

Working Group Report  
of the  
DEVELOPMENT OF EDUCATION  
OF SC/ST/MINORITIES/GIRLS  
AND OTHER DISADVANTAGED  
GROUPS"  
FOR  
11<sup>th</sup> Five Year Plan (2007-2012)



**Government of India  
Planning Commission**

**New Delhi**

## CHAPTER-1

### SUMMARY OF RECOMMENDATIONS ACCORDING TO DISADVANTAGED GROUPS OF THE REPORT OF WORKING GROUP ON “DEVELOPMENT OF EDUCATION OF SC/ST/MINORITIES/GIRLS AND OTHER DISADVANTAGED GROUPS” FOR ELEVENTH FIVE YEAR PLAN (2007-12)

#### Recommendations Covering all sectors

- \* Education Policy should be sensitive towards cultural and linguistic diversity of Indian society, and therefore uniform standards should not be applied.
- \* There should be increased access of minorities in all non-minority institutions.
- \* While minority institutions are kept out of the purview of reservation of SCs, STs and OBCs in general, they should be obligated to reserve certain seats for members of their own minority community who belong to SCs, STs and OBCs.
- \* Nomadic groups and de-notified tribes should also be grouped along with disadvantaged.
- \* Data gaps on this category of students-SC/ST/Minorities/Girls/Disadvantaged – need to be filled at each stage of education.
- \* Majority of the people are not aware of all the Plan schemes, which benefit them. In view of this an Equal Opportunities Cell may be set up. An Officer (Ombudsman) who would manage this Equal Opportunities Cell should be made responsible to widely circulate information brochures and pamphlets and also to educate people in the target group.

The officer so appointed should act like a single window operator who can be approached by the applicant.

\* All the universities should establish SC/ST/OBC/Disadvantaged Groups Cells at the earliest, which could also function as anti-discrimination Cell.

\* Mid day meal scheme has increased the enrollment of children in schools. However, teachers should have the ability to motivate students to learn. They should encourage the students to develop skills and learn, so that children look forward to coming to schools not only for eating but also for learning. Refresher courses may also be developed for the teachers.

\* SSA should enlarge support for hostels for boys and girls on the same lines as Kasturba Gandhi Balika Vidyalayas with 75% minimum reservation for SC/ST/OBC and disadvantaged groups.

\* Registrar General (Census) may be directed to ensure availability of disaggregated data for OBCs, Backward Castes amongst minorities and other disadvantaged groups. Data relating to all the disadvantaged groups should be collected and published so that they should become a point of reference to general public and for formulation of perspective planning.

\* Textbooks and workbooks and also raw materials and equipments should be made available at subsidized rates in vocational institutions for children belonging to SC/ST/OBC/girls and other Disadvantaged Groups.

\* A total revamping of the existing scheme of Vocational Education, keeping in view the existing weakness and also to consider the special incentives that can be extended to SC/ST/OBCs/girls and other Disadvantaged Groups, may be done at the earliest.

\* The fees payable for technical education are generally high. In view of this, freeships, scholarships, subsidized fees and loan facilities especially to girls should be extended to all disadvantaged groups.

### **Recommendations for Scheduled Castes and Scheduled Tribes**

\* Educational incentives like free uniforms, footwear may be supplied to SC children especially girls to offset economic cost of education and cash incentive may be provided to SC, ST children to offset other hidden costs of education.

\* Funds may be earmarked for remedial teaching of SC/ST and other disadvantaged children at district level.

\* Out-of-school children in urban areas should also be provided with better facilities under SSA.

\* Use of primers in tribal languages should be extended to all the schools in tribal areas.

\* More Adult Literacy Centres may be opened in areas predominantly inhabited by SC, ST.

\* Inclusive Education should become the idea of every school located in villages taking care of SC/ST.

\* Institutions of higher learning may have their own autonomy but at the same time provide protection under the law in relation to reservation etc.

\* Government should regulate the fee structure and pay the fees etc. of disadvantaged groups including fees for Higher Education.

- \* Government should cancel the accreditation of the universities/institutions, which fail in implementing the reservation policy.
- \* The teaching and other posts in the universities and other institutions should be filled as per the reservation policy without any dilution.
- \* Special coaching should be provided to reserved category candidates for successfully clearing SET or NET examination.
- \* UGC should make strict rules and regulations to fill in the post of reserved category. Defaulting universities or affiliated colleges should not be granted financial support or any grants.
- \* UGC should prepare norms and guidelines to allocate students for Ph.D. courses. The Professors guiding these Ph.D students should be sensitive to their backgrounds. This should be mandatory to all universities. A monitoring mechanism should be devised to ensure its compliance. Defaulters should be heavily punished.
- \* The fees payable for technical education are generally high. In view of this freeships, scholarships, subsidized fees and loan facilities especially to girls should be extended to all disadvantaged groups.
- \* Coaching schemes for SCs/STs and Minorities should be transferred to MHRD from other Ministries.
- \* The quota for Ph.D. in technology for reserved category candidates should be increased. They should be provided with required technical equipments, residential and financial support along with recognized guide.

## **Recommendations for OBCs, Minorities and Other Disadvantaged Groups**

- \* The street children, children of convicts, sex workers should have a special focus under SSA.
- \* Funds may be earmarked for remedial teaching of SC/ST and other disadvantaged children at district level.
- \* More Minority concentration districts should be identified so that more children from minority groups get facilities under SSA.
- \* Recognized Madarasas should be brought under SSA and facilities extended to them.
- \* Dropout rates of disadvantaged groups are noticed to be going up as the level of education goes up. To reduce the rate of dropouts amongst disadvantaged should become the focus of the Eleventh Five Year Plan.
- \* Inclusive Education should become the idea of every school located in villages taking care of OBC and other Disadvantaged Groups.
- \* With increasing number of private institutions entering in the field of higher education, the fees payable are observed to be too high for the disadvantaged groups. In view of this more freeships, scholarships, free textbooks, free hostels, subsidized facilities in institutions/hostels should be extended to this group.
- \* There should be subsidized loan facilities for the fees/hostel expenditure from the financial institutions like banks etc.

\* An in-built system of upgrading the educational needs of the disadvantaged groups should be provided in all institutions of Higher Education through coaching classes for them.

\* Institutions of higher learning may have their own autonomy but at the same time provide protection under the law in relation to the reservation etc.

\* Government should regulate the fee structure and pay the fees etc. of disadvantaged groups.

\* Government should cancel the accreditation of the universities/institutions, which fail in implementing the reservation policy.

\* The teaching and other posts in the universities and other institutions should be filled as per the reservation policy without any dilution.

\* UGC should prepare norms and guidelines to allocate students for Ph.D. courses. The Professors guiding these Ph.D. students should be sensitive to their backgrounds. This should be mandatory to all universities. A monitoring mechanism should be devised to ensure its compliance. Defaulters should be heavily punished.

\* The fees payable for technical education are generally high. In view of this freeships, scholarships, subsidized fees and loan facilities especially to girls should be extended to all disadvantaged groups.

\* More Adult Literacy Centres may be opened in areas predominantly inhabited by SC, ST and OBCs.

