

Report to the People on Education

2011-12



Ministry of Human Resource Development

Government of India

New Delhi

India

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Executive Summary

Report to the People on Education 2011-12, presents the initiatives undertaken and progress in Education sector during the last one year by the Department of School Education and Literacy and Department of Higher Education, MHRD.

The Report brings forth the issues and strategies developed keeping in view the Education-Vision and Goals. It also highlights the progress in the ongoing efforts and priority areas to be addressed. The focus of the initiatives designed and implemented is expansion and quality improvement of education across all sectors. It is organised in four parts namely Introduction, Literacy and School Education, Higher and Technical Education and lastly Conclusion. Part I of the Report describes the policy initiatives taken by the Central Government. Total Literacy Campaign and Saakshar Bharat for eradicating literacy are continuing with a broader focus, SSA has been aligned with provisions of RTE Act, proposal for covering higher secondary in RMSA, initiation of nationwide Vocational Education and Training Programme and several reforms for improving access and quality in higher education sector are planned.

The progress and policy initiatives taken in the school education sector are highlighted in the Part II of the Report. Achieving Universal Adult Literacy in the country is the fundamental goal of all adult and continuing education programmes. 'Saakshar Bharat', one of the flagship programmes of Government aims to establish fully literate society. The programme is being implemented in 25 States and one Union Territory covering about 1.61 lakh Gram Panchayats in 372 districts. The Report describes the planning and implementation process, training of resource persons & TOTs, assessment of neo-literates in collaboration with National Institute of Open Schooling. The innovations attempted include to develop National Curriculum Framework for Adult Education, initiation of National Population Education Programme and Adolescence Education Programme. The Report also highlights the collaborative and partnership programmes, programmes support from public sector undertakings under their CSR initiative and international cooperation under Saakshar Bharat Programme.

Elementary Education sector is experiencing the drive for Quality improvement under SSA by aligning it with the provisions of RTE Act. The Government has launched the yearlong 'Shiksha ka Haq Abhiyan' to create awareness among people about RTE and their entitlements to free and compulsory education. The Report describes initiatives taken by States to support RTE Act. It highlights that at primary level enrolment is nearly universal, but universalisation of education at upper primary stage is still elusive. The Report notes that drop-out rate has declined and is 2.75 at primary and 3.35 at upper primary levels; and an increase in enrolment of Children with special needs. Government allocations for the combined RTE-SSA programme has increased outlay for 2010-11 to 2014-15. Inclusive and quality education issues are being addressed through interventions for improving access for the hard to reach groups; age appropriate training; uniform eight-year elementary education cycle and conduction of central teacher eligibility test. Focus on equity issues is by bridging gender, social and minority gaps are being addressed through increase in number of KGBV and NPEGEL schemes and better provision for girl's toilet for access and retention of girls, and for children belonging to minority groups through SPQEM and IDMI schemes. MDM

Scheme contributed in achieving the goal of universalisation of elementary education by providing regular mid day meal to 11.07 crore children during the year. The Report underlines the efforts made for teacher development with emphasis on teacher recruitment and training for quality education.

Increasing transition rates from elementary education level to secondary education level has resulted in demand for secondary education. RMSA launched to fulfil this demand for access and improve quality in education and aims for universal access to secondary education by 2017 and universal retention by 2020. The Report notes that under RMSA 4032 schools have been started/ upgraded and 15567 schools provided with some of the facilities and 8,21,767 teachers have been provided in-service training. The Report highlights other initiatives such as expansion through setting up of model schools through partnerships or under CSR model; interventions for quality improvement- teaching of mathematics, science and english, in-service training to teachers etc. A document 'Vision and multi-layer strategic guidelines for the improvement of the quality education at secondary stage has been developed. Other initiatives such as ICT in schools, National award to teachers, National scheme of Incentives to Girls for Secondary Education, open distance learning are addressed. The Report also highlights the proposed interventions under XIIth FYP. It also emphasises enhancing the ambit of RMSA to cover higher secondary schools.

