



**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE
DEVELOPMENT**

**(DEPARTMENT OF SCHOOL EDUCATION & LITERACY
AND
DEPARTMENT OF HIGHER EDUCATION)**

HIGHLIGHTS

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1. ELEMENTARY EDUCATION

1.1 RIGHT TO EDUCATION

1.1.1 The Constitution (86th Amendment) Act, 2002, enacted in December 2002 seeks to make free and compulsory education a Fundamental Right for all Children in the age group 6-14 years by inserting a new Article 21-A in Part III (“Fundamental Right”) of the Constitution. The new Article 21A reads as follows:

“21A. Right to Education

The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

1.1.2 The reconstituted Central Advisory Board of Education (CABE) in its meeting on 10-11 August, 2004, had constituted a Committee under the Chairmanship of Shri Kapil Sibal, the then Minister of State for Science & Technology and Ocean Development, to suggest, inter-alia a draft of the Legislation envisaged under Article – 21 A of the Constitution. The Report of the Committee, containing “essential provisions” of the draft legislation, was considered by CABE in its meeting on 14-15th July, 2005.

1.1.3 Taking into account the suggestions and comments received during the CABE meeting, a complete version of the draft central legislation was prepared and circulated to States/UTs for comments. In the meanwhile, the Prime Minister constituted a High Level Group comprising Minister of Human Resource Development, Finance Minister, Deputy Chairman Planning Commission and Chairman of the Prime Minister’s Economic Advisory Council to consider the legal, constitutional and financial implications of the Right to Education.

1.1.4 Based on further consultations in the matter, a draft Model Right to Education Bill was formulated and circulated as a framework to the States/UTs with a

view to seek their comments thereon. In view of the objections raised and strong reservations expressed by various States/UTs, the meeting of High Level Group (HLG) was held on 6th November, 2007 to examine the issues involved and advise the Government on how best to take the matter forward with a view to fulfill the commitment of the Government to facilitate the enactment of an appropriate Law that would enable the realization of making education a Fundamental Right as required by the Constitution. The concerns raised during the meeting of the HLG have been communicated to the Prime Minister seeking his advice and guidance in the matter.

1.2 Imposition of Education Cess and setting up of Prarambhik Shiksha Kosh

- In order to bridge the gap between available plan resources and estimated requirements to finance the programmes for universalisation of elementary education, the Finance (No.2) Act, 2004 (on 8.7.2004) levied an Education Cess @ 2% on Income Tax, Excise Duty, Customs Duty & Service Tax “to fulfill the commitment of the Government to provide and finance universalized quality basic education”.
- *The creation of a non-lapsable fund, Prarambhik Shiksha Kosh (PSK) was approved by the Cabinet in its meeting held on 6th October, 2005.*
- The proceeds of the Education Cess credited to Prarambhik Shiksha Kosh are to be spent on (a) Sarva Shiksha Abhiyan and (b) Mid-Day Meal Scheme.
- An order constituting Prarambhik Shiksha Kosh was issued on 14th November 2005 by the erstwhile Department of Elementary Education and Literacy.
- The proceeds of Education Cess are utilized exclusively for the Sarva Shiksha Abhiyan (SSA) and Mid-Day Meal (MDM) of the Government. Allocations to

the States are not being made separately against the Education Cess. Assistance to them is released under individual schemes of SSA and MDM as per the respective guidelines and budgetary allocations of these schemes. There is no scheme to grant special assistance to the States from out of the proceeds of Education Cess.

- A provision of Rs. 8746 crore for the initial transfer to the Prarambhik Shiksha Kosh was made in the Union Budget 2006-07 against estimated receipts of Education Cess. Each year after exhausting the funds provided by way of Gross Budgetary Support for the schemes of Sarva Shiksha Abhiyan and Mid- Day Meal, subsequent expenditure on these schemes is financed from Prarambhik Shiksha Kosh. In 2006-07, B.E. provisions for this purpose recoupable from Prarambhik Shiksha Kosh were Rs. 5831 crores (Sarva Shiksha Abhiyan) and Rs. 2915 crores (Mid-Day Meal) Scheme respectively
- In the Union Budget for 2007-08, the provision for inter account transfer to PSK based on estimated receipts of education cess was included as Rs.10393 crore. Which includes Rs.6993 crore for SSA and Rs. 3400 crore for MDM. The Gross Budgetary Support for SSA for the year 2007-08 was Rs. 3678 crore and for MDM it is Rs. 3924 crore.
- Expenditure incurred from Education Cess during the year 2007-08 for SSA is Rs.6526.30 crores (as on 31st December, 2007) and for MDM is Rs. 753.44 crores (as on 31st December, 2007).

1.3 SARVA SHIKSHA ABHIYAN (SSA)

1.3.1 The goals of SSA are as follows:-

- i) All 6-14 age children in school/EGS (Education Guarantee Scheme) centre/bridge course by 2005;
- ii) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- iii) Universal retention 2010;
- iv) Focus on elementary education of satisfactory quality with emphasis on education for life;

1.3.2 SSA outlay and releases

- In IXth Plan funding pattern was 85:15. In Xth Plan it was 75:25 (in respect of NE States during 2005-06 and 2006-07, 15% State share was borne by the Ministry of DoNER). In XIth Plan funding pattern is:
 - “65:35 for the first two years of Plan, 60:40 for the third year, 55:45 for the fourth year and 50:50 thereafter. In respect of 8 North East States the funding pattern is 90:10 under the programme with the Central share resource from the 10% earmarked funds for the NE States in the SSA’s Central Budget”.
- SSA was partially funded to the tune of Rs.4700 crores from 2003-04 to 2006-07 by the World Bank, European Commission and DFID of UK. For the next phase of external funding negotiations for \$895 million are at the final stages of which the World Bank is anticipated to provide \$500 (approximately Rs.2000 crore) European Commission 69.5 million Euro [US \$ 95 million (380 crore)] and DFID Pound Sterling 150 million [around US \$ 300 million (Rs.1200 crore)].
- In 2007-08, Central allocation of Rs.10671 crore has been provided for SSA programme.

- The indicated outlay for SSA for the 11th Plan period is Rs. 71000 crores.
- The total outlay for the 10th Plan was Rs.17000 crores. The releases by the Central Government and expenditures during the 10th Plan were as follows:-

(Rs. in Crores)

Year	GOI Budget	GOI Releases	Actual Expenditure <i>Out of total funds available</i>
2002-03	1569.26	1569.26	1305.65
2003-04	2732.32	2732.29	3057.48
2004-05	5079.58	5139.75	6598.39
2005-06	7810.75	7568.40	10002.33
2006-07	11104.00	10886.55	14779.29
Total	28295.91	27896.25	35743.14

- The process of appraisal and approvals of Annual Work Plans & Budgets for 2007-08 of all States/districts was initiated with effect from 28.2.2007. The AWP&B's of 34 States/UTs were completed approved by 8.6.2007. The AWP&B of Manipur was finalised on 12.7.2007.
- **Release of funds to States: Till 31st December, 2007 Rs.9358.87 crore (87.7%) have been released to the States/UTs against BE 2007-08 provision of Rs.10671 crore.**

1.3.3 Vastly improved States/UTs commitment to SSA

State Shares

(Rs. In Crores)

2002-03		2003-04		2004-05		2005-06		2006-07	
4029.9	25.8%	838.7	31%	1754.6	34.1%	2578.48	34%	3787.80	35%

1.3.4 Achievement during 10th Plan Period

Sub Component	2002 covered)	(Habitations	2006(Habitations covered)
Primary School coverage	86.96%		96%
Upper Primary School Coverage	78.11%		85.3%

	Sanctioned under SSA during Xth Plan		Opened
<i>New Primary Schools</i>	133928		99715 (74.5%)
New Upper Primary Schools	100788		83824 (83.2%)
KGBV Girls Hostel	2180		1754 (80%)
Sub-Component	10th Plan Projections	10th Plan sanctions	Completed & in-progress
Additional Classrooms	10,66,000	11,17,143	10,21,716 (91%)
Teachers	10,66,000	10,12,000	8,10,000 (80.1%)
Financial	Rs 17,000 cr.	Rs 27,896 cr.	Rs 71,000 cr.

1.3.5 Progress against key input targets of SSA: -

Sl. No.	Items	Cumulative Targets including 2007-08	Achievements (upto 30.9.2007)	
1.	Construction of school buildings	216237	Completed and in Progress	170320 (78.76%)
2.	Construction of additional classrooms	812738	Completed and in Progress	713179 (87.75%)

3.	Drinking water facilities	189413	Completed and in Progress	172381 (91.01%)
4.	Construction of Toilets	243025	Completed and in Progress	218075 (92%)
5.	Supply of Free Textbooks	6.91 crore	Supplied	6.64 cr. (96.09%)
6.	Teacher appointment	11.34 lakh	Completed	8.10 lakh (71.43%)
7.	Teacher training (20 days)	3539559	Completed	1451219 (41%)
8.	Enrolment in EGS/AIE Centres	5844870	Coverage	2519833 (43.11%)
9.	Opening of New Schools	275585	Completed	186985 @ (77.88%)

** Side by side EGS are converted to Primary Schools.*

1.3.6 Progress in Educational Indicators

3.68 crore children have joined the education system since the launch of SSA

Out of school children

(In Crores)

2001-02	2002-03	2003-04	2004-05	2005.06	2006-07	2007-08
3.20	2.49	1.16	1.35	0.95	0.70	0.76

Independent Study – July/August 2005, estimates 1.34 cr. children out of school. 6.94% children in 6-14 age group are out of school and in that 2.1% are dropouts & 4.8% never enrolled (9.9% Muslim, 9.6% ST, 6.97 SC).

Gross Enrolment Ratio (P. 2004-05) 108.56% – boys 111.41%; girls 105.48% Gross Enrolment Ratio (upper primary) 70.51% - boys 74.84%; girls 65.76% (2004-05).

Dropout rate has declined by 10.54 percentage points; 15.08 p.p. decline for girls. (2001-02 to 2004-05).

- # Primary **girls enrolment increased** by 18.48% & at upper primary level by 13.66% (2001-02 to 2004-05). States with notable increase in girls enrolment UP, Rajasthan & Bihar.
- # Share of **SC students** 18.64% at Elementary Level. (DISE-2005-06)
- # Share of **ST students 9.02%** at Elementary Level. (DISE-2005-06)
- # **Transition Rate from Primary to U. Primary 83.36%**. (DISE-2005-06)

1.3.7 Attendance of Students/Teachers

	Students	Teachers
Primary	68.5%	81.7%
Upper Primary	74.4%	80.8%

Note: Based on preliminary findings of study going on in 21 States on students/teachers attendance on a typical working day. Study anticipated to be completed by March, 2008.

1.3.8 Measurement of Students' achievement

- Nationwide learning achievement surveys of 1st round by NCERT indicates:-

(% Achievement)

	Math	Language	EVS
Class – V (31 States/UTs)	46.5	58.6	50.3

- Results for class V 2nd round survey are also available now which show overall improvement in all the subjects:

	Math	Language	EVS
Class – V (31 States/UTs)	46.5	58.6	50.3

1.3.9 Quality aspects in SSA

Sl. No.	Intervention	Target	Achievement (in % till 30.09.07)
I. Academic Support			
1.	BRC	6388	99.5%
2.	CRC	71358	95%
II. Schools			
1.	School grant	11.23 lakh schools	55%
2.	Teaching & Learning Equipment grant	45134 schools	5%
III. Teachers			
1.	Teacher recruitment	11.34 lakh teachers	71.43%
1.	Teacher grant	40 lakh teachers	64%
2.	20 days annual in-service training	35.39 lakh	41%
3.	Induction training	3.32 lakh	21%
4.	Professionally untrained teacher	3.35 lakh	4%
IV. Students			
1.	Free-textbooks	6.91 cr. students	92%
2.	Remedial teaching	51.2 lakh students	31%

- **Computer Aided learning (CAL)** is operational in **25982 schools** covering 48.19 lakh students with the partnership of 69 private / NGO partners
- **20 States** have **independent pupil assessment system**.
- **21 States** have **quality improvement programme for learning enhancement**.

