removal of illiteracy more difficult.

Not only the number of illiterates is high, but more critically, we have not been able to universalise primary education. Here, though gross enrolment ratios (GER) are more than 100 per cent for boys and 90 per cent for girls, the dropout rates continue to be very high. As many as 48 per cent of the children are not able to complete primary level. These are likely to relapse back into illiteracy, thus swelling the number of illiterate adults. If the trend continues unchecked, India will have about half the world's illiterates by the end of the century, making it impossible for the country to achieve any meaningful quality of life for its people. One must, therefore, look for more meaningful strategies to achieve the goal of 'Education for All.'

In this paper we plan to (i) analyse the situation of illiteracy and universal primary education, (ii) identify the specific issues and problems; and (iii) spell out some and strategies from viewpoint of achieving the goal of education for all.

Literacy Scenario

Spread of literacy has been an important programme since independence. Adult literacy received special attention from 1978 onwards when administrative and technical structures were established and voluntary agencies got involved in large numbers. National Policy on Education (NPE 1986) envisaged that adult education would be a means for reducing

* Fellow and Head, Education Policy Unit, National Institute of Educational Planning and Administration, New Delhi 110016.

economic, social and gender disparities. The Policy lays emphasis on the age group 15-35. It also visualised that National Programme of Adult Education (NPAE) would cover approximately 40 million persons by 1990 and another 60 million by 1995. In addition to reorganisation of existing programmes, the major strategies would be mass mobilisation and continuing education along with strengthening of technical resource support.

As a result of these and other new policy thrusts, the literacy rates have improved gradually despite tremendous increase in population (Table 1). There has been a monotonic increase of 7 to 8 per cent in each of the decades. The increase in female literacy rates has been higher compared to male literacy rates resulting in considerable decline in male-female disparities. The disparity index which was 0.54 in 1951 came down to 0.27 in 1991.

TABLE 1 : PROGRESS OF CRUDE LITERACY IN INDIA 1951-1991

Census Year	Literacy rate (Per cent)			Male-female Disparity
	Total	Males	Females	
1951	16.67	24.95	7.93	0.54
1961	24.02	34.44	12.95	0.48
1971	29.46	39.45	18.72	0.38
1981*	36.23	46.89	24.82	0.33
1991**	42.49	52.68	32.52	0.27

Notes : * Excludes Assam.

** Excludes Jammu & Kashmir. Figures of 1991 are also calculated with total population as base.

Despite the rise in literacy rates of both males and females, there has been considerable addition to the number of illiterates over the last three decades (Table 2). This implies that, we have not been able to make as many people literate as we are adding to our population.

TABLE 2: NUMBER OF ILLITERATES IN INDIA IN DIFFERENT CENSUSES

Year	(Figures in million)		
	Persons	Males	Females
1961	283.9	148.5	135.4
1971	386.5	171.9	214.6
1981*	424.2	182.6	241.6
1991**	491.8	213.3	278.5

* Excludes Assam where 1981 Census could not be conducted.

** Excludes Jammu & Kashmir where the 1991 census is yet to be conducted.

Even in the age group 7 plus, for whom literacy rates have been computed in the 1991 census, the number of illiterates has risen by 22 millions during the 1980s. One can also expect an increase in number of illiterates in the age group 10-14 and 15- 35 as in the earlier censuses (Table 3).

TABLE 3 : NUMBER OF ILLITERATES AGED 10-14 AND 15-34, INDIA 1961,1971,1981

(Figures in million)

<i>Sex</i>	<i>10-14</i>			<i>15-34</i>		
	<i>1961</i>	<i>1971</i>	<i>1981*</i>	<i>1961</i>	<i>1971</i>	<i>1981*</i>
Total	28.5	34.7	37.5	85.7	97.1	107.2
Males	12.0	14.7	15.1	28.5	37.0	39.8
Females	16.5	20.0	22.4	57.2	60.1	67.4

* Excluding Assam where 1981 census could not be conducted.

The rural-urban differentials continue to be high as can be seen from Table 4. The female literacy rate in rural areas is only 25 per cent.