Keeping in view the vision of developing knowledgeable and skilled human resource, the Report emphasises the need for expansion of vocational education. The Report notes that presently 9583 schools are imparting 150 vocational courses of two year duration. National Institute of Open Schooling also contributes by imparting vocational education in 80 courses. Strengthening of vocational education is emphasised to decrease the demand supply mismatch. The Report highlights the Governments' initiative to develop a National Vocational Qualification Framework for bridging skill gap and provide trained manpower. The modalities of planning and launching/implementation of Scheme is also discussed in the Report.

Part III of the report presents the growth and developments in the higher and technical education sector. The increase both in demand for higher education places as well as number of secondary education graduates has propelled the expansion and quality improvement in the higher education institutions. The Report highlights that presently the number of universities/university level institutions has increased to 723 and 33023 colleges out of which 81 institutions are Centrally funded Institutions of Technical and Science Education apart from State funded or self financing S&T institutions. The Report emphasises and describes the measure taken for making higher education inclusive with a view to bridge gender, social and minority gaps. The Report underlines the various reform processes in the higher education and the eleven legislative bills initiated for the purpose. Academic reforms and quality up-gradation are noted as priority concerns and number of initiatives such as National Mission for Teachers and Teacher Education, TEQIP, All India Survey on Higher Education etc. have been implemented. Incentives such as scholarships, funding for research have been started for promoting post graduate and research in the country. The Report notes that Open and distance learning is providing opportunities to the diverse population. DEC has been mandated to coordinate maintenance of standards.

The Information and Communication Technology and Technology Enabled Learning is the need of the hour to achieve the target of developing human capital. The Report describes the

initiatives undertaken such as National Mission on Education through ICT, National Programme on Technology Enhanced Learning, virtual labs, Educational Resource Planning, N-LIST, EduSAT& DTH Platforms etc.

Inspite of the large number of programmes/schemes initiated for improving access, equity and quality in both school and higher education sector there is need to address the emerging issues and concerns. The Report however underlines that five pronged strategy i.e. expansion, equity, excellence, innovation and governance has brought the Indian education sector up to global standards.

Part I

Introduction

1. Section 1

Introduction

1.1 Vision and Goals

It is being increasingly realized all over the world that economic well being and productive efficiencies can be realised with higher intellectual and professional capabilities of human beings. A good quality human resource base is extremely important in today's highly competitive environment. The very concept of development in the past two decades has evolved in this direction which has moved from income and income distribution to human resource development. This is the very reason for the marked shift from the welfare approach of education to the right based approach — providing the foundation for the right to dignified living through its transformative potential to development.

Keeping in view the Education – Vision and Goals (Report to the People on Education 2009-10 and 2010-11), i.e., “to realize India's human resource potential to its fullest in the education sector, with equity and inclusion” the Ministry of Human Resource Development, viz., the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives.

1.2 Current Policy Initiatives

While the focus of The National Literacy Mission of Government of India initiated in 1988 was on eradicating illiteracy, by imparting functional literacy among non-literate population, it has now been extended beyond literacy and basic education (equivalency to formal education) to vocational education (skill development), physical and emotional development, sports, and recreation, Adolescent Reproductive and Sexual Health (ARSH) etc. through the Total Literacy Campaign (TLC), and ‘Saakshar Bharat’ — the new variant of National Literacy Mission (NLM).

The ongoing Sarva Shiksha Abhiyan (SSA) has been aligned with the provisions of the RTE Act with a shift in focus from quantity to quality. All States have taken major initiatives to implement RTE Act. Various interventions were made for teacher development, infrastructure creation particularly science laboratories, ICT enabled education, curriculum reforms and teaching learning reforms to enhance secondary education quality.

It is proposed to extend RMSA to cover higher secondary schools as well as Government aided schools from the XII FYP.

