

**Agenda & Background Notes for the 56th Meeting of
Central Advisory Board of Education (CABE)**

31st August, 2009 at 11.00 A.M.

**Venue: Convention Hall,
Ashok Hotel, New Delhi**

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Agenda Notes for the 56th Meeting of the Central Advisory Board of Education (CABE) to be held on 31st August 2009 at 11.00 AM at the Ashok Hotel, New Delhi

Agenda 1:

55th Meeting of the Central Advisory Board of Education (CABE) was held on 10th February 2009. The Minutes of the meeting of CABE have already circulated to all the Hon'ble Members of the CABE vide this Department's Letter No.2-14/2009-PN.I dated 10th July 2009. The minutes of the 55th Meeting of CABE have also been placed on the website of the Ministry of Human Resource Development at www.education.nic.in under the Department of Higher Education. It is submitted that the minutes of the 55th Meeting of CABE may kindly be confirmed.

Agenda 2:

Action Taken Note on the issues raised by Hon'ble Members during the 55th Meeting of CABE has been prepared and is placed at Page no 2 to 17. It is submitted that the Action Taken Report on the issues raised during 55th Meeting of CABE may kindly be approved.

Agenda 3:

Discussion on the major initiatives of the Ministry of Human Resource Development. The agenda and background notes for discussion are placed at Page no 18 to 109 for consideration of Hon'ble Members of CABE.

**ACTION TAKEN NOTE ON ISSUES RAISED IN THE 55TH MEETING OF CENTRAL
ADVISORY BOARD OF EDUCATION (CABE) HELD ON 10TH FEBRUARY 2009**

Right of Children to Free and Compulsory Education

1. Shri Sudarsan Raychoudhuri, Hon'ble Minister of Higher Education, West Bengal had raised the following issues:-

(i) The sharing of funds between the Central Government and the State Governments for promoting education should remain at 65: 35 for the entire XIth plan period.

Present status

Clause 7 of the Right of Children to Free and Compulsory Education, Bill 2009 stipulates that the Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act. Secondly, the Bill provides that the Central Government shall provide to the State Governments, as GIA of revenues, such percentage of expenditure as it may determine, from time to time, in consultation with the States. Clause 7 of the Bill also provides that the Central Government may make a request to the President to make reference to the Finance Commission under Article 280 (3) (d) to examine the need for additional resources to be provided to the States in order to enable them to meet their financial liabilities for carrying out the provisions of this Act.

(ii) The Right to Education Bill seeks to centralize the entire system of Elementary education, the acts, rules & procedures so far followed by States are totally disregarded. The State Boards, the councils and the educational bodies, don't find any place in this Bill.

Present status

Education is a subject falling under the Concurrent List of the Constitution of India. Article 254 (1) provides that law made by the Parliament with reference to the concurrent subject shall prevail over a law made by the State Legislature on the same subject, irrespective of the fact whether the law made by the Parliament is earlier or subsequent to the State enactment. The basic objective of the Bill is provision of good quality education to all children in the 6-14 age group, and in this objective there is no conflict whatsoever between the Centre and the State.

(iii) If norms and standards for school infrastructure are stipulated centrally, then we may find a large number of common schools & other institutions below standard. The responsibility of upgrading them up to standard within a stipulated period will devolve on the States and the schedule to the Act will put the State Government under tremendous administrative & financial pressure, which must be looked into.

Present status

Norms and standards for schools prescribed in the Bill are the minimum benchmark which the school has to fulfill. This does not prevent the schools or the State Government to enhance the qualitative level of the school beyond this minimum benchmark.

2. Ms. Teesta Seetalvad, Hon'ble Member

(i) There are concerns that this Bill might promote the existing multi-layer system of primary education in this country where we have one level of state education and another level of unaided education.

Present status

It is felt that implementation of the provisions of the Bill would lead to significant reform in the elementary education system and would insure universalisation of elementary education of satisfactory and equitable quality.

(ii) There is a concern that the obligation to regulate unaided schools is not a statutory obligation (that the state must regulate these schools). This should be looked into seriously.

Present status

Various provisions included in the Bill relating to norms and standards regarding, inter alia, Pupil Teacher Ratio, building and infrastructure, school working days, teacher working hours, rational deployment of teachers, prohibition of deployment of teachers for non-educational work, appointment of appropriately trained teachers with requisite entry and academic qualifications shall be applicable to the unaided schools also.

3. Shri.Vinod Raina, Hon'ble Member

(i) There are shortcomings in the Bill for the Right of Children to Free and Compulsory Education which need to be rectified while making rules.

Present status

The Government has constituted a drafting group to prepare the Model Rules/Guidelines consequent upon enactment of the "The Right of Children to Free and Compulsory Education Bill, 2009".

4. Ms.Archna Chitnis, Hon'ble Minister of Education, Madhya Pradesh.

(i) She urged for ensuring adequate financial support from Centre to States to implement the "Right of Children to Free and Compulsory Education" as the State has to pay 25% of cost to private schools also.

Present status

Clause 7 of the Bill specifically provides that the Central Government may make a request to the President to make reference to the Finance Commission under Article 280 (3) (d) to examine the need for additional resources to be provided to the States in order to enable them to meet their financial liabilities for carrying out the provisions of this Act.

- (ii) The revenue generated from 2% Education Cess should be shared between centre and State.

Present status

The proceeds of 2% Education Cess credited into Prarambhik Shiksha Kosh (PSK) are already been utilized by way of sanction of Grant-in-aid to States/UTs for implementation of Sarva Shiksha Abhiyan and Mid-Day Meal Scheme.

Adult Education & Literacy

5. **Shri Bhanwar Lal Meghwal, Hon'ble Minister of Education, Rajasthan** had mentioned that in the scheme of total literacy, the funding norms should be flexible for state like Rajasthan keeping in view its difficult geographical and social conditions. There should also be scope for innovation.

Present status

Government is in the process of recasting the Literacy Mission. Both the suggestions have been taken into account at the planning stage.

6. **Mr. Vinod Raina, Hon'ble Member** expressed dismay at the situation in which the Literacy Programmes were non-operative and urged for personal intervention of HRM to see that hurdles in the way of Literacy programme were removed.

Present status

The process of launching a recast mission, with prime focus on women, is in advanced stage. In all likelihood, the mission will be launched in September 2009.

Mid-Day Meal

7. **Dr. Kadam Patangrao, Hon'ble Minister of Revenue, Maharashtra** had raised the following issues:-

(i) Some of the schools, which do not get Government grants, are excluded from the mid-day meal programme, which is depriving a substantial section of students besides also creating a discriminatory situation, which needs to be avoided in the larger interest of the society.

Present status

Under the existing guidelines of the MDM Scheme, private unaided schools are not covered. However, a Committee under the Chairmanship of Shri Anant Kumar Singh, Joint Secretary (EE.I), Department of School Education and Literacy, Ministry of Human Resource Development, having representatives from the states of Madhya Pradesh, Jharkhand, Chattisgarh, Orrissa, Rajasthan and Gujarat has been constituted vide Notification No. F.N. 5-4/2009-MDM-1-1(EE-5) dated 30th July, 2009 to consider the following:

- (i) to examine the suggestions with regard to coverage of students studying in privately managed unaided schools with focus on Tribal areas and minorities;
- (ii) to estimate financial and other implications of such coverage/extension; and
- (iii) to ascertain whether State Governments/UT Administrations are agreeable to the extension of MDM Scheme to privately managed unaided recognized schools and share the cost.

This Committee has to submit its report within three months. On receiving the report of the Committee appropriate decision will be taken by the competent authority.

(ii) Cost norms of MDM also need to be revised.

Present status

Revision of cooking cost norm is under active consideration of the government. Draft EFC Memo has been circulated vide OM No. 1(1)/2009-Desk (MDM) dated 13.7.2009 to the Planning Commission, Department of Expenditure and other concerned Ministries. DO reminders were also sent on 31.7.2009. Response from some Ministries has been received. Matter is being pursued further to facilitate an early decision.

8. **Shri Visveswar Hegde, Hon'ble Minister of P&S Education, Karnataka** raised the following issues:-

(i) Unit cost needs to be increased to match the price escalation and increase in transportation charges.

Present status

The cooking cost norms (per child per day) was fixed at Rs. 2.00 for primary and Rs. 2.50 for upper primary in September, 2006, this included honorarium of cooks/helps also. With a view to offset the impact of inflation on cooking cost, it was decided in September, 2007 to enhance the Central assistance once in two years by 5% commencing from the year 2008-09. On the demand of the States/UTs a Committee was constituted to review interalia the cooking cost norms. The committee has got the cooking cost calculated by the Labour Bureau of India on the basis of actual price prevalent in May, 2008. A separate Mid Day Meal price index has been developed to include only the items constituting the MDM. May, 2008 Price has been as the base price (100). Movement in MDM price index is proposed to be monitored on monthly basis by the Labour Bureau. Moving average of the MDM Price Index during the calendar year will be the cooking cost for the next financial year. Once the new rate and its linking with inflation is decided by the competent authority this problem will be taken care of. This proposal is part of EFC Memo mentioned in reply to para i.(b).

At present Central assistance towards cost of Transportation of foodgrains is at the rate of Rs. 750 per MT. During 2007-08 and 2008-09 Government of Karnataka utilized only 71% and 87% respectively of the Central assistance released under this head. During the meeting of Programme Approval Board of Mid Day Meal held on 26.02.2009. The proposal of the State government for enhancement of transportation cost was also discussed. In the meeting State Government was requested to workout the quantum of enhancement under transportation cost and send the detailed proposal along with justification to the Central Government for consideration. The information is still awaited from the State Government.

- (ii) Cost norms for construction of kitchen room are very low which should be increased.

Present status

At present the Central Govt. is providing assistance for construction of kitchen shed at a flat rate of Rs. 60000 per unit. Revision of cooking cost norms is under active consideration of the Government. Draft EFC Memo has been circulated vide OM No. 1(1)/2009-Desk (MDM) dated 13.7.2009 to the Planning Commission, Department of Expenditure & other concerned Ministries. DO reminder was also sent on 31.7.2009. Response from some Ministries has been received. Matter is being pursued further to facilitate an early decision.

9. **Smt. Sunila Basant, Advisor to H.E. Governor, Jharkhand** raised the following issues:-

- (i) Request assistance to set up monitoring cells under Mid-Day-Meal Scheme.

Present status

Under the Scheme, the Central Assistance is released to State/UTs towards Monitoring, Management & Evaluations (MME) at the rate of 1.8% of cost of foodgrains, transportations cost and cooking cost. This central assistance can be utilized by the state for school level expenses, management supervision, training and internal /external monitoring and evaluation. Thus, State Government is fully competent to utilised this fund for setting up monitoring cells. The Central Assistance released to Government of Jharkhand under this head during last 3 years has not been fully utilised by them. During 2006-07 only 40% of the Central assistance released under MME was utilised, whereas in 2007-08 and 2008-09, only 87% and 70% of the Central assistance was utilised respectively. In the meeting of Programme Approval Board for Mid-Day-Meal held at New Delhi on 19.03.09 this Ministry requested the State Government to prepare a management structure for effective implementation of scheme and submit a detailed plan for approval. While preparing the plan they were asked to explore the possibility of hiring the service or engage staff from the open market on contract basis. Proposal in this regard is awaited from the State.

(ii) Govt. norm of 30 paise per day per student was not sufficient for the “Mata Samiti” that is providing hot meals and needs to be revised.

Present status

A new component the honorarium to cooks and helpers are paid from the “labour and other administrative charges”, a sub head of the cooking cost which provides Rs. 0.40 per child per day, which has been found to be inadequate. Based on the requests of the States/UTs a new component is therefore proposed to be introduced under the Scheme for payment of honorarium to cooks/helper. This is a part of above EFC Memo, which has been circulated vide OM No. 1(1)/2009-Desk (MDM) dated 13.7.2009 to the Planning Commission; Department of Expenditure & other concerned Ministries. Replies from some Ministries have also been received. Matter is being pursued further to facilitate an early decision.

Distance Learning/Technical Education

10. **Shri Visheswar Hegde, Hon’ble Minister of P&S Education, Karnataka** had mentioned that the State has already set up 43 new polytechnics in the rural areas and Centre may consider these as part of 1000 polytechnics to be sanctioned during the Xith Five Year Plan. This should get priority and the proposal to sanction grants for polytechnics in 16 more districts which are SC/ST dominated, should be considered.

Present status

Since there is no district in Karnataka which does not have a government polytechnic, as per the norms of the scheme for assisting opening of new polytechnics in government sector, no more new polytechnics could be sanctioned to the State of Karnataka. 43 new polytechnics already started by the State Government cannot be construed to be part of 300 polytechnics for which Central Government would be providing 12.3 crore each. State Government may send proposals for setting up polytechnics in backward districts under PPP mode.

11. **Shri. Brij Mohan Agrawal, Hon'ble Minister of School Education, Chattisgarh** had mentioned that:-

(i) As regards engineering colleges, there is no representation from the States in various councils. Educationally backward states like Chhattisgarh cannot fulfill the norms set by AICTE and there is a need to relax these norms. He mentioned that neither the state officials are consulted nor there is any provision for appeal. There was need for more engineering colleges in the State.

(ii) Funds have not been received for three polytechnics sanctioned to the state.

(iii) There was no scope for Public Private Partnership (PPP) in the State for opening model colleges as recommended by the National Knowledge Commission.

(iv) The medical education in the State was not up to mark and relaxation of norms was necessary for opening new medical colleges, as the State was predominantly inhabited by SCs, STs and OBCs.

Present status

The issue of NOC by State Governments will be considered in consultation with the AICTE as and when a review of the procedure/norms is undertaken.

Funds have been released to four Polytechnics in the following districts; (1) Koriya (2) Jashpur (3) Kanpur (4) Dantewada.

12. **Shri. Sudarsan Raychoudhuri, Hon'ble Minister of Higher Education, West Bengal** had mentioned that:-

(i) The requirement of West Bengal is more for the diploma engineers than for degree engineers. State is trying to have more polytechnics and 11 uncovered districts would have a polytechnic for each of such district. Some general degree colleges have science teaching facilities, and have good

laboratories and space also. He desired to know whether they could be allowed to have diploma courses with that infrastructure.

Present status

Funds have been released for establishment of polytechnic in one district (Dakshim Dinajpur) of West Bengal for polytechnic.

(ii) AICTE is to look into the matter of 'Core Engineering' courses while approving new engineering colleges.

Present status

AICTE is being requested to look into the matter.

(iii) He also demanded second shift in Polytechnics. in West Bengal.

Present status

This has been accepted.

13. **Dr. Kadam Patangrao, Hon'ble Minister of Revenue, Maharashtra** had requested for establishment of one IIM and three IITs.

Present status

There are seven IITs – at Delhi, Bombay, Madras, Kharagpur, Kanpur, Roorkee and Guwahati. The Government took a decision to establish eight more IITs in the XI Plan – in Rajasthan, Punjab, Himachal Pradesh, Gujarat, Orissa, Madhya Pradesh, Bihar and Andhra Pradesh. State of Maharashtra already has one IIT and there is no proposal at present to establish more IITs there.

During XIth Plan one IIM i.e. RGIIM, Shillong has been set up. In addition 7 IIMs are to be set up in Tamil Nadu, Jharkhand, Chhattisgarh, Haryana, Uttarakhand, Jammu & Kashmir and Rajasthan. The location of these institutions is determined in a manner which balances the desire for achieving a greater geographical spread with the potential synergies arising from co location.

14. **Shri Visheswar Hegde, Hon'ble Minister of P&S Education, Karnataka** had mentioned that:-

(i) Karnataka State Government has requested for setting up of an IIT in the State.

Present status

There is no proposal at present to set up an IIT in Karnataka.

(ii) The State has already set up 43 new polytechnics in the rural areas and Centre may consider these as part of 1000 polytechnics to be sanctioned during the Xith Five Year Plan. This should get priority and the proposal to sanction grants for polytechnics in 16 more districts which are SC/ST dominated, should be considered.

Present status

In Karnataka, funds under submission on Polytechnics cannot be considered since the districts covered under in 43 Polytechnics have intake of seats more than 10 per lakh population and do not fall under category of unserved and underserved districts.

15. **Ms.Teesta Seetalvad, Hon'ble Member** had mentioned the need to include social sciences in the curriculum of IITs, IIMs, etc. as a norm.

Present status

As per the Institutes of Technology Act, IITs are empowered to offer education and research in the areas of Science, Engineering and Arts [sec 6(1)(a)]. The IITs have been offering humanities and social science subject to their science and engineering students. IIMs are being consulted.

16. **Smt. Sunila Basant, H.E. Advisor to Governor, Jharkhand**

(i) Jharkhand appreciates the decision of Government of India to open an IIM and said that the Site Selection Committee has to visit the location suggested by the state for proposed institute.

Present status

The location of new IIM, Jharkhand has been finalized at Kanke circle, Mouza Nagar, Ranchi by the Site Selection Committee during its visit on 4-5th July 2009.

(ii) She also requested that Jharkhand may be considered for establishment of one IIIT.

Present status

There is no proposal at present to set up an IIT in Jharkhand.

17. **Shri Madan Kaushik, Hon'ble Minister of Education, Uttarakhand** mentioned that the role of UGC, AICTE, NCTE should be reviewed to ensure that quality levels expected of the B.Ed colleges and deemed university could be maintained at the desired level. The state government should also be involved in this review.

Present status

Review meeting has been taken at the level of Secretary (HE) and the process of constant interaction between the 3 Apex institutions is underway.

18. **Prof. Zoya Hasan, Hon'ble Member**

The idea of public private partnership really needs to be examined more closely as public private partnership in India essentially ends up as private and commercial and it is simply a more acceptable term for commercialisation and privatization.

Present status

Public Private Partnership is being implemented in the 20 IITs being set up keeping in view the aspect of resource mobilization and involvement of the stake holders for a sustainable solution.

Higher Education

19. **Shri Brij Mohan Agrawal, Hon'ble Minister of School Education, Chhattisgarh** had mentioned that:-

(i) State Government has already started 38 colleges in the far-flung tribal and remote areas of the State. These may be covered under 374 degree colleges to be supported by the Central Government.

Present status

The Scheme for setting up a model degree college in each of the 374 educationally backward districts where the gross enrolment rate in higher education is less than the national GER, is under finalization.

(ii) The problem of affiliation of colleges after conversion of Guru Ghasidas University as a Central University, needs to be resolved.

Present status

Colleges have already been affiliated, but it would be desirable if the State creates a new State University for affiliation, so that the Central University could devote primarily on post graduate teaching and research.

20. **Shri. Sudarshan Raychoudhuri, Hon'ble Minister of Higher Education, West Bengal** had mentioned that:-

(i) Central assistance should be made available to colleges which are situated in educationally backward districts with low G.E.R.

Present status

For setting up of model degree colleges in 374 identified educationally backward districts (where the gross enrolment ratio in higher education is less than the national GER) subject to approval of the competent authority, the central assistance shall be provided to the extent of 1/3rd of the capital cost (excluding cost of land). For Special Category States, the central share shall be 50% of the capital cost.

(ii) There is a proposal to channelise funds to the affiliating universities of these colleges. UGC has a practice to provide grants straight to the college; unless that practice is followed here also, it would be difficult for the university system to channel central assistance to a particular college among various colleges which are already affiliated. So assistance should be sent straight to these colleges.

Present status

It has been proposed to channelise funds through UGC to the concerned university (who may set up constituent college) or directly from MHRD to the State Government who may set up an affiliated college.

(iii) Regarding new pay scales for the teachers, Chadha Committee has recommended for a contribution from the Central Government to the tune of 100% for the first 5 years and then 50% for the next 5 years. The recommendations of the Chadha Committee should be avoided. Some flexibility should be there for the retirement age also.

Present status

According to the scheme of revision of pay scales of teachers as announced by the Ministry of HRD on 31.12.2008, Central Government shall provide assistance to the State Governments, who implement the scheme as a complete package, to the extent of 80% of the additional requirements for the period from 1.1.2006 to 31.3.2010 for implementing revised pay scales.

(iv) MHRD may consider 100% contribution for meeting the burden of the revised pay scales and should cover all the posts created or to be created till the issuance of MHRD order.

Present status

The central share of 80% as mentioned above shall be limited to those posts which were in existence and filled up as on 1.1.2006.

(v) As per Estimates Committee Report, creation of posts under UGC's assistance to State universities for filling up of the vacancies is only for a specific plan period. The State universities have to maintain the posts and many of them are unable to do so and they become ineligible to receive assistance in the next Plan period.

Present status

The support to State University & colleges is provided only under the Plan Head. Beyond the Plan period, the recurring expenditure would be considered as Non-Plan expenditure which can not be supported by Central Govt/UGC

(vi) Hon'ble Minister was not in favour of having a single regulatory agency rather as Kothari Commission had suggested, U.G.C should be treated as the apex body and U.G.C should have a co-ordinating power for coordination among various agencies like AICTE, NCTE, etc. Further, UGC's hands should be strengthened and that UGC should have some representation from the States. It may be a two-tier body with offices at State level as well. States' representation should be there because after all education is in the concurrent list. He also suggested that UGC should have offices at State Level in each State.

Present status

The Committee to advise on Renovation & Rejuvenation in Higher Education (Yashpal Committee) has recommended the creation of an all encompassing National Commission for Higher Education&

Research(NCHER). The existing regulatory bodies such as UGC/ NCTE/AICTE/DEC would be subsumed within this body.

21. **Shri R.D. Tripathi, Hon'ble Minister of Education, Uttar Pradesh** had mentioned that:-

(i) The Government should take steps to attract and retain the best talent in teaching profession.

Present status

A policy to attract talent is under formulation. The State Government can consider extending this policy to its universities after notification. Government has also announced a progressive pay package for teachers in universities and colleges in order to attract and retain talent in teaching profession.

(ii) Colleges should be opened in each district on pattern of Navodaya Vidyalayas.

Present status

The Ministry of HRD has proposed to launch a new scheme for setting up a model degree college in each of the 374 educationally backward districts where the gross enrolment ratio in higher education is less than the national GER, with Central-State funding.

(ii) Centre should prepare plan to give assistance for upgradation of colleges of the state so as to bring them to the desired level.

Present status

The UGC has conceived a plan to provide one time central assistance on sharing basis to universities and colleges which are not eligible to receive grants from UGC under section 12 B of the UGC Act, 1956.

22. **Shri Madan Kaushik, Hon'ble Minister of Education, Uttarakhand** mentioned that:-

(i) There are problems of affiliation of colleges.

Present status

UGC has drafted regulation on this issue which is under consideration

(ii) The state's share should be reduced for opening of new degree colleges in educationally backward districts.

Present status

For special category States, the central share is proposed to be 50% of the capital cost (excluding cost of land) for setting up of new degree colleges in Educationally Backward Districts (limited to Rs. 4.00 crore).

(iii) To review the role of UGC in order to ensure that quality levels expected of the deemed university could be maintained at the desired level. The state government should also be involved in this.

Present status

Review of functioning of deemed university is underway, by both Central Government and UGC.

23. **Shri Visheswar Hegde, Hon'ble Minister of P&S Education, Karnataka** had mentioned that:-

(i) UGC may provide grant for the new Women's Universities set up by the State at Bijapur.

Present status

UGC provides developmental grants to universities covered under Section 12B of the UGC Act. The UGC has conceived a plan to provide one time central assistance on sharing basis to universities and colleges which are not eligible to receive grants from UGC under section 12 B of the UGC Act, 1956.

(ii) Central Government to give the approval for a Central University in Gulbarga. For world class university, place has been finalized by the State and now the Central Government has to send the team to inspect the site.

Present status

University of Karnataka has been established in Gulbarga and the same is likely to start its academic programmes in September, 2009. While Central Government has identified Mysore as a location for establishment of World Class university, the State Government is yet to offer land for the site-visit.

(iii) Karnataka Govt. wants to start 21 degree Colleges in the State, which Central Govt. may consider for assistance.

Present status

Subject to approval of the scheme, Central assistance shall be provided to the extent of 1/3rd of the capital cost (limited to Rs. 2.67 crores for setting up of model degree colleges in Educational Backward Districts in Karnataka.

24. **Shri Gautam Bora, Hon'ble Minister of Education, Assam** had mentioned that:-

(i) The State of Assam needs more funds from the central government for infrastructure development of non-government colleges.