- \* Cash incentives may be given to adult illiterates especially the female illiterates.
- \* Coaching schemes for SCs/STs and Minorities should be transferred to MHRD from other Ministries.

### **Recommendations for Girls/Women**

- \* Hostel facilities for girls/women should be increased and made available in and around the existing educational institutions. There should be a special scheme for construction of hostels, especially for girls.
- \* A reservation of not less than 33% should be made for girls in all technical and other higher educational institutions, in their respective categories.
- \* Early Childhood Care and Education (ECCE) Centres should be established in all habitations irrespective of the number of inhabitants and this should be gradually elevated by inclusion of other components like nutrition, health etc.
- \* Neo-literate women themselves should become literacy trainers in adult literacy programmes.
- \* An accelerated programme of inclusion of more and more low literacy districts especially low female literacy areas may be covered in all districts in all States.
- \* The Local Self Government Institutes and Panchayati Raj Functionaries should involve more Voluntary Women Teachers and also Women Self Help Groups in all the camps under the adult literacy programmes.



- \* The existing Kasturba Gandhi Balika Vidyalaya Scheme should be extended up to class XII.
- \* More special schools at secondary level focusing on the needs of the disadvantaged should be opened nearer to the habitations of these groups. If the private sector does not come forward, the Govt. should take up more responsibility in these areas.
- \* All schools should have basic facilities like drinking water, toilets and common rooms for girls.
- \* More hostels especially for girls may be opened nearer to the secondary schools, which the girls attend. Hostel facilities for girls/women should also be increased and made available in and around the existing higher educational institutions. There should be a special scheme for construction of hostels, especially for girls.
- \* The existing institutions of higher learning exclusively for boys should admit girls/women also wherever possible.
- \* Every institution should have women study centers.
- \* Day Care Centres should be made available in all the institutions especially in institutions where girls/women are studying /employed.
- \* All the universities/institutions should establish Women Study Centres.
- \* More scholarships should be extended to girls/women for taking up professional courses.

\* The fees payable for technical education are generally high. In view of this freeships, scholarships, subsidized fees and loan facilities especially to girls should be extended to all disadvantaged groups.

\* 33% reservation should be made for girls in all technical education institutions.

### **Recommendations for Disabled Children**

\* Inclusive Education should become the idea of every school located in villages taking care of SC/ST/OBC/Handicapped.

\* There is need for expansion of the Integrated Education for Disabled Children (IEDC) Scheme to cover other sectors or to have separate schemes for other sectors.

\* The proposed revision of IEDC Scheme should have practical applicability and concentrate on teacher training and pedagogy.

\* Allocation of Rs.3000/- per child per annum under the revised IEDC Scheme appears too low and hence should be enhanced. The special group set up for making specific recommendations in this regard recommended for a provision of Rs.8.1 Crore per district as one time cost and Rs.7.06 Crores as recurring cost per month with the assumption of 7170 disabled children per district. The special group has suggested for taking up a pilot scheme for establishing the norms.

\* The kind of disabilities should be defined and graded.

- \* The Neighbourhood Schools should become disabled friendly and a policy of Inclusive System of Education imbibed.
- \* A comprehensive scheme of establishing hostels at district level for the mentally retarded children studying at secondary level should be conceived and implemented.
- \* Financial commitment of the Government in any new scheme/product should at least be for two Five Year Plan periods.
- \* Teachers and teacher trainers should be given special training especially in managing the children with disabilities.
- \* Teachers and teacher trainers should develop a better relationship with community, NGO and Government.
- \* National Council for Teacher Education (NCTE) should be actively involved in finalization of a revised curriculum framework for teacher training.
- \* There should be barrier free facilities provided for SC, ST, Girls, Disabled in all the institutions.
- \* With increasing number of private institutions entering in the field of higher education, the fees payable are observed to be too high for the disadvantaged groups. In view of this more freeships, scholarships, free textbooks, free hostels, subsidized facilities in institutions/hostels should be extended to this group.
- \* There should be subsidized loan facilities for the fees/hostel expenditure from the financial institutions like banks etc.

\* Every university should have a Disability Coordinator to look into the facilities provided and complaints etc. so that the institutional bias and discrimination are eliminated.

\* Disabled friendly facilities should be provided in all educational institutions within a time frame of 3-5 years. There should be substantial increases in the funds allocation to make the infrastructure in universities and other institutes disabled friendly. UGC should start a Disability Cell and this should be extended to all the universities. There should be an anti-discriminatory authority/Ombudsman, and institutionalized system for checks and balances and corrections required in the system.

\* A programme of gender sensitization for the disabled girls/women and plan to tackle cultural bias should be implemented.

## **CHAPTER-2**

### **BACKGROUND**

The Planning Commission had constituted a Working Group on “Development of Education of SC/ST/Minorities/Girls and other disadvantaged Groups” - Eleventh Five Year Plan – 2007-2012 vide their order No.M-12015/2/2005-Edn. dated 21.6.2006, under the Co-chairmanship of Secretary, Higher Education and Secretary, School Education and Literacy(Annexure-A). First meeting of the Working Group was held on 17<sup>th</sup> August 2006 in which it was decided that the Working Group may consider the sectoral issues presented by various sectors like Higher Education, Technical Education, Vocational Education, School Education, Elementary Education and Adult Education. Accordingly, Working Group met on 1<sup>st</sup>, 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> September, 2006 to consider the issues raised by various sectors including a special session exclusively devoted to the issues and problems faced by children with specific needs.

Based on the recommendations evolved during these meetings a draft set of recommendations was prepared and the same was considered in the Working Group meeting held on 26<sup>th</sup> September 2006. Recommendations that have emerged in the final meeting of the Working Group held on 26<sup>th</sup> September, 2006 are detailed in chapter 4.

#### **Definitions and some relevant data about population and educational status of Disadvantaged Groups**

In accordance with common parlance, this Working Group has considered SCs, STs, OBCs, Girls and Children with special needs as disadvantaged groups. The Socially and Educationally Backward classes (SEdBC) have only now been taken up at the National level for attention

in Education. There are no Census data about them. Similarly, there are no Census data on the educational profile of Minorities and the Disabled children. The first task is to have full data for SC, ST, SEdbc, including SEdbCs belonging to Religious Minorities, other Sections of Religious Minorities who do not belong to SC, ST or SEdbc, and for girls and the Disabled of each of these categories and also the girls and the Disabled who do not belong to these categories.

### **Population Profile**

#### **(a) Scheduled Castes/ Scheduled Tribes**

As per the 2001 Census, the population of Scheduled Castes (SCs) is 16.66 crores amounting to 16.2% of the country's total population of 102.86 crores. The male population is 8.61 crores and female population is 8.05 crores which accounts for 16.18% and 16.22% respectively of the country's total population of respective groups.

The population of Scheduled Tribes as per 2001 Census is 8.43 crore accounting for 8.20% of the country's total population. Out of this, males are 4.26 crores and females 4.17 crores, accounting for 8.01% and 8.40% of the total population of respective groups.

#### **(b) Other Backward Classes (OBCs) and Minorities**

Separate data pertaining to OBCs and Minorities is not published in the Census Operations.