Recognising the need for skilling India's youth completing the eight year long elementary education cycle, a nation wide programme of Vocational Education and Training (VET) was launched in mission mode right from class IX and X in place of current provision from class XI onwards. In order to provide curricular flexibility, both lateral and vertical mobility, accreditation and certification, a National Vocational Education Qualification Framework (NVEQF) has been developed as a common reference framework for linking various vocational qualification and setting common principles and guidelines for a nationally recognised qualification system and standards.

The Indian higher education sector, too, has grown phenomenally, both by way of size and diversity of service providers. However, still the gender and social gap in enrolments is high. This calls for continued expansion of higher education in the light of a growing middle class, the demographic bulge at lower age cohorts, increasing school graduates and a global demand for well educated and skilled workers in future.

Assessment and accreditation of general and professional colleges by NAAC and AICTE, NCTE, DEC etc. in order to monitor quality is being accorded top priority. Technical Education Quality Improvement Programme (TEQIP) Phase II, is being implemented as a Centrally Sponsored Scheme with the assistance of World Bank from the year 2010-11.

Faculty development by the Academic Staff Colleges is being undertaken on a priority basis in Indian universities and colleges. Teacher shortage calls for greater emphasis on teacher recruitment and development in the coming years. It is proposed to launch a National Mission on Teachers and Teaching in the XII Plan to address issues of teachers, professional development of teachers and teaching in the country.

Academic reforms too were initiated as a quality upgradation measure so as to introduce choice based credit system, Continuous and Comprehensive evaluation, and regular curricula revision. Schemes were initiated to promote research and innovation in science, social science as well as technical streams with specific schemes for women and other disadvantaged groups.

Vigorous attempts are being made to leverage and exploit the (ICT) information communication technology to reach out to the vulnerable sections and regions, to explore global sources and resources of learning and to make the Indian higher education system competitive to the global standards.

1.3 Organization of the Report

Report to the People on Education is presented in four parts. Part I provides brief introduction to the aim and planned initiatives undertaken in the education sector. The progress and policy initiatives taken in the school education sector are discussed in Part II of the Report while the Part III highlights the progress, policy initiatives and issues in higher and technical education institutions. Part IV provides concluding observations on the entire report.

Part II

Literacy and School Education

Section 2

Literacy: The Basic Foundation to Educational Development

2.1 The Goal of total literacy

Literacy is an integral and indispensable element of educational development. Literacy can pave way for reduction in population growth, child mortality and poverty, and facilitate in attaining gender parity, sustainable and holistic growth. It provides for nurturance of democratic values and peace among people. Literacy is all the more important to those sections of population, who have been historically neglected. Achieving universal adult literacy is a fundamental goal of adult and continuing education programmes that have been envisaged from time to time. After all, the basic literacy programmes are intended not only to enhance reading and writing capabilities, but also to develop comprehensive life skills to access all developmental resources.

2.2 Achievements during 11th Five-year plan period

The provisional results of 2011 Census have revealed that despite an impressive decadal increase of 9.2 percent points in literacy, national literacy levels have risen to no more than 74.0 percent (from 64.8 percent in 2001). Only 15 States/Union Territories, namely Kerala, Lakshadweep, Mizoram, Tripura, Goa, Daman & Diu, Pudducherry, Chandigarh, Delhi, Andaman & Nicobar Islands, Himachal Pradesh, Maharashtra, Sikkim, Tamil Nadu and Nagaland could achieve 80 percent or above literacy rate.