Present status

UGC can provide funds to Government and substantially Govt. aided colleges.

(ii) The State Government has already provided 700 acres of land for opening of Central University. He requested allotment of funds for establishing this world class university.

Present status

While the State Government has indicated availability of land in the proximity of Guwahati, no specific site has been offered for inspection by Site Selection Committee.

(iii) He urged to setup minimum 2 colleges in each of the 7 backward districts of the State and proposed to submit detailed proposal regarding 14 new degree colleges to be set up in the entire state. The funding pattern should be 90% from Govt. of India and 10% from States, instead of 1/3 from the Government of India and 2/3 from the state governments.

Present status

For Educationally Backward Districts in Special Category States, the central assistance is proposed to be 50% of the capital cost (limited to Rs.4.00 crores).

25. **Ms. Archana Chitnis, Hon'ble Minister of Education, Madhya Pradesh**

Hon'ble Minister suggested introduction of semester system in Colleges and requested that GOI should provide 100% funding for establishment of 39 new degree colleges in educationally backward districts.

Present status

Chief Minister, Madhya Pradesh had conveyed his willingness to bear the State share.

Chairman, UGC has already written to Vice- Chancellors to take up academic reforms across all higher educational systems including semester system and choice base credit system.

26. **Smt. Sunila Basant, Advisor to H.E. Governor, Jharkhand**

(i) Requested for grants to the newly opened universities of the State, namely Neelamber Pitamber University and Kolhan University and their affiliated colleges.

Present status

UGC provides development grants to State universities and colleges which are covered by Section 12B of the UGC Act. The UGC has conceived a plan to provide one time central assistance on sharing basis to universities and colleges which are not eligible to receive grants from UGC under section 12 B of the UGC Act, 1956. Universities may consider applying to UGC under the scheme for Young Universities in Backward Areas.

(ii) She also urged the Centre to increase the share of assistance for new degree colleges.

Present status

Share of central assistance is proposed to be 1/3rd of the capital cost (limited to Rs. 2.67crore) for colleges to be set in Educationally Backward Districts in Jharkhand.

(iii) Jharkhand appreciates the decision of Government of India to open Central University and said that site Selection Committee should visit the locations suggested by the state for the proposed new central University.

Present status

The visit of the Site-Selection Committee is being expedited.

27. **Shri Dayanand Dongakar, Secretary General (AIU)**

He supported the idea for creating a National Education Commission.

Present status

The Yashpal Committee has recommended the creation of an all encompassing National Commission for Higher Education & Research (NCHER) which is under consideration.

28. **Dr. Kadam Patangrao, Hon'ble Minister of Revenue, Maharashtra**

Maharashtra Government has requested for one World Class University and one Central University in the State.

Present status

Maharashtra already has a Central University at Wardha, namely Mahatma Gandhi Antarashtriy Hindi Vishwavidyalaya. However, during the XI Plan, there is a proposal to establish an 'Innovation University' targeted to be of world class standard.

Issues raised by Hon'ble Members regarding National Knowledge Commission

29. **Dr. C. Subramaniam, Hon'ble Member**

(i) CABE should examine the proposed functions of National Higher Education Commission as a national debate is called for.

(ii) The recommendations of NKC except the one relating to the setting up of 1500 universities nation-wide, should be totally negated.

(iii) The considered view emerging from so many seminars and symposia, conferences and interactions with academicians, vice chancellors and eminent professors, was that these (NKC) recommendations will not help in the growth of the higher education.

- (iv) Charging of fees at least upto 20% of the total expenditure in universities, will affect the enrolment in higher education.
- (v) The differential pay scales will jeopardize the academic atmosphere in the campuses.
- (vi) The new Under-graduate colleges could be established as community colleges.
- (vii) The recommendations of NKC relating to raising of resources by liquidating land, establishment of universities by Companies under section 25, of the Companies Act, independent regulatory authority when UGC and so many apex bodies are already existing, are retrograde steps and need not be implemented.
- (viii) Most of the talented teachers are moving to Central Universities from State Universities as the age of retirement has been raised from 62 years to 65 years. He desired that parity in regard to age of superannuation should be maintained throughout the country.

Present status

(i) to (viii) The recommendation of the Yashpal Committee will be placed before CABE in its 56th meeting.

(ix) The Central Government has requested the State Governments in various fora to consider raising the age of retirement of the teachers in State universities and colleges to 65 years as applicable to centrally funded institutions in higher and technical education under the purview of MHRD.

30. **Shri Brij Mohan Agarwal, Hon'ble Minister of School Education, Chhattisgarh**

The recommendation of NKC in raising 20% of the institutional expenditure through student fees is not tenable for States like Chhattisgarh because the State has a predominance of SC, ST and OBCs comprising almost 90% of the population. The implementation of this recommendation of NKC would deprive a large section of population from having access to higher education.

Present status

CABE Committee on "Financing of Higher and Technical Education"(2005) has recommended 20% as the upper limit for cost recovery through fees.

31. **Prof. Gopal Guru, Hon'ble Member**

(i) NKC is unilaterally deciding what is knowledge.

(ii) Suggestions of the National Knowledge Commission are discomfoting and have a very elitist kind of perspective. He also opposed the creation of an independent regulatory authority –IRAHE.

Present status

(i) & (ii) The Yashpal Committee has suggested a different formulation of an all encompassing National Commission for Higher Education & Research (NCHER) which would subsume the existing regulatory bodies. The need for an overarching regulatory body in higher education has been accepted by Government as one of its priorities.

32. Mr. Vinod Raina, Hon'ble Member

He observed that we have two ideologies operating as far as higher education is concerned-one which he supports and hopes the CABE also supports that education and knowledge is a common public good and another view, which says that education and knowledge is a commodity, that can be traded and it can be made profit from. He saw NKC's recommendations clearly in the second domain, which is in the domain that knowledge like anything else can be monopolized, traded and made profit from. Unless there is equity, there can be no quality and with these firm principles, we should examine all those recommendations.

Present status

Education is a non-profit activity and commercialization of education is not permissible under the National Policy on Education and numerous judicial pronouncements.

33. Shri Ram Lal Vora, Hon'ble Minister of Education, Gujarat

The recommendations of NKC which have far reaching effects are on the theme of the synthesis of the east and west, synthesis of humanity, sciences and Indian History contemporary outlook. The view of the State Government is that unless these aspects of the synthesis are applied, we will not be able to prepare our students to meet the challenges of the 21st century.

Present status

Universities have academic autonomy to structure courses of study taking into consideration the needs of the economy and society to develop informed citizens.

AGENDA NOTE ON RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION

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. 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.”

Both the Houses of Parliament have passed the Central Legislation on the Right of Children to Free and Compulsory Education. We are now awaiting the assent of the President of India to the Bill.

SALIENT FEATURES OF THE BILL:

The Right of Children to Free and Compulsory Education Bill, 2008 provides for:

- (i) The right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- (ii) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- (iii) It lays down the norms and standards relating *inter alia* to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher working hours.
- (iv) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and Parliament, and disaster relief.
- (v) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications;

- (vi) It prohibits (i) physical punishment and mental harassment, (ii) screening procedures for admission of children, (iii) capitation fees, (iv) private tuition by teachers, (v) running of schools without recognition,
- (vii) It provides for the following penalties:
 - a. For charging capitation fee = fine upto 10 times the capitation fee charged,
 - b. For resorting to screening during admission = Rs 25,000 for first contravention; Rs 50,000 for each subsequent contravention,
 - c. For running a school without recognition = fine upto Rs one lakh, and in case of continuing contravention Rs 10,000 for each day during which the contravention continues
- (viii) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- (ix) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court.
- (x) The Bill inter-alia contains provisions that an unaided school, not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority, shall admit in Class I, to the extent of at least twenty five percent of the strength of the class, children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide them free and compulsory elementary education. The Bill further makes provisions regarding reimbursement of expenditure so incurred by such schools to the extent of the per child expenditure incurred by the State, or the actual amount charged from the child, whichever is less, subject to certain conditions.

BENEFITS ARISING OUT OF THE LEGISLATION

The enactment of this legislation would lead to significant systematic reform in the elementary education sector, specially with reference to (a) access of all children to schools which conform to specified norms and standards (b) ensuring teacher availability through redeployment to correct urban-rural imbalances in teacher placements and instituting system for regular recruitment of professionally trained teachers (c) reviewing the content and curriculum in line with values enshrined in the Constitution of India and child centered pedagogy.

We look forward to the support of State Governments/UT s, educationists and other stakeholders in taking toward the quality agenda for elementary education through the new legislation.

Extent to which the present legislation would be mandatory on State Governments

The 86th Constitution Amendment Act, 2002, inserts Article 21-A in the Fundamental Rights. It stipulates that '*it shall come into force from such date as the Central Government may by notification in the Official Gazette appoint*'. The notification in the official gazette will be issued after enactment of the consequent legislation, entitled 'The Right of Children to Free and Compulsory Education Bill, 2008'.

Education is a subject falling under the Concurrent List of the Constitution of India. Article 254 (1) provides that law made by the Parliament with reference to the concurrent subject shall prevail over a law made by the State Legislature on the same subject, irrespective of the fact whether the law made by the Parliament is earlier or subsequent to the State enactment. The basic objective of the Bill is provision of good quality education to all children in the 6-14 age group, and in this objective there is no conflict whatsoever between the Centre and the States.

Calculations on the financial burden likely to be incurred:

Clause 7 of the Right of Children to Free and Compulsory Education, Bill 2008, however stipulates that the Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act. NUEPA has been requested to make estimation of the funds required. Secondly, Clause 7 provides that the Central Government shall provide to the State Governments, as GIA of revenues, such percentage of expenditure as it may determine, from time to time, in consultation with the States. Thirdly, it stipulates that the Central Government may make a request to the President to make reference to the Finance Commission under Article 280 (3) (d) to examine the need for additional resources to be provided to the States in order to enable them to meet their financial liabilities for carrying out the provisions of this Act.

AGENDA NOTE ON SARVA SHIKSHA ABHIYAN

1 The Mission

- 1.1** **Sarva Shiksha Abhiyan** is one of India's important social sector programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children.
- 1.2** The SSA covers all States and Union Territories and reaches out to 19.4 crore children in 12.3 lakh habitations. In order to ensure that the priority to UEE is translated into action, the organizational set-up and the monitoring structure draw their authority from the highest political levels in the country. The Prime Minister of India heads the National Mission for SSA which monitors the progress made under the Sarva Shiksha Abhiyan. The Executive Committee of the National Mission is chaired by the Minister for Human Resource Development.

2 SSA Goals

- a. Enrolment of all children in school, Education Guarantee Centres, Alternate school, 'Back-to-School' camp by 2005;
- b. Retention of all children till the upper primary stage by 2010;
- c. Bridging of gender and social category gaps in enrolment, retention and learning;
- d. Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

3. SSA Financial availability and funding pattern

- 3.1** In the 9th Plan the funding pattern between the Centre and States for was in the 85:15 ratio. In the 10th Plan the respective shares of the Central and State Governments were in the 75:25 ratio. In respect of the states in the North East Region (NER), 15% State share was borne by the Ministry of DoNER in 2005-06 and 2006-07. The total outlay originally proposed for the 10th Plan was Rs.17000 crore; based on Annual Plan allocations, however, GoI releases were of the order of Rs.27887.22 crore, and the State expenditure was Rs.35743.14 crore. The releases by the Central Government and expenditures during the 10th Plan were as follows

Year	GOI Budget	GOI Releases	<i>% of GoI Releases to the Budget</i>	<i>Actual Expenditure (Out of total funds available)</i>
2002-03	1569.26	1569.26	100.00	1305.65
2003-04	2732.32	2732.29	100.00	3057.48
2004-05	5079.58	5139.75	101.18	6598.39
2005-06	7810.75	7561.49	96.81	10002.33
2006-07	11104.00	10884.43	98.02	14779.29
Total	28295.91	27887.22	98.55	35743.14

- 3.2** In the 11th Plan the funding pattern is on a tapering scale of 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 the NER States the funding is in the 90:10 ratio with the Central share sourced from the 10% earmarked funds for the NE States in the SSA's Central Budget. The outlay for SSA for the 11th Plan period is Rs. 71000 crores.

- 3.3 In the initial years some States had difficulty in providing for their State share; however the situation has improved in recent years.

State Shares absolute and as a % to Central share

(Rs. In Crores)

2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
Amt	%	Amt	%	Amt.	%	Amt.	%	Amt.	%	Amt.	%
402.9	25.8	838.7	31.0	1754.6	34.1	2802.7	37.1	3754.5	35.2	5735.1	50.4

- 3.4 In the year 2004-05 the Prarambhik Shiksha Kosh (PSK) was set up which is a non lapsable fund for 2% education cess on all direct taxes. The resources made available by PSK are to be spent on SSA and MDM.

Sl.No.	Scheme	2006-07		2007-08		2008-09	
		PSK	GBS	PSK	GBS	PSK	GBS
1.	SSA	5831.00		6993.00		7690.00	
2.	MDM	2915.00		3400.00		5127.00	

- 3.5 In 2009-10 a Central allocation of Rs.13100 crore (GBS Rs.5405.33 cr.; PSK Rs.7694.67 cr.) has been provided for the SSA programme.

(Rs. in Crores)

Year	GOI Budget	GOI Releases	% of GoI Releases to the Budget	Actual Expenditure (From available funds)
2007-08	12171.00	11477.39	87.14	15565.57
2008-09	13100.00	12640.29	96.49	12640.29
2009-10	13100.00**			

**provided in vote on account.

- 3.6 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 period of 3 years from 2007-08 to 2009-10, the World Bank, European Commission and DFID of UK will be partially funding SSA to the tune of Rs. 4330 crore (World Bank Rs. 2558 crore, DFID Rs. 1251 crore and EC Rs. 521 crore)

4 Progress under SSA goals.

- 4.1 **Goal 1:** Enrolment of all children in school, Education Guarantee Centre, Alternate school, 'Back-to-School' camp by 2005:

- (i) The status of enrolment and out of school children is as follows:

- a. 3.68 crore children have joined the education system since the launch of SSA.
- b. Gross Enrolment Ratio has been increasing

SES		2001-02	2006-07	Remarks
Gross Enrolment Ratio	Primary	96.3	111.24	14.94 ↑
	Upper Primary	60.2	73.63	13.43 ↑
	Elementary	82.4	96.92	14.52 ↑

- c. There has been significant reduction in the number of out of school children 6-14 year age group from 31% in 2001 to 3% in 2008 as per the year-wise details tabulated below. An independent study conducted in July/August 2005 estimated 1.34 crore children out of school. This represented 6.94% out of school children in the 6-14 age group. Within this 9.9% were Muslim children, 9.6% ST children, 6.97 SC children.
- d. Since then the number of out of school children has reportedly been further reduced as per the following year-wise details.

(in cr)

2001-02	2002-03	2003-04	2004-05	2005.06	2006-07	2007-08	2008-09
3.20	2.49	1.16	1.35	0.95	0.70	0.76	0.45

- (ii) The approach under SSA for improving enrolment and reducing out-of-school children is to improve access and provide basic facilities to all schools.
- a. For improving access, the SSA provides for primary school within one km of habitation, and an upper primary school for every two primary schools.
- Primary school – school buildings with minimum of two classrooms with verandah, teaching learning equipment @ Rs.20000 per school, and two teachers.
 - Upper Primary School – classrooms for every class, teaching learning equipment @ Rs.50000 per school and three teachers. One of these will be Science and the other a Mathematics teacher.
- b. Unserved habitations and uncovered children are mainly covered through education Guarantee Scheme (EGS) & Alternative & Innovative Education (AIE) centre. The norms for these are:
- Setting up of EGS centres in unserved habitations @ Rs.1535 per child at primary and @ Rs.2960 per child at upper primary level centres per annum.
 - Setting up alternative schooling models @Rs.3000 per child per annum for non residential centres and @Rs.10000 per child per annum for residential centres.

- c. Infrastructure provision like school buildings, classrooms etc. The SSA norms provide for civil work ceiling upto 33% of total project cost and includes following:
- i. School building, BRC, CRC, toilet, drinking water, furniture for u/primary and facilities like boundary walls , electrification etc
 - ii. One hostel/block for 100 children admissible in blocks with population density of less than 20 persons/square km in remote, hilly, tribal districts; construction as per KGBV norms; design to include CWSN
 - iii. One time assistance for u/primary for furniture only @ Rs 500 per child
- (iii) Consequent to opening of 1.6 lakh primary schools and 1.45 lakh upper primary schools, access has increased manifold. As reported by the States 98% habitations have primary schools and 90% have upper primary school coverage. During 2008-09 at the primary level, for uncovered habitations 34,510 EGS centres covering 26 lakh children and AIE centres covering 35 lakh children have been provided. The current status is tabulated below. For the remaining habitation there is a continuous dialogue with the State governments for (a) development of small school policy at primary level, and (b) providing one upper primary school for every two primary school

Coverage Status	2002 (Habitations covered) 7 th AIES	2008 (Habitations covered) DISE
Primary School	86.96%	99%
U/Primary School	78.11%	90%

status of infrastructure has improved since the inception of the SSA.

- a. Under the SSA, 2.48 lakh school buildings and 11.62 lakh additional classrooms have been sanctioned, consequent to which student class room ratio has decreased form 42:1 to 35:1. The challenge is in 48 districts where additional classrooms gap is more than 3000 classrooms.
- b. Also, efforts are made for converging with programmes and schemes of the Ministry of Rural Development on Total Sanitation Campaign and Drinking Water Mission and the availability of basic facilities like drinking water, toilets and girls toilets have improved significantly; yet there are gaps, which need to be filled.
- c. Infrastructure Indicators show improvement

	2003-04	2007-08
Ratio of PS to UPS	2.87	2.4
Student to Classroom Ratio	42	35
Pupil to Teacher Ratio	39	33

% of schools having drinking water facility in school	77.89	86.75
% of schools having common toilets in school	41.81	62
% of schools having girls toilet in school	28.24	50.55

4.2 Goal 2: Retention of all children till the upper primary stage by 2010:

(i) The dropout rate at primary and elementary level is as follows:

SES		2001-02	2006-07	Remarks
Dropout rate	Overall (Pry.)	39.0	25.43	13.57 ↓
	Girls (Pry.)	39.9	26.56	13.34 ↓
	Overall (Ele.)	54.6	46.03	8.57 ↓
	Girls (Ele.)	56.69	45.33	11.36 ↓

(ii) The transition rates from primary to upper primary has improved from 74.15% (2003-04) to 81.13% (2007-08).

(iii) Though the girls dropout rates have decreased significantly, dropout rates of SC & ST children continue to be high both at primary & elementary level.

(iv) An independent study has been commissioned to assess the present status of dropout in 29 major States & UTs.

5.3 Goal 3: Bridging of gender and social category gaps in enrolment, retention and learning

(i) The NPE 1986/92 while reaffirming the goal of universalisation elementary education places special emphasis on the removal of disparities and education for equality. The third goal of the SSA is to bridge gender and social category gaps in enrolment, retention and learning. The status in this regard is as follows:

DISE		2003-04	2007-08	Remarks
Share of girls	Primary	47.47	48.22	0.75 ppt ↑
	Upper Primary	45.02	46.99	1.97 ppt ↑
Share of SC students	Primary	20.84	19.17	16% population
	Upper Primary		20.08	
Share of ST students	Primary	9.71	11.60	8% population
	Upper Primary		9.23	

(ii) For promoting girls education the SSA provides for:

- a. Free textbooks, recruitment of women teachers promotion of early childhood care and education, bridge courses for out of school children,

gender sensitization of teachers, girls toilets. Untied funds under innovation and remedial teaching in districts with low female literacy.

b. Kasturba Gandhi Balika Vidyalaya (KGBV): KGBV was launched as a separate scheme in July 2004, and has been merged with SSA from 11th Plan. It sets up residential schools at upper primary level for girls belonging predominantly to SC, ST, OBC and minority community. The hostels are set up in blocks where rural female literacy is less than 30% and in urban areas where urban female literacy is below national average.

- Against 2573 KGBVs sanctioned, 2423 are operational as on 31.12.2008 in 27 States.
- 427 KGBVs are in blocks with substantial Muslim population; 612 KGBV's are in blocks with high ST population; 688 are in SC dominated blocks; and 94 are in urban areas.
- 1.76 lakh girls have been enrolled of which 27.36% are SC, 30.71% are ST, 26.42% are OBC, 6.60% are muslim & 9% are BPL.

c. National Programme for Education of Girls at Elementary Level (NPEGEL): Launched in July 2003, it is a focused intervention for reaching out to the hardest to reach girls, , it provides additional support for enhancing girls education over and above the investments for girls education under SSA, including gender sensitization of teachers, development of gender sensitive material and provision of need based incentives. The scheme is implemented in educationally backward blocks (EBB) where rural female literacy is less than national average and gender gap is above the national average, blocks where SC/ST population is greater than 50% & female literacy is less than 10% and select urban slums.

- NPEGEL is operational in 3271 Educationally Backward Blocks covering 40484 clusters,
- Rs 578.18 cr. have been sanctioned for NPEGEL in 2008-09.

(iii) For promoting education of SC/ST/Minorities the following approaches and inputs are available under SSA.

- a. Small schools for sparsely populated unserved areas
- b. Residential school buildings low population density blocks
- c. Relaxed norms for EGS/AIE to target hardest to reach children
- d. Support to madarsa/ maqtab for transacting regular curriculum
- e. Focus on coverage of SC/ST and Muslim girls
- f. Statutory representation of the disadvantaged groups in school based bodies in VEC/SDMC/PTA
- g. Targeted provision of school infrastructure in SC, ST and Muslim dominated districts.
- h. Improving learning outcomes of disadvantaged groups through sensitization of teachers, use of primers in tribal languages, training of teachers and remedial teaching.

- i. Untied funds at district level for SC, ST , Muslim and urban deprived children
- j. Free textbooks and incentive like uniforms

5.4 Goal-4: Ensuring significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

- (i) NCERT has conducted two rounds of learners achievement survey, the highlights of which are tabulated below.

		Math	Language	EVS	Science	Soc. Sc.
Class – III (29 States/UTs)	1 st Rd.	58.25	63.12	--	--	--
	2 nd Rd.	61.90	67.00	--	--	--
Class – V (31 States/UTs)	1 st Rd.	46.51	58.57	50.30	--	--
	2 nd Rd.	48.50	60.31	52.19	--	--
Class – VII (10 States/UTs)	1 st Rd.	30.50	54.24	--	37.78	34.04
	2 nd Rd.	40.40	57.30	--	42.90	44.40
Class – VIII (17 States/UTs)	1 st Rd.	39.17	53.86	--	41.30	46.19
	2 nd Rd.	42.57	56.50	--	42.70	47.90

- (ii) Improving attendance and regularity of students and teachers in school is a challenge. A study was conducted in 20 States on students/teachers attendance over the academic year 2006-07. It reveals the following:

	Students	Teachers
Primary	68.5%	81.7%
Upper Primary	74.35%	80.8%

- (iii) The SSA norms which contribute to improvement of learning levels in the schools are as follows
 - a. Provision of teachers – one teacher for every 40 students; minimum 2 teachers for new primary schools; one teacher for every class/section at upper primary level and subject specific teacher for Math, Science and an additional teacher in case of adverse PTR (PTR<40:1)
 - b. Free textbooks to all children wherever states do not have prior provisioning for free textbooks.
 - c. School Grant @ Rs 5000 per primary and Rs 7000 per upper primary for replacement of non-functional school equipment, consumables and items for science labs, computer education
 - d. Teacher Grant of Rs 500 per teacher in primary and upper primary school for low cost teaching aids.
 - e. Provision of Training – 20 days annual in-service training / induction training/training of professionally untrained teachers.