1.3.10 Kasturba Gandhi Balika Vidyalaya (KGBV)

- Against 2180 KGBV sanctioned, 1564 are operational (as on 30.9.2007) in 25 States enrolling 1.10 lakh girls belonging to SC/ST and other disadvantage groups.
- Rs.68929.59 lakh sanctioned for KGBV in 2007-08.

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

- NPEGEL is operational in 3270 EBB covering 40230 clusters.

- Rs.70785.26 lakh sanctioned for NPEGEL in 2007-08.

1.3.12 National Mission of SSA

The Governing Council and Executive Committee function under National Mission of SSA were reconstituted on 2.7.2007 with representatives including experts in school education, NGOs, teachers associations in addition to Ministers in charge of implementation of SSA in the States. The meeting of the Governing Council under the Chairmanship of Prime Minister was held on 21.2.2005 and fourth meeting of the Executive Committee under the Chairmanship of HRM was held on 22nd January 2008. Project Approval Board, Chaired by Secretary (SE&L) is operational. Delegation of Powers to Executive Committee and PAB have been done.

Six Sub-Missions have been constituted for SSA implementation by the National Mission. They are in the areas of:-

- a. Capacity building for Planning Management, Monitoring Research and Evaluation (last meeting held on 31.8.2006).
- b. Social Mobilization Community Involvement and role of Panchayati Raj Institutions (PRIs) (last meeting held on 12.10.2006)
- c. Education of Disadvantaged Groups including Girls, SC/ST/Minorities/Urban Deprived Children and Disabled Children (last meeting held on 08.10.2007)
- d. Infrastructure provisioning (last meeting held on 17.10.2007)
- e. Teacher Training Strengthening of Academic Support Institutions and other aspects of quality improvement under SSA (last meeting held on 17.10.2007)
- f. Defining learning outcomes and assessment/monitoring of students achievement levels (last meeting held on 19.10.2007)

1.3.13 Monitoring in SSA

- **SSA has elaborate State and national level monitoring arrangements.** Framework for implementation of SSA has been amended to provide for constitution of **District Level Committee** comprising of public

representatives to monitor the implementation of the SSA programme in districts.

- Progress against **Key monthly indicators** and a more detailed **quarterly progress report** from States to Government of India.
- A computerized Educational MIS system gives **annual** school-based data. (Flash Statistics for 2006-07 released by NUEPA). Educational Development Index developed & States reviewed. School wise Report cards for 2006-07 have also been developed & can be seen at web site.
- 41 National Social Science Institutions have been tagged to all States/UTs to make **independent & regular field visits** to monitor performance. Till date 72 reports covering 300 districts of 32 States / UTs have been received and shared..
- An **independent Joint Review Mission** reviews the progress of SSA twice a year, alongwith external funding agencies. (6th JRM held during 16-26 July 2007).
- Pupil achievement level **sample surveys are conducted every three years** by NCERT to check increase in learning levels. (Baseline studies for class III, V & VII/VIII released 2nd round of testing in progress).
- Several **independent assessments/studies** carried out for independent feedback on implementation of SSA e.g.: Out of School Study, 2005. Some other studies commissioned.
- Independent **concurrent financial reviews** commissioned by the Ministry. 21 States covered so far & review in respect of 14 States under progress.
- **A set of quality monitoring tools, developed in collaboration with NCERT, to provide quarterly and annual information on several quality related indices of SSA has been rolled out, with 18 States reports received, covering: -**
 - Student enrolment and actual attendance
 - Pupil achievement levels
 - Teacher availability and teacher training
 - Classroom Practices
 - Academic supervisions of schools by Cluster and Block Resource Centres.
 - Community perceptions of school functioning.

- Secretary SE&L's Review Conference of SSA Programme with State Education Secretaries and SPD's/Director SCERT's twice a year. (Last meeting held on 28.7.2007).

1.3.14 Thrust during 11th Plan is on "Quality with Equity"

- Promotion of Upper Primary Schools (UPS) to overcome the challenges in enrollment and retention
 - Improve access at upper primary level by providing 70,000 UPS.
 - Improve basic learning condition at upper primary level by providing
 - Providing furniture for every child
 - Subject specific Teacher for Science and Maths
 - Enhanced coverage for IT and Computer Aided Learning (CAL) **Address**
- **Equity through improved access and closing of infrastructure gaps**
 - Upgrade 20,000 EGS to primary school for universal coverage
 - Reduce dropout both at primary and elementary level
 - Expand KGBV - Residential Schools at upper primary level for improving access to hard to reach girls in educationally backward blocks.
 - Proposal for 410 under consideration
 - Enlarge scope to cover blocks with rural female literacy < 30% and urban areas with urban female literacy >National average
 - **SSA framework for implementation modified to address equity by higher provisions for**
 - In district/ block with gender gap, substantial SC, ST (12%) and Muslim population (18%)
 - Regional balance (55% of 2007- 08 outlays to Bihar, UP, MP, Rajasthan and West Bengal).
 - Separate plan for 35 cities with population more than one million.
 - Close infrastructure gap by making provisions for 9 lakh additional classrooms.
- Address Quality through Holistic Approach of Ensuing basic learning condition and relating inputs to clear measurable outcomes

- Improve Programme Inputs for quality
 - Acquisition of basic skill of literacy and numeracy in early grade.
 - Give special focus on Maths and Science particularly at Upper Primary Level
 - 2% of district outlay for Learning Enhancement Programme.
 - Measurable indicators through independent testing.
 - Improve teacher training
- **Provision of Rs. 71,000 cr. during 11th Plan Period**

1.4 District Primary Education Programme (DPEP)

1.4.1 The District Primary Education Programme (DPEP) is a centrally sponsored schemes for holistic development of primary education covering class I to V. The three major objectives of the DPEP are to (i) reduce drop-out rate to less than 10%, (ii) reduce disparities among gender and social groups in the areas of enrolment, learning achievement etc. to less than 5% and (iii) improve the level of learning achievement compared to the base-line surveys.

1.4.2 The programme components include construction of classrooms and new schools opening of Alternative Schooling Centres, appointment of new teachers, setting up early childhood education centers, strengthening of State Councils of Educational Research and Training (SCERTs) / District Institute of Educational Training (DIETs), setting up of Block Resource Centres / Cluster Resource Centres, teacher training, development of Teaching Learning Material, special interventions for education of girls, SC/ST, working children etc. Initiatives for providing integrated education to disabled children and distance education for teacher training have also been incorporated in the DPEP Scheme.

1.4.3 Additionality Factor of DPEP

DPEP is based on the principle of ‘additionality’ and is structured to fill in the existing gaps by providing inputs over and above the provisions made under Central and State Sector Schemes for primary education.

1.4.4 District Selection Criteria:

- (a) Educationally backward districts with female literacy below the national average, and
- (b) Districts where Total Literacy Campaigns (TLCs) have been successful leading to enhanced demand for elementary education.

1.4.5 Funding of the Project

DPEP is an externally aided project. 85% of the project cost is met by the Government of India and the remaining 15% is shared by the concerned State Government. The Government of India share is resourced through external assistance.

1.4.6 Coverage of DPEP

At present, DPEP is in operation in 2 states i.e. Orissa and Rajasthan covering 17 districts. DPEP at its peak was operational in 273 districts in 18 states. However, with the progressive closure of different phases of the programme, it is now in existence in 17 districts only.

1.4.7 Monitoring & Evaluation of DPEP

The programme is periodically reviewed through the mechanism of Joint Review Missions, Project Management Information System (PMIS), Educational Management Information System (EMIS), programme impact studies etc. A mid-term In-depth Review of DPEP Phase-I, II and III States have also been carried out by the Joint Review Missions. So far 25 Joint Review Missions have been conducted. The reviews and various evaluation studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates / drop-outs with increased community involvement, improvements in classroom processes, etc.

The project was started in the State of Orissa in January, 2001 with project cost of Rs.313.82 crores. The State has utilized Rs.224.08 crores upto October, 2007. The

DPEP-II project of Rajasthan started in the year 2001 with project cost of Rs.370 crores Approx., which was again increased to Rs.411.27 Crores in the year 2006-07. Out of this the project has utilized Rs.361.01 crores upto October, 2007.

During the year 2007-08 the state of Orissa and Rajasthan have been sanctioned AWP &B of Rs.7424.95 lakh and Rs.7669.45 lakh respectively.

1.4.8 Allocation and release of Funds under DPEP for 2007-08

National Component = 2.09 crore
RE proposed 2007-08 = 100.00 crore

(Rs. in Lakhs)

State	PAB Approved 2007-08	OB 1-4-2007	BE	Released 1st installment	Expenditure as 30.9.2007
Rajasthan	7669.45	697.00	8000	5822.03	1826.93
Oriissa	7424.95	2446.68		1058.78	1268.72

1.4.9 Position of external assistance tied up for two states for DPEP

Funding Agency	Amount	Period	States and No. of Districts Covered
DFID (UK)	£ 41.21 million (AboutRs.300cr.)	January, 2001 to November, 2008	DPEP - Expn. : Orissa (8)
IDA (Soft loan)	US \$ 74.34 million (about Rs. 370.00 cr)	July, 2001 to 31.3.2008	DPEP - Expn. : Rajasthan (9)

1.4.10 States & Districts Covered Under DPEP

S. No	Name of State	No. of districts covered under DPEP	Name of districts
1.	ORISSA	8	Boudh, Koraput, Malkangiri, Sonapur, Kandhamal, Nabarangapur, Nuapada, Mayurbhanj
2.	RAJASTHAN (Phase II)	9	Churu, Dausa, Jaipur, Bharatpur, Dholpur, Bundi, Karauli, Swaimadhapur, Hanumangarh
	Total districts covered	17	

1.5 MID-DAY MEAL SCHEME

1.5.1 BACKGROUND

With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on **15th August 1995**, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I -V of government, government aided and local body schools, but also children studying in EGS and AIE centres. Central Assistance under the scheme consisted of free supply of food grains @ 100 grams per child per school day, and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.

In **September 2004** the scheme was revised to provide cooked mid day meal with 300 calories and 8-12 grams of protein to all children studying in classes I – V in Government and aided schools and EGS/ AIE centres. In addition to free supply of food grains, the revised scheme provided Central Assistance for (a) Cooking cost @ Re 1 per child per school day, (b) Transport subsidy was raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states, and Rs 75 per quintal for other states, (c) Management, monitoring and evaluation costs @ 2% of the cost of foodgrains, transport subsidy and cooking assistance, (d) Provision of mid day meal during summer vacation in drought affected areas.

In **July 2006** the scheme was further revised to provide assistance for cooking cost at the rate of (a) Rs 1.80 per child/school day for States in the North Eastern Region, provided the NER states contribute Rs 0.20 per child/school day, and (b) Rs 1.50 per child/ school day for other States and UTs, provided that these States and UTs contribute Rs 0.50 per child/school day.

In **October 2007**, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs). Around 1.7 crore upper primary children are expected to be included by this expansion of the scheme. The programme will be extended to all areas across the country from 2008-09. The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein by providing 150 grams of food grains (rice/wheat) per child/school day.