TABLE 4 : LITERACY RATES BY SEX AND RESIDENCE FOR INDIA : 1991

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
Total	42.91	52.63	32.41
Rural	36.36	46.93	25.13
Urban	61.78	76.91	41.26

Note : Literacy rates have been computed with total population as base.

The State level data on literacy for 1991 show wide variations among the states (Table 6). Kerala with 90.6 per cent literacy continues to be much above any other state or Union Territory (Table 5).

The four major states namely Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh, all belonging to Hindi speaking belt, covering two-fifth of the total population of the country have their literacy rates, which are well below 45 per cent. In these four states, three-fourth of women continue to be illiterate. In Rajasthan, female literary rate is only about 20 per cent even when the population in the 0-6 age group is excluded from the denominator. Male-female disparities in these states are also much more than in other parts of the country or the national average. A ranking of major states according to literacy levels also reveals that, despite differential increase in literacy rates, the relative position of states has more or less continued to be the same, despite additional inputs in the backward states.

Districtwise literacy rates also show wide variations. An analysis of district-wise data indicates that 44 districts have a literacy rate of more than 60 per cent whereas one-fifth of the total districts continue to have literacy rate of less than 30 per cent. About one fourth of the districts have female literacy rate of less than 20 per cent (Table 7).

Out of 115 districts with a literacy rate of less than 20 percent for females, 99 are in Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. These are also economically backward states. It is a great dilemma as to how to break this vicious circle of economic backwardness, high illiteracy, and large disparities.

TABLE 5: PERCENTAGE OF LITERATES TO ESTIMATED POPULATION AGED 7 YEARS AND ABOVE, STATEWISE, 1981,1991

<i>India/State/ Union Territory</i>	<i>1981</i>			<i>1991</i>		
	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>
INDIA	43.56	56.37	29.75	52.11	63.86	39.42
States						
1. Andhra Pradesh	35.66	46.83	24.16	45.11	56.24	33.71
2. Arunachal Pradesh	25.54	35.11	14.01	41.22	51.10	29.37
3. Assam	NA	NA	NA	53.42	62.34	43.70
4. Bihar	32.03	46.58	16.51	38.54	52.63	23.10
5. Goa	65.71	76.01	55.17	76.96	85.48	68.20
6. Gujarat	52.21	65.14	38.46	60.91	72.54	48.50
7. Haryana	43.85	58.49	26.89	55.33	67.85	40.94
8. Himachal Pradesh	51.17	64.27	37.72	63.54	74.57	52.46
9. Jammu & Kashmir	32.68	44.18	19.55	NA	NA	NA
10. Karnataka	46.20	58.72	33.16	55.98	67.25	44.34
11. Kerala	81.56	87.74	75.65	90.59	94.45	86.93
12. Madhya Pradesh	34.22	48.41	18.99	43.45	57.43	28.39
13. Maharashtra	55.83	69.66	41.01	63.05	74.84	50.51
14. Manipur	49.61	64.12	34.61	60.96	72.98	48.64
15. Meghalaya	42.02	46.62	37.15	48.26	51.57	44.78
16. Mizoram	74.26	79.37	68.60	81.73	84.06	78.09
17. Nagaland	50.20	58.52	40.28	61.30	66.09	55.72
18. Orissa	40.96	56.45	25.14	48.55	62.37	34.40
19. Punjab	48.12	55.52	39.64	57.14	63.68	49.72
20. Rajasthan	30.09	44.76	13.99	38.81	55.07	20.84
21. Sikkim	41.57	52.98	27.35	56.53	64.34	47.23
22. Tamil Nadu	54.38	68.05	40.43	63.72	74.88	52.29
23. Tripura	50.10	61.49	38.01	60.39	70.08	50.01
24. Uttar Pradesh	33.33	47.43	17.18	41.71	55.35	26.02
25. West Bengal	48.64	59.93	36.07	57.72	67.24	47.15
Union Territories						
1. A & N Islands	63.16	70.28	53.15	73.74	79.68	66.22
2. Chandigarh	74.81	78.89	69.31	78.73	82.67	73.61
3. D & NHaveli	32.70	44.69	20.38	39.45	52.07	26.10
4. Daman & Diu	59.91	74.45	46.51	73.58	85.67	61.38
5. Delhi	71.93	79.28	62.57	76.09	82.63	68.01
6. Lakshadweep	68.42	81.24	55.32	79.23	87.06	70.88
7. Pondicherry	65.14	77.09	55.03	74.91	83.91	65.79

NA : Stands for data not available.