- f. Training of Community leaders
 - g. Provision of Remedial teaching for children mainstreamed into formal schools from bridge courses and for children in formal schools only in districts with female literacy below national average.
 - h. Provision of 2% of district outlay for learning enhancement programme.
 - i. Provision of academic supervision and monitoring structure through Block Resource Centre and Cluster Resource Centre.
- (iv) SSA invests about 53% of its funds towards quality of which about 30% is towards teacher's salary and 23% is for various components like teacher training, textbooks, remedial teaching etc
- (v) The approach to improving learning levels are
- a. Invest more in quality centric intervention
 - b. Focus on holistic and comprehensive plan development.
 - c. Emphasis on assessment evaluation and remedial access
 - d. Regular tracking and monitoring
 - e. Facilitate capacity building exchange of good practices and monitoring.
- (vi) Consequent to provision of 12.27 lakh teachers, PTR has improved from 39:1 to 33:1. The present dialogue with the States is on
- a. Undertaking the curriculum reforms on the line of NCF 2005
 - b. Bringing curriculum, syllabus textbooks and evaluations systems in harmony with each other.
 - c. Instituting reform in recruitment systems to recruit trained teachers and wherever required provide professional training to untrained teachers in a time bound manner.
 - d. Rationalizing deployment of teachers such that all schools have the two teachers at primary and one teacher for each class at upper primary level. There should be one Science and one Math subject teacher at every upper primary school.
 - e. Bringing in greater local accountability and improve student and teacher attendance.
 - f. Reforming classrooms processes to be child centric and activity based.
- (vii) The progress on key inputs and processes on quality is as follow.

Sl. No.	Intervention	Target 2008-09	Achievement (in % till 31.12.08)	Low performing States
(vii)	I. Academic Support			
1.	BRC	6491	100%	Bihar, Kerala, Jharkhand
2.	CRC	72022	96%	West Bengal, Rajasthan, Delhi
II.	Schools			
1.	School grant	11.82 lakh schools	82%	Orissa, Assam
2.	TLE grant	34734	19%	AP, West Bengal, Uttarakhand
III.	Teachers			
1.	Teacher recruitment	12.27 lakh teachers	78.76 %	Bihar, West Bengal, Rajasthan
1.	Teacher grant	41.47 lakh teachers	80%	Andhra Pradesh, Sikkim, Assam
2.	20 days annual in-service training	40.69 lakh	59%	Bihar, Jharkhand, UP
3.	Induction training	2.38 lakh	22%	Andhra Pradesh, Bihar, Uttarakhand
4.	Training for untrained teachers (distance mode)	1.26 lakh	44%	J&K, MP, Orissa
IV.	Students			
1.	Free-textbooks	8.97 cr. students	94%	D&NH, Gujarat, Meghalaya
2.	Remedial teaching	39.21 lakh students	51%	Delhi, Jharkhand

in 25982 schools covering 48.19 lakh students, with partnership of 69 private organization / NGOs partners.

(viii) **Learning Enhancement Programmes** for quality improvement

- Targeted programmes for Language and Math at primary level in 29 States
- Science and Math enhancement at upper primary level in 22 States

6. Progress against key inputs of SSA is as follows:

Sl. No.	Items	Targets for 2008-09	Cumulative Targets since inception including 2008-09	Cumulative Achievement (upto 31.12.2008)	Total	Better performing States
1.	Opening new schools	29748	304853	Opened	261562 (85.8%)	Rajasthan, MP, UP (All 100%)
2.	Construction of school buildings	37591	248064	Completed & In Progress	225383 (90.85%)	AP, Rajasthan, Assam
3.	Construction of additional classrooms	164687	940698	Completed & In Progress	918981 (97.69%)	UP (96%), AP (96%) Rajasthan (98%)
4.	Drinking water facilities	902	193009	Completed & In Progress	182019 (94.31%)	Ar. Pradesh, Assam, Gujarat, Jharkhand, Mnipur, Meghalaya, TN & Tripura (All 100%)
5.	Construction of Toilets	19602	264650	Completed & In Progress	251023 (94.85%)	Jharkhand, Kerala, Manipur, Meghalaya, Punjab, TN (All 100%)
6.	Teacher appointment	107444	12.27 lakh	Completed	9.66 lakh (79%)	Andhra Pradesh (99%), Chhattisgarh (97%) and TN (100%)
7.	Teacher training (20 days)	36.29 lakh	4069694 (Annual 2008-09)	Completed	2382472 (59%)	Ar Pradesh, Kerala, Lakshadweep (100%)

8.	Supply of Free Textbooks	8.98 lakh	8.97 crore (Annual 2008-09)	Completed	8.40. (94%)	Most of the States have done 100%
9.	KGBV Schools	398	2573	Operationalized	2467 (95.60%)	17 States have operationalised 100%)

7. Focus in the 11th Five Year Plan

7.1 Thrust during 11th Plan is on “Quality with Equity”

- (i) Promotion of Upper Primary Schools (UPS) to overcome the challenges in enrollment and retention
- (ii) Address the issue of equity holistically
- (iii) Address Quality through basic learning condition and relating inputs to clear measurable outcomes

7.2 Key proposals for the 11th Plan

S. No.	Activity	Proposals for 11 th Plan	Sanctioned in 2007-08 & 2008-09	Balance
1.	Primary Schools	20000	26822	0
2.	Upper Primary Schools	70000	44181	25819
3.	Addl. Classroom	887000	332040	554950
4.	Drinking Water	68000	23087	44913
5.	Toilets	20400	47848	0
6.	KGBV	398	398	0

8. Monitoring in SSA

SSA has elaborate State and national level monitoring arrangements.

- (i) The SSA Framework for Implementation has been amended to provide for the constitution of a District Level Committee comprising local public representatives to monitor the implementation of the SSA programme in the districts.
- (ii) Progress against key monthly indicators and a more detailed quarterly progress report from States to Government of India.
- (iii) A computerized E-MIS system gives elementary education statistics. (Data for 2007-08 released by NUEPA). The entire data base is available at Web-site www.ssa.nic.in, & provides analysis by State, District & school. An Educational Development Index has been developed & States ranked in order of progress towards universalisation of elementary education. School wise progress cards have also been developed & can be seen at web site www.nuepa.org.

- (iv) A computerized programme MIS gives district based targets and achievements on line on SSA web portal www.ssa.nic.in.
- (v) 38 National Social Science Institutions have been attached to States/UTs to make independent and regular field visits to monitor performance. 155 reports covering 563 districts received and have been received and disseminated upto 31.12.2008. This can be seen at www.ssa.nic.in.
- (vi) An independent Joint Review Mission reviews the progress of SSA twice a year, along with external funding agencies. (9th JRM held during 16th Jan. to 29th Jan 2008). The JRM reports can be seen at web-site www.ssa.nic.in.
- (vii) Pupil achievement level sample surveys are conducted every three years by NCERT to track learning achievement levels of students & for inter State comparisons. Second round has been completed for Class III, V, VII & VIII & findings disseminated.
- (viii) Several independent assessments/studies carried out for independent feedback on implementation of SSA e.g.: Out of School Study, 2005. Student & Teacher attendance rates 2007, study on Para-Teachers 2007, time on task study; national evaluation of KGBV & NPEGEL, effectiveness of Block Resource Centre & Cluster Resource Centre 9 studies completed while 5 studies are in progress.
- (ix) Independent concurrent financial reviews commissioned by the Ministry. 35 States/UTs covered. In the second phase 12 States / UTs are under progress.
- (x) National level third party evaluation of civil works has been completed for 15 States and 12 are in progress in second phase.
- (xi) 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 32 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.

MID-DAY MEAL SCHEME

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.

2. 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.

3. 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.

4. 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 were included by this expansion of the scheme. The programme has been 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.

5. 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.

6. Rationale

- ***Promoting school participation:*** Mid day meals have big effects on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.
- ***Preventing classroom hunger:*** Many children reach school on an empty stomach. Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate - especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid day meal can help to overcome this problem by preventing “classroom hunger”.
- ***Facilitating the healthy growth of children:*** Mid day meal can also act as a regular source of “supplementary nutrition” for children, and facilitate their healthy growth.
- ***Intrinsic educational value: A well-organised mid day meal can be used as an opportunity to impart various good habits to children (such as washing one’s hands before and after eating), and to educate them about the importance of clean water, good hygiene and other related matters.***
- ***Fostering social equality:*** Mid day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid day meal can help to break the barriers of caste and class among school. Appointing cooks from Dalit communities is another way of teaching children to overcome caste prejudices.
- ***Enhancing gender equity:*** The gender gap in school participation tends to narrow, as the Mid Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid Day Meal Scheme also provide a useful source of employment for women, and helps liberate workingwomen from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid Day Meal Scheme.
- ***Psychological Benefits:*** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address this and facilitate cognitive, emotional and social development.

7. Coverage:

The National Programme of Mid Day Meal in Schools (NP-MDMS) presently covers all children studying in Classes I-VIII of Government, Government Aided and Local Body Schools, as well as children studying in centres run the Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres supported under SSA.

The coverage of the scheme has been concurrently extended vide letter No. 11-2/2008-EE2 (MDM) dated 21.4.2008 to recognized Madrasas/Maktabs supported under SSA as Government Aided Centres as well as those Madarsas/Maktabas which may not be registered as recognized but supported under SSA as EGS/AIE interventions in coordination with State Project Directors of SSA.

8. Nutritional content:

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.	

9.

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 Primary 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 Uttaranchal.
 - (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
- (iv) Assistance for cooked Mid-Day Meal during summer vacations to school children in areas declared by State Governments as “drought-affected”.
- (v) 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.
- (vi) 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.
- (vii) 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:

10. 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. 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.
- e. 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.
- h. District level Committee: It has now been decided that the District level Committee formed to monitor the implementation of SSA Programme in districts would also be applicable for monitoring the Mid Day Meal Scheme. States/UTs have been directed to constitute District Level Committees comprising public representatives to monitor the implementation of MDM Scheme in Districts as per the following provisions:-

Composition of the District Level Committee:

1. All Members of Parliament, Members of the State Legislature and members of the Zilla Parishad (wherever duly constituted), elected from that district/and/or urban bodies (duly constituted) as applicable.

2. The District Magistrate/Collector/Deputy Commissioner/Chief Executive Officer of the Zilla Parishad/Urban local body will be the Member-Secy.
3. District Officer in-charge of MDM
4. District Officers in-charge of Drinking Water Mission/Total Sanitation Programme/ICDS Programme/Panchayati Raj/Labour/Handicapped Welfare/Social Welfare/Minority Welfare etc.
5. Two NGO's working on elementary education for MDM in the area, to be nominated by the District Magistrate/Collector/Dy. Commissioner/CEO Zilla Parishad.
The senior-most Member of Parliament present in the meeting will chair the committee on the day it meets.

Terms of Reference of the District Level Committee:

1. The committee will be apprised of the progress of the MDM implementation in the district, both in the terms of key targets and achievements thereof, and also on outcome indicators, inter-alia, enrolment, dropout, learning achievement levels of students etc.
2. Suggestions of the members may be taken into consideration, within the parameters of the guidelines and framework of implementation and the approved annual work plans & budgets of the district, for improving MDM implementation at the local level.
3. The committee may also examine the synergy and convergences of other related Government Departments in improving school infrastructure and other support services for benefit of children in the 6-14 years of age group.
4. The Committee will meet once in each quarter of the year.

- 11. 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.

For the NP-NSPE, 2006, 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.

12. 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 Pratiche 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.

13. Achievements made during the period 2003-04 to 2008-09

	2003-04	2004-05	2005-06	2006-07	2007-08*	2008-09*
Children covered	10.57 crore	10.89 crore	11.94 crores	10.68 crore	11.37 crore	11.74 crore
Foodgrain allocated	26.58 lakh MTs	26.69 lakh MTs	22.51 lakh MTs	21.60 lakh MTs	24.79 lakh MTs	28.60 lakh MTs
Budget allocation	1375.00 crore	2907.00 crore	3345.26 crore	5348.00 crore	7324.00 crore	8000.00 crore
Total expenditure under the Scheme	1375.00 crore	2820.54 crore	3185.13 crore	5233.47 crore	5835.44 crore	6688.02 crore

**Primary and Upper Primary combined*

14. Infrastructure development under Mid Day Meal Scheme

Construction of Kitchen Sheds

In the year 2006-07, Central Assistance towards construction of kitchen shed-cum-Stores @ Rs. 60,000 per unit to the States/UTs was introduced under MDM Scheme in the year 2006-07. It was decided to fill the infrastructure gap in a phased manner over a period of time. The total gap reported by the States/UTs during 01.04.06 to 31.03.09 was 8,73,435 units. The Central assistance of Rs. 4480 Crores has already been released to States/UTs for construction of 7,46,758 Kitchen Sheds as per details given below:-

		<u>Units</u>	<u>Amount (Crore)</u>
a)	2006-07	2,21,039	Rs. 1,326
b)	2007-08	2,22,849	Rs. 1,337
c)	2008-09	<u>3,02,870</u>	<u>Rs. 1,817</u>
		<u>7,46,758</u>	TOTAL <u>Rs. 4,480</u>

Out of this, 2.48 lakhs Kitchen Sheds have been constructed and 0.96 lakhs are under construction. Most of the Kitchen Sheds, where construction is not yet to be started are sanctioned during 2008-09 and expected to be constructed this year.

Procurement of Kitchen Devices

Similarly, the Central assistance towards procurement of Kitchen Devices @ Rs.5,000 per school in the year 2006-07. So far, Central assistance of Rs.419.59 Crores has already been released to States/UTs for procurement of Kitchen Devices in 8.37 lakhs schools, the details of which is as under:-

		<u>Schools</u>	<u>Amount (Crore)</u>
a)	2006-07	5,20,817	Rs. 260.41
b)	2007-08	1,95,076	Rs. 97.54
c)	2008-09	<u>1,21,298</u>	<u>Rs. 61.64</u>
		<u>8,37,191</u>	TOTAL <u>Rs. 419.59</u>

Out of this, procurement of Kitchen Devices in 5.87 lakhs schools have been completed and in 0.61 lakhs schools, it is under process.

15. Engagement of Cooks and Helpers under Mid Day Meal Scheme

State Government has been requested to engage cooks under the scheme from the disadvantaged section of the Society. Out of 15 Lakhs cooks engaged under the scheme, 12 Lakhs (80%) are female. Further, 3.31 lakhs (23%) cooks are from SC, 2.52 lakhs cooks (17%) from ST and 1.13 lakhs cooks (7%) are from Minority community.

16. Allocation for the 11th Five Year Plan (2007-08 to 2011-12)

Under the Mid-Day Meal Scheme, a total budget provision of Rs.48,000.00 crore has been allocated by Planning Commission during the 11th Five Year Plan.

17. New Initiatives in 2008-09:

- (i) From the year 2008-09 the mid-day-meal Scheme has been extended to upper primary stage (VI-VIII) in all Govt. & Govt. Aided Schools and EGS & AIE Centres in the country.
- (ii) During 2008-09 inflation adjusted Index (Consumer Price Index) has been included while assessing annual financial requirements towards Central Assistance for Cooking cost both for primary and upper primary.
- (iii) Regional Review meetings are being held to monitor the progress and practices being followed in the States/UTs in detail. Besides, 2 National level Review meetings have also been held.
- (iv) To streamline and strengthen the monitoring of the scheme, a separate web portal is being developed.

19. Features of Scheme during 2008-09

Sl. No	Items	Primary	Upp. Primary	Total
1	No. of Institutions	9.37 lakhs	1.52 lakhs*	10.89 lakhs
2	No. of children approved	8.24 Cr.	3.50 Cr.	11.74 Cr.
3	Average No. of Children availed MDM	7.93 Cr.	2.86 Cr.	10.79 Cr.
4	Estimated no. of working days	230	230	230
5	Food grain requirement/Allocation	17.48 lakhs MTs	11.12 lakhs MTs	28.60 lakhs MTs
6	Unspent Balance of foodgrains as on 31.3.2008	2.75 lakhs MTs	0.29 lakhs MTs	3.04 lakhs MTs
7	Foodgrains lifted during the year	14.52 lakhs MTs	5.65 lakhs MTs	20.17 lakhs MTs
8	Allocation of Recurring Central assistance (Cooking Cost+TA+MME)	4719.19 Cr.		
9	Unspent Balance as on 31.3.2009	1316.11 Cr.		
10	Funds released as recurring Central assistance	3391.74 Cr.		

* Without Primary Classes

20. Break-up of funds provided for 2008-09

(Rs. in crore)

Sl. No.	Components	Budget Status					
		Non-NER		NER		Total	
		Allocation	Releases	Allocation	Releases	Allocation	Releases
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
1	Payment to FCI	1400.00	1400.00	100.00	62.06	1500.00	1462.06
	Sub Total	1400.00	1400.00	100.00	62.06	1500.00	1462.06

2	Cooking Cost	4094.23	2895.87	264.35	225.23	4358.58	3121.10
3	Transportation Assistance	207.20	183.61	18.85	19.64	226.05	203.26
4	MME	104.28	63.50	6.59	3.89	110.87	67.38
Sub Total		4405.71	3142.98	289.79	248.76	4695.50	3391.74
5	Kitchen Shed	1057.02	1693.37	350.00	78.27	1407.02	1771.64
6	Kitchen Devices	322.27	60.61	0.00	0.00	382.48	60.61
Sub Total		1379.29	1753.98	410.21	78.27	1789.50	1832.25
7	National Component	15.00	1.97	0.00	0.00	15.00	1.97
Sub Total		15.00	1.97	0.00	0.00	15.00	1.97
GRAND TOTAL		7200.00	6298.93	800.00	389.09	8000.00	6688.02

Gross Budgetary Support (GBS): Rs.2873 crores (Released: Rs. 2435.29 crores)

Prambhik Shiksha Kosh (PSK): Rs.5127 crores. (Released: Rs.4252.73 crores)

State-wise coverage of children, foodgrains allocated, Central, Central assistance released towards payment made to FCI for foodgrains and Recurring & Non-recurring Central Assistance released during 2008-09 as on 31.3.2009 is given as Annexure-I.

20. Budget Provision for 2009-10

(Rs. in crore)

<i>S. No.</i>	<i>Component</i>	<i>Non-NER</i>	<i>NER</i>	<i>Total</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Payment to FCI	1400.00	100.00	1500.00
Sub Total		1400.00	100.00	1500.00
2	Cooking Cost	4150.08	231.55	4381.63
3	Transportation Assistance	209.49	16.34	225.83
4	MME	105.60	5.75	111.35
Sub Total		4465.17	253.64	4718.81
5	Kitchen Shed	1200.00	400.00	1600.00
6	Kitchen Devices	119.83	46.36	166.19

<i>Sub Total</i>		<i>1319.83</i>	<i>446.36</i>	<i>1766.19</i>
7	National Component	15.00	0.00	15.00
<i>Sub Total</i>		<i>15.00</i>	<i>0.00</i>	<i>15.00</i>
GRAND TOTAL		7200.00	800.00	8000.00

AGENDA NOTE ON RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

The last year and a half has been a momentous period for secondary education. Three major centrally sponsored schemes were launched last year,

(i) **Rashtriya Madhyamik Shiksha Abhiyan**, with the objective to universalize access to secondary education and to improve its quality, was launched in March, 2009.

(ii) First phase of the **Model School programme** to set up 2,500 high quality schools at the block level in educationally backward blocks under the State government was launched in November, 2008. A total of 6,000 schools are to be set up at block level, at the rate one school per block, as benchmark of excellence,

(iii) Another centrally sponsored scheme to set up about 3,500 **Girls' Hostels**, each having 100, beds in educationally backward blocks was launched in October, 2008.

2. The **Rashtriya Madhyamik Shiksha Abhiyan** is the flagship programme in Secondary Education and is meant to meet the surge in demand for secondary education as a result of successful implementation of Sarva Shiksha Abhiyan. The objective of the scheme is to achieve an enrollment ratio of 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and universal retention by 2020. This is to be done through a two pronged strategy,

(i) Strengthening of all existing government secondary schools.

(ii) Opening of new government secondary schools, primarily through upgradation of upper primary schools.

The scheme provides for special measures for the disadvantaged groups like SCs, STs, minorities and girls. The Central Government shall bear 75% of the project expenditure during the 11th Five Year Plan, with 25% of the cost being borne by the State Governments. For the North Eastern States the sharing pattern will be 90:10.

3. The 11th Five Year allocation for this scheme is Rs.20,120 crore. Another Rs.12,750 crore has been allocated by the Planning Commission for the Model School Programme. Allocation for the Girls' Hostel scheme is Rs.2,000 crore.

4. This kind of huge resources has been committed to secondary education for the first time. It is therefore, imperative that State governments take full advantage of these central initiatives. This Ministry is regularly interacting with the State governments to assist them prepare project proposals for these schemes. During the Education Secretaries' conference held in July – August, 2009, important issues requiring immediate attention of the State government were explained. Subsequently this Ministry had organized a facilitation workshop on 10-11 August, 2009 in New Delhi, with State Education Secretaries and State RMSA teams, to assist them in preparation of perspective and annual plan for RMSA. Several advisories have also been issued from time to time, all of which are available on MHRD website.

5. So far project proposals have been received from Mizoram, Madhya Pradesh and Kerala for RMSA. **All other States are requested to send their annual plan along with an indicative perspective plan by 15.9.2009 so that some time is available to implement the programme in the current year.**

6. The RMSA scheme also provides for a grant of up to Rs.25.00 lakh per district for preparatory activities subject to matching share of the State government. As on 21.8.2009, viable proposals for preparatory activities have been received from 23 States/UTs, out of which proposals from the States of Mizoram, Tripura, Arunachal Pradesh, Meghalaya, Madhya Pradesh and Himachal Pradesh have been approved. It has also been decided in principle to release Rs. 10.00 lakh per district as Central share towards first instalment to all states/UTs, who have submitted proposals. **Proposal for preparatory activities has not yet been received from the following States:- (as on 21.8.2009)**

Haryana, Delhi, Bihar, Jharkhand, Orissa, Maharashtra, Assam, Utrakhand, Andaman & Nicobar Islands, Lakshadweep, Nagaland and West Bengal

All the above States are requested to submit proposal for preparatory activities expeditiously.

7. Model School Programme

7.1 As far as Model School scheme is concerned, proposal in respect of all EBBs has been received from the following 7 States,

Punjab, Himachal Pradesh, Mizoram, Chhattisgarh, Karnataka, Uttar Pradesh and Jammu & Kashmir.

7.2. Partial proposals has been received from another 8 States,

Haryana, West Bengal, Tamil Nadu, Madhya Pradesh, Meghalaya, Andhra Pradesh, Tripura and Bihar.

7.3. **All States who are yet to send proposal in respect of all EBBs are requested to submit their proposals by 15.9.2009** (Sikkim, Goa, Delhi, Puducherry, Lakshadweep, Chandigarh and Daman & Diu do not have any EBB and therefore need not send proposal for Model Schools at present).

7.4. Clarifications are awaited from Haryana, West Bengal, Andhra Pradesh, Gujarat, Bihar and Tripura. **All these States are requested to expedite the clarifications so that their proposals can be appraised.**

8. Girls' Hostel Scheme

8.1 As far as Girls' Hostel scheme is concerned, proposal in respect of all EBBs has been received from the following 6 States,

Tamil Nadu, Punjab, Himachal Pradesh, Mizoram, Rajasthan and Chhattisgarh.

8.2. Partial proposals has been received from another 8 States,

Arunachal Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa, Jammu & Kashmir, Tripura and Uttar Pradesh.

8.3. **All States who are yet to send proposal in respect of all EBBs are requested to submit their proposals by 15.9.2009** (Sikkim, Goa, Delhi, Puducherry, Lakshadweep, Chandigarh and Daman & Diu do not have any EBB and therefore need not send proposal for Girls' Hostel Scheme).

8.4 Clarifications are awaited from Orissa, Uttar Pradesh, Tripura and Gujarat. **All these States are requested to expedite the clarifications so that their proposals can be appraised.**

9. Following issues are being flagged for immediate attention of the State government,

(i) All States/UTs are required to constitute implementing societies for RMSA, Model School and Girls' Hostel Schemes. The States having large number of EBBs are advised to constitute separate society for each scheme. States having few EBBs might run the Girls' Hostel and Model School Programme through RMSA society. Accounting and fund flow in any case, will have to be kept separate for each scheme.

(ii) It is suggested that the Commissioner or Director in-charge of Secondary Education could also be designated as the Project Director for RMSA in the State/UT, to be assisted by a full-time Additional Project Director meant only for project activities

(iii) The annual plan for RMSA along with an indicative perspective plan are required to be submitted by 15.9.2009.

(iv) For the Model School and Girls' Hostel scheme, who are yet to submit project proposal or have submitted partial project proposal are also requested to submit proposals by 15.9.2009.