1.5.2 OBJECTIVES

The objectives of the mid day meal scheme are:

- (i) Improving the nutritional status of children in classes I – VIII in Government, Local Body and Government aided schools, and EGS and AIE centres.
- (ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- (iii) Providing nutritional support to children of primary stage in drought-affected areas during summer vacation.

1.5.3 NUTRITIONAL CONTENTS

To achieve the above objectives a cooked mid day meal with the following nutritional content is provided to all eligible children.

Components	Primary	Upper Primary
Calories	450	700
Protein	12 gms.	20 gms.
Micro-nutrients	Adequate quantities of micro-nutrients like Iron, Folic Acid and Vitamin-A.	

1.5.4 Components of Central Assistance

Mid Day Meal Scheme provides the following assistance to State Governments/UT Administrations:

- (i) Supply of free food grains (wheat/rice) @100 grams per child per school day from the nearest FCI go-down for primary classes (I-V).
- (ii) Supply of free food grains (wheat/rice) @150 grams per child per school day from the nearest FCI go-down for upper primary classes (VI-VIII)
- (iii) Reimbursement of the actual cost incurred in transportation of food grains from nearest FCI godown to the School subject to the following ceiling:
 - (a) Rs.100 per Quintal up to 30.9.2007 and Rs.125 per Quintal with effect from 1.10.2007 for 11 special category States viz. Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttarakhand.
 - (b) Rs.75 per quintal for all other States and UTs.
- (iv) Assistance for cooking cost at the following rates:-
 - Primary stage (classes I – V)**
 - (a) States in North-Eastern Region :- @Rs. 1.80 per child per school day, provided the State Govt. contributes a minimum of 20 paise
 - (b) For Other States & UTs :- @Rs. 1.50 per child per school day provided the State Govt./UT Admn. Contributes a minimum of 50 paise
 - Upper Primary stage (classes VI – VIII)**
 - (a) States in North-Eastern Region :- @Rs. 2.30 per child per school day, provided the State Govt. contributes a minimum of 20 paise
 - (b) For Other States & UTs :- @Rs. 2.00 per child per school day provided the State Govt./UT Admn. Contributes a minimum of 50 paise
- (v) Assistance for cooked Mid-Day Meal during summer vacations to school

children in areas declared by State Governments as “drought-affected”.

- (vi) Assistance to construct kitchen-cum-store in a phased manner up to a maximum of Rs. 60,000 per unit. However, as allocations under MDMS for construction of kitchen-cum-store for all schools in next 2-3 years may not be adequate, States would be expected to proactively pursue convergence with other development programmes for this purpose.
- (vii) Assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of Rs. 5,000 per school. States/ UT Administration will have the flexibility to incur expenditure on the items listed below on the basis of the actual requirements of the school (provided that the overall average for the State/ UT Administration remains Rs 5000 per school):
 - (a) Cooking devices (Stove, Chulha, etc)
 - (b) Containers for storage of food grains and other ingredients
 - (c) Utensils for cooking and serving.
- (viii) Assistance for Management, Monitoring & Evaluation (MME) at the rate of 1.8% of total assistance on (a) free food grains, (b) transport cost and (c) cooking cost. Another 0.2% of the above amount will be utilized at the Central Government for management, monitoring and evaluation.
Programme Intervention and Coverage:

1.5.5 Monitoring Mechanism

The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid Day Meal Scheme. The monitoring mechanism includes the following:

- a Arrangements for local level monitoring: Representatives of Gram Panchayats/ Gram Sabhas, members of VECs, PTAs, SDMCs as well as

Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children, (ii) cleanliness in cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity. This is required to be done on a daily basis.

- b Display of Information under Right to Information Act: In order to ensure that there is transparency and accountability, all schools and centres where the programme is being implemented are required to display information on a suo-moto basis. This includes information on:
- i. Quantity of food grains received, date of receipt.
 - ii. Quantity of food grains utilized
 - iii. Other ingredients purchased, utilized
 - iv. Number of children given mid day meal.
 - v. Daily Menu
 - vi. Roster of Community Members involved in the programme
- c Inspections by State Government Officers: Officers of the State Government/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/ EGS & AIE centres are visited every quarter.
- d Responsibility of Food Corporation of India (FCI): The FCI is responsible for the continuous availability of adequate food grains in its Depots and in Principal Distribution Centres in the case of North East Region]. It allows lifting of food grains for any month/quarter upto one month in advance so that supply chain of food grains remains uninterrupted. FCI is mandated to issue food grains of best available quality, which will in any case be at least of Fair

Average Quality (FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme.

The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are issued by FCI after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

- e. Periodic Returns: The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GoI to provide information on (i) coverage of children and institutions, (ii) Progress in utilisation of central assistance, including cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.
- f. Monitoring by Institutions of Social Science Research: Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the mid day meal scheme.
- g. Grievance Redressal: States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

1.5.6 Monitoring Institutions

Forty one Monitoring Institutions have been appointed to conduct field inspection of the MDM Programme and submit reports on the manner in which the programme is functioning. For the period 1.10.2006 to 31.3.2007, the Department has received reports from 12 Institutions in respect of 11 States.

1.5.7 Evaluation Studies Conducted by Independent Agencies

Independent evaluation studies on the Mid-Day Meal have been conducted by different agencies in various parts of the country, which find inter alia enhancement in enrollment and attendance. The studies include:

- (a) “Cooked Mid-Day meal programme in West Bengal - A study of Birbhum district”. Professor Amartya Sen’s Pratichi Research Team (2005). The study shows that Mid Day Meal has made positive intervention in universalisation of primary education by increasing enrollment and attendance. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The study also points out that Mid Day Meal scheme has contributed to reduction in teacher absenteeism and a narrowing of social distances.
- (b) “Situation Analysis of Mid- Day Meal Programme in Rajasthan”. University of Rajasthan and UNICEF (2005): states that the introduction of menu based mid day meal has positively impacted enrollment and attendance of children. It has contributed to social equity, as children sit together and share a common meal irrespective of caste and class. It has further contributed to gender equity in that it has provided employment to women.
- (c) “Mid day Meal in Madhya Pradesh”: Samaj Pragati Sahyog, 2005: Undertook a survey in 70 most backward villages. The findings show that there was a 15% increase in enrollment, which was more marked in the case of SC and ST children (43%)
- (d) “Mid Day Meals: A Comparison of the Financial and Institutional Organization of the Programme in Two States,” Farzana Afridi; April EPW (2005): The implementation of the programme is improving, but a lot more needs to be done. The new initiative of ‘Suruchi Bhojan’ is more attractive than the earlier ‘Daliya’ programme.

- (e) “Mid-Day Meal Scheme in Delhi – A functioning programme” Anuradha De, Claire Noronha and Meera Samson ; CORD; (2005). Surveyed 12 MCD schools – school children in all schools were receiving food; impact of attendance more likely on girls, who often come to school without breakfast.
- (f) “Report on Akshara Dasoha scheme of Karnataka”, Dr. Rama Naik; University of Dharwad (2005) has reported sharp rise in enrollment, particularly in rural areas. The programme has had an impact on teacher absenteeism: 64% schools stated that teacher absenteeism has been reduced.
- (g) National Council of Educational Research & Training’s latest Report (2005) - Learning Achievement of Students at the End of Class-V has inferred that children covered under mid day meal have higher achievement level than those who were not covered under it.
- (h) “Mid Day Meal Scheme in Karnataka – A study” by National Institute of Public Cooperation & Child Development, Annual Report 2005-06:- Mid Day Meal improved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity.
- (i) “Mid Day Meal Scheme in Madhya Pradesh – A study - 2007” by National Institute of Public Cooperation & Child Development, Indore:- School enrollment indicated marked improvement in enrollment pattern of children in primary school. Mid Day Meal Scheme undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The Scheme has played a crucial role in reducing drop out, especially among girls. Parents viewed that the mid day meal had reduced the burden of providing one time meal to their children and considered it as a great support to their families. Teachers opined that mid day meal aided in active learning of children, which indirectly improved their academic performance. The Scheme has played a significant role in bringing social equity.

A study has also been commissioned by the Planning Commission, which is under progress.

1.5.8 Best Practices Adopted by States

There have been several instances of best practices that have been adopted by States. In Tamil Nadu, Health cards are issued to all children and School Health Day is observed on every Thursday. Curry leaves and drum stick trees are grown in the school premises. In Karnataka, cent percent schools have gas based cooking. In Puducherry, in addition to the mid-day meal, the Rajiv Gandhi Breakfast Scheme provides for a glass of hot milk and biscuits. Children are also given a glass of milk after school. In Bihar, a Bal Sansad (Child Cabinet) is actively involved in many schools to oversee the distribution of the mid-day meal. In Koriya district of Chhattisgarh, Mithanins, mobilized by the State Health Resource Centre are involved in day-to-day school level monitoring of the programme. In Gujarat, Chhattisgarh and Madhya Pradesh, children are provided micronutrients and de-worming medicines under the Mid-Day Meal Scheme.

A documentation of best practices is also being undertaken by NUEPA.

1.5.9 Review Meetings

MDM Programme was reviewed with the State Nodal Departments/State Education Departments in the review meetings held during 9th – 10th October, 2007 at New Delhi and progress that emerged as a result of review is as under:-

1.5.10 Process During 2007-08

Food Grains

Gross requirement of foodgrains, net allocation and lifting by States/UTs, both for primary and upper primary is as under :-

Stage	Allocation		Lifting (as On 31.12.2007)
	Gross (Requirement by States/UTs)	Net(Allocation after adjusting unspent balance as on 31.03.07)	
Primary	21,55,807 MTs	19,53,826 MTs	3,37,430 MTs* [58% out of Net allocation]
Upper Primary	3,23,121 MTs	3,23,121 MTs	*Includes upper primary also

Payment to FCI : Rs. 561.57 crore as on 31.12.2007.

1.5.11 Infrastructure –Construction of Kitchen Sheds

Central Assistance released for construction of kitchen sheds during 2006-07 and 2007-08 is as under :-

Year	Releases	
	Phy	Fin.
2006-07	2,21,039 units	Rs. 1326.23 crores
2007-08*	13,333 units	Rs. 80.00 crores
TOTAL	2,34,372 units	Rs. 1406.23 crores

*In 2007-08, 2.086 lakh units of kitchen sheds are proposed to be sanctioned through re-appropriation of funds from other heads of MDM Scheme.

After this, the requirement for construction of in kitchen sheds will be 4.184 lakhs units [2.034 lakh in Primary and 2.15 lakh in Upper Primary] @ Rs. 60,000 is Rs. 2510.40 crores. This gap is proposed to be filled in phased manner in 2008-09 and 2009-10.

1.5.12 Procurement of Kitchen Devices

Central Assistance released for kitchen devices during 2006-07 and 2007-08 is as under :-

Year	Releases	
	Phy	Fin.
2006-07	5,20,817 schools	Rs. 260.41 cr.
2007-08*	24,000 schools	Rs. 12.02 cr.
TOTAL	5,44,817 schools	Rs. 272.43 cr.

1.5.13 Budget Requirements For 2008-09

In the Annual Plan 2008-09, an outlay of Rs.11,467.25 crore for Mid Day Meal Scheme has been proposed.