* Literacy rates for 1981 exclude Assam where the 1981 census could not be held and the literacy rates for 1991 exclude Jammu & Kashmir where the 1991 Census is yet to be conducted. The literacy rates for India for 1981 and 1991, excluding Assam and Jammu & Kashmir work out as under:

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
1981	43.66	56.49	29.84
1991	52.07	63.90	39.31

TABLE 6. RANKING OF MAJOR STATES IN LITERACY RATES FOR 1971, 1981 AND 1991 CENSUSES

<i>Literacy Rates</i>						
	<i>1971</i>	<i>Rank</i>	<i>1981</i>	<i>Rank</i>	<i>1991</i>	<i>Rank</i>
Kerala	60.4	(1)	70.4	(0)	78.1	(0)
Tamil Nadu	39.5	(2)	46.8	(3)	54.6	(2)
Maharashtra	39.2	(3)	47.2	(2)	54.4	(3)
Gujarat	35.8	(4)	43.7	(4)	51.7	(4)
Punjab	33.7	(5)	40.9	(5)	49.3	(5)
West Bengal	33.2	(6)	40.9	(5)	48.1	(6)
Karnataka	31.5	(7)	38.5	(7)	47.1	(7)
Haryana	26.9	(8)	36.1	(8)	45.5	(8)
Orissa	26.2	(9)	34.2	(9)	41.0	(9)
Andhra Pradesh	24.6	(10)	29.9	(10)	37.5	(10)
Madhya Pradesh	22.1	(11)	27.9	(11)	35.5	(11)
Uttar Pradesh	21.7	(12)	27.2	(12)	33.8	(12)
Bihar	19.9	(13)	26.2	(13)	31.1	(13)
Rajasthan	19.1	(14)	24.4	(14)	31.0	(14)

Notes: 1 The numerator in the literacy rates for 1971 and 1981 has literates aged 5 years and above, while it is age 7 years and above in the 1991 figures. 2. All calculations have been made by using total population of the respective year in the denominator.

TABLE 7: FREQUENCY DISTRIBUTION OF DISTRICTS ACCORDING TO LITERACY RATES 1991

<i>Per cent Literacy Rate</i>	<i>Number of Districts</i>	
	<i>Persons</i>	<i>Females</i>
More than 60	44	25
50-60	84	30
40-50	102	76
30-40	135	92
20-30	79	114
Less than 20 Total	8 452	115
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Universalisation of Elementary Education

Following from the Constitutional directive, the National Policy on Education (1986) resolved that "all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age" (NPE 1986 : 12).

The new thrust in elementary education has laid emphasis on two aspects: (1) Universal enrolment and universal retention of children upto 14 years of age, and (ii) a substantial improvement in quality of education.

Some of the important strategies suggested to promote quality of elementary education by the Policy are:

- Child centred approach which will allow flexibility to the child to progress at his own speed.
- Improvement of schooling facilities under a phased drive symbolically called OPERATION BLACKBOARD.
- Non-formal education for school dropouts, children living in habitations without school, working children and girls who cannot attend the whole time school.

Despite the Policy resolve and some significant steps taken in these directions, the goal of UEE still seems elusive. The problem of UEE can be viewed in the context of three main dimensions:

- (i) Universal provision and access (ii) Universal attendance and retention
- (iii) Substantial improvement in quality ensuring achievement of minimum levels of learning (MLL).

Universal Provision and Access

Provision of schooling facilities is one of the necessary conditions of universalisation of elementary education. The first All India Survey of Education (1956) laid down that primary schools to be physically accessible to the children must be available within 1.5 kms. According to the fifth All India Survey (1986), 95 percent of rural population had access to a primary school within 1 km. Similarly about 85 percent of population had access to a middle school within 3 kms—an official norm. However, keeping in view the socio-cultural reality, if the schools are not within habitation, girls may not be sent to school. The Fifth Survey tells us that about 20 per cent of rural population did not have access to primary school within habitations. Sixty-three percent of rural habitations were without middle school within habitation. There are also vast regional disparities as is evident from Table 8.