#### **(c) Girls/Women**

As per the Census 2001, the population of women is 49.64 crore, which represents 48.26% of the total population.

(d) **Disabled Children**

Separate data pertaining to Disabled Children is not published in the Census Operations.

**Literacy Status**

Despite the fact that there has been an increase in the literacy rates of SCs/STs since independence, the present position is still far from satisfactory. The overall increase in literacy rate in the country during the period 1961-2001 was 36.54 against which increase in literacy rate for SCs and STs during the same period was 44.42 and 38.57 respectively. The female literacy rates among STs continue to remain a serious cause of concern, as it is only 34.76% as against the total female literacy rate of 53.67%.

However, in overall terms, the female literacy rate has increased significantly since independence, the female literacy rate was only 8.86% in 1951. The literacy rate of females is 53.67% as compared to 75.26% among males in 2001. The female literacy rate has risen by 14.38% compared to a corresponding increase of 11.13% in the case of male literacy during the period 1991-2001, which indicates a meaningful narrowing of the gender gap in education.

**ENROLMENT IN ELEMENTARY EDUCATION**

(a) **Primary (I-V)**

There has been over all increase in the enrolment of children belonging to Scheduled Castes and Scheduled Tribes at all levels after independence. At primary stage, the Scheduled Castes enrolment has increased from 1.1 crore accounting for 14.88% in 1980-81 to 2.31 crore,

accounting for 18.03% of the total enrolment at primary stage in 2003-04. The enrolment of Scheduled Caste girls has increased from 13.2% in 1980-81 to 17.3% in 2003-04 while enrolment of Scheduled Caste boys increased from 15.92% in 1980-81 to 18.66% in 2003-04.

The Scheduled Tribes enrolment has increased from 46.60 lakhs in 1980-81 to 125.17 lakhs in 2003-04. The enrolment of Scheduled Tribe girls considerably increased from 15.27 lakhs in 1980-81 to 57.41 lakhs in 2003-04 while the enrolment of Scheduled Tribe boys increased from 31.33 lakhs in 1980-81 to 67.76 lakhs in 2003-04.

**(b) Upper Primary (VI-VIII)**

About 22 lakhs Scheduled Caste students were enrolled at Upper Primary stage in 1980-81, which increased to 80.77 lakhs in 2003-04 accounting for 10.7% in 1980-81 and 16.58% in 2003-04 of the total enrolment at Upper Primary stage.

Percentage enrolment of Scheduled Caste boys and girls accounting for 11.66% and 8.85% in 1980-81 increased to 17.40% and 15.55% in 2003-04 respectively.

The enrolment of Scheduled Tribes at Upper Primary stage increased from 7.42 lakhs in 1980-81 to 36.62 lakhs in 2003-04 accounting for 3.58% in 1980-81 and 7.51% in 2003-04 of the total enrolment.

While the total enrolment at Primary stage has increased by 6.68 times between 1950-51 and 2003-04, for girls it has shown an increase of about 11 times. The relative share of girls' enrolment in total enrolment at primary level has increased from 28.12% in 1950-51 to 46.68% in 2003-04.



Similarly, at the upper primary level, the relative share of girls' enrolment to total enrolment has gone upto 44.15% in 2003-04 from 16.13% in 1950-51.

(c) **High/Higher Secondary (IX-XII)**

About 11.52 lakhs Scheduled Caste students were enrolled at High/Higher Secondary stage in 1980-81, which increased to 47.60 lakhs in 2003-04 accounting for 10.47% in 1980-81 and 13.6% in 2003-04 of the total enrolment at High/Higher Secondary stage.

Percentage enrolment of Scheduled Caste boys and girls accounting for 11.92% and 7.23% respectively in 1980-81 increased to 14.26% and 12.65% in 2003-04.

The enrolment of Scheduled Tribes at High/Higher Secondary stage increased from 3.29 lakhs in 1980-81 to 19.51 lakhs in 2003-04 accounting for 2.99% in 1980-81 and 5.57% in 2003-04 of the total enrolment.

While the total enrolment at High/Higher Secondary stage has increased by about 23 times from 1950-51 to 2003-04, the relative share of girls' enrolment in total enrolment at High/Higher Secondary stage has increased by about four times only during the same period.

## **GROSS ENROLMENT RATIO**

### **Primary (I-V)**

The Gross Enrolment Ratio of all categories has increased from 80.5% in 1980-81 to 98.2% in 2003-04 registering an increase of 17.7% at the Primary stage over a period of 24 years. The comparative Gross Enrolment Ratio of Scheduled Castes is 82.2% in 1980-81 and 88.3% in 2003-04 registering an increase of 6.1% and that of Scheduled Tribes from

70% in 1980-81 to 91.3% in 2003-04 registering an increase of 21.3%. There is thus a significant achievement in the Gross Enrolment Ratio of the Scheduled Castes and Scheduled Tribes.

Similarly, the Gross Enrolment Ratio of girls at the primary stage has increased from 24.8% in 1950-51 to 95.6% in 2003-04.

### **Upper Primary (VI-VIII)**

The Gross Enrolment Ratio of all communities has increased from 41.9% in 1980-81 to 62.4% in 2003-04 registering an absolute increase of 20.5% at the Upper Primary stage whereas the Gross Enrolment Ratio of Scheduled Castes has increased from 29.1% in 1980-81 to 71.8% in 2003-04 registering an increase of 42.7% and that of Scheduled Tribes from 19.5% in 1980-81 to 75.7% in 2003-04 registering an increase of 56.2%. The rate of increase of Gross Enrolment Ratio of Scheduled Castes and Scheduled Tribes in a preceding period of 24 years is higher than that for the general categories, though these communities and particularly the Scheduled Tribes are still far behind in terms of literacy.

At the Upper Primary level, the GER of girls has gone up from 4.6% in 1950-51 to 57.6% in 2003-04. However, large disparities exist between the States having lower GER than the all India averages.

### **DROPOUT RATES**

At the Primary level, the dropout rate among the Scheduled Castes in 1990-91 was 49.4%, which reduced to 36.6% in 2003-04. At the Upper Primary level the dropout rates have reduced from 67.8% in 1990-91 to 59.4% in 2003-04.

At the Primary level, the dropout rate among Scheduled Tribes in 1990-91 was 62.5%, which reduced to 48.9% in 2003-04. At the Upper Primary level the dropout rates, which was 78.6% in 1990-91 reduced to 70.1% in 2003-04.

The dropout rates of girls have decreased year after year, in the Primary classes from 64.9 % in 1960-61 to 31.47 % in 2003-04. Similarly in the Upper Primary classes, the dropout rates have decreased from 78.3% in 1960-61 to 52.3% in 2003-04.

### **CHAPTER-3**

#### **PROVISIONS UNDER EXISTING SCHEMES FOR THE SC/ST/MINORITIES/GIRLS AND OTHER DISADVANTAGED GROUPS**

##### **Sarva Shiksha Abhiyan (SSA)**

SSA is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of Elementary Education Sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The main features of the programme are:

- Focus on girls, especially belonging to SC/ST communities and minority groups.
- Back to school camps for out of school girls.
- Free textbooks for girls & SC/ST students.
- Special coaching/remedial classes for girls and a congenial learning environment.
- Teachers' sensitization programmes to promote equitable learning opportunities.
- Special focus for innovative projects related to girls' education.
- Recruitment of 50% female teachers.