Norms for estimating the financial requirement for 2008-09 are as under:

Sl. No	Items	Primary	Upp. Primary	Total
1	Estimated no. of children	9.70 cr.	5.46 cr.	15.16 cr.
2	Estimated no. of working days	230	230	--
3	Food grain entitlement (per child per day)	100 gms	150 gms	--
4	Cooking cost (per child per day)	Rs. 1.58	Rs. 2.10	--
5	Transport assistance (per quintal)	<ul style="list-style-type: none"> ➤ Rs. 125 for 11 special category states i.e. NER States, J&K, HP, Uttarakhand. ➤ Rs. 75 for other States/UTs. 		
6	Management, Monitoring and Evaluation assistance.	1.8% of the cost of food grains, Transport assistance and cooking cost.		
7	Infrastructure: Construction of Kitchen sheds	<ul style="list-style-type: none"> ➤ Presently, the norm is Rs. 60,000 per unit. ➤ In the Annual Plan 2008-09, enhancement to Rs. 80,000 per unit has been proposed. 		
8	Infrastructure : Procurement of Kitchen devices.	Rs. 5,000 per school.		

Thus the budgetary outlay for 2008-09 have been estimated as under :

(Rs. in crore)

Sl.No.	Component	Primary	Upper-Primary	Total
1.	2	3	4	5
1.	Cost of foodgrains	1253.73	1058.72	2312.45
2.	Transport Subsidy	182.36	154.00	336.36
3.	Cooking Cost (incl. for summer vacation in drought areas)	3601.61	2694.93	6296.54
4.	MME	100.75	78.15	178.91
5.	Kitchen Sheds	1300.00	888.00	2188.00
6.	Kitchen Devices	55.00	100.00	155.00
	Total	6493.45	4973.80	11467.25

1.5.14 Critical Issues

Progress under some components of the programme is reportedly slow on account of budgetary constraints and cumbersome fiscal procedures at State level.

- (i) State Governments do not make sufficient budgetary provisions (a) to utilize central assistance provided and (b) to contribute the state share towards cooking cost.
- (ii) The Finance Departments of several State Govts. have very cumbersome processes to release the funds. In several States, it was noticed that the files have to be submitted as many as three times to State Finance Department (a) Ways and Means unit for confirmation of funds received (b) Expenditures unit for approval (c) Budget unit for issue of budget transfer orders to treasury officers.

Therefore, there is inordinate delay in the flow of funds to the school level causing hardship to school level functionaries to run the programme without interruption.

There is a strong case for States to make budgetary provisions in the district/ZP sector with 1/12 of ZP budgetary allocation released on a monthly basis directly to each ZP.

Secretary (SE&L) has taken up all these critical issues with the State Chief Secretaries requesting for necessary fiscal reforms to ensure smooth flow of funds. This issue has also been taken up with the State Education Secretaries in all review meetings.

1.5.15 New Initiatives in 2007-08

Salient features of the revised scheme, in addition to extension of the Scheme to upper primary stage, are:-

- (i) Including Inflation Adjusted Index (Consumer Price Index) while assessing annual financial requirements towards Central Assistance for cooking costs every two years beginning 2008-09 for mid day meal both for primary and upper primary stages.
- (ii) Modifying the existing system of payment of transportation subsidy to States/UTs from reimbursement to Grant-in-aid as in the case of other components of Central assistance under the Scheme.
- (iii) Incorporating Information, Education and Communication (IEC) activities as a component of Management, Monitoring and Evaluation costs.
- (iv) Changing of the name of Scheme from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid Day Meals in Schools'.

2. ADULT EDUCATION

2.1 The National Literacy Mission (NLM) was launched on May 5, 1988 to impart functional literacy to non-literates in the age group of 15-35, which is the productive period of life. The target is to achieve 80% literacy rate by 2012. Apart from pre-determined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Literacy, as enunciated in NLM, is not an end in itself but has to be an active and potent instrument of change ensuring achievement of these social objectives and creation of a learning society.

2.2 Growth of Literacy

Over the decades, literacy rates have shown substantial improvement. The total literacy rate was only 18.33 percent in 1951, which rose to 52.21 percent in 1991 and has further increased to 64.84 percent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.26 percent for males and 53.67 percent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 24.77 million. The number of literates, on the other hand, increased by 201.40 million during the last decade

2.3 Literacy Campaigns & Operation Restoration

The Total Literacy Campaign (TLC) has been the principal strategy of National Literacy Mission for eradication of illiteracy in the target group. The Campaigns are implemented through Zilla Saksharata Samities (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society. No targets are fixed from the top.

On conclusion of TLC, Post Literacy Programme (PLP) is taken up specifically aiming at consolidation of literacy skills and integration of skill development programmes to enable

the neo-literates to acquire skills for their economic self-reliance. 'Mopping-up' operation is also taken up at this stage to mobilize and motivate those learners who dropped-out or could not achieve the desired level of literacy norms. This is also a preparatory stage for launching of Continuing Education Programme in the district. The normal time-span for TLC and PLC is 18 and 12 months, respectively.

The funding pattern is in the ratio of 2:1 and 4:1 between Centre and State Governments for general and tribal districts respectively. The per learner cost for TLC and PLP is Rs. 90-180 and Rs. 90-130, respectively.

2.4 Continuing Education Programme (CEP)

The Scheme of Continuing Education was launched in December 1995. It provides a learning continuum to the efforts of the Total Literacy/Post Literacy Programmes after these have been completed in the district. Under the scheme, the main thrust is given to setting up of Continuing Education Centres which function as a focal point for providing learning opportunities such as library, reading room, learning centre, sport centre, cultural centre, information centre and charcha mandal. Continuing Education Centres are set up to serve a population of 2000 to 2500. One Nodal Continuing Education Centre (NCEC) is set up for cluster of 8-10 Continuing Education Centres (CECs) to oversee and monitor the activities of CECs. The Scheme of Continuing Education also provides the opportunity to undertake target specific programmes such as equivalency programmes, quality of life improvement programmes, income generating programmes and individual interest promotion programmes involving alternatives and innovative approaches to cater to the need of the learners besides providing facilities for basic literacy for the dropouts as well as new entrants. The programme of Continuing Education is being implemented under the aegis of Zilla Sakshartha Samiti (ZSS). At present, the Central Government is providing 100% funding for the first three years of the project and cost sharing between State and Centre is on a 50:50 basis for the remaining two years, after which the State Government is expected to take over the programme.

The Scheme of Continuing Education has been sanctioned in 328 districts in 21 States and 3 Union Territories till 31.12.2007.

2.5 Focus on Priority Areas

As almost all the districts have been covered under the literacy programmes, priority would be given to cover the districts having female literacy rate below 30%. As per Census, 2001, 47 districts in the country have a female literacy rate below 30%. Hence, promoting low female literacy continues to be a source of immense concern of National Literacy Mission and it was decided to target the 47 low female literacy districts for improvement of female literacy. As most of these districts are concentrated in the State of Uttar Pradesh, Bihar, Orissa and Jharkhand, special programmes were taken up in these districts for promoting female literacy. The other focus groups would be SC, ST, minorities and other disadvantaged sections.

2.6 State Resource Centre

The State Resource Centre (SRCs), managed by NGOs and University sector provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation, etc. At present, there are 26 SRCs.

2.7 Jan Shikshan Sansthan

The scheme aims to provide polyvalent or multi-faceted adult education programme by improving the vocational skills and quality of life of its beneficiaries. It concentrates on the socio-economically backward and educationally disadvantaged groups of urban/ rural population, such as neo-literates, semi literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc. The activities of some of the better performing Jan Shikshan Sansthan have been extended to cover the neighboring districts. Under the Scheme, Central Government provides 100% financial assistance for setting up of Jan Shikshan Sansthan. So far, 221 JSS have been sanctioned in the country. The Jan

Shikshan Sansthans have expanded their outreach and are also catering to the rural segment by offering different types of vocational training courses.

2.8 Merger of Schemes

The Planning Commission, while indicating the allocations for 2007-08 (being the first year of the Eleventh Plan), merged the schemes of Literacy Campaign and Operation Restoration and Continuing Education Programmes and broadened their scope while renaming it as 'Adult Education and Skill Development' with a consolidated allocation for all the components of the programme viz. basic literacy, basic literacy and continuing education.. With 'Skill Development' also being added to the nomenclature emphasis is to be given to livelihood aspects through target specific programmes.

Similarly the two schemes pertaining to NGO viz. Support to NGOs in the field of adult education and Jan Shikshan Sansthan have been merged into a single scheme known as 'Support to NGOs/Institutions, SRCs for Adult Education and Skill Development.

2.9 Goals for 11th Plan

The target for XI Plan is to achieve 80% literacy rate, reduction in gender gap in literacy to 10% and reduction in regional, social and gender disparities. According to 2001 census, there were 304 million illiterate people in the country out of 100 million in 15-35 age group.

During the 11th Plan an effort is being made to revamp the programmes of National Literacy Mission to provide functional literacy to the adult illiterates primarily in the 15-35 age group and facilities for continuing education to the neo literates emerging out of the literacy programme. To begin with, the National Literacy Mission with the resources available will focus entirely on the low literacy areas, the marginalized and vulnerable sections of the society like women, scheduled castes, scheduled tribes, minorities, etc. The financial norms and other parameters of the various schemes, which have remained unchanged since they were last revised in the 9th Plan, would be suitably updated. Further, keeping in view the experience gained and lessons learnt in implementing the

programme and taking into account the best practices available as also the views of the stakeholders, the schemes of the NLM are being revised.

2.10 Major activities 2007-08

- ❖ A Conference of the State Education Ministers was held on 10-11 April, 2007 at New Delhi to discuss various issues relating to education. It was agreed to work towards the target of achieving 85% literacy by the end of the 11th Plan, and to restore the importance which the National Literacy Mission had enjoyed in the 1990s. State Governments were urged to complete their literacy programmes in a time bound manner so that the districts can move into the continuing education phase as soon as possible. They were also requested to bring about convergence between Continuing Education and other major programmes like National Rural Health Mission and National Rural Employment Guarantee Programme.
- ❖ A meeting of the Steering Committee constituted by the Planning Commission for formulation of the XI Five Year Plan 2007-12 was held in the Planning Commission on 25th April, 2007. A detailed presentation on the Report of the Working Group on Adult Education was made in this meeting. A total outlay of Rs.34,946 crores was projected for the XIth Plan in respect of Adult Education.
- ❖ The Annual Action Plan for 2007-08 of 130 Jan Shikshan Sansthan were reviewed and scrutinized in separate meeting held at Bangalore (April 11-12,2007), Aurangabad (April 16-17, 2007) Jaipur (April 23-24,2007) Narendrapur (April 25-27,2007) and approved with suitable modifications for implementation during the current financial year.
- ❖ A five day Writers' Workshop on development of follow-up/supplementary books in five Manipuri dialects namely Tangkhul, paite, Maram, Mao and Thadou kuki was organized during the period of report. Linguists, writers in their respective languages, experts of adult education, resource persons and field functionaries participated in the workshop. This workshop was organized at Imphal in collaboration with State Directorate of Education, Govt. of Manipur. In all, 48 persons participated in the workshop.