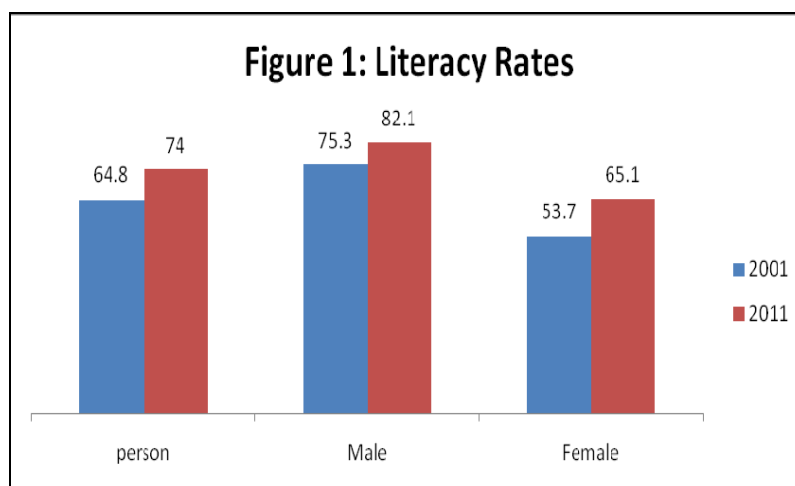
The 2011 Census has shown that female literacy has increased much more than male literacy. While male literacy rate increased by 6.86 percent 279 points from 75.26 percent in 2001 to 82.14 in 2011, the female literacy increased by 11.79 percent points from 53.67 to 65.46 percent during the same period. The gender gap which was 21.6 percent points in 2001 has receded to 16.7. Yet the gender gap still remains much above the targeted 10 percent points. Only eight States/Union Territories, namely Chandigarh, Nagaland, Mizoram, Tripura, Meghalaya, Lakshadweep, Kerala and Andaman & Nicobar Islands have been able to reduce the gender gap to ten percent or below. Thus, by the end of the 11th Five Year Plan in 2012, the three Plan Targets would not have been achieved: overall literacy rate being short by five percent points, gender gap yet to be reduced by another 6.7 percent points and social and regional disparities still persisting.

2.3 The National Literacy Mission:

The National Literacy Mission was initiated by the Government of India on 5th May 1988 with the objective of eradicating illiteracy, by imparting functional literacy among non-literate population. It was intended to provide three R's – Reading, Writing and Arithmetic. Further, through Total Literacy Campaign (TLC), NLM has adopted several strategies for favorable public opinion and involving people and creating awareness about development issues affecting society.

2.4 Increase in literacy between 2001-2011 at National level:

There has been a substantial progress in literacy with the planned intervention and sustained effort from 64.83 per cent in 2001 to 74.04 per cent in 2011, an increase of 9.21 percentage points.



Source: MHRD Annual Report 2011-12

Significantly, there has been a significant jump in the female literacy, from 53.67 per cent (2001) to 65.46 percent (2011) in comparison to the male literacy of 75.26 per cent to 82.14 per cent during the same period. Hence, female literacy increased at a faster of 11.79 per cent than that of males with 6.88 per cent. The gap of 21.59 percentage points reported between male and female literacy rates in 2001 census has been reduced to 16.68 percentage points in 2011. All this indicates that the gender gap is shrinking in the country, which is a positive sign. However, at state level there are large variations in the gender gap and states like Rajasthan, Bihar, Uttar Pradesh, Madhya Pradesh, Chattisgarh and Jharkhand have reported of gap of 20 percentage points between male and female literacy rates. The literacy rates among Scheduled Castes and Scheduled Tribes have increased, but the literacy rate among Muslims is a cause of concern. The government has been making every effort to reduce the disparities through focus on backward areas and groups of population.

2.5 Saakshar Bharat

Adult education is indispensable as it supplements the efforts to enhance and sustain literacy levels through formal education. Despite significant accomplishments of the National Literacy Mission, illiteracy continues to be an area of national concern. In view of this, after a protracted process of countrywide consultation with stakeholders 'Saakshar Bharat' has been devised as the new variant of National Literacy Mission. It is a centrally sponsored scheme of Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), formally launched by the Prime Minister of India on the International Literacy Day, 8th September, 2009. The scheme aims to further promote and strengthen Adult Education, specially of women, by extending educational opportunities to those adults who lack access to formal education and have crossed the standard age for receiving such education, now feel a need for learning of any type, including, literacy, basic education (equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation. The scheme has been formulated with the objective of achieving 80% literacy level by 2012 at national level, by focusing on adult women literacy seeking – to reduce the gap between male and female literacy to not more than 10 percentage points.