AGENDA NOTE ON EXAMINATION REFORMS

I. Examination Reforms

1. The NCF-2005, concerned with examination related stress at all stages of school education, has outlined a pedagogic shift towards process orientated teaching and learning with the focus on construction of knowledge and critical reflection. Key features of its recommendations are:

1.1 Flexibility in Examination Time: Examination with a flexible time limit can be an effective way to reduce stress among children. Open –book exams and exams without time limit are worth introducing, the prevailing typology of questions needs a radical change from testing memory to testing higher –level competencies such as interpretation, analysis and problem solving skills.

1.2 Flexibility in the Choice of Subjects: Most boards of study offer a variety of subjects areas in addition to compulsory language courses. There is a concern about the formal or informal restrictions that operate to narrow the choice of subjects of study for students. Several Boards restrict the combinations in the form of ‘the science stream’, the art stream’, and ‘the commerce stream’. The CBSE does not restrict the possibility of combinations that students can choose, but in view of the increasing popularity of some combinations of subjects in relations to each other, many such options for a particular subject could consider working out arrangement with other schools in the neighborhood so that they could employ a resource leader.

1.3 Different levels: The document also highlights the need for providing differential levels of difficulty in subjects. Subjects such as Mathematics and English could be examined at two levels; standard and higher level. In the long term all subjects could be offered at two levels with students doing atleast three/two of the six, at standard level and the remaining three/four , at higher level.

1.4 The Issue of pass/fail on the basis of a single examination is crucial. NCF recommends declaration of board results in terms of subjects-wise grades in place of marks. Each grade will have qualitative description thus indicating performance i.e. Very Good. Good, Average, Unsatisfactory, etc.

1.5 Making Class X Board examination optional is another reform to reduce undue stress among children and giving and more responsibility to schools. All those students who want to continue in the same school or other school at +2 stage need not take board examination .They can be promoted on the basis of school examination .Those who need board certificate can appear in board examination.

1.6 Continuous and Comprehensive Evaluation & Internal Assessment: The document further highlights the need to shift towards school-based assessment and devise ways in which to make

internal assessment more credible. Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily of diagnosis, remediation and enhancing of learning. The scheme should take into account the social environment of learning and facilities available in the school. Modes of assessment based on oral testing, group work evaluation, open book examination and examination without time are worth considering. It also stresses on introducing grading systems in evaluation needs to be strengthened.

1.7 Appropriate training of teachers in teaching and testing is also recommended. There is total paradigm shift in teachers pre-service and in-service training programs.

1.8 NCF-2005 also views that a well designed provision of career psychology and counseling, as a critical development tool would enable children to systematically plan their movement towards their future vocations of livelihoods, and also guide the institutional leadership in curricular planning and evaluation. Besides, secondary and higher secondary coincides with adolescence, a period in an individual life that is marked by personal, social and emotional crises created due to demands of adjustments in family, peer group and school situations. The provisions of these services in schools help create the support systems required to cope with increasing academic and social pressure.

II. CBSE

- 15 minutes of additional time is given to read the Question Paper before students begin to write the Answers.
- Question Papers have been restructured in some of the important subjects in such a manner that the Question Paper can be finished comfortably within 3 hours.
- 5 chances of compartment examination are provided in two subjects in Class X and one subject in Class XII. The Board conducts compartmental examinations immediately after declaration of main examination results.
- Question papers in different subjects were redesigned and restructured and the typology of the questions was changed so that an average student can complete the question paper in 2^{1/2} hours of a three hours paper.
- Focus has been given to strengthening school based internal evaluation. School based internal evaluation to the extent of 20% marks has been implemented in Social Science, Mathematics and Science in the past two years and which are added with 80% of external evaluation.
- In order to make Science education interesting and innovative, 40% weightage has been given to test the practical skills and a separate question paper to test practical skills based on multiple choice questions (MCQ) has been implemented in Class X examinations 2007.
- There has been shift from content based testing to problem solving and competency based testing.
- The Board implemented curriculum based on the National Curricular Framework 2005 where it has been ensured that learning is shifted away from rote methods and also enriching the curriculum to provide for overall development of children rather than remain textbook centric.

- Restrict the number of text books prescribed to an optimum number at upper primary level also keeping in view the number of text books described by the NCERT.
- Reduce the bag load, psychological load and also the transactional load of the curriculum at the school level.
- No external examinations before class X in CBSE affiliated schools. The schools have also been directed to introduce continuous and comprehensive evaluation upto class V with no 'Pass' / 'Fail' criteria.
- Sample Question Papers in different subjects along with marking schemes were prepared and disseminated with the schools.
- The Board has a helpline programme before the commencement of examination and also during the declaration of results. The Board provides counseling service through telephone, IVRS, through leading newspapers and also online counseling.
- CBSE provides counseling facilities through telephone, e-mail and the print media before the start of the examination to answer various queries put forward by the students as well as by the parents.
- The Board is considering the proposal to have evaluation based on grading system for class X examination. Also working on the issue of making class X Board examination optional in CBSE schools.

AGENDA NOTE ON THE NATIONAL STRATEGY FRAMEWORK FOR ADULT EDUCATION

I. INTRODUCTION

1.1 Context

1. On account of illiteracy, India as a nation, along with nearly fifty percent of Indian women and one-fourth of men are bereft of the enormous benefits - human, political, cultural, social and economic - that LITERACY bestows on individuals, society and the nation. It is therefore of paramount national interest, that such recurrent colossal national, societal and individual losses are arrested on a war footing.
2. The President's address to the Parliament on 4th June 2009, which articulated the agenda of the Government for the next 5 years, therefore, stated that "*Government will recast the National Literacy Mission as a National Mission for Female Literacy to make every woman literate in the next five years. Increased female literacy is expected to become a force multiplier for all our social development programme.*"
3. This policy initiative of the government ought to be seen in the larger context of government's overall philosophy of 'inclusive' growth and national aspirations for political and economic leadership in the new world order of the 21st century. All policy interventions, including poverty alleviation, gender parity, women empowerment, higher GDP growth aimed at achieving these objectives presuppose high level of literacy especially among women.
4. Leadership in the twenty-first century world that is fast emerging as a conglomerate of knowledge based economies and informed societies, will vest with literate democratic societies. With one-third of its total population and almost half of its female population not knowing how to even read or write, the intended high growth with equity and inclusiveness, as well as aspirations of global leadership are unattainable.

1.2 Rationale for Reforms in Adult Education

5. It raises the fundamental question whether the existing model of adult education reckons the current national challenges and aspirations and even if does whether it is capable of rising to meet these challenges and aspirations. It warrants a re look at the entire gamut of adult education system.
6. Adult Education should extend comprehensive educational opportunities to those adults beyond the age of formal education who feel a need for further learning of any type, ranging from basic education (literacy), vocational education (skill development), school equivalency, physical and emotional development, practical arts, applied science, and recreation.
7. Internationally, contemporary adult education has taken several different approaches and forms. However in India, the main focus of Adult Education has been on the very bottom tier of Adult Education, which is, 'basic literacy'. Reason being, at the time of independence, 86% of India's population was illiterate. Raising levels of basic literacy has, therefore, been the obvious priority of the Government.
8. However, India of twenty first century has a radically different profile transformed by policy initiatives of the government and people's movement at the grass root levels especially during the period 1988-2009. Notable among these changes include the increasing vibrancy of Panchayat Raj Institutions post 73rd Constitutional Amendment, the emergence of the model of Self-Help Groups (SHGs) that operate through collectivities etc. More importantly, the period from the 1990s has seen an unprecedented movement for Education For All catalysed, through the Sarva shiksha Abhiyan.
9. These developments have created a tacit as well as explicit demand of diverse nature both in terms of requirements as well as levels of literacy. While the non-literates, especially women, who were deprived of the opportunity of basic literacy on account of various discriminations,

largely social, are seeking literacy; the neo literates are looking for opportunities to pursue their education beyond basic literacy and equivalency to formal education for their educational progression.

10. The Adult Education system, in its existing form, is incapable of rendering such diverse learning opportunities in non-formal mode. This calls for far-reaching reforms and complete overhaul of the existing Adult Education system. It is in this context that the national challenge ought to be mapped and response clearly worked out.
11. There is an urgent need to put in place an adult education framework that ensures equitable access to basic education, continuing education and other learning and life-skills education programmes for all adults, especially, women, who have missed or may miss the opportunity of formal education especially in rural areas.

1.3 Special Focus Groups and Areas

a. Women

12. Census 2001 shows male literacy as over 75% while female literacy remains at an unacceptably low level of 54%, creating a wide gender gap of over twenty percentage points. The literacy rate among the adult women (15+ years) is all the more alarming as merely 47.82 % women of them are literate. The level of adult female literacy in different parts of the country varies from 15 to 94 per cent.
13. The fact that female literacy is a force multiplier for all actions for social development does not need recounting. The efforts for school education, health, nutrition, skill development and women empowerment in general are constrained by the continuance of female illiteracy.
14. Many observers have seen lack of infrastructure in the economic sector and low female literacy in the social sector as the two critical factors that impede India's steady climb to a higher and sustainable level of growth. However, this is only the instrumental value of female literacy. Its intrinsic value is in emancipating the Indian woman through the creation of critical consciousness to take control of her environment where she faces multiple deprivations on the basis of class, caste and gender.
15. It is expected that the female literacy would become the key programme instrument for emancipation of women drawing on the new energies to be released through political empowerment that move more women into the public sphere.

b. Adolescents

16. The drop out rate in the formal primary school education schooling system hovers around fifty percent. The percentage of those who drop out before completing Class X is all the more higher. Thus, an alarmingly large number of young adults in the age group of 15-20 are left without any qualifications for want of alternate educational opportunities.
17. A considerably large number of adolescents in this category belong to families affected by disasters or social strife or single/widowed women. Within them, girls outnumber the boys. Most of them live in remote rural areas.

c. Scheduled Castes, Scheduled Tribes and Minorities

18. The literacy levels are particularly low among Scheduled Castes and Scheduled Tribes. SCs and STs constitute nearly one-fourth of India's population. 2001 Census reveals that the literacy rate among SCs and STs is 54.69% and 47.10% respectively as against the national average of 64.84%. Among SC and ST women, the literacy rate is 41.90% and 34.76% respectively as against national female literacy rate of 53.76%. Literacy among STs is the lowest amongst all the communities.

19. Minorities constitute roughly 20% of India's population. Muslims, Christians, Sikhs, Buddhists and Jains are the major minority communities. Of these, Muslims have the lowest literacy rate of 59.1%. Female literacy among Muslims is particularly low. The average female literacy among Muslims is 50.1% as against national female literacy rate of 53.76%. All other minorities have an average literacy rate of 69.4% and above.

d. Rural Areas

20. There is a steep literacy divide between urban and rural India. The average literacy rate in urban areas is 79.92% while in rural areas it is as low as 58.74%. The 61st round (2004-05) of National Sample Survey Organisation has revealed that in every second household in rural areas, there is no adult literate female and 26% of the rural households do not have even a single literate adult in the family.

2. GOAL

21. The national goal will no longer remain confined merely to promoting literacy in conventional sense of enabling every one to read or write or compute but to create a literate environment that bolsters and sustains a **Literate Society** and provides ample opportunities for continuous improvement in the levels of adult literacy specially belonging to Focus Groups and in focused areas.

3. THE NATIONAL STRATEGY

22. The revised strategy will be a national response to development of quality human resource to meet the demands of fast changing Bharat as well as challenges of globalization. The national strategy will create a new framework of life long learning that promotes a literate society through comprehensive adult education and building environments that foster literacy.

3.1 Approach

23. The strategy will not be purely literacy led. Instead, it would be a hybrid of literacy informed and literacy creating and sustaining strategies. Though importance of self-reliance in three Rs- Reading, Writing and Arithmetic cannot be overstated, the strategy will equally focus on empowerment, transformation and application of literacy skills.
24. Continuing Education Programme will be specially designed to sustain literacy levels gained through activities that encourage the use and development of literacy practices through use of books, media, ICT and innovatively designed cultural and library based activities.

3.2 Policy Priorities

□ Strong Political Support

25. Explicit and unrelenting political support is critical to the success of an adult education programme. Despite high investments in Sarva Siksha Abhiyan for universal elementary education and enactment of Right to Education that would further improve the access and quality of primary education in the country, it will still be a while before retention of students is substantially improved and high rate of drop out prevented.
26. Till then, the mass of non/semi literates will continue to mount, requiring support to them through adult education programme. Adult education, therefore, qualifies for unstinted support of the Government politically, administratively and financially.

□ Right to Literacy

27. Loss of opportunity to be literate, for reasons not entirely within one's control, should not be an irrecoverable loss to an individual and the nation. In view of such a plethora of benefits that accrue from literacy and to ensure equity and inclusive growth, the revised strategy will explicitly recognize Adult's Right to Literacy and the Rights Perspective of literacy.

□ Literacy to be Pivotal to Poverty Alleviation Strategy

28. Government will not consider adult literacy as an adjunct to mainstream education. In view of the larger goal of creating a literate society, adult literacy will be pivotal to overall priorities of the Government. A special and earnest effort will be made to improve access and quality of the adult education in convergence with formal stream of education.
29. AE will be pivotal to not only educational policies but also socio-economic development policies of the government. Literacy, especially female literacy, would become the key policy intervention for emancipation of women, drawing on the new energies to be released through political empowerment that move more women into the public sphere.

□ **Financing**

30. Adequate financing is the bottom line of a good quality adult education programme and a firm indication of government's resolve to support it. The cost of a well designed literacy programme includes start up costs including surveys, mobilization and advocacy, capacity building (training), development and production of learning material (primers), teaching cost including payment of literacy educators and management (operating cost). UNESCO has calculated the per-learner cost to be around US \$ 47 in Sub-Sahara Africa, US \$ 30 in Asia and US \$ 61 in Latin America.
31. Adequate budgetary support will be sustained at par with average international norms. To augment the resources, all alternative channels including private sector, international funding, etc., will be explored. Not only adequate budgetary support but also timely release of funds up to the operational will be ensured.

3.3 Target Specific Approach

□ **Women**

32. The gender, social and cultural barriers that women face will be taken into consideration while designing AE programmes. Gender will not be seen in isolation but in conjunction with other social categories like caste, ethnicity, religion, disability, etc. Gender perspective will permeate all components of the programme, including the approach, strategies, planning, management structures, teaching-learning materials and monitoring and evaluation. Special priority will be given to women belonging to SC, ST, Minority and other disadvantaged groups in rural areas.
33. The approach will be to build on women's knowledge and their existing literacy and numeracy practices in order to ensure that in the long run they are able to use the skills acquired in their own contexts. Innovative, tried and tested programmes related to women's literacy, including interventions related to thematic or issue-based literacy will be up scaled.
34. Women will be engaged in large numbers as volunteers and instructors to encourage women learners to participate in the programme.

□ **Scheduled Castes, Scheduled Tribes and Minorities**

35. The SCs (15%), STs (8%) and Minorities (20%) together constitute more than 40% of India's population. In terms of illiterate population, SCs constitute 20.5% and STs 12%. Minorities, especially Muslims, constitute another large block of illiterate population. Targets will be fixed taking into account not only the share of their total population, but also their share of the country's non-literate population. Commensurate resources will be invested for raising their literacy level. Special strategies will be drawn taking into account their socio-cultural background and sensitivities. A larger role for their respective communities will be conceived in planning and implementation structures and processes. Monitoring mechanism will have an inbuilt feature to keep a track and highlight the progress made by the learners belonging to these groups. Focus among these groups will be on women.

□ **Adolescents**

36. The dominant aspect of the design interventions of the prevalent educational programmes even for non/semi-literate adolescents is fertility, sexual behaviour and Planned Parenthood,

etc. To address the real life needs of these adolescents, innovative design interventions will be conceived that would lead to acquisition of marketable qualifications, supported by certification. These programmes will be a combination of basic education and practical training in a skill or vocation. Camp based instruction has been found more suitable for the needs of the adolescents. The AE Framework will have a flexi approach to provide a room for such innovations.

❑ **Rural and other Special Areas**

37. Since illiteracy is far more widespread in rural areas as compared to urban India, and for the reason that urban areas are more well endowed with educational infrastructure leading to better opportunities, the strategy would be to concentrate on each gram panchayat and deploy public resources in rural areas, specially that have low female literacy rates. An all out effort will be made to saturate rural areas first before expanding to non-rural areas.
38. Expert groups will be set up to formulate strategies specifically for North Eastern States, Jammu & Kashmir and other states with difficult terrain, besides districts affected with left wing extremism.
39. In these areas, the focus will be on women and adolescents belonging to SC, ST, Minorities and other disadvantaged groups.

❑ **Strategy for Urban Areas**

40. In urban areas AE will be promoted innovatively using new actors including NGOs and social groups.

3.4 Convergence and Partnerships

❑ **Public Public Partnerships**

41. The new strategy will actively promote convergence of literacy programs with other development strategies especially in the rural development, health, child and women development, poverty alleviation, agriculture, Panchyati Raj and social welfare sectors.
42. It is well recognised that adult learners cannot be provided the same content as children; therefore these institutions will be oriented on adult learning pedagogies, especially from a gender perspective.

❑ **Non-Government Organisations**

43. Alliance between GOs and NGOs will be further strengthened. NGOs and other groups that have demonstrated long-term commitment to issues of AE will be drawn in as resource groups at all levels. Voluntary Sector will be encouraged to take up innovative programmes and activities aimed at achieving the outlined objectives for which they may be provided grant-in-aid at the approved cost norms.

❑ **Public Private Partnerships**

44. Adult learning and education in India has predominantly been a government responsibility since inception, with some degree of involvement of NGOs. The contribution of private and corporate sector in adult education has been in pockets only, in contrast to the collaboration in the case of formal school system. Private and corporate sector can play a momentous role in promoting AE. Fiscal incentives like income tax exemptions will be considered to encourage larger role of private sector in adult education.

❑ **International Partnerships**

45. To gain from international experiences, an international network will be established to work closely with UNESCO, UNICEF, and other international bodies and arrive at bilateral and multilateral arrangements for mutually beneficial partnerships.

3.5 Creating Sustainable Demand for Literacy

46. Post 2001, because of incredible change at the grass roots level in rural areas catalyzed by Government policies and programmes and work by the civil society and the NGOs, there is a groundswell in demand for literacy by the non-literate adults, especially women. At the same time, there are large pockets where the demand is unstated and, therefore, there is a need to make it overt. A favourable social environment, which is conducive to stimulation of demand for literacy and continuing education among potential learners, will be created.
47. Towards this end, a sustained national motivation and mobilization campaign would be launched that would propagate the benefits of literacy and the impediments of being non-literate. A key aspect of the demand creation will be making visible to the learners the value and relevance that literacy will have in their lives. The message would be conveyed so forcefully that the issue of literacy becomes part of the national discourse and motivates, in large numbers the non-literates, especially women to take part in learning.
48. The campaign will also target the literate society and all other valued stakeholders such as community and political leaders, the educational institutions and the intelligentsia, private sector, public sector, to seek their support and involvement in the campaign for literacy.
49. The support of village Panchyats and the village community is vital for sustaining the motivation and morale of the learners and literacy educators. Their active involvement would help not only in the success of the EB campaign itself, but also in connecting literacy to local issues and ensuring that government schemes are accessible to learners. The campaign will therefore specially focus on villages.
50. The media will support the campaign. All kinds of media and art forms would be used to convey the literacy message. Top strategic communication experts and agencies will be involved to formulate communication strategies aimed at inspiring Gram Panchyats and village communities to the cause of literacy.

3.6 Responding to the Demand for Literacy

□ Multiplicity in demand for literacy

51. The demand for adult education has become extremely assorted. There are a large number of illiterates who require basic literacy. On the other hand, a significant number of neo-literates, specially the young adults, seek equivalency to formal system of education as could open them new and better vistas of livelihood. Some ask for a combination of literacy and skill development. There are still others who demand opportunities for continuing education.
52. Under the new strategy, the range of programmes will be expanded to meet this multiplicity in demand. Given the diversity of contexts and needs, the strategy of literacy and continuing education will be an integrated continuum rather than a sequential one.

a. Basic Literacy Programme

53. Basic Literacy Programme, entailing instructional learning of about 250 hours, would enable the learner to acquire proficiency equivalent to Standard III in formal schooling system. The equivalency framework will be formalized across the country. This will open opportunities for further education through Open Learning Systems. The government will meet the entire cost of teaching-learning, including materials, and assessment.
54. There would be another programme of 200 hours for the neo literates. On successful completion of this programme a learner will achieve literacy levels equivalent to Standard V level.

□ Flexi Approach to Literacy

55. Though Mass Campaign approach will continue to be the dominant strategy, given the diversity of contexts, needs and target groups, diverse strategies including resident camps, resident instructor mode, and theme based literacy interventions, etc., will be brought in as per requirement. There will be premium on innovation with respect to methods.

b. Basic Education Programme and Equivalency

56. To enable the neo-literates and school drop outs to continue their learning beyond basic literacy and acquire equivalency to formal educational system up to class XII, Basic Education programme will be especially designed in collaboration with National Institute of Open Schooling (NIOS) and other State Open Schools. The equivalency programmes will include both the academic and vocational contents that integrate the life experience and local knowledge systems.
57. Central and State Government will be persuaded to bring in policy initiatives to encourage educational institutions especially at secondary school level to run open schools. CBSE will be encouraged to take lead in this regard. To augment the network of service providers, the State Resource Centers, Voluntary Organisations and Jan Shikshan Sansthan will be made eligible for accreditation with Open Schools.

c. Skill Development and Vocational Education Programme

58. Special importance will be given to skill development programme to equip the neo-literates and non-literates with skills to improve their livelihood opportunities. There will be a mapping of livelihoods possibilities. Not only those programmes that are related to income generation but also even those programmes that strengthen existing livelihoods sources will be offered.
59. The framework of the skill development programme will be broadened to a livelihoods perspective. The activities selected will be viable and not be gender stereotypic. Arrangements will be tied up with open schools to give equivalency in vocational education through non-formal mode. Vocational courses including skill development programmes will be considered as non-credit courses.

□ Jan Shikshan Sansthan

60. Jan Shikshan Sansthan (Institute for People's Education), fully financed by the NLMA, will be institutionally networked with the Adult Education Centres in the villages for imparting vocational training programmes. Efforts will also be made to identify other agencies in public and private sectors that could assist in imparting vocational training.

d. Continuing Education Programme (CEP)

61. The strategy recognizes increased demand for learning generated by the earlier literacy promotion efforts and pulls of the fast changing environment, and also the potential need of adult learners to further enhance their skills on their own term and convenience. With the aim to create a learning society, opportunities will be provided for continuing education to individuals with different skills, abilities and inclinations.

3.7 Building Brand Equity of Teaching Learning Programme

□ Curriculum Framework for Adult Literacy

62. Different objectives for literacy programmes place diverse demands on curriculum of literacy programmes. A relevant curriculum is conducive to better learning outcomes. At the same time, there is a need for standardization of quality benchmarks. An expert committee will be set up to develop the Curriculum Framework in respect of basic literacy and continuing education programme. NGOs engaged in adult literacy and other stakeholders will be consulted in the curriculum development the framework.

63. The Framework will spell out the contents, their proportion in terms of core academic areas and locally relevant issues, teaching-learning methods and processes for achieving the literacy norms and other objectives.
64. The core curriculum will reflect the national values like national integration, secularism, democracy, scientific temper, communal harmony, women's equality, etc. It will also address the demands of the learners and take into account their diverse circumstances, cultural backgrounds, life experiences, linguistic diversity and motivational levels.
65. The curriculum framework will strike a balance between the larger social objectives of the Mission and relevance to local contexts and to wider opportunities. It will also lay down guidelines for syllabi including processes and methods that help retain the interest of the learners and prevent dropout. It will also lay down the levels and norms of learning outcome for learner assessment and spell out guidelines regarding the learning assessment system, including self-assessment by learners.
66. Based on the Framework the curriculum could be developed with adequate reflection of locally relevant issues and aspects.