- ❖ A five-day writers' workshop on development of teaching learning material for Post Literacy Programme in 9 tribal dialects of Nagaland namely Sengtam, Yuimechugru, khiamniungan, Phome, Khezha, Kuki, Zema, Lengmai and Pchury at Dimapur (Nagaland) was organized in collaboration with Directorate of School Education, Govt. of Nagaland and State Resource Centre, Shillong from April, 2-6, 2007. In all, 54 participants attended the workshop.
- ❖ A National Photo Competition on "Women Empowerment, Literacy & Development, Literacy through Self Help Groups, Literacy through Vocational Education and Literacy for National Integration & Social Awareness" was judged at Directorate of Adult Education, New Delhi. Of the 327 entries received from all over the country, 5 entries were selected for the awards.
- ❖ The International Literacy Day was held on 8th September, 2007 at Vigyan Bhawan. Her Excellency Smt. Pratibha Devisinghji Patil was the Chief Guest for function. In her address she stressed on the commitment to the cause of education for all and women's empowerment. Minister of Human Resource Development Shri Arjun Singh who presided over the function recalled setting up the National Literacy Mission in 1988 by the Prime Minister, Late Shri Rajiv Gandhi. He appreciated the fact that though the figures in literacy elude us, the enthusiasm is catching, which is necessary to succeed. Shri M.A.A. Fatmi in his address spoke on the importance of literacy for health and well being the theme of the International Literacy Day this year.
- ❖ UNESCO-NLM Awards which are given to the organizations/institutions working in the field of literacy were also presented by the President on this day. The awardees were State Resource Centre, Deepayatan, Patna, Bihar, Jan Shikshan Sansthan, Chandigarh & Jan Shikshan Sansthan, Nashik.
- ❖ The Satyen Maitra Memorial Literacy Award were given to best performing districts implementing the basic literacy, post literacy and continuing education programmes. This year award was given to Dantewada district of Chhattisgarh (TLC), Lohardaga distt of Jharkhand (PLP), Uttar Kannada distt. of Karnataka (CEP), Kasargod distt. Of Kerala (CEP) & Chhittorgarh distt of Rajasthan(CEP).

- ❖ The five awardees of the National Photo Competition organized by NLM on the themes of literacy for women, literacy and development, literacy through self help groups, literacy through vocational education, literacy for national integration, literacy for social awareness, received the award from the President.
- ❖ “A Conference of E-9 Countries on ICT for Literacy was organized from 4th – 6th October, 2007 at Bangalore by National Literacy Mission in Collaboration with the UNESCO, New Delhi. The Union Minister for Human Resource Development was the Chief Guest. The Key Note address was delivered by Shri Azim Premji, Chairman WIPRO Corporation. MOS(HRD) was the Chief Guest for the valedictory. Secretary(SE&L) and Chief Secretary, Karnataka also attended the Conference among others. Delegates from Bangladesh, Egypt, Nigeria, Mexico, Pakistan, India and Indonesia, representatives from field offices of UNESCO, NGOs, academicians, state government representatives attended. The deliberations resulted in a rich exchange of experiences from the different countries leading to a set of recommendations for increased use of ICT for promoting literacy.
- ❖ 23 new Jan Shikshan Sansthans have been sanctioned under the aegis of NGOs for providing vocational training to the neo-literates and other disadvantaged sections of the society.
- ❖ The UNESCO Regional Conference in support of Global Literacy for South, South West and Central Asia, was held from 29-30 November, 2007 at Vigyan Bhavan, New Delhi in collaboration with UNESCO. Smt. Sonia Gandhi, UPA Chairperson, was the Chief Guest and Smt. Shanta Sinha, Chairman, National Commission for Protection of Child Rights gave the keynote address. The Minister for Human Resource Development, Shri Arjun Singh and Mr. Koichira Matsuura, DG(UNESCO), and Shri M.A.A. Fatmi addressed the gathering. The First Lady of Sri Lanka, Madam Shiranthi Rajapakse, was guest of honour in the function. Education Ministers and Finance Ministers of 11 countries and about 200 delegates attended the Conference. Senior officials of UNESCO, Paris, Bangkok and Delhi also attended. The deliberations of the conference essentially

aimed at addressing the literacy challenge in the Region and Building Partnerships and Promoting Innovation Approaches. Important challenges and tasks concerning literacy were discussed in 5 Round Tables and 5 Panels in which eminent literacy experts and others moderated the discussion.

3. SECONDARY EDUCATION

3.1 Background

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

It is well recognized that eight years of education are insufficient to equip a child for the world of work as also to be a competent adult and citizen. The pressure on Secondary Education is already being felt due to the success of Sarva Shiksha Abhiyan. Therefore, while secondary education is not constitutionally compulsory, it is necessary and desirable that access to secondary education is universalized leading to enhanced participation, and its quality is improved for all. At the same time, it may not be possible to fully universalize education at the secondary stage during the Eleventh Five Year Plan as the drop out rates are as high as 28.49% from classes I-V and 50.39% from classes I-VIII. However, with rising expectation from improved access to secondary education, retention in classes I-VIII will further improve.

3.2 Challenges

The main challenge in secondary education is to universalise access while addressing quality and equity.

3.3 Universalising access to secondary education

The target during the Eleventh Five Year Plan is to provide a secondary school within 5 kilometers of any habitation and to provide a higher secondary school within a reasonable distance in any habitation. This will be part of the vision to ensure universal secondary education by 2017, i.e. the end of the Twelfth Five Year Plan, whereas the target for GER by the end of the Eleventh Plan could be fixed at 75% for secondary stage (it was 51.65% in 2004-05) and a GER of 45-50% for Higher secondary classes (it was 27.82% in 2004-05). The target of GER assumes higher completion and transition rates at the elementary stage. It is also imperative that universalisation to higher secondary stage is taken up immediately after the secondary education, preferably within two years of the implementation of the scheme.

The other vision is to ensure cent percent enrolment and retention even up to higher secondary stage (including vocational education and other streams) by 2020. The CAGE Committee on Universalisation of Secondary Education (Report of June, 2005) has also suggested that secondary education should be universal but not compulsory. The State has to take up the responsibility for providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM). Not only universal enrolment, but universal retention and satisfactory quality of learning should also be a priority.

3.4 New initiatives during the 11th Five Year Plan

Scheme for universalisation of access to and improvement of quality of education at secondary stage (SUCCESS)

Government of India has decided to implement a centrally sponsored scheme for universalisation of access to and improvement of quality of education at secondary stage. The scheme envisages: (i) provision of necessary infrastructure and resources in the secondary education sector to create higher capacity in secondary schools in the country, and for improvement in quality of learning in the school; (ii) provision for filling the

missing gaps in the existing secondary schools system; (iii) provision of extra support for education of girls, rural children and students belonging to SC/ST, minority and other weaker sections of the society; and (iv) a holistic convergent framework for implementation of various schemes in secondary education. This has become essential after the successful implementation of Sarva Shiksha Abhiyan (SSA) since 2001-02. The SSA has created an additional demand to accommodate the students who would enter the secondary stage.

3.5 Goal and Objectives

The programme goal is to make secondary education of good quality available, accessible and affordable to all young students in the age group 15-16 years (classes IX and X). The major target of the scheme is:

- Universal access of Secondary level education to all students in the age group 15-16 years by 2015 and
- Universal retention by 2020.

The proposed scheme will include the following components:-

- 1 Construction of new schools buildings (in case of either upgradation of higher primary schools or opening of new secondary schools)
- 2 Construction of additional rooms including classrooms, laboratories, computer room, library room, toilet etc.
- 3 Repair and maintenance of school building
- 4 Furniture/fittings
- 5 Teaching-learning aids.
- 6 School grant (including library books, laboratory consumable, water, electricity and telephone charges)
- 7 Teachers' in service training
- 8 Recruitment of additional teacher (only newly created posts will be covered. Salary liabilities in respect of posts sanctioned till date, irrespective of whether filled up or lying vacant) will be borne by the State Governments
- 9 Co- curricular activities (sports, art and culture, excursion)

- 10 Science and Maths education
- 11 Leadership training of school head
- 12 Research and innovation
- 13 Monitoring and evaluation
- 14 Curricular reforms
- 15 Examinations reforms
- 16 Policy reforms
- 17 Special incentives for girls
- 18 Special incentives for students belonging to SC/ST/ minorities/ weaker sections

3.6 The strategies for implementing the scheme are:

1. Improving access

To provide a secondary school within a radius of 5 Km. of every habitation through,

- a. upgradation of upper primary schools through construction of classrooms, laboratories, computer rooms, headmaster room, library-rooms, separate toilets for girls and boys, appointment of additional teachers and,
- b. strengthening of existing secondary schools through construction of classrooms, computer rooms, separate toilets for girls and boys, appointment of additional teachers, strengthening of lab facilities and repair and renovation of existing school buildings.

2. Equity

- a. Special incentives for girls
- b. Special incentives for students belonging to SC/ST/minority/other weaker sections of the society

3. Improving Quality

- a. Construction of science lab, computer lab, libraries

- b. In service training of teachers
- c. Leadership training of school head
- d. Curricular reforms
- e. Science and Maths education
- f. Computer aided education
- g. Co-curricular activities
- h. Teaching learning aids

3.7 6000 model schools in block level

Prime Minister in his Independence Day address for 2007 has announced that the central government will support setting up of 6000 model schools through out the country, one school at each block, to serve as bench mark of excellence. These schools will provide access to quality school education to talented rural children. A centrally sponsored scheme giving effect to the announcement will be implemented during the 11th Plan period

3.8 National Mean-cum-Merit Scholarship

In Budget 2007-08, Finance Minister has, inter alia, stated as under:

‘While the SSA has improved the enrolment ratio in schools to 96 %, the drop out ratio continues to be high. The critical year appears to be transition from class VII to IX.. In order to arrest the drop out ratio and encourage students to continue their education beyond class VIII, I propose to introduce a National Means –cum-Merit Scholarship Scheme. Selection will be made through a national test from among students who have passed class VIII. Each student will be given Rs. 6000.00 per year for study in classes IX, X, XI & XII. I propose that 100,000 scholarships may be awarded every year. In order to fund this programme, I intend to create a corpus fund of Rs.750.00 crore this year, and add a like amount to the fund every year over the next three years. Accordingly, a sum of Rs.750 crore will be placed with the State Bank of India, and the yield from the fund will be used for awarding the scholarships.’

A national scholarship scheme will be implemented during the 11th Five Year Plan.

3.9 Revised scheme for Girls' Hostel

A scheme for "Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools" had been implemented since 1993-94. The scheme provided for financial assistance to voluntary organizations for running hostels for girl students studying in classes VI to XII of secondary and higher secondary schools. Recurring grant of Rs.10000 per student per year and a one time nonrecurring grant of Rs.3000 per student were provided.

A revised scheme with the objective to set up one hostel in every educationally backward block will be implemented during the 11th Five Year Plan.

3.10 Existing schemes in secondary education

Secondary education was not a thrust area during the Tenth Plan period. There were a few small schemes to enhance access and to improve quality, but the coverage was neither large nor comprehensive. The plan schemes concentrated on continuing the school systems run by autonomous organizations of MHRD and included efforts for integrated education for the disabled, girls' education through provision of hostel facilities, use of ICT in schools, vocationalisation of higher secondary education and open and distance learning.

3.11 Central Sector Schemes

The Central Government is managing and fully funding three types of schools viz. Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (JNVs) and Central Tibetan Schools (CTSs):- (i) there are 972 KVs with an enrolment of 9.54 lakh and staff strength of about 46,000. KVs primarily cater to the educational need of the wards of transferable Central Government and public sector employees. There are 548 NVs with a total enrolment of 1.91 lakh students, selected through entrance tests. These are pace setting residential co-educational schools providing quality education to the talented children predominantly from rural areas. The enrolment of SCs and ST children are 23.9% and 16.2%, respectively, (iii) There are 79 CTSs with a total enrolment of 9755 children.

3.12 ICT in schools

A revamped scheme of information and Communication Technology (ICT) in Schools will be implemented in partnership with the States and Private providers. The scheme provides computer-aided education and ICT literacy with broadband connectivity in about one lakh secondary and higher secondary schools of Government, Local Bodies and Government Aided Schools. It envisages infrastructure support, pre-service training of teachers in teacher training colleges, in service training of all teachers, enhancing provisions for development of software, development and dissemination of appropriate content, teaching tools, designing training modules, evaluation etc. Each school will have a full-fledged computer centre with standard configuration. For schools not electrified, alternative sources of energy will be explored. In remote areas lacking terrestrial connectivity, satellite-based connectivity would be used.