2.5.1 The mission has four broader objectives:

- i. imparting functional literacy and numeracy to non-literates
- ii. acquiring equivalency to formal educational system
- iii. imparting relevant skill development programme
- iv. and promote a leaning society by providing opportunities for continuing education.

2.5.2 Principal target of the mission

- i. to impart functional literacy to 70 million non-literate adults in the age group of 15 years and beyond
- ii. to cover 14 million SCs, 8 million STs, 12 million minorities & 36 million others
- iii. to have an overall coverage of 60 million women
- iv. and to cover 410 districts belonging to 26 States/UTs of the country that have been identified under Saakshar Bharat.

2.5.3 Target groups

The prime target is to impart functional literacy to adults in the age group of 15 years and beyond. The supplementary target is to cover adults under basic education programme and vocational (skill development) programme. The focus is not only on women, but also SCs, STs, Minorities, other disadvantaged groups, and adolescents in rural areas in low literacy states.

2.6 Progress during 2011-12

2.6.1 The activities undertaken and coverage of population

The programme entails identification of non-literates through survey, area wise mapping of the learning needs and imparting them instructor based teaching of about 300 hours spread over three months or beyond, as per the first objective. A certificate is issued to every successful learner based on a professional evaluation of learning outcome.

Further, under the scheme ‘the basic education programme’ is designed to achieve the second objective of ‘enabling the neo-literates to continue their learning beyond basic literacy and acquire equivalence to formal education system’. Under the third objective of ‘vocational education (skill development) programme, Jan Shikshan Sansthan (JSSs) are set up for assistance to voluntary agencies for Adult education and Skill development, impart skill development training, and literacy linked vocational training. Continuing Education Programme (CEP) is aimed at achieving the fourth objective of the scheme, with a view to create sustainable learning environment, so that learners are encouraged to continue with their literacy aspirations and take advantage of the programme facilities to satiate their learning appetite.

The programme is being implemented in a phased manner. In all, 115 districts were sanctioned during 2010-11 and another 90 districts have been sanctioned in 2011-12. The programme is under implementation in 25 states and one UT and covering about 1.61 lakh Gram Panchayats in 372 districts. Surveys have been conducted in 50 per cent (77,226) of the sanctioned Gram Panchayats (GPs) during the year and about four crore potential learners have been identified. The survey data of 1.77 crore potential learners has been uploaded on Sakshar Bharat portal during this period. The survey also identified potential Volunteer Teachers (VTs) for the programme to enable for bringing about a match between learners and available volunteer teachers. Sakshar Bharat scheme provides for setting up of one adult education centre in each Gram Panchayat, and accordingly in 372 districts covered so far, 90,193 adult education centres have been set up.

2.6.2 Training, Teaching-learning and Assessment

Under this scheme, six thousand resource persons, one lakh Master Trainers, and one lakh volunteer teachers are trained so far, to provide cascade training. Over one lakh Preraks engaged to organize AECs have been given orientation and training. Basic literacy primers are developed by State Resource Centers in different languages.

About 11 lakh Basic literacy primers were distributed for use by the literacy learners. Under Basic Literacy Programme, funds have been sanctioned for covering 26 million adult non-literates in basic literacy. About 10 lakh literacy learning centres have started functioning in different states of the Country.

For gauging the self-confidence and self-actualization of the learners, assessment was essential. For the first time in India, National Literacy Mission Authority (NLMA), undertook Nation-wide learners assessment in collaboration with National Institute of Open Schooling (NIOS). The system of learners' assessment included assessing literacy skills as well as general awareness and empowerment through participation in various activities. In the assessment test conducted on 20th August 2011, in 20 states covering 194 districts, about 48.77 lakh neo-literates appeared in the test.