□ **High- Quality Teaching-Learning Material (TLM)**

67. To ensure uniformly high standards, all the materials for basic education, equivalency and lifelong learning will be quality-assured by an Expert Committee set up by the NLMA at national level. The Committee will comprise of experts in the field of adult education, gender, languages, and priority sectors. With respect to equivalency, the Committee will also include experts from formal education and Open Learning Systems.
68. The Committee will lay down the standards and guidelines for developing teaching-learning material in different languages, the form and quality of presentation of the contents in the learning materials appropriate to the level of adults. These materials will lead to attainment of levels of learning specified by NLMA, and in respect of equivalency, the Open School Norms.
69. The literacy books will be rich in content and design with themes and images that highlight equality of gender and challenge the inequalities in the society. It will cover the main elements of literacy, skill development, equivalency and lifelong learning, in context to livelihood, social and cultural realities of the learners and special issue-based and thematic aspects, such as gender parity, NREGS, RTI, PRIs, SHGs, health and hygiene, environment, agriculture, animal husbandry, etc.
70. Materials that integrate into people's interests and hobbies will also be produced so that learners show eagerness to engage in learning. Teaching learning material will be produced in the language of learners' choice.
71. Reading material that is graded will be developed for learners with varying levels of literacy. Government agencies like National Book Trust, State Text Book Societies, NGOs and private sector will be involved in the development, production, and distribution of the primers and other post literacy and continuing education teaching learning material.
72. The materials will be widely available in digital format online and also in print so that they can be widely used by literacy practitioners as well as by subject teachers who wish to incorporate literacy and numeracy skills education into their courses. These materials will also facilitate individual learning for those learners who are able to work on their own. However, their commercial production will be subject to Copyright Act.
73. Such materials that conform to the standards will be assigned a logo as a seal of approval. Only such materials that are approved by the Committee will be used in the Programme. NLMA will arrange to maintain a bank of professionally produced prototype teaching-learning materials.

□ **Improving Quality of Literacy Educators**

74. Teaching adults is an art that requires a specialized set of skills. Quality instructors are, therefore, a pre-requisite for the success of the programme. Maintaining high quality of literacy educators presupposes that they are at least Matriculate (who has successfully completed Secondary level of education). To the extent possible, only matriculate or more qualified individuals will be involved in teaching.
75. In the curriculum framework of regular professional teachers, adult literacy will be introduced so as to get a pool of qualified and trained professionals. Specially designed certificate, diploma and degree courses, mainly through Distance Education will be introduced. Teachers training manuals and resource books that include a variety of interactive tools as well as perspective building on gender will be developed and provided on line to assist personnel.
76. Capacities of the Central Directorate of Adult Education and SRCs will be further developed to purposefully engage them in ensuring quality training in the State including preparation of curriculum, training manuals, training strategies, training of trainers, and other components related to training. Inputs will be provided to them on working with women, mobilizing them and linking women's social realities with the literacy and continuing education programme.
77. A network of training institutes such as DIETs, NGOs, Teacher and other Training Institutions will be developed for training of trainers as well as the literacy educators. Women's organisations, both government as well as non government, that have worked on issues of women's literacy and empowerment will also be involved in conducting and organising the trainings.

❑ **Quality Training to Literacy Educators**

78. Since the programme does not engage professional teachers, but relies mainly on Volunteers with little or no previous teaching experience, they will be given intensive high quality training in androgogy in local language both at the time of induction as well as during the course of the literacy programme.
79. As the key focus of the programme is on women and other disadvantaged groups, the literacy educators will be especially sensitized on gender, social, and cultural issues. Special attention will be given to training in numeracy.

❑ **Incentives to Literacy Educators**

80. Literacy educators are not paid. Their motivational and commitment levels are, therefore, not sustainable. Since high motivational level is critical, they will be motivated by public recognition of their contribution at different levels besides other incentives and rewards including monetary incentives.

❑ **Augmenting the Quality of Teaching and Learning**

81. The thrust of the programme is to ensure sustainable level of literacy and hence the teaching-learning process will be more participatory and learner centered. Superior teaching and learning methodologies like peer learning, multiple level teaching, group discussions, play-way method, exposure visit, activity-based learning, etc. will be adopted.
82. Besides, the use of teaching aids like posters, charts, supplementary reading materials, audio-visual programmes, puppetry, flash cards, flip charts, and cultural activities will be employed. To improve attendance, flexi and learner friendly timings and time tables will be used that take into account work situation, age and gender sensitivities.
83. An appropriate learning environment further adds to the quality of teaching and learning. This is possible by providing a suitable, well-illuminated, hygienic centre that takes into account the gender and cultural sensitivities of the learners and is easily accessible to them.
84. More important than all, instead of singular emphasis on mastering reading, writing and numeracy within a specified time frame, the new norm will be to hear the voice of learners and engage them fully in learning process.

❑ **Framework for Learner Assessment**

85. A framework will be developed to assess the learning outcomes. Only on satisfactory outcome a learner will be declared literate. Assistance of local school teachers will be taken to administer the test.

3.8 New Learning Technologies

86. Information and communication Technology is fast emerging as an effective tool to improve the access as well as quality of adult education. Already successful experiments have been made to teach using radio and television. Locally produced interactive radio instruction and community radio can promote exchange between learners and programme providers. Much deeper penetration of radio and television has further enhanced their potential as a channel for promoting literacy.
87. ICT, as a medium of instruction, can be all the more effective for developing professional skills of literacy educators. ICTs can be creatively used to close the digital divide – where computer proficiency is not just seen as a marketable skill but one that enables access to information and helps sustain literacy skills. ICT and other technologies will, therefore, be extensively used to achieve the National Literacy Goals.

3.9 Promoting a Literate Environment

88. Printed and visual materials in households, neighbourhoods, workplaces and the community encourage individuals to become literate and to integrate their literacy skills in the everyday lives. A significantly large number of adult learners live in impoverished literacy environments, lacking a bare minimum of written script in their homes or immediate surroundings, as even basic signage like milestones, bus routes, etc., may be missing.
89. The growing learning needs of ever increasing number of neo-literates cannot be met unless a wide range of materials relating to their needs and interests are provided. A wide range of newspapers, broadsheets and interesting, informative reading material will be produced by trained people with the involvement of neo literate learners. This material will be made available to all the adult education centers.
90. Since adult neo literate learners have diverse needs for information and entertainment, like the more literate readers, material that is enjoyable will also be provided to them. This will include short stories, novels, plays, poetry, folk tales, fictions and biographies. Book reading campaigns (jan vachan andolans) will be further promoted as these were found to promote interest in reading among neo-literates.
91. Writing for neo-literates is a special skill, and a larger number of people would be encouraged to train themselves through short-term courses through Open Schools and Universities so that they could become resource persons to produce adequate amount of neo-literate literature.
92. Collaboration with agencies like NBT will be sought to promote literature for neo-literates. Library networks, central, state and others, will be approached to provide a neo-literate corner in the libraries especially in rural areas.
93. Policies related to book publishing, the media –print as well as broadcast, and public libraries will be aligned with the requirements of literacy promotion. Publication of materials in vernacular languages aimed at adults with basic literacy will be promoted.
94. Above all, innovation in this respect will be most encouraged and acknowledged. A major problem is reaching material to readers. Therefore, encouraging publication will be connected with setting up a distribution network that will enable different organizations to reach their materials, especially to rural readers.

3.10 Planning and Management

□ Guiding Principles

95. Basic literacy programme will be implemented in a mission mode with a clear objective of achieving 100 % female literacy before the end of the 12th Plan period. Accountability, transparency, participative management, clear delineation of roles and accountability will be essential features of planning and management.
96. In compliance with 73rd Constitutional amendment, Panchayati Raj institutions will be the fulcrum of adult literacy programme.
97. A delivery mechanism, conforming to the fundamentals of the strategy, more importantly, decentralization and bottom up approach, will be evolved with Gram Panchayats, as the hub.

□ **Decentralisation and Community Ownership**

98. The new strategy envisages the programme to be people's programme in the true sense, a programme of the people, for the people and by the people. The programme will be planned and implemented at the grassroots level. The national and state governments will only play the role of facilitator and resource provider. All management and supervisory structures will be instituted accordingly.
99. Institutional framework, right from the national up to the village level - state, district, block and gram Panchayat - will be set up involving the state government, and Panchayati Raj institutions. Adequate representation of women in these structures, especially in decision-making roles will be ensured.
100. Adequate resource support will be provided to planning and implementing agencies through special purpose vehicles like State resource centers and other bodies with required capacities.

3.11 Monitoring and Evaluation

□ **Monitoring**

101. An efficient and robust monitoring system, compatible with the international monitoring mechanism, will be put in position for quality assurance and mid-course corrections. Objective quality control parameters will be prescribed for management aspects of the programme as well as the progress of the learners. Each agency involved in implementation of the scheme will be assigned specific role and responsibility.
102. A web based Management Information System (MIS) will be put in place for real time monitoring, which would be critical for optimizing the outreach and impact of the programmes. Each individual learner will be digitally tagged and tracked for his/her progress in learning. Gram Panchayat will be responsible to furnish data at the block levels where it will be entered on the central MIS system. Thereafter the data will be in public domain. The system will have an inbuilt system of generating reports for decision-making.
103. Based on the reports generated by MIS and field visits, the NLMA, SLMA and District bodies will review the progress at their respective levels and take necessary corrective measures. The programme will also be subjected to extensive social audit. A focus of monitoring efforts will be to look at how literacy is being sustained in order to avoid relapse into illiteracy.
104. To supplement on-line monitoring, field visits will be an integral part of the quality assurance system. Participatory approaches will be applied in monitoring and evaluation of the programme activities. NGOs, specially designated agencies and monitors will independently monitor the scheme. The scheme will also be subjected to social audit.

□ **Evaluation**

105. Enormous resources, financial as well as human, are to be deployed in the programme. It is but obvious and imperative that high quality evaluations are carried out to facilitate detailed

analysis, including cost benefit analysis and future planning. Elaborate procedures for concurrent, summative and impact evaluation will be laid down.

106. Literacy data will also be supplemented through Field research. Reputed agencies with an impeccable track record, expertise and experience will be commissioned to carry out evaluations.

3.12 Database, Documentation and Research

□ Documentation

107. Access to relevant information through an effective and strong documentation and information network can strengthen adult and lifelong learning organisations. Documentation in Adult Education addresses problems and disparities in access to relevant and timely information on adult learning.
108. Documentation will also be a means of sharing back to the field the achievements of learners. Particularly with women, this effort will be effective in sustaining their enthusiasm for learning and sustaining this learning itself. Local newsletters can also be developed amongst women's groups as a means of documenting and sharing across block or a cluster of villages or gram panchayats.
109. The documentation capacity of SRCs, which are the repositories of the rich documentation that include its own publications and other materials as well as those that it receives from the districts, would be upgraded by training in documentation. The software and procedures developed by UNESCO, that follows a uniform classification, could be used, by national documentation center, as it would facilitate networking with national and international organizations, and would also be user friendly, for easy retrieval and use.
110. Necessary resources will be allocated for scientific documentation of important information. This will include a National Archive on Adult Education Material, indexing, abstracting, bibliographies, and translation service, sharing of effective literacy/adult education practices, directories of material/training tools and programmes, compilation of researches, providing reference service, and databases.

□ Research

111. Applied research is as important to Total Quality Management as any other intervention. There is a need to know the different intricacies involved in the different aspects of adult education. This will add to institutional knowledge and understanding of literacy scenario. More particularly, in context of various parts of India, it is necessary to understand the psychology of the adult learners, their aspirations and their social behavioural pattern specially related to multiple literacy practices.
112. Conscious that research has been one of the weakest areas of its endeavours, the Mission will accord high priority to promote research, documentation and dissemination of research findings. Research studies on relevant themes will be assigned to competent agencies. Further, universities and social science research institutes will be addressed to encourage the researchers to work in the field of different aspects of adult education for the award of doctoral and post-doctoral degree. It will also consider sponsorship of research on topics selected by it in reputed universities and reward the research on these topics.

3.13 Outputs and Outcomes

113. The most significant output of this strategy will be forging of a national coalition of government and non-government agencies and private sector that facilitates establishment

and sustenance of a comprehensive countrywide network of adult education, especially in the rural areas. Most noteworthy constituents of this network will be a large contingent of quality adult education practitioners and adult education centers, duly supported by a parallel network of specialized agencies in the voluntary, public and private sector.

114. The outcomes of the strategy envisaged are: a rise in literacy rates to more than 80% by 2017, a positive impact on the living conditions of the neo-literates, further strengthening of the democratic institution at the grassroots level and a significant impact on national indices.

AGENDA NOTE ON AUTONOMOUS OVERARCHING AUTHORITY FOR HIGHER EDUCATION & RESEARCH

The Central Government had constituted a twenty-two member committee under Prof. Yash Pal to undertake, inter alia, a review of the regulatory bodies in higher education specifically the University Grants Commission (UGC) and the All India Council of Technical Education (AICTE) in February 2008. The Committee was later named as the “Committee to advise on the Renovation and Rejuvenation of Higher Education”. The Committee has submitted its report on June 24th, 2009. The Report of the Committee has been placed on the website of the Ministry of HRD for suggestions and consultations. An electronic copy of the Report has also been made available to all the States through the Chief Secretaries. A meeting of the State Education Secretaries was convened on July 24th 2009 to discuss the recommendations. It was felt that the recommendations need to be discussed with the States as well as CABE.

The principal recommendations are as under:-

- (i) Creation of an all-encompassing National Commission for Higher Education and Research (NCHER), a Constitutional body to replace the existing regulatory bodies including the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teachers Education (NCTE) and Distance Education Council (DEC) and the academic functions of professional councils;
- (ii) Universities are to be made responsible regarding the academic content of all courses and programmes of study including professional courses and the professional regulatory bodies such as Medical Council of India (MCI), Bar Council of India (BCI) etc would be divested of their academic functions;
- (iii) Curricular reform should be a priority of the NCHER which would create a curricular framework based on the principles of mobility within a full range of curricular areas and integration of skills with academic depth;
- (iv) It should be mandatory for all universities to have a rich undergraduate programme and undergraduate students must get opportunities to interact with the best faculty;
- (v) Undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility. Normally, no single discipline or specialized university should be created;
- (vi) The vocational education sector is at present outside the purview of universities and colleges, and alienation of this sector can be overcome by bringing it under the purview of universities and by providing necessary accreditation to the courses available in polytechnics, industrial training institutions, and so on. Additionally the barriers to entry into universities for students going through vocational training should be lowered to enable them to upgrade their knowledge base at any stage of their careers;
- (vii) The NCHER should also galvanize research in the university system through the creation of a National Research Foundation;
- (viii) New governing structures should be evolved to enable the universities to preserve their autonomy in a transparent and accountable manner;
- (ix) Practice of according status of deemed university be stopped forthwith till the NCHER takes a considered view on it. It would be mandatory for all existing deemed universities to submit to the new accreditation norms to be framed on the lines proposed in the report within a period of three years, failing which the status of university should be withdrawn. However, unique educational initiatives which have over a period of time enriched higher education by their innovations, be given recognition and supported appropriately;

- (x) Modern higher education system requires extension facilities, sophisticated equipment and highly specialized knowledge and competent teachers. It would not be possible for every university to possess the best of these infrastructures. Hence, one of the primary tasks of the NCHER should be to create several inter-university centers (IUCs) in diverse fields to create the best of these possibilities and attract the participation of several institutions of higher learning to avail them.
- (xi) Institutions of excellence like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) should be encouraged to diversify and expand their scope to work as full-fledged universities, while keeping intact their unique features, which shall act as pace-setting and model governance systems for all universities;
- (xii) One of the first tasks of the NCHER should be to identify the best 1,500 colleges across India to upgrade them as universities, and create clusters of other potentially good colleges to evolve as universities;
- (xiii) Universities should establish live relationship with the real world outside and develop capacities to respond to the challenges faced by rural and urban economies and culture;
- (xiv) All levels of teacher education should be brought under the purview of higher education;
- (xv) A national testing scheme for admission to the universities on the pattern of the Graduate Record Examinations (GRE) should be evolved which would be open to all the aspirants of University education, to be held more than once a year. Students would be permitted to send their best test score to the university of their choice;
- (xvi) Quantum of Central financial support to State-funded universities should be enhanced substantially on an incentive pattern, keeping in view the needs for their growth;
- (xvii) Expansion of the higher education system should be evaluated and assessed continuously to excel and to respond to the needs of different regions in India in order to ensure not only equity and access but also quality and opportunity of growth along academic vertical. The NCHER too should be subject to external review once in five years;
- (xviii) A National Education Tribunal should be established with powers to adjudicate on disputes among stake-holders within institutions and between institutions so as to reduce litigation in courts involving universities and higher education institutions;
- (xix) A Task Force should be set up to follow up on the implementation of the recommended Agenda for Action, within a definite time-frame.

The list of regulatory bodies presently regulating various aspects of Higher Education sector is at Annexure-A. The powers and functions proposed to be assigned to the NCHER is at Annexure-B and the structure and composition of the proposed NCHER is at Annexure-C.

The recommendations may be considered for discussions and deliberations by the House.

REGULATORY BODIES IN HIGHER EDUCATION

Institution	Date of Establishment	Important Functions
University Grants Commission	UGC Act, 1956	Co-ordination and maintenance of standards of university education
All India Council for Technical Education	AICTE Act, 1987	Planning, co-ordination, promotion of quality and maintenance of standards of technical education system in the country
National Council of Teacher Education	NCTE Act, 1987	<ul style="list-style-type: none"> • Statutory body to develop norms and standards of teacher education • Powers to give recognition to teacher education institutions offering various courses • Planned and co-coordinated development of teacher education institutions
Medical Council of India	Established in 1934, given statutory status by the Medical Council Act in 1956	<ul style="list-style-type: none"> • Maintenance of uniform standards of medical education • Recommendation for recognition/de-recognition of medical qualification of medical institutions of India or foreign countries • Registration of doctors • Mutual recognition of medical qualifications of foreign countries
Dental Council of India (DCI)	The Dental Council Act, 1948	<ol style="list-style-type: none"> 1. To regulating the Dental Education, Dental Profession, Dental ethics in the country 2. To recommend to the Government of India to accord permission to start a Dental College, start higher course and increase of seats in a college. 3. To inspect Dental Colleges and institutions.
Indian Nursing Council (INC)	Act of Parliament in 1947	<ol style="list-style-type: none"> 1. To regulate and maintain the uniform standard of training for Nurses, Midwives, Auxiliary Nurse-Midwives and Health Visitors. 2. The Council prescribes the syllabus and regulations for various nursing courses. 3. To inspect Nursing Schools and Examination Centers.

Institution	Date of Establishment	Important Functions
Council of Architecture (COA)	Architects Act, 1972	<ol style="list-style-type: none"> 1. To register Architects 2. To prescribe standards of education, recognition of Indian and foreign qualifications 3. To prescribe standards of practice to be complied with by the practising architects. 4. To regulate the standards of education and practice of profession throughout India besides maintaining the register of architects.
Bar Council of India (BCI)	Advocates Act, 1961	<ol style="list-style-type: none"> 1. Empowered to make rules to discharge its functions under the Advocates Act 1961. 2. Rule-making power to laying down guidelines for the standards of professional conduct and etiquette to be observed by advocates. 3. To specify the conditions subject to which an advocate must have the right to practice and the circumstances under which a person must be deemed to practice as an advocate in a court. 4. To make rules regarding the duties that an advocate must perform in his interaction with colleagues in the profession. 5. It can only specify conditions that are applicable at the post-enrolment stage and not at pre-enrolment stage.
Pharmacy Council of India (PCI)	Pharmacy Council of India Act, 1948	<ol style="list-style-type: none"> 1. To regulate the profession of pharmacy whereas it is expedient to make better provision for the regulation of the profession and practice of pharmacy. 2. To control Pharmacy education and profession in India up to graduate level.
Indian Council for Agriculture Research (ICAR)		<ol style="list-style-type: none"> 1. To establish various research centers to meet the agricultural research and education needs of the country. 2. Activity involve in human resource development in the field of numerous agricultural universities spanning the entire country.
Rehabilitation Council of India (RCI)	Rehabilitation Council of India Act, 1992	<ol style="list-style-type: none"> 1. Prescribes that any one delivering services to people with disability, who does not possess qualifications recognized by RCI, could be prosecuted. 2. It has twin responsibility of standardizing and regulating the training of personnel and professional in the field of Rehabilitation and Special Education
Central Council of Homeopathy (CCH)	Act of Parliament, 1973	<ol style="list-style-type: none"> 1. To evolve uniform standards of education in Homoeopathy. 2. The registration of practitioners on the Central Register of Homoeopathy will ensure that medicine is not practiced by those who are not qualified in this system, and those who practice, observe a code of ethics in the profession

Institution	Date of Establishment	Important Functions
Central Council of Indian Medicine (CCIM)	Act of Parliament, 1970	<ol style="list-style-type: none"> 1. It prescribes minimum standards of education in Indian Systems of Medicine viz. Ayurveda, Siddha, Unani Tibb. 2. It maintains a central register on Indian Medicine and prescribes standards of professional conduct, etiquette and code of ethics to be observed by the practitioners 3. It Provides and maintain the list of colleges recognized by the Council for education in Indian Systems of Medicine.
Veterinary Council of India	1984	<ol style="list-style-type: none"> 1. To specify the minimum standards of veterinary education required for granting recognized veterinary qualifications by veterinary institutions 2. To recognize foreign veterinary qualifications
Distance Education Council	Established under IGNOU Act, 1985.	To promote open university/distance education institutions, its coordinated development, and the determination of its standards.

ROLE OF THE NATIONAL COMMISSION FOR HIGHER EDUCATION AND RESEARCH (NCHER) AS RECOMMENDED BY PROF. YASH PAL COMMITTEE

- While acting as the apex regulatory body in the field of higher education in India it creates an enabling environment for universities to become self-regulatory bodies;
- Becomes the premier advisory body to the Central and State Governments on policy issues regarding higher education in India;
- Prepares and presents a Report on the State of Higher Education in India annually to Parliament;
- Serves as a think tank on higher education policy in the country: provides a vision of higher education to be reflected in a curriculum framework, benchmarks universities, compares with institutions globally, develops requirements of disciplines, proposes new education policies both for Central and the State institutions, and evaluates the costs and price of education;
- The Commission would create appropriate norms, processes and structures for ensuring quality and accrediting universities;
- Establishes transparent norms and process for entry and exit of institutions – the need is to make the process easy for good and serious proposals for setting up new institutions;
- Develops sources & mechanisms of funding for universities and other institutions, including for research;
- Initiates measures to ensure that governance in universities is done in a transparent and accountable manner;
- Provides the mechanism for a national database on higher education;
- Helps in creating an environment in academic institutions that is conducive to bring young people to take up academia as a career;
- Creates soft processes for interaction between students and teachers;
- Lightens the load of Universities, by developing a scheme to gradually free the universities of the colleges affiliated to them.

STRUCTURE OF THE NATIONAL COMMISSION FOR HIGHER EDUCATION AND RESEARCH (NCHER) RECOMMENDED BY PROF. YASH PAL COMMITTEE

The NCHER would be an autonomous body created by making a suitable amendment to the Constitution, accountable only to the Indian parliament and drawing its budgetary resources from the Ministry of Finance. It would have a seven-member board with a full-time Chairperson. Of the seven members, one would be an eminent professional from the world of industry and one with the background of a long and consistent social engagement. All other five members would be academic people of eminence, representing broad areas of knowledge. The status of the Chairperson of the commission should be analogous to that of the Chief Election Commissioner and that of the members should be comparable to the Election Commissioners.

The Process of identifying the Chairperson and members would be vested with a search committee comprising the Prime Minister, the Leader of the Opposition in Parliament and the Chief Justice of India in consultation with a Collegium consisting of eminent academics, learned academics and prestigious institutions relating to the fields of knowledge in diverse fields.

The Chairperson of the NCHER should be invited to appear before both the Houses of the Parliament or its Committees and appraise the members about the state of Higher Education in India and the directions for its growth and development.

AGENDA NOTE ON PREVENTION, PROHIBITION AND PUNISHMENT FOR EDUCATIONAL MALPRACTICES

The Indian Higher Education System has been witnessing unprecedented growth in recent years. The number of university level institutions alone has grown to be more than four hundred and seventy. The growth in professional courses and the number of technical and medical institutions have also been on the rise. The increase in public outlays in higher education was made only towards the closing stages of the 10th Plan alongwith a nine-fold increase in public outlays for the 11th Plan, and growth of higher professional education since the 1990s has been mainly fuelled through private participation. The current national policy, while encouraging public-private-partnership, is against commercialization of higher education. The Supreme Court of India has through successive pronouncements in regard to higher education cautioned against commercialization of higher and professional education. In the 'TMA Pai' matter [WP(Civil) 317 of 1993] , for instance, it was held by the Apex Court that while private unaided institutions could generate reasonable surpluses to meet the cost of expansion and augmentation of facilities there should not be capitation fee or profiteering.