##### **District Primary Education Programme (DPEP)**

The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner including coverage of these groups as well. According to a study by NIEPA, 74811 schools in DPEP districts had more than 60% students belonging to SC/ST communities.

## **Jan Shikshan Sansthan (JSS)**

The Scheme of JSS or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc.

Literacy campaigns have had an enormous impact on other social sectors. The campaigns have served the cause of promoting equity and social justice in society and fostering of a scientific temper and a sense of belonging to India's great composite culture and consciousness of unity in diversity.

## **Mid-Day Meal scheme**

The Mid-Day Meal scheme is a successful incentive programme. It covers all students of primary classes in all Government, local body and Government aided schools in the country with the aim to improve enrolment, attendance and retention while simultaneously impacting on the nutritional status of the children.

## **Central Institute of Indian Languages (CIIL)**

The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

### **Kendriya Vidyalayas (KVs)**

15% and 7.5% seats are reserved for SCs and STs respectively in fresh admissions. No tuition fee is charged from Scheduled Caste and Scheduled Tribe students up to class XII.

### **Navodaya Vidyalayas (NVs)**

Reservation of seats in favour of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5% (15% for SCs and 7.50% for STs) and a maximum of 50% for both the categories (SCs & STs) taken together. These reservations are interchangeable and over and above the students selected under open merit.

### **National Institute of Open Schooling (NIOS)**

The SC/ST students are given concession in admission fees to the extent of Rs. 200/- for bridge courses, Rs. 250/- for Secondary courses and Rs. 300/- for Senior Secondary courses.

### **Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary & Higher Secondary Schools**

Cent percent financial assistance is given to Voluntary Organizations to improve enrolment of adolescent girls belonging to rural areas and weaker sections. Preference is given to educationally backward districts, particularly; those pre-dominantly inhabited by SCs/STs and Educationally Backward Minorities.

## **National Council for Educational Research & Training (NCERT)**

NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation of textbooks, vocational education, educational technology, examination reforms, support to Sarva Shiksha Abhiyan, education of educationally disadvantaged groups.

NCERT operates the National Talent Search Scheme for pursuing courses in Science and Social Science upto doctoral level and in professional courses like Medicine and Engineering upto second-degree level subject to fulfilment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students.

## **National Institute of Educational Planning & Administration (NIEPA)**

Educational development of Scheduled Castes and Scheduled Tribes is an area of major concern of NIEPA. It carries out a number of studies relating to educational programmes and schemes for Scheduled Castes and Scheduled Tribes. It has also been generating material relating to educational institutions and development of Scheduled Caste and Scheduled Tribe students.

## **University Grants Commission (UGC)**

UGC provides financial assistance to Universities/Deemed Universities for the establishment of SC/ST cells in Universities to ensure effective implementation of reservation policy for SCs and STs. The UGC has established SC/ST Cells in about 120 Universities including Central Universities to ensure proper implementation of the reservation policy. The Standing Committee on SCs/STs monitors and reviews the work undertaken by the Universities/Colleges.

As per the reservation policy, UGC has earmarked 15% and 7.50% reservation for SCs and STs respectively in appointments, both in teaching and non-teaching posts, admissions, hostel accommodation, etc. in universities/colleges, professional and technical educational institutions administered by the Central Government. State Universities follow reservation policy as prescribed by respective State Governments. The Commission has been issuing guidelines/directives/instructions from time to time for implementing reservation policy of the Government of India.

- Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST candidates.
- UGC has been implementing the programme of Career Orientation to Education (Vocationalisation of Education) to ensure that the graduates have knowledge, skills and attitudes for gainful employment in the wage sector in general, and self-employment in particular for all including SCs/STs.
- UGC provides financial assistance for Remedial Coaching to SC/ST students. It provides financial assistance to the existing coaching centers to prepare SC/ST candidates for the National Eligibility Test (NET) conducted by UGC/CSIR.
- Commission provides financial assistance for extension activities. Under the scheme, all groups of the society are covered including SCs/STs.
- In order to contribute towards social equity and socio-economic mobility of the under privileged sections of the society, UGC has introduced Remedial Coaching scheme at UG/PG level. The main objectives of the scheme are: (i) to improve the academic skills and linguistic proficiency of the students in various subjects. (ii) To raise the level of comprehension of basic subjects so as to provide a strong



- foundation for further academic work. (iii) To strengthen their knowledge, skills and attitudes in the subjects where quantitative and qualitative techniques and laboratory work are involved and (iv) To improve the overall performance of these students in the examination.
- Commission has created a Central Pool Database of eligible SC/ST candidates and recommends their candidature for teaching positions in order to fulfill the prescribed reservation quota in Universities and Colleges.
  - Periodic meetings of Registrars of Central Universities are organized to review the implementation of reservation policy in the Central Universities.
  - Commission has also constituted a Special Monitoring Committee, which reviews the functioning of existing Cells.

### **Community Polytechnics**

The Scheme of Community Polytechnics undertakes rural/community development activities through application of science and technology in its proximity. It provides platforms for transfer of appropriate technologies to rural masses/local communities. Preference is given in training to rural youths, SCs, STs, women, school dropouts and other disadvantaged groups and helps them to obtain need based gainful employment. The scheme of Community Polytechnics has been in operation in selected diploma level institutions since 1978-79. It applies Science and Technology through skill oriented non-formal training, technology transfer and technical support services.

## **Engineering Colleges**

The higher educational institutions administered by the Central Government including IITs, IIMs, Regional Engineering Colleges, etc. provide reservation to the extent of 15% and 7.5% for SCs and STs students respectively. Apart from reservation, there is also relaxation in the minimum qualifying marks for admission for SC/ST students. Seats are also reserved in hostels. However, in institutions run by the State Governments, the reservation percentages varies as per the State Government's policy.

## **Scheduled Caste Sub-Plan & Tribal Sub-Plan**

The SCP for SCs and the Special Central Assistance (SCA) to SCP are two innovative strategies to ensure additional flow of funds/benefits for SCs. The SCP, introduced in 1979-80, involves earmarking population-proportionate funds from the general development sectors for the overall development of SCs to raise them above the poverty line. The SCA to SCP is extended to states as 100 per cent grant to fill the critical gaps in family-based income-generating schemes with supporting infrastructure development. So far 14 Central Ministries/Departments and 27 States/UTs have been earmarking funds under SCP. States/UTs have been advised to prepare specific project reports for utilization of SCA, linking it with the loan component under NSFDC for helping the BPL SC families in an intensive manner. The Central Standing Tripartite Committee (CSTC) reviews the implementation of SCP and Tribal Sub-Plan (TSP) and guides the nodal Ministries of Social Justice and Empowerment and Tribal Affairs in ensuring earmarking of funds by the service-oriented Ministries have been identified: regulatory Ministries, Ministries whose services are divisible in nature and Ministries/Departments whose services are not divisible in

nature. Presently the SCP has been renamed as Scheduled Caste Sub-Plan (SCSP).