2.6.3 Fund utilization and capacity building

During the financial year 2011-12, a total amount of Rs.488.50 crores was provided for Sakshar Bharat programme as Central share. An amount of Rs.429 crores was released till December 2011 to State Level Mission Authorities (SLMAs). A total of 1098.33 crores was released by NLMA to SLMAs during the last three years.

Under this programme, State Resource Centres (SRCs) are envisaged to give technical and academic support. As part of the action plan for 2011-12, SRCs proposed to adopt a select number of Blocks and all its Gram Panchayats in a few sanctioned districts for a more focused facilitation role. NLMA organized an exemplar training of Trainers (TOT) at the National level during 16-20th May 2011 in New Delhi for the Training of SRC Training Coordinators. NIC conducted at ISTM, two 'two-day workshops' on Web Based Planning and Monitoring System (WePMIS) for the implementation of Shakshar Bharat Scheme.

2.6.4 Monitoring and Evaluation

The Delivery Monitoring Unit in Prime Minister's Office is informed on quarterly basis about the performance of the Programme. Sakshar Bharat's Result Framework Document is regularly monitored by the Cabinet Secretariat and NLMA carries out close and regular

monitoring of implementation of the programme. Review meetings were held to take stock of physical and financial progress of the states of Nagaland, Haryana, Chattisgarh, Andhra Pradesh, Tamil Nadu, Karnataka, Uttarakhand, Uttar Pradesh and Odisha.

Quarterly progress of the programme is reviewed in respect of all states. State Resource Centres have also been assigned the task of providing support for implementation of Sakshar Bharat programme in selected areas termed as 'Islands of success'. Review of the progress of Sakshar Bharat Programme in these areas is conducted every month.

2.7 Innovations

2.7.1 Curriculum

NLMA is mandated to develop a core curriculum framework for standardization of quality benchmarks in respect of basic literacy and continuing education programme. Accordingly, an expert committee was constituted under the chairpersonship of Dr. Santha Sinha and the committee has submitted its report in March, 2011. To have wider consultations with stakeholders, regional meetings have been organized and the report has been placed in public domain for wider consultation. On the conclusion of consultation process and submission of the final report, Government will finalize the National Curriculum Framework for Adult Education.

2.7.2 National Population Education Programme (NPEP)

NPEP is being implemented as a Centrally Sponsored Scheme in 30 States and Union Territories. It aims to develop awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teachers and, indirectly, among parents and the community at large. Imparting authentic knowledge to learners about Adolescent Reproductive and Sexual Health (ARSH) concerns, inculcating positive attitude and developing appropriate life skills for responsible behaviour are also the objectives of NPEP.

NPEP attempts to facilitate the integration of adolescent reproductive and sexual health concerns along with other population and development concerns, like sustainable development, gender equity, changing structures and role of family in the curriculum itself so that it does not become an add on activity to the curriculum. The Programme activities are planned and are being implemented in tandem with the revision and updating going on as a follow up of NCF 2005. Teachers and other educational functionaries were trained/oriented in Adolescence Education as a part of population education for facilitating the integration of

adolescence education concerns reflected in the policies and programmes in the content and process of school education and teacher education.

2.7.3 AEP under UNFPA Support

Adolescence Education Programme (AEP) supported by UNFPA is being implemented by 6 national agencies: National Council of Educational Research and Training (NCERT), Council of Boards of School Education (COBSE), National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS). The AEP is the extended version of the earlier “Adolescent Reproductive and Sexual Health (ARSH) in Schools” project, launched in October 2004 primarily as an experimental Project. UNFPA is concentrating on consolidating the program in five high priority states (Rajasthan, Madhya Pradesh, Bihar, Orissa, Madhya Pradesh) where the agency has a state presence. Under the project effort are also made to ensure quality assurance by providing professional/s within each school system and establishing a system to recognize better performing schools.