2) Notwithstanding the current national policy and pronouncements of the Apex Court, it has been a matter of concern that some technical and medical educational institutions, and universities have been resorting to unfair practices. Such unfair practices range from charging of capitation fee and demanding donations for making admissions, overcharging for sale of prospectus and other admission related publications, not issuing written receipts in respect of payments made by students, admission to professional programmes of study through non-transparent processes, the level of education services provided is at times not in keeping with the promises made through prospectus and other publications of the institution, misleading advertisements in the media with an intention to cheat students and parents, admissions of ineligible students for consideration other than merit and aptitude, engagement of unqualified or ineligible teaching faculty, underpayment to teachers and employees, withholding of certificates and other documents of students who decide after their admission to migrate to other institutions and so on. While there can possibly be no exhaustive list of unfair practices in higher education, the issues mentioned hereinabove sum up the prevailing situation in at least some of the campuses. More recently, it has come to the notice of the Government through media reports that certain institutions declared as deemed to be universities were charging capitation fee in blatant violation of the ban on capitation fee. It has also been observed that universities and other institutions imparting professional education publish misleading advertisements in order to attract gullible students and parents.

3) While there is no central law to curb the variety of malpractices described above, the States of Karnataka, Tamil Nadu and Karnataka have banned capitation fee, which is one of the above mentioned malpractices, by enactments of the respective State legislature. However, where a State institution is declared as an institution deemed-to-be university, it goes out of the purview of such state laws as they come under the purview of Section 3 of the University Grants Commission Act, which empowers Central Government to make such declaration. In the absence of any central law prohibiting capitation fee and other malpractices, it is difficult to take any effective deterrent action. While our current policy in higher education is to promote autonomy of institutions and any overbearing regulation would be undesirable, at the same time, misuse of autonomy through rampant malpractices by institutions would be disastrous for the higher education system as a whole. It is felt

that there is a need to strike a balance between autonomy of higher education institutions on the one hand, and potent measures to protect the interests of various stake holders, on the other. Any legislative proposal would also have to meet the test of reasonability of restrictions in the light of the finding of the Apex Court in the 'TMA Pai' matter, that establishment of private unaided educational institutions, is in the exercise of the fundamental right to occupation under Article 19(1)(g) of the Constitution.

4) The Central Government has prepared a legislative proposal, namely, "The Prohibition of Unfair Practices in Technical, Medical Educational Institutions and Universities Bill, 2009." A copy of the legislative proposal has been e-mailed to the Chief Secretaries/Administrators. The proposal provides for prohibition of certain unfair practices in respect of medical and professional educational institutions and universities, in order to protect the interest of students and applicants seeking admission to such institutions and for allied matters. The present legislative proposal has built-in safeguards against any misuse of authority or unnecessary interference with the autonomy of higher educational institutions, in so far as it puts onus on educational institutions, that the cause of action would arise out of any violation or conflict with the declarations made by the institution itself through its prospectus. This is intended to make the institutions assume greater responsibility in informing students seeking admission and other stake holders about its standards of quality, infrastructure, etc. Even in respect of other misdemeanors, safeguards have been proposed so that there is no misuse of authority while imposing penalties of a civil nature or prosecution leading to punishment.

AGENDA NOTE ON MANDATORY ASSESSEMENT AND ACCREDITATION IN HIGHER EDUCATION.

- 1) Indian Higher Education is a large system with nearly four hundred and seventy university level institutions and over twenty thousand colleges. The growth in professional institutions has also been manifold. With significant expansion of higher educational institutions, both publicly and privately funded, a mandatory accreditation system that could provide a common frame of reference for students and other stakeholders to obtain credible information on academic quality across institutions is required. Accreditation is the principal means of quality assurance in higher education the world over and reflects the fact that in achieving recognition, the institution or programme of study is committed to external review to meet certain minimum specified standards and also to continuously seek ways in which to enhance the quality of education.
- 2) The Eleventh Plan approved by the National Development Council (NDC) provides a three point agenda in regard to accreditation, namely; introduction of a mandatory accreditation system for all higher educational institutions; creation of multiple rating agencies with a body to rate these rating agencies; department-wise ratings in addition to institutional rating.
- 3) Presently, accreditation is not mandatory and there is no law to govern the process of accreditation. There are two Central bodies involved in accreditation of institutions; the National Assessment and Accreditation Council (NAAC) and the National Accreditation Board (NAB).
- 4) The National Assessment and Accreditation Council (NAAC) was set up in 1994 by the University Grants Commission (UGC) as its Inter-University Centre (IUC) to make quality an essential element through a combination of internal and external quality assessment and accreditation. During the Tenth Plan, NAAC was strengthened with the opening of four regional centres so as to speed up the accreditation process. NAAC has so far completed accreditation of only 148 out of the over 480 universities and 3941 out of the over 22000 colleges. The results of the accreditation process thus far indicate serious quality problems.
- 5) National Board of Accreditation (NBA) was constituted by the All India Council for Technical Education (AICTE), as an autonomous Body, under section 10(u) of the AICTE Act, 1987, to periodically conduct evaluation of technical institutions or programmes on the basis of guidelines and standards specified by it and to make recommendations regarding recognition or de-recognition of the institution or programme.
- 6) The Washington Accord is an international accreditation agreement for professional [engineering academic degrees](#), between the bodies responsible for accreditation in its signatory countries. The agreement recognizes that there is substantial equivalency of programs accredited by those signatories. Graduates of accredited programs in any of the signatory countries are recognized by the other signatory countries as having met the academic requirements for entry to the practice of engineering. Recognition of accredited programs is not retroactive but takes effect only from the date of admission of the country to signatory status. Although NBA is a provisional signatory of the Washington Accord, a robust accreditation mechanism needs to be put in place to cover all areas of higher education.

7) Given the vastness and diversity of higher education in the country, it would not be possible for the two institutions at present i.e. NAAC and NBA to undertake accreditation of all higher educational institutions and programmes of study if accreditation is proposed to be made mandatory. Consequently, an institutional structure to ensure mandatory accreditation needs to be provided a legal basis for it to have the force of law.

8) The Central Government has formulated a draft legislative proposal, namely, “National Authority for Regulation in Accreditation of Higher Educational Institutions Bill, 2009.” The proposal provides for mandatory accreditation of all higher educational institutions through Accreditation Agencies granted certificates of registration under the legislation by a regulatory authority created for the purpose at the national level.

9) The proposal applies to all higher educational institutions including, universities, institutions deemed to be universities, colleges, institutes, institutions of national importance established by an Act of Parliament, and their constituents, imparting higher education beyond 12 years of schooling leading to, but not necessarily culminating in a degree or a diploma, and whether through the conventional or distance education systems.

10) The proposal provides for the establishment of a National Authority for Regulation in Accreditation of Higher Educational Institutions to, inter alia, register agencies that would undertake accreditation of institutions in accordance with regulations governing academic quality i.e. the quality of outcomes associated with teaching, learning and research, including but not limited to quality in admissions, physical infrastructure, human resource infrastructure, research and research infrastructure, course curricula, assessment procedures, placement and governance structures.

11) The Authority would consist of five persons, a Chairperson and four other Members, one of whom shall be a woman, being persons of integrity, ability and standing not less than fifty five years of age, to be appointed by the Central Government in consultation with the University Grants Commission (UGC) or its successor body. The Chairperson shall be a person who is, or has been, a Vice Chancellor of any University of repute or has held an equivalent position as Head of institution of national importance with experience in academic matters of at least twenty years. Of the four other members being persons of ability, integrity and standing, one shall be a person having knowledge and experience of at least twenty years in dealing with matters relating to administration or finance of higher educational institutions; two shall be persons being Professors in a University of repute or an institution of national importance, of at least fifteen years standing and one shall be a person with experience in legal matters of at least twenty years standing. The Chairperson and members would have a term of five years and be eligible for appointment for one more term but would be ineligible for further employment in or in matters relating to any higher educational institution, whether promoted by the Central Government or any State Government or otherwise, after demitting office.

12) The Authority would be entrusted with the duty to promote the development and regulate the process of accreditation of higher educational institutions and to monitor and audit the functioning of the Accreditation Agencies. Besides the Authority would also register and regulate the working of Accreditation Agencies; prescribe standards or policies for assessment of academic quality in higher education institutions or any programme therein and periodicity of accreditation; prescribe, audit and monitor a Code of Ethics, including but not limited to policies on obviating conflict of interest, disclosure of information, evolving transparency in processes and procedures of accreditation, for Accreditation Agencies; prescribe standards or policies that require higher educational institutions to routinely provide reliable information to the public on their performance, including but not limited to student achievement, faculty availability and qualifications and research publications; advance academic quality, subject to regulations of the appropriate Statutory Body, while respecting the higher educational institution’s responsibility to set priorities and to control the structure of the institution or any programme conducted therein; call information from, undertake inspections of, conduct enquiries into any Accreditation Agency; call for information and record from any higher educational

institution, in respect of an accreditation provided by any Accreditation Agency, during the course of any enquiry conducted by the Authority; advise the Central Government or any State Government or the UGC or the appropriate Statutory Body on any policy matter concerning accreditation referred to it; initiate measures for development of methodologies of accreditation in collaboration with Accreditation Agencies or Universities; promote research and innovation in accreditation; collaborate with international regulatory agencies in accreditation to assess trends and study developments in accreditation processes and procedures; collect, compile and disseminate information regarding accreditation of higher educational institutions for public information including stakeholders; monitoring adherence to prescribed norms, guidelines and standards; perform such other functions as may be prescribed from time to time by the UGC or the appropriate Statutory Body or as may be deemed necessary by the Authority for advancing the cause of accreditation of higher educational institutions in the country.

14) Only registered Accreditation Agencies have been empowered to undertake accreditation of higher educational institutions. The application for registration should be made to the Authority along with documents detailing the mechanism for detecting any potential conflict of interest concerning its employees and experts, engendering financial transparency, a reliable public information disclosure policy and a manual of procedures and processes that would be followed by the Agency. These documents have to subscribe to the Code of Ethics laid down by the Authority. The purpose arises from recognition of the diversity in institutions and in programmes of study and allowing the Agencies to fine tune the Code of Ethics to specific situations and areas of concern. The Accreditation Agency has to satisfy the following certain eligibility conditions detailed in the Bill in section

15) The Authority after receipt of the application would issue a public notice and place the application and all supporting documents on its website for a period of sixty days to provide the general public the opportunity to respond or object to the application. The application shall also be forwarded to the State Governments for their comments. The Authority can also engage experts for consultations. The applicant would be afforded an opportunity to respond to the objections and comments received. The Authority would conduct a public hearing on the matter and thereafter proceed to decide the application. In case the Authority decides to issue the certificate of registration, it shall also validate the conflict of interest policy, the financial transparency policy, the public information disclosure policy and the manual of procedures and processes. The Authority can also limit the area as well as the programmes of study for which the certificate is granted.

16) The Accreditation Agency is not permitted to change its ownership structure of its Memorandum of Association without the approval of the Authority. The Authority can amend the certificate of registration granted to an Accreditation Agency in public interest in accordance with regulations. The certificate of registration granted to any Agency can be revoked after conducting an enquiry, issuance of a show cause notice and giving an opportunity of being heard to the Accreditation Agency within thirty days, in cases:

- (a) where the Accreditation Agency, in the opinion of the Authority, makes wilful and prolonged default in doing anything required of him by or under this Act or rules or regulations made thereunder;
- (b) where the Accreditation Agency breaks any of the terms or conditions of his certificate of registration the breach of which is expressly declared by such certificate of registration to render it liable to revocation;

(c) where the Accreditation Agency fails, within the period fixed in this behalf by his certificate of registration, or any longer period which the Authority may have granted therefor, to show, to the satisfaction of the Authority, that such Agency is in a position fully and efficiently to discharge the duties and obligations imposed on it by its certificate of registration; or

(d) where in the opinion of the Authority the financial position of the Accreditation Agency is such that such Agency is unable fully and efficiently to discharge the duties and obligations imposed on it by its certificate of registration.

The Authority can suspend the certificate of registration during the period of the enquiry. It can also instead of revocation, amend the terms and conditions of the certificate of registration. Any action initiated by the Authority for revocation of the registration shall be reported along with all documentation including reasons for the decision, on the website of the Authority after a final decision has been taken by it.

17) The Authority shall have the powers of a civil court in the conduct of any enquiry and an appeal can be filed against any other for grant, rejection, revocation or suspension of certificate of registration to the National Educational Tribunal proposed to be established under the Educational Tribunals Bill, 2009.

18) Every higher educational institution and every programme of study would require to be mandatorily accredited. While undertaking accreditation of a higher educational institution or programme, the Accreditation Agency shall be conscious of its obligations to the society with regard to the principles of advancing academic quality, enabling a common frame of reference regarding academic quality in any higher educational institution or any programme conducted therein, informing stakeholders including students and employers about the quality of the higher educational institution or any programme conducted therein, assisting higher educational institutions in managing and enhancing their academic quality working towards the development of explicit intended learning outcomes.

19) The accreditation of any higher educational institution or any programme shall be in accordance with the regulations prescribed by the Authority, the UGC or the appropriate Statutory Body. Opportunity shall also be provided to stakeholders including students, teachers and employees to participate in the accreditation process. An appeal against an accreditation of a higher educational institution or any programme done by the registered Accreditation Agency shall lie before the Authority.

20) The Authority has the power to levy a penalty of upto Rs one lakh upon any Accreditation Agency in case of contravention. In addition, the higher educational institution can claim compensation before the Authority if the Agency fails to adhere to the Code of Ethics. An appeal against an order of the Authority imposing penalty or providing compensation shall lie to the National Educational Tribunal.

AGENDA NOTE ON EDUCATIONAL TRIBUNALS TO FAST-TRACK ADJUDICATION OF DISPUTES IN HIGHER EDUCATION

Para 10.10 of the National Policy on Education, 1986 (modified in 1992) provides that [Educational tribunals, fashioned after Administrative Tribunals, will be established at the national and state level].

2. The Programme of Action 1992 on Redress of Grievances, provides for the establishment of Educational Tribunals considering the large volume of legal disputes generated in the education system between the educational personnel and the managements and that the normal legal processes are unable to provide quick and prompt settlement of these disputes, Educational Tribunals may be set up at the state and Central levels.

3. In the TMA Pai Judgement, the Supreme Court had suggested establishment of Educational Tribunals so that teachers do not suffer through substantial costs in litigation. Extract from the Judgement is reproduced below:

“64. An educational institution is established only for the purpose of imparting education to the students. In such an institution, it is necessary for all to maintain discipline and abide by the rules and regulations that have been lawfully framed. The teachers are like foster-parents who are required to look after, cultivate and guide the students in their pursuit of education. The teachers and the institution exist for the students and not vice-versa. Once this principle is kept in mind, it must follow that it becomes imperative for the teaching and other staff of an educational institution to perform their duties properly, and for the benefit of the students. Where allegations of misconduct are made, it is imperative that a disciplinary enquiry is conducted, and that a decision is taken. In the case of a private institution, the relationship between the Management and the employees is contractual in nature. A teacher, if the contract so provides, can be proceeded against, and appropriate disciplinary action can be taken if the misconduct of the teacher is proved. Considering the nature of the duties and keeping the principle of natural justice in mind for the purposes of establishing misconduct and taking action thereon, it is imperative that a fair domestic enquiry is conducted. It is only on the basis of the result of the disciplinary enquiry that the management of a private unaided educational institution should seek the consent or approval of any governmental authority before taking any such action. In the ordinary relationship of master and servant governed by the terms of a contract of employment, anyone who is guilty of breach of the terms can be proceeded against and appropriate relief can be sought. Normally, the aggrieved party would approach a court of law and seek redress. In the case of educational institutions, however, we are of the opinion that requiring a teacher or a member of staff to go to civil court for the purpose of seeking redress is not in the interest of general education. Disputes between the management and the staff of educational institutions must be decided speedily, and without the excessive incurring of costs. It would, therefore, be appropriate that an educational Tribunal be set up in each district in a State to enable the aggrieved teacher to file an appeal, unless there already exists such an educational tribunal in a State – the object being that the teacher should not suffer through the substantial costs that arise because of the location of the tribunal; if the tribunals are limited in number, they can hold circuit/camp sittings in different districts to achieve this objective. Till a specialised tribunal is set up, the right of filing the appeal would lie before the District Judge or Additional District Judge as notified by the government. It will not be necessary for the institution to get prior permission or ex post facto approval of a governmental authority while taking disciplinary action against a teacher or any other employee. The State government shall determine, in consultation with the High Court, the judicial forum in

which an aggrieved teacher can file an appeal against the decision of the Management concerning disciplinary action or termination of service.”

4. The Law Commission in its 123rd Report on Decentralisation of Administration of Justice: Disputes involving Centres of Higher Education” was of the opinion that a three tier-structure would be necessary for effectively handling all sorts of disputes in the field of education. The three tiers would be the grassroot level, State level and an all-India level. It was further stated that the proposed Tribunals would not replace the existing grievance handling machinery which each university must provide for settling the disputes arising between the university and its students or between the university and members of its teaching faculty or between the university and its karamcharis.

5. In so far as Central Universities are concerned, the provision is that – any dispute arising out of the contract between the University and any employee shall, at the request of the employee, be referred to a Tribunal of Arbitration consisting of one member appointed by the Executive Council, one member nominated by the employee concerned and an umpire appointed by the Visitor. The decision of the Tribunal shall be final and no suit shall lie in any civil court in respect of matters decided by the Tribunal. Every request made by the employee under the provisions of the relevant Act, shall be deemed to be a submission to arbitration upon the terms of this section within the meaning of the Arbitration and Conciliation Act, 1996. The procedure for regulating the work of the Tribunal shall be prescribed by the Statutes.

7. A draft Educational Tribunals Bill has been formulated and was mailed to all Chief Secretaries. The Bill was also discussed in the meeting of the State Education Secretaries on 24th July, 2009. Based upon discussions, a revised draft is placed at Annexure-I. A three tier structure is envisaged – at the district level, the State level and the National level.

8. The powers and functions of the District Educational Tribunal (DET) would be as under:

(a) to adjudicate any grievance expressed by any teacher or any other employee of a higher educational institution against the management or governing body of such institution, provided such teacher or such employee has availed of all remedies available in the service rules or under the contractual provisions governing his terms and conditions of service, as the case may be.

(b) to adjudicate any final order passed by the competent authority of any higher educational institution in respect of any teacher or any employee of such institution in service matters governed by the service rules or the contractual provisions, as the case may be, applicable to such teacher or such employee.

(c) to adjudicate, in accordance with any law for the time being in force, matters concerning use of unfair means, other than a matter being an offence under the Indian Penal Code, 1860 [45 of 1860] or the Criminal Procedure Code, 1973 [2 of 1974], whether by any student or any employee or any person, in examinations conducted by or on behalf of any higher educational institution.

(d) to adjudicate any dispute between any student and a higher educational institution not specifically provided for in any other law for the time being in force, provided such student has availed of all remedies available in the rules and procedures of the higher educational institution.

However, the District Educational Tribunal shall not adjudicate any of the matters listed above in so far as such matters relate to any Central Educational Institution or any University.

9. In so far as jurisdiction is concerned, any person aggrieved against any higher educational institution may file an application before the District Educational Tribunal having jurisdiction over the local limits of the district in which such institution.

10. The State Educational Tribunal (SET) shall have the following powers and functions:
- a) to exercise original jurisdiction to adjudicate any dispute related to matters of affiliation between any higher educational institution, not being an University, and the affiliating University.
 - b) to exercise original jurisdiction to adjudicate any dispute in respect the matters within the jurisdiction of a District Educational Tribunal in so far as such matters relate to any Central Educational Institution or to any University in such State.
 - c) to call for the records and pass appropriate orders in any matter which is pending before or has been decided by any District Educational Tribunal within the State, where it appears to the State Educational Tribunal that such District Educational Tribunal has exercised a jurisdiction not vested in it by law, or has failed to exercise a jurisdiction so vested or has acted in exercise of its jurisdiction illegally or with material irregularity.
 - d) On the application of the complainant or of its own motion, the State Educational Tribunal may, at any stage of the proceeding, transfer any matter pending before the District Educational Tribunal to another District Educational Tribunal within the State if the interest of justice so requires.
 - e) to exercise appellate jurisdiction over any matter decided by any District Educational Tribunal within the limits of the State.

11. The National Educational Tribunal shall exercise original jurisdiction in the following matters, namely;

- (a) to adjudicate any dispute between any higher educational institution and any Statutory Regulatory Body except in matters of recognition or other matters incidental thereto;
- (b) to adjudicate any dispute, on a reference made to it by any Statutory Regulatory Body, between any two or more Statutory Regulatory Bodies;
- (c) to adjudicate any dispute related to matters of affiliation between any higher educational institution, not being an University, and the affiliating University, where such University is a Central Educational Institution having powers of affiliation across two or more States.
- (d) to adjudicate any dispute in respect of matters provided in sub-section (1) of section (10) of this Act, where such matter concerns any constituent unit of a Deemed University subject to the condition that the constituent unit is located in a State other than the State in which the Deemed University is located.

12. The National Educational Tribunal shall have the power to call for the records and pass appropriate orders in any matter which is pending before or has been decided by any State Educational Tribunal, where it appears to the National Educational Tribunal that such State Educational Tribunal has exercised a jurisdiction not vested in it by law, or has failed to exercise a jurisdiction so vested or has acted in exercise of its jurisdiction illegally or with material irregularity. Where cases involving the same or substantially the same issues, to the satisfaction of the National Educational Tribunal either on its own motion or on an application made by a party to any such case, are pending before the National Educational Tribunal and one or more State Educational Tribunals or before two or more State Educational Tribunals, the National Educational Tribunal may withdraw the case or cases pending before the State Educational Tribunal or the State Educational Tribunals and dispose of all the

cases itself. It shall exercise appellate jurisdiction over any matter decided by any State Educational Tribunal.

13. The jurisdiction of all civil courts as well as the High Courts are specifically excluded in respect of matters in which the Educational Tribunals are competent to adjudicate.

14. The Chairperson of all Tribunals would be judicial officers i.e. a person who is, or has been, a District Judge for the DET, a person who is, or has been, a Judge of the High Court for the SET and a person who is, or has been, a Judge of the Supreme Court for the NET. The appointment of members & Chairperson of the District Educational Tribunals and the State Educational Tribunals would be done by the State Government.

15. Of the other members of the District Educational Tribunal, being persons of ability, integrity and standing not less than fifty-five years of age, and one of whom shall be a woman,-

(a) one shall be chosen from amongst persons who is, or has been, a Principal of or Professor in, a higher educational institution, of at least fifteen years standing;

(b) one shall be chosen from amongst persons who is, or has been, involved in administration of higher education in any University of the rank of Registrar or above or an officer of the Government of the State with experience of at least ten years in matters relating to higher education.

16. Of the other members, being persons of ability, integrity and standing not less than fifty-five years of age, one of whom shall be a woman,-

(a) one shall be chosen from amongst persons who is, or has been, a Vice Chancellor of any University or head of an institution of national importance, and has academic experience of at least twenty years standing;

(b) one shall be chosen from amongst persons who is, or has been, of the rank and equivalence of a Chief Secretary of the State Government with experience in educational administration.

17. The Educational Tribunals would have only powers of a civil nature along with powers to punish in case of wilful disobedience of its orders.