From the allotted budgets of the Departments of School Education & Literacy, and Higher Education, 16.20% and 8.00% are allocated under the Scheduled Caste Sub-Plan and the Tribal Sub-Plan for Scheduled Castes and Scheduled Tribes respectively.

### **MINORITY EDUCATION**

The National Policy on Education (NPE) –1986 and updated Programme of Action in 1992 (POA-1992) spells out the concept of a national system of education, in which all students irrespective of caste, creed, location or sex have access to education of comparable quality. The Policy lays special emphasis on the removal of disparities and seeks to equalize educational opportunities by attending to the specific needs of those who have remained educationally backward so far. Suitable incentives, therefore, have to be provided to educationally backward sections of society. Government has always shown concern for the education of these groups in the interest of equality and social justice. In order to attain the stated objective, the following two central schemes were launched in 1993: -

#### **Scheme of Area Intensive Programme for Educationally Backward Minorities**

The basic objective of the scheme is to provide basic educational infrastructure in the primary/upper primary and Secondary Education where such a need is felt and viability established on the basis of a school mapping exercise.

## **Target Areas**

- For this purpose 325 blocks and 4 districts of Assam have been identified as having concentration of such Minorities. This scheme was restricted to these areas only.
- Under this component, only 4 districts of Assam of the North Eastern Region are covered.

## **Scheme of Financial Assistance for Modernisation of Madarasa Education**

- Salary to two teachers per Madarasa @ Rs. 3000/- per month per teacher for study of modern subjects like Science, Mathematics, English and Social Studies;
- One time grant of Rs. 7,000/- for purchase of Science/Mathematics kits per Madarasa; and
- Another one time grant of Rs.7,000/- for book banks and strengthening of libraries.

This component is spread all over the country including the NER.

From the Tenth Five Year Plan, the two major schemes relating to Minorities i.e., i) Scheme of Area Intensive Programme for Educationally Backward Minorities and ii) the Scheme of Financial Assistance for the Modernization of Madarasa Education have been clubbed together with their old components in a unified programme of the Area Intensive and Madarasa Modernization Programme (AIMMP) devising two Components i.e.: -

- i) Infrastructural Development; and
- i) Madarasa Modernisation Development.

The expenditures during the years 2003-04, 2004-05 & 2005-06 was Rs.29.00 crores, Rs.22.06 crores and Rs.26.46 crores respectively. The anticipated expenditure for 2006-07 is Rs. 50.00 crores.

In the existing set up of SSA, Madarasas are being assisted in states like Bihar. However in many states the Madarasas are not being benefited much due to the fact that State Governments have to take the initiative. The Madarasas are having, in several States, good infrastructure, which could be utilised to universalise primary education especially when the State Governments are facing difficulties in locating suitable land and constructing school buildings. In several states like West Bengal, students from other communities are being enrolled in Madarasas. This not only enables the minority communities to modernise their education system but also bring it in line with the national mainstream.

From the Eleventh Five Year Plan, the scheme of AIMMP is being revised to give more scope for the educational development of Madarasas by way of modernisation of education to bring the madarasas in the main stream of education without interfering in their traditional religious education. The scheme is being re-named as ‘SCHEME FOR PROVIDING QUALITY ELEMENTARY EDUCATION IN MADARASAS (SPQUEEM)’.

Besides, the scheme to provide financial grants for girls hostels, school building, auditorium etc., in the minority concentrated areas in the private un-aided institutions managed by different Non-Government Organisations is also being formulated. For both the schemes, the financial requirement will have to be increased in the Eleventh Five Year Plan.

## **National Monitoring Committee for Minorities Education**

A National Monitoring Committee for Minorities Education has been constituted on 7.8.2004 under the Chairmanship of Minister of Human Resource Development. Two meetings have so far been held i.e. first on 27.08.2004 and second on 17.11.2005. A Standing Committee of this Committee also been constituted on 3<sup>rd</sup> September, 2004. Its Chairperson is Sh. Jafar Ali Naqvi. The Standing Committee had held a number of meetings and had visited Uttar Pradesh, Maharashtra, Andhra Pradesh, Karnataka and Kerala in the first year of its constitution and submitted its report in the second meeting of the NMCME held on 17.11.2005. The Committee considered the report of the Standing Committee. Action points which emerged from the Standing Committee report have been circulated to all the states and concerned departments/organisations for their comments/views. In the next phase, the Standing Committee had visited West Bengal and Assam, Haryana , Punjab and Chandigarh Administration, Tamil Nadu and Pondicherry.

## **National Commission for Minority Educational Institutions**

A Commission with the name of “National Commission for Minority Educational Institutions – 2004” has been established through an Act of Parliament.

The functions of the Commission would be as follows:

- 1) Advise the Central Government or any State Government on any question relating to the education of minorities, that may be referred to it;
- 2) Look into specific complaints regarding deprivation or violation of the rights of minorities to establish and administer educational institutions of their choice, and any dispute regarding affiliation to a Scheduled University and

report its findings to the Central Government for implementation; and

- 3) To do such acts and things as may be necessary, incidental or conducive to the attainment of all or any of the objects of the Commission.

### **GIRLS' EDUCATION**

The extant National Policy on Education, 1986 envisages the use of education as an instrument of basic change in the status of women and provides for a well conceived edge in favour of women in order to neutralize the cumulative distortions of the past. The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive over riding priority through provision of special support services, setting of time targets and effective monitoring. The Policy also lays emphasis on women's participation in vocational, technical and professional education at different levels.

The Constitution of India grants equality to women and forbids any discrimination based on religion, race, caste, sex or place of birth. It also empowers the State to practice protective discrimination in favour of women.

In the first three Five Year Plans, girl's education was shown as a special component with earmarked allocations but was discontinued subsequently. In pursuance of the provisions contained in the National Policy on Education, 1986 and the Programme of Action, 1992, several strategies were adopted to promote education of girls. All formal and non-formal education and training programmes are open to women. In addition, the provision exists for opening separate institutions or separate wings exclusively for women/girls. Education is free for girls up to the higher secondary stage and in fact, several States have made education free for girls

right up to the university level. Besides free education for all children up to the age of 14, there are incentive schemes like free mid-day meals, free books, free uniforms and attendance scholarships for girls and children from disadvantaged groups. Overall, the initiatives taken by the Government have resulted in significant progress in women's education.

### **EARLY CHILDHOOD CARE AND EDUCATION**

Early childhood care and education (ECCE) is of critical importance as a major programme in the country where more than half the children are born and live in dire poverty. ECCE provides for the holistic development of the child catering to the health, nutrition, physical, mental, social and emotional needs of every child. There are several programmes of ECCE which includes ICDS, Crèches, Balwadis, ECE centers, Pre-Primary Schools run by the State and the private sector and many experimental and innovative projects like child-to-child programme, child media laboratory, mobile Creches and Vikaswadis.

### **SCHEMES/PROGRAMMES EXCLUSIVELY FOR WOMEN**

The following schemes of Department of School Education & Literacy and Department of Higher Education are exclusively meant for women and under these schemes the entire funds are targeted for benefiting women:

#### **National Programme for Education of Girls at Elementary Level (NPEGEL)**

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls, underprivileged/disadvantaged at the elementary level. The Scheme is being implemented in Educationally Backward Blocks (EBBs) where the level of



rural female literacy is less than the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 5% SC/ST population and where SC/ST female literacy is below 10% based on 1991.