2.8 Collaborative Programmes and other initiatives

2.8.1 Tihar Jail Literacy Project

In collaboration with Department of Prisons, Government of NCT of Delhi, the National Literacy Mission Authority has taken up a project ‘Padho aur Padhao’ (study and teach) with the aim of imparting functional literacy, computer literacy and provide vocational skills training, and life skills training to non-literate of inmates of Tihar and other jails of Delhi. The programme is sponsored, financed and managed by Anusheel Foundation. The programme was launched on April 13, 2011 by the Hon’ble Justice Dipak Mishra, the Chief Justice of Delhi High Court.

2.8.2 Model AECs under Public-private Partnership

Several Public Sector undertakings such as GAIL, HPCL, PFC, CONCOR and ONGC have come forward to extend support to Shakasara Bharat Programme under their CSR initiative. Container Corporation of India Limited has offered funding of Rs. 2.5 Crores for upgradation of 50 Adult Education Centers into Model Adult Education Centers in Andhra Pradesh, Karnataka and Chattisgarh during this financial year. Power Finance Corporation Limited has agreed to provide assistance of Rs. 6.6 Crores for upgradation of 120 Adult Education Centers in Rajasthan, Tamil Nadu, Manipur, Nagaland and Himachal Pradesh during this financial year.

2.8.3 International Cooperation

India participated in international Seminar on improving female literacy in cooperation with women NGOs, which was held in Jakarta from 21-23 June, 2011. The theme of the seminar was “empowering the role of women organizations in increasing the participation, inclusion, and equality for adult literacy”. Also, NLMA organized a national workshop on ‘Sakshara Bharat, Belem Framework and LIFE’ in Bengaluru during 27-28 June, 2011 for a cross sector consultation. The participants included national and state policy makers, academicians, representatives of NGOs, members from civil society, UNESCO and International bodies, private sectors and other stakeholders.

An international workshop on ‘Good practices in capacity development of Non Formal Education Teaching Personnel in Africa’ was held in Addis Ababa during 4-8 July 2011. A regional conference on ‘Community Learning Centres’ was held in Bangkok, Thailand, from 31st August – 3 September 2011. An International Conference on Women’s literacy for inclusive and sustainable development’ was held from 8-10 September, 2011 at Manekshaw Center, New Delhi. An international conference on ‘focusing on developing national literacy campaign for Egypt’ was held during 20-22, September 2011. The ministry shared the features of Adult education programme in India.

2.8.4 Task Force on SRCs

Department of School Education and Literacy, MHRD constituted a task force under the chairpersonship of Kumud Bansal to review the working of State Resource Centers. It is recommended by the committee that SRCs be made more robust and active. Further, there is need to establish linkages with other agencies to become more resourceful and their capacity be built for improved functioning. The report of the committee has been referred to the state level mission authorities for their comments.

2.8.5 Advertising and Publicity

The advertising and publicity unit of DAE has produced videos to highlight the flexi approach adopted under Sakshara Bharat programme and also to highlight the functional benefits of literacy. A documentary film of 12 minutes was produced in September 2011 to highlight salient features of Sakshara Bharat Programme. Ten designs of print advertisement were prepared during the year for promoting Sakshar Bharat. In collaboration with Bharat Gyan Vigyan Samithy, a reputed NGO, a nation wide campaign is undertaken with the objective of mobilizing public opinion and enthusiasm towards the importance and need of literacy, reactivate panchat raj institutions, to facilitate formation of resource support groups

at various levels. Five kala-jathas/yatras were undertaken during February-March 2012 covering 22 states, 180 districts, 1000 blocks and more than 20,000 Gram Panchayats.

2.9 The goals Envisaged in 12th Plan

During the Twelfth Plan Period, efforts are to be made to provide basic literacy to 70 million non-literates, basic education to 3 million adults, and vocational skill development training to 20 million adults. Only 127 million adults could be made literate through National Literacy 301 Mission from 1988 to 2009 at an annual average of 5 to 6 million, whereas during twelfth plan the target assumes imparting literacy at an annual average of 14 million adults. Roughly, 10 million literacy centres will be set up through Volunteer teachers to cover the 100 million non-literate adults, and ensure at least 70 million literates.