Another key element in facilities is the teacher. For minimal functioning, a primary school must have at least three teachers. But even in 1986, one third of rural schools continued to be single teacher schools, and another one-third had two teachers each. A still larger percentage of schools did not have other basic infrastructure such as pucca building, class room, blackboard, chalk etc.

Universal Enrolment and Retention

Provision of facilities is necessary but not a sufficient condition for universalisation of education. For UEE it is necessary that facilities are utilised. An accepted Index of utilisation of schooling facilities is the enrolment ratio.

Enrolment ratios at the primary level have gone up from 42.6 per cent in 1951 to 93.6 per cent in 1986, and from 12.9 per cent in 1951 to 48.5 per cent in 1986 at the middle level. These statistics have, however, been questioned by several researchers on

TABLE 8 : STATEWISE PERCENTAGE OF RURAL POPULATION WITH PRIMARY AND MIDDLE SCHOOLS/SECTIONS

Sl. No.	State/ Union Territories	Percentage of Population Served by			
		Primary School		Middle School	
		Within the Habitation	Upto 1.0km	Within the Habitation	Upto 3.0 km
1.	Andhra Pradesh	92.72	99.17	42.44	97.28
2.	Arunachal Pradesh	65.85	73.35	26.48	42.19
3.	Assam	81.75	93.58	24.19	83.29
4.	Bihar	78.53	95.86	25.86	88.30
5.	Goa	57.72	90.60	22.24	91.79
6.	Gujarat	97.83	99.45	74.90	94.43
7.	Haryana	96.68	99.37	61.84	93.12
8.	Himachal Pradesh	46.51	76.64	17.73	76.04
9.	Jammu & Kashmir	78.23	90.70	34.37	85.99
10.	Karnataka	92.50	97.24	57.01	89.78
11.	Kerala	87.67	94.39	69.17	96.22
12.	Madhya Pradesh	81.51	92.92	27.76	69.58
13.	Maharashtra	92.42	97.95	58.83	88.46
14.	Manipur	89.97	97.39	38.48	80.19
15.	Meghalaya	80.87	89.22	26.85	64.99
16.	Mizoram	98.05	98.28	80.37	82.85
17.	Nagaland	98.85	99.45	43.25	66.41
18.	Orissa	77.08	92.83	30.45	83.35
19.	Punjab	96.80	99.60	46.93	92.49
20.	Rajasthan	86.84	92.90	46.30	77.00
21.	Sikkim	72.13	83.10	27.91	76.20
22.	Tamil Nadu	83.92	96.02	34.36	84.07
23.	Tripura	57.04	84.11	25.78	86.31
24.	Uttar Pradesh	55.69	88.56	20.41	81.88
25.	West Bengal	79.71	97.38	18.47	82.79
26.	A &N Islands	68.41	83.02	39.46	73.57
27.	Chandigarh	96.92	99.67	56.80	100.00
28.	D &NHaveli	50.74	85.19	9.14	65.33
29.	Daman & Diu	77.13	94.78	60.89	99.44
30.	Delhi	98.06	100.00	58.69	98.60
31.	Lakshadweep	100.00	100.00	99.16	99.16
32.	Pondicherry	88.54	99.02	49.83	96.48
	All India	80.34	94.60	36.98	85.39

the basis of micro surveys. The 1981 census data on 'number of children attending school' is considered to be closer to reality. It is noteworthy that at the National level only 54.9 per cent male and 38.5 percent female children were attending schools in 1981 (Table 9). Almost 4.6 crore children were out of school in 1981 as against only 60 lakhs given on the basis of enrolment statistics. It is projected that by 1994-95 about 10 crore children in the age group 6-10 will be out of school (quoted in Ramamurthi Committee Report, p. 137).