### **Mahila Samakhya (MS)**

The Mahila Samakhya Programme is a women's education and empowerment project. Currently it is operating in 59 districts, covering more than 12,000 villages. The programme strategy is to mobilise and organise women in the collectives called "Sanghas" and in this process develop their capacity to play a proactive role in their community. The outcome of the process has been that the women now demand literacy for themselves and want to ensure educational opportunity for their children especially girls and this has resulted in their taking decisions including the postponement of the age of marriage. The Sangha women have been equipped with information and skills whereby they are actively involved in local bodies, like Panchayati Raj Institutions and Village Education Committees and play a role in ensuring the proper delivery of Government Services and preventing violence against women and girls.

### **Kasturba Gandhi Balika Vidyalaya**

The Government of India has approved a scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) for setting up residential schools with boarding facilities at Upper Primary level for the girls belonging to the SC, ST, OBC and Minorities in difficult areas. The scheme will be coordinated with the scheme of Sarva Shiksha Abhiyan, National Programme for Education of Girls at Upper Primary level and Mahila Samakhya (MS). The KGBV scheme would cover those hard to reach girls, belonging

predominantly to the SC, ST, OBC and Minorities in difficult areas, those who cannot attend regular primary schools.

It is proposed to provide incentive to the girl child belonging to SC, ST, OBC and who passes VIII Standard examination and enrolls in secondary schools. A sum of Rs. 3000/- will be deposited in her name and she would be entitled to withdraw the amount on reaching 18 years of age. Following this proposal by Finance Minister, this Department has sent a concept paper to the Planning Commission for 'in principle' approval of the proposed scheme of Incentive to the girl child who passes class VIII standard examination and enrolls in a Secondary School.

### **Access with Equity**

This scheme is taken up during Tenth Five Year Plan on the recommendations of the Working Group on Secondary Education for Tenth Five Year Plan. Under the scheme the following two initiatives are proposed.

- Strengthening of existing scheme of girls' hostels managed by NGOs.
- One time assistance to reputed NGOs, trusts, societies, and State Governments, etc. for setting up secondary schools.

Under the component – I of the scheme, financial assistance is provided to the NGOs for running hostels for girl students of Classes VI-XII. Recurring grant of Rs.10, 000/- per girl boarder per annum and a one-time non-recurring grant of Rs.3,000/- per girl boarder is provided under the scheme. During 2004-05, a sum of Rs.5.4 crore was released to 89 NGOs benefiting approximately 5400 girl boarders.

## **Women's Hostel Scheme of UGC**

The University Grants Commission provides financial assistance to Universities and Colleges for the construction of hostels for women with a view to provide a safe environment and to encourage the enrolment of women students pursuing higher studies in universities of their choices.

### **Infrastructure for Women Students, Teachers and Non-Teaching Staff in Universities**

The objective of the scheme is to provide assistance for creating and strengthening infrastructure for women students, teachers and non-teaching staff members in universities. Under the scheme, a maximum of Rs.10.00 lakh is provided as one time grant in the Plan period to a university for creation and up gradation of infrastructure.

### **OTHER SCHEMES/PROGRAMMES**

The other schemes of Departments of School Education & Literacy and Higher Education are not amenable to gender segregation.

For some major schemes, however, of the Department of SE&L, the proportion of the provisions targeted at benefiting the women have been worked out on the basis of a reasonable proportion of Males/Females benefiting under the schemes.

The schemes of Department of HE which are not exclusively meant for girls can be group under three categories (a) The Schemes of Secondary and Higher Education, where enrolment for women is taken as 40% (b) in respect of Technical Education the flow of funds for women benefit is taken as 20% (c) in remaining sectors the enrolment for women is taken as 33%.

## **DISABLED CHILDREN**

### **Integrated Education for the Disabled Children (IEDC)**

This Scheme of Integrated Education for the Disabled Children (IEDC) was started with the objective of providing educational opportunities to all children with disabilities under the general school system. The ultimate objective is to integrate children with disabilities in the general education system and to eliminate disparities and equalize educational opportunities to enable them to become equally contributing members of society.

IEDC scheme was launched in 1974 by the then Department of Social Welfare and was transferred to the then Department of Education in 1982. Under the scheme, financial assistance on 100 per cent basis is provided to State Governments and NGOs towards facilities extended to disabled children such as books and stationery, uniforms, transport allowance, escort allowance, readers allowance for blind children, equipments. In addition to the above, the grant is also provided for the salary of teachers recruited for teaching the disabled children and for officials manning the IEDC Cell in State Governments to implement and monitor the Scheme. The Scheme also has a component for free school training for disabled children and counseling for their parents. Assistance is also provided for setting up of resource room, survey and assessment of disabled children, purchase and production of instructional material, training and orientation of general teachers to take care of the educational need of the disabled children.

Statement made by the Minister of Human Resource Development in Rajya Sabha on 21<sup>st</sup> March, 2005 regarding 'Inclusive education for children and youth with disabilities' is at Annexure-B.

## **CHAPTER-4**

### **RECOMMENDATIONS OF THE WORKING GROUP**

#### **Recommendations Covering all sectors**

1. There is a need for overall expansion of education facilities in the country. Lack of expansion in educational facilities in the country during last few decades has hurt the disadvantaged sections most. In order to expand the educational facilities larger allocation of funds is required. National Common Minimum Programme (NCMP) has also committed a minimum of 6% of GDP to be spent on education of which at least half should be spent on Elementary Education. Accordingly, therefore, the Group strongly recommends that allocation for education should be raised to 6% of GDP on priority basis. This Group also recommends that Central Government should bear the major share of this expenditure on education, as the States will not be able to share this expenditure uniformly in view of their variable financial situations. This should be accompanied by the devolution of controls of management to local levels for ensuring efficiency of the institutions.

2. The Right to Education Bill should be passed on priority basis and should be implemented, as this will help the disadvantaged groups. The Group noted that privileged sections of the society have already adequate access to education and the institutional support in education will go to help the disadvantaged sections that are otherwise deprived of adequate access to the quality education. The Group, therefore, recommends for the quick implementation of Right to Education Bill.

3. At present there are large variations in the standards of education in various schools. The disadvantaged sections therefore have no access to

good quality education. It is therefore utmost necessary that Government should adopt common school system imparting same quality of education throughout the country. The community control coupled with the adequate training of teachers and provision of infrastructure development should be ensured to improve the efficiency of the schools from the point of view of equality in access and quality of education.

4. During last decade the expansion in higher and technical education has taken place mostly in private sector institutions charging high fees. The group recommends that there should be substantial expansion in higher and technical education in the public sector. The private sector institutions should also be brought within the reservation policy by suitable legislative enactment so that the disadvantaged sections can benefit from quality education by cross subsidisation.