AGENDA NOTE ON A NATIONAL POLICY TO ATTRACT TALENT TO TEACHING AND RESEARCH

INTRODUCTION

The dawn of the 21st century has heralded the development of India as an economic powerhouse powered by a revolution in the knowledge sector. However, the knowledge economy is not just a synonym for information economy or information society. In the present age, knowledge economies address how information and ideas are created, used, circulated and adapted at an accelerating speed in “knowledge-based communities,” i.e. networks of individuals striving to produce and circulate new knowledge. In knowledge economies, these capacities are not just the property of individuals, but also of organizations, which have the capacity to share, create and apply new knowledge continuously over time, in cultures of mutual learning and continuous innovation. Innovation carries spin-off benefits and yields social dividends for the broader civil society – through reductions in poverty, improved health, greater education, empowerment of women and decline in levels of criminality. Universities are places where ideas germinate, where applications grow out of ideas and where innovation flourishes in an atmosphere of intellectual challenge and freedom. Universities where the faculty and students constantly challenge existing boundaries of knowledge amidst a prevailing culture of creativity are ideally positioned to be the powerhouse of the knowledge economy.

Despite having one of the largest higher education systems in the world, only a few institutions of learning have been able to make a mark on the global stage. The contribution of the alumni of the Indian Institutes of Technology (IITs), the Indian Institute of Science and the Indian Institutes of Managements (IIMs) have been widely recognised all over the world. India is positioned to adopt a leadership role in the global knowledge economy of the future. In the past, cheap labour and low technology manufacturing skills powered several developing countries to prosperity. But the coming age would patently belong to those countries who are able to reap the benefits of creative knowledge organisations that exist within. Recognising this, the XI Plan proposes the establishment of 14 National Universities aimed at world class standards. These Universities would be at the fount of making India the global knowledge hub and set benchmarks for excellence for other Central and State Universities. The first and foremost criterion for a University to be termed world class is the quality and excellence of its research, recognised by society and peers in the academic world. Research that constantly pushes back the frontiers of knowledge contributes to the development of the knowledge society but more critically creates the attraction for outstanding faculty and top students to gravitate towards it. This creates a virtual spiral of ever-increasing quality and excellence ceaselessly pushing the University to strive towards even better research. Students move towards top class institutions after an evaluation of the ability of the institution to invest them with the skill and competencies to be successes in the knowledge economy, besides the excellence of its research. Consequently, the synergies between teaching and research have to be exploited to create quality institutions.

If excellence in research and teaching are the essential elements of a world class institution, the ability to attract and retain outstanding faculty from all over the world would be central to this approach. The Indian diaspora of highly skilled knowledge workers have been at the forefront of growth and development in the developed nations. This diaspora, given the right incentives and

challenges, could be the seeds for the concentration of talent from across the world in the Universities proposed to be established. The policy to attract talent to the National Universities aims to provide the right environment to enable the knowledge talent around the world to cluster in the National Universities proposed to be developed as Global Centres of Innovation.

POLICY OUTLINE:

Research can be broadly classified into four areas: pure basic research or theoretical research which develops new ideas or knowledge growing from the current breadth and depth of knowledge, strategic basic research which also develops new ideas but with the potential of applications being derived from such research, applied research that grows from already known principles to develop new applications and experimental research that attempts to validate known principles or develop new products and technology. Private research has tended to focus largely on technology development having industrial and commercial applications, whereas pure basic and strategic research have characteristics of public goods and have largely been subject to public provisioning. However, pure basic research and strategic research are the crucibles on which applied research or technological developments are grown. Universities are the ideal breeding ground for such research, provided the right atmosphere and talent is available for the purpose.

Attracting talent towards institutions requires a balance of the right enabling environment i.e. academic and intellectual freedom, adequate funding unhindered by bureaucratic questioning from within as well as outside the institution, availability of resources and aids to access existing treasures of knowledge, a challenging and intellectually stimulating academic environment all ensconced within a quality of life that can be enjoyed. A reputation for excellence with all these factors in place, is built over time with sustained efforts and demonstrated capacity to deliver the environment. The 14 National Universities, though having the advantage of starting on a clean slate unencumbered by history or culture of the past, would require credible assurances to be made and maintained to build a reputation for excellence. The Government accepts that governance structures would have to be evolved that lends reliability to the promises made to attract talent. The Government is, therefore, conscious of the fact that the principles outlined in the policy are pledges of a sovereign authority to develop and maintain a structure that respects freedom and autonomy backed with adequate funding within the limits of the possible.

ACADEMIC FREEDOMS:

The Government shall ensure that the governance structure of the University shall be tuned towards ensuring complete autonomy over all matters specifically academic matters, including but not limited to admissions, curriculum, research, assessment, award of degrees, selection of members of the professoriate and the basic direction of the academic work in the University. The autonomy shall be multi-faceted operating at various levels – at the level of the University vis-à-vis Government, at the level of the Faculty vis-à-vis the University, at the level of the Researcher vis-à-vis the Faculty or University and at the level of the Teacher vis-à-vis the Faculty or Faculties.

The National Universities shall be kept out of the purview of the regulatory oversight of the existing regulatory bodies in higher education in academic matters as well as regulations on maintenance of standards or minimum qualification requirements for appointment to academic posts.

Academia shall have full freedom in research and in the publication of results arising out of such research. The free spirit of inquiry and the quest for knowledge shall be the defining principles that shall pervade all aspects of academic life. To that end, researchers shall have the freedom to patent the results of their research jointly with the University without getting the same approved or validated by the University administration or by any Government agency or authority except in a certain number of limited strategic areas that has the potential of being misused for the destruction of life or property on a large scale.

Teachers shall have full freedom to structure the pedagogy including its delivery by them within the broad parameters of the programmes objectives set by the Academic Body of the Faculty or Faculties, in case of an inter-disciplinary programme or course. To that end, the University Academic administration shall have the power to decide on the start a programme or course keeping in view the overall availability of resources, but the parameters and the objectives of the course or programme shall be the responsibility of the Faculty or Faculties having a bearing on the course and the structuring of the course contents, curriculum and assessment methodology shall be entirely with the purview of the teacher assigned to teach the course or programme. The class room shall also be freed from the boundaries of physical space in that the electronic medium shall also function as a central element in the teaching-learning process.

The Government recognises that adequate funding is essential to support the university's research and teaching as well as its other functions and that such support must be consistent, predictable and long-term. A Research Endowment Fund of an adequate amount not less than Rs 200 crores per University shall be provided annually. The University shall also have the freedom to source funding from all other non-Governmental sources subject to the broad limitations that such funding shall not be from unverified or dubious sources or from sources with a biased outlook. Grants from this Fund shall be made available to individual research proposals emanating from the faculty of the University. The research proposals shall be evaluated by an Academic Research Peer Group consisting of a collegium of eminent academics, not limited to those working in or part of the University, for deciding funding eligibility. Once approved, the Research Group shall have the freedom to utilise the grants according to procedures defined by the Group subject to the broad principles of objectivity and transparency in such procedures. This freedom shall include the freedom to procure aids and equipments required for research, freedom to appoint subordinate research personnel such as Research Associates and Research Assistants, freedom to decide an adequate remuneration to be paid to such research personnel. The only limitation that would operate is the total funding outlay approved by the Academic Peer Group for the period specified for completing the research.

The amount spent by the University or its academics on research or teaching shall be kept out of the purview of audit scrutiny envisaged under the Constitution by the Comptroller and Auditor

General. An amendment to that effect shall be made in the Comptroller and Auditor General's (Duties, Powers and Conditions of Service) Act, 1971. Accountability shall be ensured by reviews by the Academic Research Peer Group for research work and Teaching Peer Group for course work & teaching. To that end, scrutiny and accountability shall be defined by outcomes rather than processes.

The University shall have the freedom to establish Chairs of Studies with funding thru' non-Government endowments to be occupied by Professors of eminence. The Chair Professors shall be entitled to receive pay, if any, from the endowments in addition of the salary payable by the University.

Autonomy over appointments, especially academic appointments, are crucial to the inculcation of an atmosphere of autonomy within the University. Consequently, the University shall have the freedom to define its own appointment criteria for making appointments to academic positions in the University. This shall include the freedom to make appointments by invitation, based on the recommendations of a Standing Search Committee consisting entirely of prominent and eminent academicians, from within the University or outside. Any Professor of the University shall have the freedom to refer an outstanding person with a proven capability to enhance the reputation of the University to the Standing Search Committee for appointment as a member of the Faculty at the Associate Professor or Professor levels. Recognising that brilliance is not a factor of age of a person or years spent in research, the appointment by invitation shall not be subject to limitations of age or years of experience of the considered candidate.

Faculty at the level of Professor shall be offered tenured service to provide job security, whereas faculty at the level of Associate Professor or Assistant Professor may be provided tenured or non-tenured service, which will be appropriately decided by the University on objective criteria. The University shall also have the freedom to appoint adjunct or associate faculty involved in research in industry or in R&D establishments in the country and abroad. These faculty members will guide students and deliver lectures in specialised areas and bring their expertise in these areas to enhance value to the teaching-learning process.

The University shall also have the freedom to define the pay structure thru' a negotiated arrangement, which shall be net of the tax payable, for its senior faculty i.e. Professors and Associate Professors, within a broad pay band to provide incentives to attract talent from over the world, including persons involved in path-breaking research in industry.

Liberal book grants equivalent to a percentage of pay shall be provided to Teaching & Research Faculty to update their knowledge constantly in a fast changing environment.

ENABLING ENVIRONMENT:

The Government commits to provide funding for all infrastructure and resources including library and laboratory facilities and electronic resources of world class standards on a continuing basis to enable knowledge growth and the germination of new ideas.

The Citizenship Act, 1955, as amended in 2003, does not allow Persons of Indian Origin who are citizens of another country to be appointed to public services and posts in connection with the affairs of the Union. In order to ensure that the highly skilled Indian diaspora is able to participate in the development of world class institutions in the country, a suitable enactment or notification, as may be required, shall be made to remove this limitation which would permit the person to retain his/her citizenship of another country and at the same time be a tenured or non-tenured faculty of the University academia.

The Government commits to provide a high quality of life within the environs of the University campus with access to schooling, health, leisure, entertainment and residential facilities to stimulate faculty and student.

Academia-industry interaction may be essential to incubate new technologies or products emerging out of research. While research and its outcomes would be entirely within the domain of the University, Incubation Centres may be established in the campus with the assistance of industry or donors to promote use of innovations for the benefit of the nation in particular and mankind in general. Assistance for venture capital funding may be ensured within the environs of the University for those who require such capital to start up or ramp up new technology emerging from research results for the benefit of mankind.

Recognising the fact that talent tends to cluster, networks of eminent persons from the Indian diaspora working in Universities abroad or involved in research establishments in industry shall be formed to act as facilitators for the sourcing of world-wide talent for appointment to the Universities.

The Government shall ensure suitable facilitation for immigration of persons desirous of working in the National Universities.

The Government shall provide for duty free imports of equipments, books and other material required for teaching and research in the University.

ANCHORS:

The Government shall seek the assistance of pre-eminent persons whether scientists, researchers or academicians with the stature and eminence world-wide, such as Nobel laureates etc., to act as anchors to guide, promote and lead the University to achieve world class standards.

CONCLUSION:

The Government recognises that the growth of knowledge has accelerated in recent years and bright minds clustered in the right environment would spark a knowledge revolution. Knowledge does not recognise frontiers but the offshoots of knowledge development could prove to be a key factor to provide an impetus to finding solutions to economic and social problems of the nation and the region.

AGENDA NOTE ON ACADEMIC REFORMS IN STATE UNIVERSITIES AND COLLEGES

The Chairman, University Grants Commission (UGC), had addressed a detailed letter (D.O. No. F.1-2/2008-XI Plan dated January 31, 2008) to the heads of central, state and deemed universities and institutions of higher learning in the country, drawing their attention to the pressing need for academic and administrative reforms. As this initiative evoked a highly encouraging response, the UGC had set up a Committee on Academic and Administrative Reforms, with Professor A. Gnanam as convenor, and comprising several eminent educationists from a diverse range of disciplines. The Committee has since submitted a comprehensive and path-breaking report. Based on this document, an action plan has been developed — for the consideration of educational authorities, and for the phase-wise introduction of substantive academic and administrative reforms in the institutions of higher education in the country.

1. Semester System:

For long, educational institutions have had the format of academic session, spread over

10 to 12 months. This format suffers from several limitations, which is why most institutions of higher education in western Europe and North America follow a semester based system. The semester-system goes far beyond being a ‘time-format’. It enlarges curricular space, and encourages and supports accelerated learning opportunities for all concerned. Further, it has the ability to accommodate diverse choices that dynamic and motivated students may like to have. In India, too, several professional and technical institutions have adopted semester system. Reportedly, it is working satisfactorily. Given this, it is time that the semester system is made mandatory for all the institutions of higher education in India, and all the universities are asked to switch over to the semester system. The implementation of a semester system calls for several interconnected and coordinated steps that will have to be undertaken by the universities and colleges. These are as follows:

- Deliberation and resolution on the *semester system* in appropriate academic bodies of the institution at different levels to develop a timeline.
- Decision on the number of student-faculty contact hours during a semester in different programmes, that is, certificate, diploma, undergraduate and postgraduate. M. Phil. and Ph. D. students also to do course work.
- Re-configuration and revision of curricula (while the quantum of instructional work of faculty members remains about the same, the number of papers or credits would be twice as many).
- Determining the amount of work to be completed (or credit points to be earned) by students in undergraduate, postgraduate, M. Phil. and Ph. D. programmes.
- Decision on the time-distribution on class room-work, field-work, laboratory-work, workshop practice and/or other curricular work. Distribution will vary from subject to subject.
- The implementation of semester-system may be completed within two calendar years in all the central universities, and within three years in all the state universities.

2. Choice-Based Credit System:

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognised) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardisation and comparability of educational programmes across the country, etc.

The CBCS imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest thought and resources into introducing CBCS. Aided by modern communication

and information technology, CBCS has a high probability to be operationalised efficiently and effectively — elevating students, institutions and higher education system in the country to newer heights. It might be added that a large number of universities and institutions in the country are already having their undergraduate and postgraduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalised manner, the sequence of CBCS would be:

Paper	Unit	Sub-unit	Credits
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For implementing the CBCS, institutions of higher education need to take the following steps:

- Review of curricular contents (study papers, term papers, 'assignment', workshop-assignment, experiments, etc.) of certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. programmes.
- For the sake of clarity of faculty, students and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into sub-units, which are subsequently assigned numerical values and termed 'credits'.
- Faculty of the concerned 'department', deliberates and decides on (a) core-credits, and (b) elective or optional credits for different levels of academic programmes.
- Departmental faculty evaluates and decides on the relative weightage of the core and elective credits.
- Decision on the 'total' credits to be earned (or completed) by students undergoing certificate, diploma, undergraduate, postgraduate, M. Phil. or Ph. D. programmes.
- Generally, core-credits would be unique to the programme, and earning core-credits would be essential for the completion of the programme and eventual certification.
- On the other hand, elective-credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics, computer application, etc.).
- Students enrolled for a particular programme or course would be free to opt and earn elective-credits prescribed under the programme, or under other programmes within the department, faculty, university or even outside recognised university / institution of higher education.

3. Curriculum Development:

A hallmark of vibrant educational institutions and disciplines is their curricular content which evolves continuously. Curricular revision should be an ongoing academic activity involving all the faculty members. Not only does it endow academic programmes with

quality but also adds to their contemporariness and relevance. Available information indicates that universities and institutions of higher education in the country do undertake revision of the syllabi of the programmes offered by them, but priority and periodicity remain somewhat uncertain. The process of revision also varies with disciplines — professional and technical disciplines are comparatively more vigorous in this regard. Nonetheless, substantial thought and attention have to be devoted to curricular development in all disciplines and in all the academic programmes — whether undergraduate, postgraduate, M. Phil. or Ph. D.

In a general way, following steps need to be adopted on priority basis:

- ▶ All the academic programmes (certificate, diploma, undergraduate, postgraduate, M. Phil. or Ph. D.) should be subjected to updation or revision, to a limited extent every academic year (for professional and postgraduate courses), and substantially every three years for all the courses.
- ▶ Updation and revision of the curricula is to be carried out in terms of (a) current knowledge, (b) national and international developments, and (c) relevance of new ideas, concepts and knowledge to the concerned discipline.
- ▶ This important academic function requires ‘curricular transaction’ and the synergies of all faculty members in the Department, School or Centre, and is based on the principle, ‘Teach and update curriculum’.
- ▶ Towards this, faculty members are called upon to be discerning and given to notes-keeping on current knowledge, esp. relating to their teaching assignment.
- ▶ To achieve this, faculty members are to regularly draw upon books and journals — and internet search engines.
- ▶ In this regard, UGC-promoted INFLIBNET, INFONET and E-journal would also make for a good resource.
- ▶ Faculty members would also have the flexibility to develop, for one or more semesters, topical courses falling within their academic interests and in keeping with the thrust of the programme, along with the indication of credit values.
- ▶ All curricular updations are to be reviewed and endorsed by Departmental, School or Committee and other university and college authorities.

4. Admission Procedure:

The process of admission of students to educational institutions is the first and most critical step that should ensure access, inclusion, equity and quality. With the fast changing socio-cultural milieu and growing demand for higher education, the importance

of admission process can hardly be over-emphasised. It can no longer be left to 'well meaning intentions' and *ad hoc* decisions. Admissions ought to have objective bases and

transparent procedures. As a part of academic reform, universities and institutions of higher education in the country need to pay very serious attention to the procedures for merit-based admission to their certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. programmes.

In this direction, the following points may be taken into consideration:

- To ensure transparency and credibility in their admission procedure, universities and institutions of higher education need to make a liberal use of 'notice-board', print-media, electronic media, web-site, etc. to declare their admission procedures.
- Institutions and universities need to properly publicise their academic calendar, highlighting the number of seats (in all the courses including M. Phil. and Ph. D. programmes), required qualifications and important dates in the admission procedure for various courses.
- The candidates' answer-sheets need to be assigned confidential codes, that is, they are encoded, before being passed on for evaluation / assessment.
- The candidates for undergraduate, postgraduate or doctoral programmes who have been assessed by recognised national or regional agencies (JET, NET, SET, etc.) may be granted exemption from the written examination.
- Depending upon the course requirements, candidates may also undergo group-discussion, interview or any other competency examination.
- The assessment as reflected by marks or grades in written examination, group-discussion, interview and / or any other competency examination, must be treated as strictly confidential, and be known to authorities only on 'need-to-know' basis, till results are finally compiled / announced.
- The marks or grades in written examination, group-discussion, interview and / or any other competency examination must be communicated, promptly and directly, to tabulators or to the computer centre, and the successive examiners / evaluators must not be privy to these marks or grades.
- Relating to Ph. D. programme, appropriate university bodies should decide as to which categories of faculty-members would be eligible to advise or guide doctoral students, and how many doctoral students could be assigned to different categories of faculty-members.
- University and college authorities, while finalising admissions, would take cognizance of 'reservation provisions' as announced by central and concerned state governments, and would take an affirmative action.
- Following admission, university and college authorities would initiate measures, depending upon the need-pattern of newly admitted SC, ST, OBC, and minority students, to organise remedial or bridge-courses in language, communication, subject-competency, etc.
- Following admission, university and college authorities would take proactive action to communicate to newly admitted SC, ST, OBC, minority students, and those from low-income families, regardless of the level of their course, the availability of tuition-waver, free-ships, loans and scholarships available to these categories.

5. Examination Reforms:

Higher education in India has thus far been largely examination-centered. Examination only at the end of academic session or year, more often than not, insulates students from the quest of knowledge, the excitement of discovery and joy of learning. Often the annual examination, along with marks, percentages and divisions, leads to insensitive cramming up of superficial information. It is surprising that, in several instances, university-certified degree-holders are subjected to fresh written examination, before they are accepted for jobs in public and private sectors.

Most universities and institutions of higher education in Western Europe and North America base the assessment of their students wholly on 'internal evaluation', following the principle, 'those who teach should evaluate'. However, looking to the prevailing conditions in India, an adoption of this approach would be too radical or abrupt. Given

these considerations, it may be more prudent that the assessment of student performance be carried out through a combination of internal and external evaluation.

(a) Continuous Internal Evaluation:

Aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty-member, Department, School or the Centre. It would comprise following steps:

- All the certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses offered by a university, college or institute are to have specified components for internal evaluation (e.g. essay, tutorials, term-paper, seminar, laboratory work, workshop practice, etc.).
- Components for internal evaluation are to have a time-frame for completion (by students), and concurrent and continuous evaluation (by faculty-members).
- The evaluation outcome may be expressed either by pre-determined marks or by grades.
- The evaluation reports submitted by all the faculty-members are to be reviewed, from time to time, by the Department, School or Centre Committee, in order to ensure transparency, fair-play and accountability.
- Following the review by the Department, School or Centre Committee, the outcome of internal evaluation is to be announced and displayed on the Notice Board and / or web-site as per the timeframe or academic calendar.

(b) End-of-semester evaluation:

This is to be carried out at the end of each semester, and will aim to assess skills and knowledge acquired by students through class-room, field-work, laboratory work and workshop practice. The evaluation can be in the form of written examination, laboratory work or workshop assignment. Evaluation process should be verifiable and transparent.

Towards this end, the following steps may be adopted:

- All the students pursuing certificate, diploma, undergraduate, postgraduate, and research courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule.
- With regard to practicals and workshop assignment, the internal faculty may associate themselves with the external examiners in the examination process.
- In the case of written examination, whatever the format (objective type, essay-type, etc.), test papers could be moderated by committees proficient in the subject.
- Answer-books or –sheets are to be ‘encoded’ (before being passed on to examiner / evaluator, and decoded (before tabulation).

(c) Integration of Continuous and End-of-semester evaluation:

The following points need to be considered for effecting the integration of continuous and end-of-semester evaluation:

- The integration procedure should be applicable to all the students pursuing certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses.
- University committees on the recommendations of Department committees and concerned Faculty would discuss and decide on the relational weightage of continuous and end-of-semester evaluations. This weightage could be flexible and could vary from institution to institution.
- Relational weightage assigned to internal evaluation may range from 25 to 40 percent.
- Following the integration of internal and external evaluations, the results may be expressed either in marks, grades or both, as per the policy of the university.
- It will be useful if universities try to go beyond ‘marks’ and ‘divisions’ and, in keeping with the global trend, give Cumulative Grade Point Score (CGPS) which would place students into overlapping broad bands.
- The CGPS may be based on a 5-point or 10-point scale and it could vary from institution to institution.
- As soon as the integration of internal and external evaluations has been completed, the results should be announced, in keeping with the academic calendar, to facilitate students’ academic or occupational pursuits.

The Chairman, UGC has written vide letter dated 30th March, 2009, to Vice-Chancellors of all Universities including State Universities to adopt academic reforms. Academic reforms is also a focus area for the Eleventh Plan. State Governments may consider incentivizing State Universities and colleges to introduce academic reforms in its entirety.

AGENDA NOTE ON NATIONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Introduction

The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time anywhere mode. This is expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period.

Objectives

The objectives of the National Mission on Education through ICT shall include:

- (a) building connectivity and knowledge network among and within institutions of higher learning in the country with a view of achieving critical mass of researchers in any given field;
- (b) spreading digital literacy for teacher empowerment;
- (c) development of knowledge modules having the right content to take care of the aspirations of academic community and to address to the personalized needs of the learners;
- (d) standardization and quality assurance of e-contents to make them world class;
- (e) research in the field of pedagogy for development of efficient learning modules for disparate groups of learners;
- (f) making available of e-knowledge contents, free of cost to Indians; rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy so that they can make best use of ICT for teaching and learning.

The Mission would create high quality e-content for the target groups. National Programme of Technology enhanced Learning (NPTEL) Phase II and III will be part of the content generation activity. The peer group assisted content development would utilize the wikipedia type of collaborative platform under the supervision of a content advisory committee responsible for vetting the content. Interactivity and problem solving approach would be addressed through “Talk to a Teacher” component, where the availability of teachers to take the questions of learners shall be ensured appropriately.

Mission also envisage, on line, for promoting research with the objective to develop new and innovative. ICT tools for further facilitation of teaching and learning process. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, utilization of available Education Satellite (EduSAT) and

Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

Central Government would bear 75% of the connectivity charges for 5 years even for institutions not belonging to it.

Renowned institutions would anchor various activities in their areas of excellence. The Mission would seek to enhance the standards of education, in Government as well as in private colleges. Enlistment of support and cooperation of States/Union Territories, Institutions and individual experts would be an integral part of the Mission.