3.13 Education for disabled

During the 10th Plan, a Centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) has been implemented with the help of State Governments and NGOs with the objective of main streaming the education of children with special needs. The scheme provides for 100% assistance for various components for education of children suffering from mild to moderate disabilities in common schools. The components include educational aids, assistive equipments, salaries from special teachers and facilities for children with disabilities. By the end of 10th Plan period, a total of approximately 2.84 lakh disabled children have been covered in over 1 lakh school.

The Minister for Human Resource Development made a policy statement in the Rajya Sabha on 21.3.2005 committing the Government to provide education through mainstream schools to children with disabilities in accordance with the provisions of the Persons with Disabilities Act, 1995. In pursuance of this Statement, steps have been initiated to revise the existing scheme of IEDC. The new scheme titled 'Inclusive Education of the Disabled at the Secondary Stage (IEDSS)' seek to modify existing physical and financial parameters and teaching methodologies to meet the needs of children with special needs. The scheme would enable the disabled children who have

completed eight years of elementary education to continue in the secondary stage for the next 4 years in an inclusive and enabling environment. The scheme will not only support disabled students to have access to mainstream schools through suitable modification of physical environment, but will also provide assistive devices where necessary. All the teachers will be trained to meet the special needs through improved teaching methods.

3.14 Major physical achievements during the 10th Five Year Plan were as under

- (i) 99 JNVs were opened during 10th Five Year Plan.
- (ii) Under IEDC scheme 2.84 lakh (approximately) disabled children were covered in over one-lakh schools.
- (iii) 145 KVVs were opened during 10th Five Year Plan.
- (iv) Sanction was given to ICT enabled education in 2000 secondary schools.
- (v) Major activities completed by NCERT
 - Programme Activities (Research & Development and In-service training to teachers and training to master trainers etc.)
 - Preparation of National Curriculum Framework-2005.
 - Preparation of Syllabi for Classes I to XII.
 - Preparation of new textbooks for Classes I to XII except for Classes V & VIII.
 - Construction of buildings for NERIE, Shillong and PSSCIVE, Bhopal (construction work is underway)
 - 7th All India School Education Surveys.
 - Conduction of National Talent Search Scheme on year to year basis.
 - Implementation of QIS and Adolescence Education Schemes.
 - Training under EDUSAT.

3.15 Allocation under 11th Plan

Allocations for secondary education sector during the 11th Plan Period is expected to be increased manifold to Rs. 53,550 crore, as against 4,325 crore during 10th Plan.

4. HIGHER EDUCATION

4.1 In the XIth Year Plan Higher Education is being strengthened keeping in view the requirements of increasing access, equity and quality. For this purpose a target of increasing the gross enrolment rates from the present from 10% to 15% by the end of the XIth Plan is proposed.

4.2 Expansion of Existing Government Institutions

4.2.1 In the XI Plan 16 new Central universities are to be established so that there is at least one Central University in each State. The State Governments are also proposed to be given incentives for increasing their outlays on education. In addition 370 colleges are also to be established in 375 identified educationally backward districts having enrolment rate in higher education below the national average. For this purpose 1/3rd of the non-recurring expenditure is proposed to be met by the Central Government and the balance 2/3rd by the respective State Governments. Of the 370 districts selected for the purpose of establishing new colleges 88 are muslim concentration districts.

4.3 Inclusive Education

4.3.1 For encouragement of women and other weaker sections of society to participate in higher education it is proposed to finance construction of more girls hostels in universities and colleges by strengthening the existing scheme being implemented by the UGC. The UGC is also implementing a scheme to provide for remedial coaching for weak students belonging to the SCs/STs, backward classes and Minorities. This will enable them to compete successfully in various entrance examinations and competitive examinations for entering into various services.

4.4 **Quality Assurance**

4.4.1 To promote quality and excellence, UGC is implementing a scheme called Universities with Potential for Excellence (UPE) and Colleges with Potential for Excellence (CPE).

4.4.2 The Central Government is also proposing to establish 14 world class universities in the XI Plan. The details of the proposal have to be worked out by an Inter Ministerial Group consisting of this Ministry, the UGC, Planning Commission and outside experts to be appointed by the Planning Commission.

4.5 **National Assessment and Accreditation Council (NAAC)**

4.5.1 The National Assessment and Accreditation Council (NAAC) an autonomous institution established by the UGC has a voluntary system of accreditation of universities / colleges. It has an objective criteria of assessment and has so far assessed over 140 universities and 3492 colleges. With a view to expediting the assessment and accreditation of institutions, the NAAC has introduced a new methodology of accreditation from 1.4.2007.

4.6 **Merit Scholarship Scheme**

4.6.1 The Ministry is implementing the National Merit Scholarship Scheme to help meritorious students of economically weaker parents to pursue their education. In addition organizations like UGC, AICTE and CBSE are also giving scholarships to single girl children. For encouraging the professional education of students from the economically weaker sections of society, a scheme for interest subsidy on student loans by commercial banks is being prepared.

4.6.2 Five Medical and Engineering colleges are proposed to be established in the new Central Universities being set up.

4.6.3 In order to strengthen basic science research within the university system, a Task Force under the chairmanship of Prof. M M Sharma was constituted by the Central Government. In its report, the Task Force has inter alia recommended creation of 1000 positions of Research Scientists at various levels, five fold increase in the number of PhDs from Indian Universities within a span of ten years with proper standards, promotion of formal linkage between the Universities and national level institutions including the CSIR laboratories through joint research projects and training, inbuilt component of research in post-graduate programmes pertaining to Science and Technology, etc. The recommendations have been accepted by the Government and the Task Force has been converted into an Empowered Committee to implement its recommendations. Substantial increased allocation for this purpose is envisaged in the XI Plan.

5. EDUCATION OF MINORITIES

5.1 The Ministry of Human Resource Development constituted a High Level Committee under the Chairmanship of Shri M.A.A. Fatmi, Minister of State for following up on the recommendations of Sachar Committee pertaining to educational backwardness among minorities. The 'Fatmi Committee' recommendations have been accepted in principle by the Ministry and adequate budgetary provision would be available during the 11th Plan for implementing its suggested plan of action in fields of Elementary Education, Secondary Education, Higher and Technical Education.

5.2 School Education & Literacy

5.2.1 Under Sarva Shiksha Abhiyan 18% of funds have been targeted to districts with substantial Muslim population. To ensure that benefits under the SSA and the Mid-Day Meal scheme reach to the minorities, on the recommendations of the National Monitoring Committee on Minorities Education (NMCME), a Committee headed by Shri M.A.A. Fatmi, Hon'ble Minister of State has been constituted to provide suggestions, inter alia, to strengthen the monitoring system of SSA intervention and Mid-Day Meal coverage and to mobilize the community participation.

5.2.2 Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls at the upper primary level, have been sanctioned in 270 Educationally Backward Blocks with substantial Muslim population.

5.3 Madarssa Education

5.3.1 A record 5118 Madarsas have been assisted under the scheme of introduction of modern subjects in Madarsas, during the year 2006-07. This number is expected to go up even higher during the current financial year. The Scheme has been

reviewed by a group of experts of the NMCME, with feedback from all stake holders; and, a redesigned scheme is under finalization for implementation during the remaining period of the 11th Plan. The revised scheme would have a strong linkage with vocational education and proposes to utilize the network of the National Institute of Open Schooling (NIOS). The Scheme would continue to retain its voluntary nature, ie., only madarasas voluntarily willing to join the scheme would be assisted. A separate scheme of strengthening infrastructure in minority educational institutions has also been proposed for the remaining period of the 11th Plan, delinking this component from the existing Scheme of Area Intensive & Madarsa Modernization.

5.4 Greater Resources for Teaching of Urdu

5.4.1 The existing scheme of appointment of language teachers is being strengthened to provide 100% assistance to State Governments for appointment of Urdu language teachers, which is presently Rs.50,000/- per annum. Honorarium of part time Urdu-teachers is proposed to be raised and Central assistance is proposed to States beyond one plan period for another five years. This will ensure coverage of all identified Muslim concentration blocks / districts. During the current financial year, assistance has been provided for the appointment of 1926 teachers.

5.5 Recruitments in Central Institutions

5.5.1 The Ministry has repeated instructions of the Central Government for associating member of minority communities in the various selection committees so as to ensure their adequate representation in various appointments.

5.6 Higher Education

5.6.1 The University Grants Commission (UGC) has appointed a Committee to suggest a comprehensive policy for fair share in various schemes for minorities; and, new guidelines are being developed for implementation of its schemes during the XIth Plan.

5.6.2 The Ministry has proposed to encourage States to set up new Degree Colleges in districts with low Gross Enrolment Ratio (GER) and having less than 4 degree colleges per lakh of population. Under this programme during the XIth Plan 88 Degree Colleges are proposed to be set up in the districts having substantial minority population.

5.6.3 UGC is stepping up its assistance for setting up of hostels for women students under the XI Plan. Assistance will be provided for building girls hostels in colleges and universities which are located in minority concentration blocks / districts.

5.6.4 UGC is implementing a scheme of remedial coaching for minorities in 141 colleges and a scheme to enable entry in the services for minorities in 102 Universities / colleges as well as a scheme of preparation for NET examination for minorities in 19 universities.

5.6.5 UGC has provided assistance to 13 universities at the rate of Rs.40 lakhs each for starting Centres to study Issues in Social Exclusion and Inclusive Policy.

5.6.6 UGC has advised Universities and Colleges to post teachers from minority communities in educational institutions located in Minority Concentration Districts (MCDs) to instill confidence among the minorities. This will help increase the enrolment of minorities and also decrease drop-outs.

5.6.7 Maulana Azad National Urdu University has proposed the establishment of Colleges of Unani Medicine, Pharmacy and Nursing during the XI Plan as recommended by Faatmi Committee and the proposal is under the consideration of the UGC.

5.6.8 UGC has been requested to develop a National Level Equivalence mechanism for Madarssa qualification in consultation with Association of Indian

Universities (AIU), Jamia Milia Islamia (JMI), Aligarh Muslim University (AMU) and Jamia Hamdard. AMU, JMI, MANUU and Jamia Hamdard already recognize Madarsa qualification for higher studies in their respective Universities.

5.7 **AICTE:** AICTE gives 20% relaxation in the processing fees on applications for setting up minority institutions as well as in the amount required for 'joint fixed deposit.' AICTE has co-opted 118 experts from the minority communities on its different expert committees. In the Board of Studies of the AICTE, there are 18 members belonging to the minority communities including two Chairpersons of the Boards.

5.7.1 **A newly sponsored scheme is proposed for assistance to polytechnics which ensures that each Muslim minority concentration district has a Polytechnic for which non-recurring expenditure is proposed to be made available.**

5.7.2 Out of 4704 degree level technical institutions approved by AICTE, 377 are minority institutions out of which 50 were sanctioned by the AICTE for the current year 2007-08. Total intake of minority institutions is 88259 at present.

5.7.3 The National University for Educational Planning & Administration (NUEPA) has been asked to institute a study on identifying causal factors responsible for the declining enrolment ratio of Muslim students in higher education as compared to students from ST/SC communities. NUEPA has also been requested to set up a Centre for the Study of Education among Minorities.

5.7.4 The National Commission for Minority Education Institutions (NCMEI) has granted more than 1000 Certificates of 'minority status' to minority educational institutions. The NCMEI Act was amended to amplify the powers of Commission enabling it to grant the status of a minority institution which might have been wrongly denied such a status.

5.8 Greater Resources for Teaching in Urdu

5.8.1 UGC has provided an amount of Rs. 4 crores each to JMI, AMU and MAANU for establishing ‘Academy of Professional Development of Urdu Medium Teachers’ and all these are now functioning.