5. Some of the institutions under the education sector are run on commercial basis. This deprives the disadvantaged section of the society from access to the courses run by such organizations. It was noted that even some Central and State Universities have been allowed to organize self-financed courses in new emerging sunrise sectors. This Group recommends that this should be discouraged and all existing self-financing courses should also be made available to disadvantaged sections on the regulated fee structure as applicable in other fields of education.

6. Considerable expansion of KVs and NVs should be taken up during Eleventh Plan period. In order to reach the disadvantaged groups it is necessary that all new KVs and NVs should be opened in areas inhabited by these groups.

7. The fees charged both for technical and management training is on the high side. The students from disadvantaged groups find it difficult to finance such courses from their own resources. Hence, it is recommended that no fees should be charged from the disadvantaged groups at all levels of education.

8. In order to increase the enrolment of Muslims in education, Urdu medium schools may be opened in the districts where there are large concentrations of Urdu speaking Muslim population.

9. Education Policy should be sensitive towards cultural and linguistic diversity of tribal society, and therefore uniform standards should not be applied.

10. There should be increased access of Minorities in all non-minority institutions. While minority institutions are kept out of the purview of reservation of SCs, STs and OBCs in general, these institutions should be obligated to reserve certain seats for members of their own minority community who belong to SCs, STs and OBCs.

11 Nomadic groups and de-notified tribes should also be grouped along with disadvantaged groups and should be given special focus.

12. Majority of the people in country are not aware of the Plan Schemes/Programmes, which are targeted to benefit them. In view of this Equal Opportunities Cells may be set up at Central/State/University and Institution levels. Officers who would manage these Equal Opportunities Cells should be made responsible to widely circulate information brochures and pamphlets and also to educate people in the target groups and take remedial steps. The officer so appointed should act like a single window

operator who can be approached by the applicant and should also act as anti discrimination officer (Ombudsman). It is very important to ensure that these cells function properly.

13. Registrar General of India (Census) may be directed to ensure availability of disaggregated data for OBCs, Backward Caste amongst Minorities and other disadvantaged groups. Data relating to all the disadvantaged groups should be collected and published so that they should become a point of reference to general public and for formulation of perspective planning. Data gaps on the students of SC/ST/Minorities/Girls/Disadvantaged Groups need to be filled at each stage of education.

### **ELEMENTARY EDUCATION**

- Disaggregated data about Minorities, OBCs and Backward Castes among Minorities should be made available to assess the impact of SSA.
- The street children, children of convicts, sex workers should have a special focus under SSA.
- The local needs and also the community requirement should be a predominant factor under SSA.
- Educational incentives like free uniforms, footwear may be supplied to SC & ST children especially girls to offset economic cost of education. Cash incentives may be provided to SC & ST children to offset hidden cost of education.
- Funds may be earmarked for remedial teaching of SC/ST and other disadvantaged children at district level.



- More Minority concentration districts should be identified so that more children from Minority groups get facilities under SSA. More NGOs may be involved in opening of the schools.
- Out-of-school children in urban slum areas should be given focused attention under SSA.
- Use of primers in tribal languages should be extended to all the schools in tribal areas.
- Recognised Madarasas should be brought under SSA and facilities extended to them.
- SSA should enlarge support for hostels for boys also and girls on the same lines as Kasturba Gandhi Balika Vidyalayas with 75% minimum reservation for SC/ST/OBC and Disadvantaged Groups.
- Schools should develop disabled friendly structures within 3-4 years. Special attention should be given for this aspect coupled with adequate fund allocation.

### **ADULT LITERACY**

- Keeping in view the unique socio-economic and cultural characteristics of various disadvantaged groups various strategies like area approach, functional approach, camp based approach, convergence with other departments and specific attention to disabled may be adopted for improving adult literacy with an emphasis for Disadvantaged Groups.
- More Special Literacy Programmes may be taken up in areas predominantly inhabited by Disadvantaged Groups.
- Innovative measures, especially of local content, may be introduced in all the literacy programmes.

- Upgradation of skill competence may be provided through vocational training.
- Literacy camps may be organized taking into account the lean periods in agricultural activities.
- Neo-literate women themselves should become literacy trainers in adult literacy programmes.
- Depending on the need there should be more of camp approach followed by campaign approach.
- Short duration full time literacy camps may be organized in Gram Panchayats and also in urban slum areas.
- Training in personality development, skill development and issues of local governance may also be covered in the adult literacy campaigns/camps.
- An accelerated programme of inclusion of more and more low literacy districts especially low female literacy areas may be covered in all districts in all States.
- The Local Self Government Institutes, Panchayati Raj Functionaries, Voluntary Women Teachers and also Women Self Help Groups should be involved in all the camps under the adult literacy programmes.
- Periodical evaluation may be done by external evaluating agencies to understand the weaknesses in the programme.
- The weaknesses in the programme identified by evaluating agencies should be rectified at the earliest.
- The aim of reaching 100% literacy at the earliest should have a sustainable level of achievement on a year to year basis.
- The Neo-literates may be retrained after 2-3 years to upgrade their skill in functional literacy and levels of reading, writing and numerical

comprehensions. The Neo-literate women should themselves become Trainers in Adult Education programmes.

- The financial parameters under the adult literacy programmes should be increased substantially.
- An integrated approach along with other programmes of Government - health, nutrition, sanitation, employment potential etc. should be inbuilt in the system.

## **SECONDARY EDUCATION**

- The existing Kasturba Gandhi Balika Vidyalaya Scheme should be extended up to class XII.
- Dropout rates of disadvantaged groups are noticed to be going up as the level of education goes up. To reduce the rate of dropouts amongst disadvantaged should become the focus of the Eleventh Five Year Plan.
- More special schools focusing on the needs of the disadvantaged should be opened nearer to the habitations of these groups.
- More hostels especially for girls may be opened nearer to the schools, which the girls attend.
- All schools should have basic facilities like drinking water, toilets and common rooms for girls.
- There should be schemes and programmes in schools, which make value addition in the mental and intellectual growth of the children.
- Inclusive Education should become the idea of every school located in villages taking care of SCs/STs/OBCs/Handicapped. All schools should develop disabled friendly structures within 3-4 years for which adequate funding should be ensured. Private schools should also ensure this through CBSE/State Boards.

- Every block headquarter should have a hostel facility for school children especially for those belonging to disabled and STs.
- A comprehensive scheme of establishing hostels at district level for the mentally retarded should be conceived and implemented.

### **VOCATIONAL EDUCATION**

- Vocational education should be expanded to cover more skilled jobs.
- Employment potential should be gauged by the type of industries that are available in a locality and vocational education should be based on such specific industries.
- Interaction with industry should be enhanced to reduce the mismatch between demand and supply of skilled manpower.
- Upgradation of skills or learning of a new skill should become a part of vocational education.
- The interaction between the Directorate of School Education and the industries should be strengthened.
- State Governments should appoint full time teachers in all the vocational education centers.
- Textbooks and workbooks and also raw materials and equipments should be made available at subsidized rates in vocational institutions.
- Evaluation and certification of every skill should be made periodical and standardized.
- Evaluation and monitoring of the implementation of vocational education programmes should be done periodically and corrective steps taken.
- Apprenticeship programmes should be enlarged to cover a large number of trades.