TABLE 9 : PROPORTION OF CHILDREN ATTENDING SCHOOL: 1981

(Percentage)

<i>Population</i>	<i>6-11 years</i>	<i>11-14 years</i>	<i>6-14 years</i>
All	47.15	51.96	48.72
Male	54.88	63.81	58.11
Female	38.45	38.67	38.52
Rural	41.27	45.69	42.69
Rural male	50.57	59.52	53.50
Rural female	31.28	30.12	30.93
Urban	68.83	72.93	70.26
Urban male	72.70	78.32	74.66
Urban female	64.71	66.98	65.52

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Note : The percentages given above do not correspond to enrolments in grades I to V and VI to VII.

Proportions of girls at primary and middle in 1986 were 41 per cent and 35 per cent respectively. In rural areas the percentages were lower (Fifth All India Educational Survey 1986). Districtwise analysis shows wide regional disparities in terms of enrolment ratios. Gross enrolment ratio for female was less than 50 per cent at primary level in 123 districts. These districts also had a female literacy rate of less than 10 per cent.

A large number of children dropout at the early stage of primary education, with about 50 per cent dropping out by Class V, and 65 per cent by Class VIII. Dropout rates for girls, scheduled castes and scheduled tribes were higher. Many of those who drop out at early stage relapse into illiteracy thus swelling the number of adult illiterates. Dropout rates vary from less than 2 per cent in Kerala to about 80 per cent in Meghalaya and 72 per cent in Rajasthan (Table 10).

Minimum Level of Educational Attainment

While provision, enrolment and attendance are important for achieving the goal of education for all, attainment of minimum levels of learning is considered important from viewpoint of investments in education. Very little information on this aspect is available. It is widely remarked that a large percentage of children completing primary level cannot even write a correct sentence in any language. A recent study by NIEPA in five locales showed that after five years of primary schooling, the number of learners who have mastered basic literacy skills in Hindi varies from 0 per cent in most under developed rural areas to 20 per cent in the most urbanised area. The corresponding figures for Mathematics were 0 and 7 per cent respectively (HEP 1991).

Problems and Issues

An analysis of literacy statistics and enrolment data at the elementary level indicates that despite the gradual increase in the literacy rate and substantial improvement in enrolment

TABLE 10: ENROLMENT IN CLASS V AND VIH AS PERCENTAGE OF ENROLMENT IN CLASS I

<i>Sl. No.</i>	<i>State/ Union Territory</i>	<i>Class I</i>	<i>Class V</i>	<i>Class VIII</i>
1	2	3	7	9
1.	Andhra Pradesh	100.00	38.02	15.88
2.	Aranachal Pradesh	100.00	30.18	16.09
3.	Assam	100.00	37.09	21.35
4.	Bihar	100.00	34.47	19.82
5.	Goa	100.00	95.44	82.08
6.	Gujarat	100.00	50.61	30.03
7.	Haryana	100.00	68.52	53.12
8.	Himachal Pradesh	100.00	67.06	61.49
9.	Jammu & Kashmir	100.00	64.59	48.77
10.	Karnataka	100.00	47.50	28.74
11.	Kerala	100.00	98.84	81.31
12.	Madhya Pradesh	100.00	64.14	36.70
13.	Maharashtra	100.00	54.67	34.67
14.	Manipur	100.00	57.00	42.26
15.	Meghalaya	100.00	21.83	16.02
16.	Mizoram	100.00	34.49	16.81
17.	Nagaland	100.00	30.95	16.90
18.	Orissa	100.00	47.10	27.92
19.	Punjab	100.00	65.15	48.82
20.	Rajasthan	100.00	27.55	18.50
21.	Sikkim	100.00	34.26	22.81
22.	Tamil Nadu	100.00	67.79	40.79
23.	Tripura	100.00	39.16	24.08
24.	Uttar Pradesh	100.00	58.57	43.31
25.	West Bengal	100.00	38.15	21.90
26.	A & N Islands	100.00	83.13	56.35
27.	Chandigarh	100.00	74.36	65.73
28.	D & N Haveli	100.00	53.51	24.94
29.	Daman & Diu	100.00	105.97	71.49
30.	Delhi	100.00	70.51	64.37
31.	Lakshadweep	100.00	71.77	46.07
32.	Pondicherry	100.00	83.21	65.44
	All India	100.00	49.28	31.11

ratios over the last four decades, we still continue to be far from achieving the goals of education for all. The number of illiterates is increasing in each of the censuses, specially, the literacy rates among women continue to be very low. These are very low for rural women belonging to disadvantaged groups.