5.8.2 NCERT has produced text books based on the National Curriculum Framework to encourage composite culture, equality and secularism. NCERT has also produced text books from Class I to Class XII in Urdu language.

6. TECHNICAL EDUCATION

6.1 Scope of Technical Education

6.1.1 The term of “technical education” is defined in Section 2(g) of the All India Council for Technical Education Act, 1987, to mean programmes of education, research and training in the following areas:-

- Engineering/Technology
- Architecture/Town Planning
- Management
- Pharmacy
- Applied Arts and Crafts, and
- Such other programme areas as the Central Government may notify in this behalf.

6.1.2 In addition to the five specific areas mentioned above, the area of “Hotel Management and Catering Technology”, is also included under “Technical Education”.

6.2 Technical Education Institutions in the country and their annual intake

6.2.1 As on 31st August, 2007, the annual intake of technical education institutions at Degree and Diploma levels, as approved by the All India Council for Technical Education (AICTE), was 9.08 lakh and 3.95 lakh, respectively. Area-wise number of approved institutions and their annual intake was as follows:-

S.No.	Programme	Degree		Diploma	
		Institutions	Annual Intake	Institutions	Annual Intake
1	Engineering	1668	6.53 lakh	1414	3.54 lakh
2	Architecture	116	4,543	5	120
3	M.C.A.	1017	0.71 lakh	--	--
4	Pharmacy	854	0.52 lakh	583	0.35 lakh
5	App. Arts & Crafts	9	650	8	1,010
6	Management	1149	1.22 lakh	--	--
7	Hotel Management	81	5,272	92	4,890
Total		4894	9.08 lakh	2102	3.95 lakh
Grand Total		Institutions		6996	
		Intake		13.03 Lakh	

6.3 Types of Technical Education Institutions by Management:

6.3.1 Broadly, technical education institutions may be divided into following three categories depending on their type of management :

- Centrally-funded institutions
- State Government/State-aided institutions
- Private Unaided (self financing) institutions

6.4 Centrally-funded Technical Education Institutions

6.4.1 At the end of the X Five Year Plan, there were 51 Centrally-funded institutions of technical education in the country, whom details are given below:-

Sl No.	Type of Institution	Number as on 1.4.2007	Whether Governed by an Act of Parliament	If yes, Name of the Act
1.	Indian Institutes of Technology (IITs)	7	Yes	The Institutes of Technology Act, 1961
2.	National Institutes of Technology (NITs)	20	Yes	The National Institute of Technology Act, 2007
3.	Indian Institutes of Information Technology (IIITs)	4	No	
3.	Indian Institutes of Management (IIMs)	6	No	
4.	i) Indian Institute of Science, Bangalore (IISc) ii) Indian Institutes of Science Education & Research (IISERs)	4 (1 + 3)	No	
5.	National Institutes of Technical Teachers Training & Research (NITTTRs)	4	No	
6.	Other Centrally funded autonomous institutions*	6	No	
	Total	51		

- * i) Indian School of Mines University (ISMU), Dhanbad
 ii) National Institute of Forge & Foundry Technology, (NIFFT), Ranchi
 iii) National Institute of Industrial Engineering (NITIE), Mumbai
 iv) School of Planning & Architecture (SPA), New Delhi
 v) Sant Longwal Institute of Engineering and Technology ,(SLIET)
 vi) North-Eastern Regional Institute of Science & Technology, (NERIST)

6.5 Proposed Expansion in Technical Education in the XIth Five Year Plan

6.5.1 The XIth Five Year Plan envisages major expansion in the number of Centrally-funded Technical Education Institutions which has been summarised in the following table:

S. No.	Type of Institution	Numbers	
		Existing at the end of the X Plan	Proposed for being Established during XI Plan
1.	IITs	7	8
2.	NITs	20	10
3.	IIITs	4	20
4.	IISERs	2	3
5.	IIMs	6	7
6.	SPAs	1	2

Some details in this regard are given below:

6.6 IITs

6.6.1 The seven IITs at present are at Delhi, Mumbai, Chennai, Kharagpur, Kanpur, Guwahati and Roorkee.

6.6.2 Of the 8 proposed IITs, it has been decided, on the recommendations of the Scientific Advisory Committee to the Prime Minister (SAC-PM), to locate three in Andhra Pradesh, Bihar and Rajasthan. The fourth IIT has been announced for Himachal Pradesh. Decision regarding States where the remaining four IITs would be established would be taken in due course.

6.7 IIITs

6.7.1 Four IIITs existing at present are at Allahabad, Jabalpur, Gwalior and Kanchipuram. Of these, IIITs Gwalior, Jabalpur and Kanchipuram are meant to specialize in application of IT to the domain areas shown against their names :

IIIT, Gwalior	-	Management
IIIT, Jabalpur & Kanchipuram	-	Design and Manufacturing

6.7.2 The 20 new IITs proposed to be established in the XIth Plan will also focusing on application of IT in different specific domain areas. These IITs would, as far as possible, be established in Public Private Partnership (PPP) mode. However, in States where PPP mode turn out to be difficult, IITs would be established in the Government sector.

6.8 IISERs

6.8.1 IISERs are being established to create first-rate facilities for education and research in pure sciences on the lines of IISc, Bangalore. Two IISERs, namely, at Kolkata and Pune, started functioning in the Xth Plan (2006-07), and the third IISER (Mohali) started in the first year of the XIth Plan (2007-08). Approval has been accorded for establishing two more IISERs, namely, at Bhopal and Thiruvananthapuram, respectively, and action is being taken to make them functional.

6.9 SPAs

6.9.1 At present, there is only one premier Centrally-funded institution in the field of Planning and Architecture, namely, the School of Planning and Architecture at New Delhi. It has been decided to establish two more SPAs, namely, at Bhopal and Thiruvananthapuram.

6.10 IIMs

6.10.1 There are six IIMs at present, namely at Ahmedabad, Kolkata, Lucknow, Bangalore, Kozhikode and Indore. A seventh IIM has been established at Shillong, which would be admitting its first batch of students in 2008. Six more IIMs are proposed to be established in the XIth Plan.

6.11 Expansion of Polytechnics

6.11.1 As may be seen from the table in para 2, the annual intake in engineering colleges (6.53 lakh) is nearly double the annual intake of polytechnics (3.54 lakh) at present, while ideally, the intake in polytechnics ought to be much more than that of

engineering colleges. As a step in that direction, expansion of the polytechnics is being taken up as a component of the Central Government's National Skill Development Mission, and it is proposed to establish about 1000 new polytechnics in the XIth Five Year Plan, broadly as per the following break-up:-

- 300 Polytechnics in the Government sector
- 300 Polytechnics in the PPP mode
- 400 Polytechnics in the Private sector

6.11.2 Among other things, every district which does not have a polytechnic at present will be provided with one during the XIth Plan, and endeavor will also be made to provide one Women's Hostel in every Government Polytechnic which does not have one at present, with a view to promoting girls' participation in polytechnic education.

6.12 Technical Education Quality Improvement Programme (TEQIP)

6.12.1 A World Bank assisted programme called "Technical Education Quality Improvement Programme (TEQIP)" is being implemented in the country since March, 2003, and is to end in June, 2008. The programme covers a total of 128 Technical Education Institutions, as follows:-

- Centrally-funded institutions - 18 (17 NITs and NIFFT Ranchi)
- State Institutions - 110, spread over 13 States (Andhra Pradesh, Karnataka, Tamil Nadu, Kerala, Maharashtra, Gujarat, Uttar Pradesh, Uttarakhand, Madhya Pradesh, Haryana, Himachal Pradesh, West Bengal, and Jharkhand.)

6.12.2 The original project outlay under TEQIP was Rs. 1550 crores which has since been reduced slightly due to factors like appreciation in the value of rupee and diversion of some outlay to Tsunami relief.

6.12.3 TEQIP aims to support quality improvement in technical education by providing inputs of the following kinds:-

- Modernisation of labs, workshops and library
- Minimum necessary Civil Works
- Faculty Development
- Networking between institutions
- Modernisation of Curriculum
- Promoting research and improving institute-industry interface, etc.

6.12.4 In February, 2007, the World Bank, South Asia Region, awarded TEQIP a “Certificate of Appreciation” for its excellent performance.

Phase II of TEQIP is currently being planned.

6.13 Finishing Schools for Engineering Graduates to prepare them for the IT Industry

6.13.1 At the instance of NASSCOM and the Ministry of HRD, Finishing Schools for Engineering Graduates were conducted on pilot basis during May-July, 2007, in seven central technical institutions (one IIT and six NITs) viz IIT, Roorkee, and NITs, Kozhikode, Warangal, Surathkal, Trichy, Jaipur and Durgapur. The aim of the programme was to enhance the employability of engineering graduates through appropriate training so as to make suitable candidates available to IT industry.

6.13.2 About 450 engineering graduates enrolled for the programme in the seven institutions in 2007 and several of them got immediate placements on successfully completing the course (NASSCOM also conducted a final test for them).

6.13.3 The above seven institutions have been advised to repeat the programme in the summer of 2008, and other centrally funded technical institutions are also being advised to start it from this year.

6.14 Provisional Membership of Washington Accord

6.14.1 Washing Accord is an international agreement on the mutual acceptability of accreditation system for engineering programmes of signatories. The Accord

recognizes substantial equivalence of programmes accredited by those organizations and recommends that the graduates of accredited programmes in any of the signatory countries be recognized by the other countries as having met the academic requirements for entry into the practice of engineering. Member countries of the Accord are Australia, Canada, Chinese Taipei, Hong Kong China, Ireland, Japan, Korea, New Zealand, Singapore, South Africa, United Kingdom and United States.

6.14.2 National Board of Accreditation (NBA), a body under AICTE, is the only authorized body in India entrusted with the task of undertaking accreditation of technical education programmes. All programmes on technical education including those offered by University Departments are accredited by NBA. The NBA evaluates the quality of programmes offered by educational institutions from Diploma to the Postgraduate levels in Technical Education.

6.14.3 India has been admitted as a provisional member of the Washington Accord in 2007. This, and especially full membership in due course, would facilitate mobility of Indian engineering graduates and professionals at international levels. Graduates from NBA - accredited programmes will be automatically accepted for education and employment purposes in member countries of the Accord.

7. PROMOTION OF LANGUAGES

7.1 Hindi

- Development of Hindi languages is undertaken through three organizations viz. Central Hindi Directorate (CHD), Commission for Scientific & Technical Terminology (CSTT), and Kendriya Hindi Sansthan (KHS), Agra.
- CSTT produces University level books and reference literature in all disciplines, identification of Pan Indian Terminology, setting up of National Terminology Bank and organizing terminology workshops to facilitate smooth change over of medium of instruction in Universities from English to Indian languages.
- The Kendriya Hindi Sansthan conducts Hindi Language Teaching and Training Programme by applying the latest methodologies of language learning and teaching Hindi, as a second language to the Foreign Students and Scholars and Imparting Training to in-service Hindi Teachers through correspondence are the framework of academic activities of the Sansthan.

7.2 Tamil

- One of the items of the National Common Minimum Programme of UPA Government provided for was declaration of Tamil as a Classical language, which has since been done by the Government.
- Central Institute of Indian Languages, Mysore has already undertaken various activities for promotion of Tamil language. Recently, Central Institute of Indian Languages, Mysore has launched 'Tamil on-line' self-learning electronic teaching programme. A Central Scheme for Development of Tamil language is being implemented by the Central Institute of Indian Languages, Mysore. The scheme has various components viz. Certificate of Honour to distinguished Tamil scholars, provision of scholarships, providing facilities for teaching & training. A Centre of Excellence for development of Tamil language is also fully functional

at Central Institute of Indian Languages, Mysore. Government has recently decided to enhance the award money for Classical Tamil – Rs.5.00 lakhs (from Rs.1.00 lakh) for life time achievement awards and Rs.1.00 lakh (from Rs.50,000/-) for young scholars in Classical Tamil.