- A total revamping and a re-look at the existing scheme may be done at the earliest with a special focus on disadvantaged groups.

## **HIGHER EDUCATION**

- Hostel facilities for girls/women should be increased and made available in and around the existing educational institutions. There should be a special scheme for construction of hostels, especially for girls.
- More colleges and institutions of higher learning should be opened in rural areas.
- The existing institutions of higher learning exclusively for boys should also admit girls/women wherever possible.
- There should be barrier free facilities provided for SCs, STs, Girls and Disabled in all the institutions.
- Every institution should have women study centres.
- Day Care Centers should be made available in all the institutions especially in institutions where girls/women are studying/employed.
- With the increasing number of private institutions entering in the field of higher education, the fees payable are observed to be too high for the disadvantaged groups. In view of this more freeships, scholarships, free textbooks, free hostels, subsidized facilities in institutions/hostels should be extended to this group.
- There should be subsidized loan facilities for the fees/hostel expenditure from the financial institutions like banks etc.
- An in-built system of upgrading the educational needs of the disadvantaged groups should be provided in all institutions through coaching classes for them.

- Institutions of higher learning may have their own autonomy but at the same time provide protection under the law in relation to the reservation etc.
- Disabled friendly facilities should be provided in all institutions within a time frame of 3-5 years for which adequate funds should be made available. Every university should have a Disability Coordinator to look into the facilities provided and complaints etc. so that the institutional bias and discrimination are eliminated.
- To avoid private sector from shirking its responsibility in Higher Education, Government should regulate their activities through appropriate interventions. Government should regulate the fee structure and pay the fees etc. of disadvantaged groups.
- UGC should make strict rules and regulations to fill in the post of reserved category. Defaulting universities or affiliated colleges should not be granted financial support or any grants. Imposition of some kind of penalties may be considered and impose penalties, if required even cancellation of their recognition/ accreditation of such universities/institutions, which fail in implementing the reservation policy, may also be considered, if required.
- The teaching and other posts in the universities and other institutions should be filled as per the reservation policy without any dilution.
- All the universities/institutions should establish Women Study Centres.
- More scholarships should be extended to girls/women for taking up professional courses.
- 30% of the financial allocation for an Educational Institution should be earmarked for girls/women.

- Special coaching should be provided to reserved category candidates for successfully clearing SET or NET examination. The high quality of this coaching should be ensured.
- UGC should prepare norms and guidelines to allocate students for Ph.D. courses. The Professors guiding these Ph.D. students should be sensitive to their backgrounds. This should be mandatory to all universities. A monitoring mechanism should be devised to ensure its compliance. Defaulters should be heavily punished.

### **TECHNICAL EDUCATION**

- In the absence of any available dependable data, the statement that enrolment of girls is about 10-15% in technical education may be inappropriate. In view of this data relating to all categories of children including girls under different communities have to be collected and correlated.
- The fees payable for technical education are generally high. In view of this freeships, scholarships, subsidized fees and loan facilities especially to girls should be extended to all disadvantaged groups.
- Norms for Ph.Ds should be relaxed for IITs.
- A reservation of not less than 33% should be made for girls in all technical education institutions.
- A programme of gender sensitization and plan to tackle cultural bias should be implemented with sufficient financial support.
- The quality of Coaching under the coaching schemes for SCs/STs should be of really high quality to be really useful.
- Fair financial allocation should be given to all the educational schemes especially to the disadvantaged groups.

- Discrimination Officer should be appointed to look into various issues and to take remedial action.
- The quota for Ph.D. in technology for reserved category candidates should be increased. They should be provided with required technical equipments, residential and financial support alongwith recognized guide.

### **RECOMMENDATIONS FOR THE DISABLED**

- Inclusive Education should become the objective of every school taking care of SCs/STs/OBCs & Handicapped.
- There is need for expansion of the Integrated Education for Disabled Children (IEDC) Scheme to cover higher and technical also. The proposed revision of IEDC Scheme should have practical applicability and concentrate on teacher training and pedagogy.
- Allocation of Rs.3000/- per child per annum under the revised IEDC Scheme appears too low and hence should be enhanced. The Group recommends a recurring provision of about Rs.10,000/- per student per annum, besides a non-recurring provision of about Rs.8 crore per district assuming about 7200 disabled children per district. A pilot scheme may be run for testing and confirming the norms.
- The kind of disabilities should be defined and graded.
- The Neighbourhood Schools should become disabled friendly and a policy of Inclusive System of Education imbibed.
- A comprehensive scheme of establishing hostels at district level for the mentally retarded children studying at secondary level should be conceived and implemented.
- Financial commitment of the Government in any new scheme/programme should at least be for two Five Year Plan periods.



- Teachers and teacher trainers should be given special training especially in managing the children with disabilities.
- Teachers and teacher trainers should develop a better relationship with Community, NGO and Government.
- National Council for Teacher Education (NCTE) should be actively involved in finalization of a revised curriculum framework for teacher training with Disabled children.
- There should be barrier free facilities provided for SCs, STs, Girls and Disabled in all the institutions.
- With increasing number of private institutions entering in the field of higher education, the fees payable are observed to be too high for the disadvantaged groups. In view of this more freeships, scholarships, free textbooks, free hostels, subsidized facilities in institutions/hostels should be extended to this group.
- There should be subsidized loan facilities for the fees/hostel expenditure from the financial institutions like banks etc.
- Every University should have a Disability Coordinator to look into the facilities provided and complaints etc. so that the institutional bias and discrimination are eliminated.
- Disabled friendly facilities should be provided in all educational institutions within a time frame of 3-5 years. There should be substantial increases in the funds allocation to make the infrastructure in universities and other institutes disabled friendly. UGC should start a Disability Cell and this should be extended to all the universities. There should be an anti-discriminatory authority/Ombudsman, and institutionalized system for checks and balances and corrections required in the system.

- A programme of gender sensitization and plan to tackle cultural bias should be implemented with sufficient financial support.

## **CONCLUSION**

Planning Commission has constituted number of Working Groups for the formulation of Eleventh Five Year Plan pertaining to the Ministry of Human Resource Development. One of them is Working Group on 'Development of Education of SC/ST/Minorities/Girls & Other Disadvantaged Groups'. The significance of this Working Group is to provide recommendations for the development of Education of SC/ST/Minorities/Girls & Other Disadvantaged Groups. Recommendations of this Working Group will constitute inputs into all the other Working Groups of the Ministry of Human Resource Development. This Working Group report on the Development of Education of SC/ST/Minorities/Girls and Other Disadvantaged Groups has not proposed any financial outlays. It is presumed that each Working Group of the Ministry of Human Resource Development would incorporate the suggestions of this Working Group in their respective estimation of the Eleventh Five Year Plan proposals.

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**REPORT  
OF THE  
WORKING GROUP ON  
“DEVELOPMENT OF EDUCATION  
OF  
SC/ST/MINORITIES/GIRLS  
AND OTHER DISADVANTAGED GROUPS”  
FOR  
ELEVENTH FIVE YEAR PLAN  
(2007-12)**

**Government of India  
Ministry of Human Resource Development  
(Department of Higher Education)**

**December, 2006**

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