The gross enrolment ratios at the primary level for boys and girls are about 95 per cent. But these include about 22 percent overage and underage children. Moreover, about half of those enrol dropout without completing the primary level. Attainment levels both in language and mathematics are very low.

Enrolment ratio and dropout rates among the disadvantaged groups, that is, girls, scheduled castes, scheduled tribes, rural poor, people living in remote areas and urban slums continue to be very high.

A high rate of dropout and low educational attainment contribute to a very high incidence of lapse into illiteracy specially for those who fail to complete 5 years of primary education.

Non-enrolment and high dropout has been mainly ascribed to economic factor, that is, poverty of parents compelling them to use children as cheap labour. In the case of girls, social prejudices explain their low participation and high drop out.

Though the socio-economic factors are important but they are not solely responsible for low enrolment and higher drop-out. Some of the educational factors such as rigid schooling structures, irrelevant curricula, poor quality of infrastructure, drab teaching-learning processes also seem to be equally contributing to poor enrolment and higher dropout.

There seems to be a close correspondence between low literacy levels of adults and low enrolment ratios of children. A two pronged attack is needed to achieve the goal of education for all.

Perspective for the 1990s

India is committed to the goal of 'Education for All' by the end of the present century. The programmes of mass mobilisation and reaching education to hitherto disadvantaged groups have been accepted in principle and action has already been initiated. A few well thought-out projects have been launched in certain districts of the country towards achievement of the goal. However, to make 'Education for All' a universal reality by the end of the century, much more concerted and widespread efforts will be needed.

The three programmes of Adult Literacy, Universal Primary Education (UPE) and Continuing Education would need to be pursued simultaneously and vigorously, as each of the programme feeds into the other. The close link between adult literacy and UPE is well documented. Continuing education will help in consolidating the gains by preventing lapse into illiteracy.

With regard to adult literacy mass mobilisation is now an accepted strategy for motivating the adult learners to avail of the existing facilities. Motivation needs to be sustained. This can only be achieved by making the programme not only interesting but also relevant to the need of the clientele group.

Skill based literacy programmes will be helpful in sustaining the interest of learners who are mostly very poor. Relevant structures and resource support are other prerequisites. For effective implementation of programme, training of personnel in micro planning will need priority attention.

For making universal primary education a reality, attention needs to be given towards taking education to the underserved groups such as girls, scheduled castes, scheduled tribes and children living in remote and inaccessible areas. Several incentives have been provided to promote education in these groups. What is needed is to make the incentives more attractive and implementation more effective. More importantly, efforts are needed to substantially reduce the number of dropouts which, in turn, requires the schools to be made more attractive and enjoyable and, contents and processes more closer to the needs of the target groups.

Quality of education would need to be substantially improved to make it more meaningful. For this it is important to provide at least two teachers and a blackboard and chalk as approved under the scheme of Operation Blackboard. Also ways and means need to be found out for ensuring accountability of schools. Allocation of adequate resources will continue to pose serious problem. Community participation and involvement is considered to be important not only from viewpoint of raising local resources for education but, more importantly, in ensuring accountability of the schools. It will also help in raising the awareness of community leading to optimal utilisation of available facilities.

The two programmes of adult literacy and UPE would need to be supplemented with continuing education through non-formal channels. This will help in retention of newly acquired literacy skills; non-formal programmes for some may provide second opportunity to become literate.

All the above will call for well thought out planning both at macro- and micro levels. The broad parameters of the programmes would need to be worked out at the macro-level. Keeping in view the resource situation, the detailed plans of implementation would be best prepared at micro-level with the active involvement of the community.

Last, but not the least, for adequate monitoring and realistic planning, substantial efforts are needed to improve the management information system.

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