Administrative structure and functioning

The Mission have a three tier committee system to monitor and guide its functioning. The National Apex Committee of the Mission is chaired by Hon'ble Minister of Human Resource Development, and decides on all policy issues and prescribes guidelines for the functioning of the two sets of Committee namely 'Empowered Committee of Experts (also known as Project Approval Board') and 'Core Committees of Domain Experts'. It has a 'Mission Director', who heads the Mission Secretariat and also acts as the Secretary to the National Apex Committee and Project Approval Board.

The proposals submitted to the Mission by various agencies/individuals/ institutions undertake activities which come under the domain of the Mission are scrutinized by the concerned Core Committee of domain Experts. This Committee makes its recommendations to Project Approval Board for consideration and decision on sanctioning the projects. The monitoring of the overall progress of the approved project activities is to be done through various peer reviews and concurrent evaluation.

Content & Connectivity

The National Mission on Education through Information and Communication Technology (ICT) has two major components: (a) providing connectivity to institutions and (b) content generation. It aims to extend computer connectivity to over 20000 colleges in the country and also to each of the twenty or so departments of 419 universities/deemed universities and Institutions of national importance as a part of its motto to provide connectivity up to last mile. All the institutions are proposed to be connected in the first 6-8 months itself. Bandwidth will be provided incrementally depending on usage by the University Department/College/Institutions so that bandwidth is not wasted. To begin with connectivity at the rate of 512 kbps and MPLs VPN + 2 Mbps broadband to each node is envisaged and will be augmented on need-based assessment for each University Department/College and could reach the level of 10 Mbps of unshared VPN and 40 Mbps of shared broadband.

Government as well private educational institutions/State Government educational institutions would get connectivity under the Mission subject to the execution of the MoUs/Agreements, as the case may be, and subsequent recovery of 25% of the cost from the State/private institutions. Beneficiary institutions would be required to contribute 25% of the cost of connectivity (10% in respect of North-Eastern States) and maintain and sustain the facility after the expiry of the central support after the first 5 years. An implementation-cum-Monitoring Committee has also been constituted in this regard.

In order to provide connectivity to higher educational institution, it is important to have a database of all the recognized institutions of higher learning in every State/UT, their detailed address, affiliation to university, contact persons name and e-mail, names of IT-savvy faculty members (other than the Principal/Vice-Chancellor), who would be acting as coordinators for the Mission in each of these institutions etc. so that the details could be passed on to the service provider for providing connectivity. The commitment of the State Governments to share 25% cost of connectivity (1% in the case of North Eastern Region) to be provided to its institutions by way of signing an MoU with the Central Government Ministry of HRD) would accelerate the pace of work.

As regards creation of e-content, a number of proposals have already been sanctioned and pilot projects have been launched. The need of the hour is to progressively involve more and more universities, colleges and their teachers/experts in e-content generation activities as well as activities for conversion of available e-content in regional languages, so that it becomes a nationwide movement.

Representatives of States/UTs may give their views regarding the following :

- Entering into MoU with the Central Government for sharing 25% of the cost of connectivity (10% in the case of North Eastern Region).
- Identifying good teachers and experts, including retired teachers but active teachers, who could join this endeavor of creation of e-content in collaboration with other experts and institutions of national repute
- Identifying roles and responsibilities of the States/UTs in implementing this ambitions Mission in a systematic manner.

For popularizing the Mission, Hon'ble Members may give their suggestions.

AGENDA NOTE ON ISSUE RELATED TO SKILL DEVELOPMENT AND SUB-MISSION ON POLYTECHNICS

Ministry of HRD has initiated implementation of the “Sub-mission on Polytechnics under the Coordinated action for Skill Development” to foster the Technical Education and Skill Development in line with the National Skill Mission’s objective of creating 500 million skilled personnel by 2020. Under the Scheme MHRD is to support the State Governments/UTs for the following:

1. Establishment of new Polytechnics
2. Strengthening of Existing Polytechnics
3. Construction of Women’s Hostel in Polytechnics
4. Expansion of Community Polytechnics Scheme.

I) ESTABLISHMENT OF NEW POLYTECHNICS:

A) Proposals for setting up new Polytechnics.

As far as financial support to the State Governments/UTs for establishment of the new Polytechnics in the un-served and underserved District, this Ministry had initially written to all the State Governments/UTs about the Scheme vide letter dated 20th September, 2007 inviting Proposals. Subsequently this Ministry vide letter dated 27th January, 2009 also requested the State Governments/UTs to confirm providing of land in the identified Districts. Further recently vide letter dated 13th June, 2009, this Ministry has requested the State Governments/UTs to send the detailed proposals by June, 2009.

Although Proposals from certain State Governments/UTs have been received it is requested that such of those who have not sent their proposals may submit the proposals along with the undertaking for providing of land free of cost and meeting 100% recurring expenditure.

B) Progress Report in Respect of Establishment of New Polytechnics Against the Grants Released During Financial year 2008-09.

During the year 2008-09 this Ministry released an initial grant of Rs.2 crore per polytechnic to the State Governments/UTs for establishing Polytechnics in 50 Districts with the condition that the State Governments would provide the land free of cost and also to bear 100% recurring expenditure. The State Governments had been requested to utilize the grants by setting up the Polytechnics and inform the progress for release of further installment of grants. Towards this the respective State Governments/UTs had been requested vide letter dated 13th June, 2009 to confirm allocation of land and provision for meeting recurring expenditure. So far progress has been reported by only a few State Governments/UTs.

II) STRENGTHENING OF EXISTING POLYTECHNICS

As per the Scheme financial assistance upto Rs.2 Crore is to be provided per Polytechnic for modernization and introduction of new courses in the existing Polytechnics. Although proposals were invited from State Governments/UTs earlier detailed updated proposals have been invited vide this Ministry's letter dated 20th July, 2009.

III) CONSTRUCTION OF WOMEN'S HOSTEL IN POLYTECHNICS

A Central financial assistance upto Rs.1 Crore per polytechnic is to be provided for construction of the Women's Hostel. Towards this, proposals had been invited during 2007 and again recently vide this Ministry's recent letter dated 29th June, 2009, whereas proposals were received from certain States/UTs on basis of which initial grants are being released. It is requested that such of those who have not submitted their proposals may expedite submission.

IV) IMPLEMENTATION OF COMMUNITY DEVELOPMENT THROUGH POLYTECHNICS

As per the proposal the Community Polytechnic scheme is to be implemented in 1000 existing polytechnics across the Country. This would cover the existing 669 polytechnics where the erstwhile scheme had been implemented subject to their satisfactory past performance. The remaining new Polytechnics for the said scheme are to be identified based on the proposal to be submitted by the respective State Govt/UT.

Currently the State/UT wise review of the existing 669 polytechnics is in progress for implementation of the scheme and release of grants.

AGENDA NOTE ON SETTING UP OF NEW IIMS/IITS/NITS/IIITs

The XIth Five Year Plan envisages, establishment of seven IIMs in the Country, out of which one IIM namely Rajiv Gandhi Indian Institute of Management (RGIIM), Shillong has been established in Shillong (Meghalaya) which has commenced its first academic session from 2008-2009 and the remaining six IIMs will be set up in Tamil Nadu, Jammu & Kashmir, Jharkhand, Chhattisgarh (Raipur), Uttarakhand & Haryana. In addition to this an IIM in Rajasthan is also to be set up.

- (i) The Government of India and Government of Tamil Nadu have agreed to set up IIM in Tiruchirappalli on a piece of land measuring 192.35 acres of land in Suriyur village, Tiruchirappalli Taluk and District.
- (ii) The Government of J&K has identified three sites for setting up an IIM in their State Ministry of Human Resource Development written to the State Government to furnish the exact measurement and location of the three sites, along with map and information as per check list furnished to them which will be placed before the Site-Selection-Committee before proceeding to visit the actual sites. The information is still awaited from the State Government of J&K.
- (iii) The Government of India and Government of Jharkhand have agreed to set up IIM at a site measuring 204.28 acres in Kanke circle, Mouza, Nagri District-Ranchi. The Site-Selection-Committee visited the site on 4th-5th July, 2009 and found banners and posters stating that this land is being cultivated by farmers and they will not allow to be given for establishment of IIM at the site. Chief Secretary, Govt. of Jharkhand has been requested to settle this issue at the earliest so that land is available for IIM free from any encumbrances.
- (iv) The Government of India and Government of Chhattisgarh have agreed to set up an IIM on a piece of land measuring 200 acres under New Raipur Development Authority, in Villages Pota and Cheriya, Raipur.
- (v) The Government of Uttarakhand has identified the following sites:-
 - (a) District Haridwar – approx. 200 acres; 15 kilometers from nearest railway station; 13 kilometers from nearest bust station; approx. 63 kilometers from nearest airport.
 - (b) District Dehra Dun – approx. 150 acres’ 15 kilometers from nearest railway station and bus station; 35 kilometers from nearest airport.
 - (c) District Udham Singh Nagar – approx. 200 acres in the Escort Farm area, around 60 kilometers from the airport, around 10 kilometers from 2m the nearest railway.

- (d) District Udham Singh Nagar – approx. 200 acres belongings to the G.B. Pant Agriculture University, Pant Nagar, within 5 kilometers of the Railway Station

The Team comprising of Prof. Krishna Kumar, Former Director, IIM-Kozhikode and US(Mgt.) visited the sites at Dehradun and Haridwar on .08th July, 2009 both these sites are river beds and some piece of land in patches is given on Pattas. As such the land is not free to be given for the use of IIM. The Team will visit the two sites at Udham Singh Nagar very shortly.

- (vi) The Government of India and Government of Haryana have agreed for a piece of Plan measuring 170 acres of land extendable upto 200 acres in Garnawathi Village, Rohtak.
- (vii) An IIM in the State of Rajasthan has been announced by the Finance Minister in the Rajya Sabha on 25th February, 2009 during the Budget Session. We have written to the Planning Commission for giving “in principle” approval for setting up of an IIM in the State of Rajasthan. Simultaneously Hon’ble HRM has written to Chief Minister of Rajasthan on 23rd June , 2009 requesting to allot 200 acres of land, free of cost at a suitable location and suggest two or three suitable sites for the same.

ESTABLISHMENT OF IITs

As a sequel to the Hon’ble Prime Minister’s announcement on the occasion of the 60th Independence Day, the Government decided to establish eight new Indian Institutes of Technology (IITs) in the country during the XIth Plan period. The Union Cabinet in its meeting held on 17.07.2008, approved the proposal for setting up of 8 new IITs in the States of Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab, Gujarat, Madhya Pradesh and Himachal Pradesh. The State Governments in which these new IITs were proposed to be established agreed to allot about 500-600 acres of land, free of cost, with all basic social and physical infrastructure facilities for establishment of these IITs. Of these eight new IITs, six have started from the academic year 2008-09 and the remaining two IITs at Indore (Madhya Pradesh) and Mandi (Himachal Pradesh) will start functioning from the current academic year i.e. 2009-10.

Site Identification Committees, each of which included a representative from the Ministry of Human Resource Development and the Director of the respective mentor Institute were constituted for inspecting the suitability of the land allotted by the State Governments. The following issues relate to the establishment of new IITs.

IIT, BHUBANESWAR

The State Government offered land measuring about 891 acres at Vill. Argul, Jatni in Khurda distt, about 20 kms from Bhubaneswar, which has been recommended by the Site Identification Committee. According to the Institute, 517 out of 936 acres has been taken over by

IIT and construction of boundary wall has been started. State Government may take steps for handing over of the remaining land to IIT, Bhubaneswar.

IIT, HYDERABAD

Out of a total land of 537.10 acres, as per IIT, Hyderabad's letter dated 6.10.2008, 523 acres of land has been handed over by the Government of Andhra Pradesh to IIT, Hyderabad on 6.10.08 leaving a balance of 14 acres in which there is encroachment which needs to be removed/exchanged with private owners, so as to make the land for IIT, Hyderabad contiguous. Besides this a district road is passing through the land given to IIT, Hyderabad, which has to be re-routed.

IIT, INDORE

Out of 502.84 acres of land identified by the State Government for IIT, Indore at Vill. Simrol in Indore, 432.32 acres have been acquired by the State Government for IIT, Indore and about 65 acres of land is still to be acquired. The land is yet to be handed over to the IIT, Indore society.

IIT, RAJASTHAN

The Government of Rajasthan offered 505.83 acres of land in village Ranpur, District Kota which is 18 km. from the Kota Railway Station and 260 km. from Jaipur for establishment of IIT, Rajasthan. The Site Identification Committee visited the site at Kota and found it not suitable for IIT, Rajasthan as it does not have good air connectivity. The State Government has been requested to offer land with good road, rail and air connectivity in Jaipur, Jodhpur or Udaipur.

The State Government has also been requested to identify temporary accommodation for IIT, Rajasthan so that it may be relocated to such a temporary accommodation as early as possible.

IIT, ROPAR

The Site Identification Committee visited the site measuring 513 acres at Ropar and recommended the site subject to the conditions that the State Government takes measures to vacate the illegal possession from the site, acquire the private land to make it contiguous and also build the approach road from NH No.21 to the campus site.

IIT, PATNA

Land of about 500 acres was identified for IIT Bihar. Government of Bihar was asked on 23.2.09 to intimate whether the 200 acres of land that remained to be acquired have been acquired or not and whether the 300 acres of land already acquired have been handed over to IIT, Patna.

IIT, MANDI

The State Government has allotted land measuring 530 acres at Kamand, Mandi for IIT, Mandi. The following issues are to be resolved:

- (i) Action to ensure that construction of 400 KV transmission line passing through the site of IIT Mandi does not take place and an alternate path is followed by the Power Grid Corporation.
- (ii) Khasras of about 59 acres, identified on the site of IIT, Mandi which have dense forest are to be taken out from the land allotted to IIT Mandi and an alternate contiguous land is to be made available by the HP Government.
- (iii) The Government of H.P. has to provide land of about 100 acres for the smaller campus in or very near to Mandi town for development of faculty housing, international activity centre, guest houses, etc.
- (iv) In the transit campus, building for conduct of classes, canteen, 100 seat girls hostel, existing old girls hostel, 100 seat boys hostel in Mandi, away from the College and another 40-seat boys hostel in its neighbourhood (which is presently used by the DIET) and two adjacent residential buildings of (a) Mandav Hotel (30 beds) of HPTDC and (b) HPPWD Rest House (30 beds) have to be made ready to enable IIT, Mandi to shift for 2nd semester.
- (v) Widening and metalling of the alternate road identified along river Uhl, for transit between Mandi and Kamand.

IIT, GANDHINAGAR

The Government of Gujarat has offered land measuring about 450 acres in Survey No.558 at Nasmed, Tal: Kalol, Dist. Gandhinagar, 12 Kms from Ahmedabad city for establishment of IIT, Gandhinagar, which was inspected for its suitability by the Site Identification Committee of the Ministry. The Committee is yet to submit its report.

ESTABLISHMENT OF 10 NEW NITS

Presently there are 20 National Institutes of Technology (NITs) located at Agartala, Allahabad, Bhopal, Calicut, Durgapur, Hamirpur, Jaipur Jalandhar, Jamshedpur, Kurukshetra, Nagpur, Patna, Raipur, Rourkela, Silchar, Srinagar, Surat, Surathkal, Tiruchirapalli and Warangal.

The Ministry has taken a decision to establish 10 new NITs for which provision exists in the 11th Five Year Plan. Out of these 10 new NITs, 6 are being established in North Eastern States of Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Sikkim, and rest 4 in Delhi, Goa, Pudducherry and Uttrakhand. Since it will not be viable to establish NITs for smaller UTs, it has been decided that NIT at Delhi will also cater to Chandigarh, NIT at Goa will also cater to Daman & Diu, Dadra & Nagar Haveli and Lakshadweep and NIT at Pudducherry will also cater to Andaman & Nicobar Islands as an exclusive NIT at Andaman & Nicobar Islands.

The process of seeking approval of the Cabinet for establishment of these new NIT is already at the advanced stage. As soon as the approvals are received, both the Central Government as well as the concerned States Governments will need to take further follow up action. The concerned State Governments have already been requested last year to identify the suitable lands (at least 300 acres) at locations which are well connected by road, rail and air, for setting up of these institutions. States will need to take immediate action on this issue and inform this Ministry at the earliest.

ESTABLISHMENT OF IIITS

To address the increasing skill challenges of the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD) intends to establish twenty Indian Institutes of Information Technology (IIITs) during the 11th Five Year Plan period, on a Public Private Partnership (PPP) basis. The partners in setting up the IIITs would be the Ministry of Human Resource Development (MHRD), Governments of the respective States where each IIIT will be established, and the industry firms.

2. A Model Detailed Project Report (DPR) for setting up of 20 New IIITs in the country was prepared and sent to the Planning Commission for approval. The Planning Commission has agreed to the broad outlines of the DPR with some observations. As per the proposal approved by the Planning Commission, the capital expenditure of each IIIT shall be Rs. 100 crore to be contributed roughly in the ratio of 50: 35: 15 by the Central Govt., the State Govt , and the industry respectively. In addition, the State Governments are expected to provide 50-100 acres of land free of cost for each IIIT, and the participating companies are expected to contribute towards research labs and projects, internship, faculty chairs etc. from time to time. At present the matter is under process to obtain the approval of the Expenditure Finance Committee (EFC) and Cabinet.

3. IIITs are meant to be world-class Institutes to be set up as autonomous institutes based on PPP mode. Each Institute is meant to specialize in application of IT skills in one or more domain areas. One of the important criteria for setting up an IIIT in a State will be availability of 50-100 acres of contiguous land or a minimum of 50 acres of land, with additional land available at another site in the State, which shall be made available, free of cost, for the establishment of the Institute. Initial capital

for establishment of the Institute shall be contributed by the Central, State Governments concerned and industry firms. Some possible industry partners who are willing and could be associated with the project have to be identified by the State Governments concerned.

4. The matter may be discussed in the meeting and views of the State Governments ascertained on land availability, choice of location, domain areas of specialization, industry partners and willingness of State Government to contribute Rs.35 crores towards capital cost for setting up an IIT.

AGENDA NOTE ON DEVELOPMENT OF LANGUAGE

Proposed new Scheme for preservation and development of Languages not covered under the Eighth Schedule (Bharat Bhasha Vikas Yojana)

Out of the numerous languages in India only 22 languages are recognized by the 8th Schedule of the Constitution. There are 122 other languages having at least 10,000 speakers as per the figures in the 2001 Census; and nearly 234 identifiable mother-tongues. The Working Group on language set up by Planning Commission for preparation of Xth Plan recommended that there should also be a scheme to help non scheduled languages.

Therefore, with a view to preserve and develop the languages not covered by 8th Schedule of the Constitution this Ministry is formulating a new scheme for the Preservation and Development of Languages in India which are not covered by the 8th Schedule of the Constitution of India. The primary objective of the proposed Scheme is the Preservation and Development of smaller and endangered languages of India, which are not included in the 8th Schedule of the Constitution. (List at Annexure).

The programme will lead to integrated language development in education with growth of multilingual competence essential for an inherently diverse society striving for equal rights of various speech groups. It will lead to empowerment of marginalized groups and enhance their participation in communication processes. Nurturing diversity will help minimize socio-economic disparity across groups. It will also provide job opportunities for native speakers of endangered languages and reduce the threat to their existence by changing the environment.

Before finalizing the scheme it was considered useful to review the progress made in Preservation and Development of these non-scheduled Indian languages by the State/UT Governments. Therefore, a review meeting was held with the representatives of State/UT Governments on 20.5.2009 on this issue.

SETTING UP OF CENTRAL MADARSA BOARD (CMB): EVOLVING CONSENSUS AMONG THE STAKE-HOLDERS.

To discuss the feasibility of setting up of a Central Madarsa Board, the National Commission for Minority Educational Institutions (NCMEI), established under NCMEI Act, 2005, convened a national-level conference on 3.12.2006, in which all sects and representatives of the different schools of theology and Islamic tradition as well as prominent Muslim educationists participated. Based on the deliberations of the Conference, the NCMEI submitted its recommendations for the setting up of a Central Madarsa Board through an appropriate central legislation. The report of the NCMEI endorses the perception that for the lowest strata of the Muslim community, Madarsa education plays a critical role. Without interfering with the theological content of the Madarsa education, it would be possible to improve the quality of Madarsa education in the modern subjects, through the establishment of a Central Madarsa Board which could affiliate volunteering Madarsas and could be given a mandate to provide assistance to conduct examinations, award qualifications, design curricula and syllabi as well as develop infrastructure in order to introduce uniformity in standards of the non-theological aspects of Madarsa education. The Ministry of HRD accepted 'in principle' the recommendations of NCMEI for setting up an autonomous Central Madrasa Board which would confine itself to non-theological aspects of education and would not interfere in the religious aspects of the Madrasa education.

There is a need to build a consensus among all stake-holders. The process of building consensus is on and it is proposed to hold consultations with elected representatives, academicians and managements of madrassas and muslim educational institutions.

Strengthening of National Commission for Minority Educational Institutions (NCMEI)

A bill to amend the NCMEI Act has been introduced in the Lok Sabha. The proposal aims to strengthen the National Commission for Minority Educational Institutions (NCMEI) set up to address the complaints of denial of rights of Minorities under Article 30 (1) of the Constitution and to ensure that Minorities get equitable share in education. The proposal will ensure public accountability of Governmental Agencies entrusted with the power of granting minority status to the educational institutions established and administered by the minority communities. It is for the first time that in post-Independent India a statutory mechanism has been put in place for protection of rights of Minorities under Article 30 (1) of the Constitution.

Major initiatives taken for Minority education:

- (i) 15% of the physical targets and financial outlays, in all the schemes of MHRD, including the schemes covered in the PM' New 15 Point Programme for the Welfare of Minorities and Cabinet decisions on Sachar Committee recommendations, to be earmarked for Minority.
- (ii) Action plan to be made to bridge the gap between Muslim enrolment and the National GER.

- (iii) A massive National campaign, focusing on primary education of Minorities, especially the Muslim girls, to be launched. State Governments to be persuaded to take up the matter on priority. More Kasturba Gandhi Balika Vidyalyas (KGBVs) to be opened in Muslim Concentration Districts (MCDs).
- (iv) The scheme of pre-service and in-service training to upgrade their teaching skills so as to achieve better results in backward areas through Block Institutes of Teacher Education (BITEs) to be put on fast-track and all MCB covered in a given time-frame.
- (v) More hostels for women in colleges and universities in MCDs and catering to minority/Muslim Minority girls.
- (vi) Efforts to be made to build consensus in the Minority community on establishment of a Central Madrasa Board (CMB).
- (vii) Budgetary allocation for the revised schemes for Providing Quality Education in Madrassas (SPQEM) and Financial Assistance for Infrastructure Development of Privately Managed Schools to be augmented.
- (viii) Skill Development Scheme viz. "HUNAR", jointly launched by National Institute of Open Schooling (NIOS) and the Government of Bihar, to be extended to other states after impact assessment.
- (ix) Schemes of University Grants Commission (UGC) for remedial coaching for Minority students and coaching them for competitive examinations to be revamped and strengthened.
- (x) The National Monitoring Committee for Minorities' Education (NMCME) to be given statutory basis.
- (xi) Colleges of Excellence, in partnership with States, during the XI Plan, to be set in each of the 373 districts with lower than national GER in higher education, to be put in SC/ST/Minority Concentration Blocks.
- (xii) 58 MCDs, out of 90, to be provided financial assistance @ Rs.12.30 crores for setting up of Polytechnics. Additional 25 MCDs to be covered for setting up of Polytechnics @ Rs.3.00 crores.
- (xiii) 275 Minority Concentration Towns/Cities to be covered under the UGC's Coaching Scheme for Minorities, Scheme for setting up of new degree colleges and university/college level women hostels and setting up of new polytechnics.
- (xiv) Efforts to be made on priority for promotion of the Urdu language, and the National Council for Promotion of Urdu Language (NCPUL) to be expanded. NCPUL's scheme of transforming Urdu-speaking young boys and girls into employable technical workforce through its Course in Computer Application & Multilingual DTP to be further expanded and those of its centres which have been existence for over 10 years will continue to get 50% financial assistance for next 5 years, provided such centres upgrade their hardware and infrastructure.
- (xv) Academies for Professional Development of Urdu Medium Teachers and Teachers of modern subjects in Madrasas to be strengthened.
- (xvi) UNI Urdu Service to be strengthened with linkages to post-literacy drive.