- Central Institute of Classical Tamil will be set up at Chennai as an autonomous organization directly under Ministry of Human Resource Development. The Government of Tamil Nadu has allotted 17 acres of land free of cost establishing the Institute. Approximately Rs.76.32 crores expenditure will be incurred in the Institution over a period of four years (2008-09 – 2011-12). The objective of this institute would be to preserve and develop classical Tamil Language, which is the fountainhead of the four southern languages.

7.3 Urdu

- The National Council for Promotion of Urdu Language (NCPUL) is an autonomous organization for promotion of Urdu. Language through various schemes such as of Calligraphy Training Centres, production and publication of books and scheme for correspondence courses in Urdu.
- National Council for Promotion of Urdu Language runs 255 Computer Application and Multilingual DTP Centre including 37 centre opened this year all over the country through various NGOs with the objective of transformation of Urdu speaking into productive human resource. This programme has produced 29928 students (18243 males and 11,685 females) as medium-level professional during last four years.

During this currant year, about 11,879 students have been admitted for this course.

7.4 Sindhi

The National Council for Promotion of Sindhi Language (NCP SL) is an autonomous organisation for promotion of Sindhi through various schemes such as Sindhi Language Courses, Awards to Sindhi Language etc.

7.5 Sanskrit

Ministry is working for the development and propagation of Sanskrit language. The following two Autonomous Bodies have been established under it for the purpose:-

1. Rashtriya Sanskrit Sansthan, Janakpuri, New Delhi a Deemed University headed by a Vice Chancellor, and
2. Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain, (M.P).

7.5.1 Rashtriya Sanskrit Sansthan:

The Sansthan undertakes the following programmes and activities: -

- Establishment of Campuses in different States.
- Conducting teaching of Sanskrit on traditional lines at Secondary/Under-graduate, Graduate, Post-graduate and Research at Doctorate levels.
- Conducting teachers' training at graduate level i.e. Shiksha Shastri (B.Ed.).
- Conducting and Coordinating research work in various disciplines of Sanskrit.
- Cooperating with other organizations in sponsoring joint projects of common interest.
- Establishment of Sanskrit libraries, manuscripts collection centres and also editing and publishing rare manuscripts and books of importance.
- Conferment of degrees and granting of diplomas/certificates to persons having satisfactorily completed the approved prescribed course of study/ research and passed prescribed examinations.

- Instituting and awarding visitorship, fellowship, scholarships, stipends, prizes and medals.
- Conducting distance education programmes.
- Implementation of the Scheme for Development of Sanskrit Education (transferred from the Ministry from the current year i.e. 2007-2008).

It has 10 Campuses at Allahabad, Puri, Jammu, Trichur, Jaipur, Lucknow, Shringari, Garli, Bhopal and Mumbai. It has also recognized 23 institutions as Adarsh Sanskrit Mahavidyalayas and provided financial assistance to them. The Sansthan is the nodal agency for implementation of various programmes and policies of the Government.

7.5.2 Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain:

The Prathishthan is situated at Ujjain and is headed by a Secretary. Its main objectives are: -

- Preservation, conservation and development of the oral tradition of Vedic studies;
- Study of the Vedas through Pathashalas as well as through other means and institutions;
- Creation and promotion of research facilities so as to bring out the rich wealth of knowledge contained in the Vedas and to relate it with the contemporary needs; and
- Creation of infrastructure and other conditions for the collection of information and storage of relevant material as also publication and diffusion through various means.

Efforts are on to construct the building of the Pratishtan at Ujjain.

7.6 Development of Other Languages

7.6.1 Central Institute of Indian Languages was established in 1969 to help evolve/ implement the Language policy of the Government of India and coordinate the

development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technique and language use in the society. It also gives grants to Voluntary Organisations (VOs) and individuals for publication and purchase of books in Indian languages.

7.7 Presidential Award

7.7.1 MHRD implements a Scheme for Presidential Award of Certificate of Honour to 15 Scholars of Sanskrit, 3 each of Arabic and Persian and one Pali / Prakrit every year on the eve of the Independence Day. In addition, Maharshi Badrayan Samman is given to 5 Scholars of Sanskrit and one each for Persian, Arabic and Pali/Prakrit. The main award carries a cash grant of Rs.50,000 p.a., while the Badrayan award carries a one time cash award of Rs.1,00,000.

7.7.2 A proposal to raise the cash award for Sanskrit from Rs.50,000 per annum to Rs.5,00,000 one time and introduction of two International Awards is under consideration.

7.8 Scheme of Appointment of Language Teachers

7.8.1 The scheme has three component:-

- a. 100% financial assistance to State/UT Government for salary of Appointment of Hindi Teachers in the Non-Hindi speaking States.
- b. 100% financial assistance to the State/UT Government for Appointment of Urdu Teachers and Grant of Honorarium for teaching Urdu.
- c. 100% financial assistance for appointment of Teachers in other languages.

8. DISTANCE LEARNING

8.1 Indira Gandhi National Open University (IGNOU)

8.1.1 Indira Gandhi National Open University (IGNOU) was established with the purpose to incorporate an Open University at the National level for the introduction and promotion of Open University and distance education systems in the educational pattern of the country and for co-ordination and determination of standards in such systems. The University endeavors to advance and disseminate learning and knowledge by a diversity of means, including the use of any communication technology, to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community in general.

8.1.2 During the year 2007, the University has started three new Regional Centers at Mumbai, Nagpur and Panaji taking the total number at regional Centres to 59 and 118 new study centers spread across all States and UTs in order to expand its reach and to provide opportunities of learning to learners across the country, thus increasing the total number of its study centres to 1468, with total enrollment of approximately 17 lakh students in its 129 programmes.

8.1.3 The University established 58 study centers for differently abled with provision for adequate support relevant to them. The university has also established 7 study centers at educationally backward blocks identified by the Planning Commission and the Sachar Committee.

8.1.4 IGNOU has notified establishment of 10 new schools namely, School of Journalism and New Media Studies, School of Gender and Development Studies, School of Tourism Hospitality Service Sectoral Management, School of Interdisciplinary and Trans-disciplinary Studies, School of Social Work, School of Vocational Education and Training, School of Extension and Development Studies, School of Foreign Language and School of Translation Studies and Training, signed a Memorandum of Understanding

with the Indian Space Research Organization (ISRO) for establishment of ISRO Chair on Satellite Communication Education. In order to commemorate 150 years of Indian War of Freedom Struggle, the University has created Indira Gandhi Centre for Studies on Freedom Struggle.

8.1.5 Distance Education Council (DEC), an authority of IGNOU, responsible for promotion, co-ordination and maintenance of standards in the Open and Distance Learning (ODL) system in the country has taken a number of initiatives for providing support to the State Open Universities (SOUs) and Correspondence Course Institutes (CCIs) of conventional universities and for the determination of standards in the system. DEC has recognized 13 State Open Universities and 119 dual mode Universities and Institutes for conducting distance education programmes and provided Rs. 33.50 crores as development grant to SOUs and Rs. 14.38 crores for development grant to CCIs. The Council has also released Rs. 0.56 crore to SOUs as un-assigned grant.

8.2 SAKSHAT: A One Stop Education Portal

8.2.1 A One Stop Education Portal SAKSHAT was launched in October, 2006 to facilitate life long learning of students, teachers and those in employment or in pursuit of knowledge free of cost to them. The content development task for ‘**SAKSHAT**’ is being looked after by the Content Advisory Committee (CAC) for the respective subject, which consists of representatives from various educational institutions and prominent academicians in the field who are meeting on regular basis. In addition, some NGOs have also provided the contents developed by them free of cost for this portal. The vision is to scale up this pilot project ‘**SAKSHAT**’ is to cater to the learning needs of more than 50 crore people through a proposed scheme of ‘**National Mission in Education through Information and Communication Technology (ICT)**’ with the following objectives:

- * Networking of 18000 odd institutions of higher learning across the country
- * Development of quality e-learning material

- * Empowering the masses for making use of ICT in education by reducing the so called digital divide between the learners and the teachers
- * Making learning easy and interesting by use of animated e-learning material
- * Making available quality education to learners in remote areas
- * Making available e-text books / reference books and journals to all learners
- * Creation of knowledge repository for sharing of learning material (developed by any one willing to share- institutions and individuals)
- * Providing access to Global knowledge in cyber space
- * Promoting research for making best and most economical use of ICT in learning
- * Promoting On-line education
- * Encouraging the Open and Distance Learning Institutions (ODIs) to provide continuing education

In keeping with the NCMP commitment of access to higher education to all regardless of ability to afford it, the department of Higher Education is on the process of finalizing adequate provision during the Eleventh Plan.

9. DEVELOPMENT OF EDUCATION IN THE NORTH-EAST

9.1 The North Eastern Region (NER) comprising of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are all special category States and the national planning and resource allocations impart a special emphasis on the economic and social development of NE States. The development plans in the North East are centrally financed on the basis of 90% grant and 10% loan.

9.2 The NE states have been provided grants under the Non Lapsable Central Pool of Resources (NLCPR) to improve their infrastructure facilities. The Empowered Committee administering the NLCPR has since its inception in 1998-99, approved proposal worth Rs.816.66 crore for the development of educational infrastructure in the NER, out of which, funds amounting to Rs.655.84 crore have been released (as on 30.11.2007). During 2006-07 and 2007-08, an amount of Rs.159.99 crore and Rs.51.87 crore has been released for various educational projects.

9.3 Indian Institute of Management (IIM), Shillong

9.3.1 As per the Hon'ble HRM's announcement made at Shillong on 14th – 16th June 2004 during the Review Meeting with the Chief Ministers of the North Eastern States, to set up an Indian Institute of Management (IIM) at an appropriate location in the NER, it has been decided to set up an IIM at Shillong.

9.3.2 The State Govt. will provide land measuring 120 acres or more free of cost for IIM, Shillong. The State Government has made an appropriate temporary accommodation available. The academic session will commence from the academic year 2008-09.

9.4 Central Universities

- Rajiv Gandhi University, Arunachal Pradesh, and Tripura University, Agartala, Tripura have been converted into Central Universities in 2007.

- A Central University has been established in Sikkim in 2007. With this, each of the 08 NE States now has a Central University.

9.5 NIT, Tripura

9.5.1 The State Engineering College at Agartala (Tripura) has been upgraded into National Institute of Technology (NIT).

9.6 A National Institute of Technology (NIT) in Manipur

9.6.1 The Central Government is processing establishment of National Institute of Technology (NIT) in Manipur. A Central Team after visiting the State has submitted its report in November 2007, which is under process.

9.7 Setting up of Engineering and Management faculties in Universities in the North Eastern States

9.7.1 During the year 2004-05, a total sum of Rs.52.00 crores was released to five Central Universities located in the State of Meghalaya, Nagaland, Mizoram and Assam and three State universities in Manipur, Arunachal Pradesh and Tripura (which have been converted into Central Universities later in the years 2006 and 2007) for setting up of Engineering and Management faculties in the North Eastern States. The courses have been started in all such Universities except Mizoram. The Mizoram University could start Management Programme only in July 2007.

9.7.2 The number of seats to Nagaland in Engineering has been enhanced to 120 for the academic session 2006-07 under the scheme of “Reservation of Seats in Degree/Diploma level Technical Courses for States/UTs”.