In line with the seamless transition from lower to higher levels of learning continuum towards a literate society, it is aimed to provide three million adults, who may have lost the opportunity of formal schooling, adult education equivalent to V, VIII, X Standard and beyond. Vocational Skill development training would be provided through AVECs and other institutions in public, private and voluntary sector. The entire programme will be aligned with National Vocational Curriculum Framework.

Section 3

Elementary Education: Moving Towards RTE and Quality Improvement

3.1 Introduction

Elementary education is fundamental in providing the basis for a rational populace and consequently equitable economic growth with advances in all human welfare indices. The wide ranging benefits of elementary education from contribution to economic growth, overcoming economic and social inequalities, empowerment, reduction of population growth and fertility to child health via mother's schooling has weighed heavily in the evolution of a consensual view of elementary education as a fundamental right. Right of the Children to Free and Compulsory Education Act 2009 became operative on April 1, 2010. Thereafter, Government took various steps to implement it including (i) notification of the Right of the Children to Free and Compulsory Education Rules 2010 and framing of the Model Rules for circulation to the states to enable them to formulate the State Rules under the Act. (ii) National Council for Teacher Education (NCTE) as the academic authority to lay down teacher qualification (iii) National Council of Educational Research and Training (NCERT) as the academic authority to lay down the curriculum and evaluation procedure and (iv) National Advisory Council (NAC) under the Act. In addition, Government has taken steps to align the Sarva Shiksha Abhiyan (SSA) norms with the provisions of the RTE Act. The Government has launched the year long 'Shiksha ka Haq Abhiyan' to create awareness among people about Right to Education and their entitlements to free and compulsory education. The Government has also accorded approval to financial estimates of Rs 2.31 lakh crore for the implementation of the RTE act over a period of five years starting from 2010-15. The 13th Finance Commission earmarked a sum of Rs 23,068 crore for the same period specifically towards elementary education. Notification of teacher qualification under Section 23 of the RTE Act and the prescription of a teacher Eligibility Test by the National Council for Teacher Education (NCTE) were other significant developments pursuant to the RTE Act becoming operative in the country. These policy initiatives reaffirm the commitment of the state to universalise elementary education.

3.2 Transition from SSA to RTE: Right to Education–Shift of Focus from Quantity to Quality

The Sarva Shiksha Abhiyan (SSA) framework of implementation and norms for interventions have been revised to correspond with the provisions of the RTE Act. This includes interventions, inter alia for

- i. opening new primary and upper primary schools as per the neighbourhood norms notified by State Governments in the RTE Rules, and to expand existing infrastructure (additional classrooms, toilets, drinking water facilities) and provide maintenance grants and school improvement grants
- ii. support for residential schools for children in areas which are sparsely populated, or hilly or densely forested with difficult terrain, and for urban deprived homeless and street children in difficult circumstances,
- iii. special training for admission of out-of-school children in age appropriate classes,
- iv. additional teachers as per norms specified in the RTE Act, and provide extensive training and grants for development for teacher training materials and strengthening the academic support structure
- v. two sets of uniforms for all girls, and children belonging to SC/ST/BPL families,
- vi. strengthening of academic support through block and cluster resource centres, schools, etc.
- vii. Provide quality elementary education including life skills with a special focus on the education of girls and children with special needs as well as computer education to bridge vital divide

BOX No. 1

STATE INITIATIVES TO SUPPORT RTE ACT

- *32 States/UTs notified the RTE rules*
- *32 States/UTs issued notifications prohibiting corporal punishment and mental harassment*
- *30 States/UTs notified prohibiting screening for admission and capitation fees*
- *31 States/UTs issued notifications prohibiting expulsion and detention*
- *33 States/UTs issued notification banning Board examinations till completion of elementary education*
- *31 states notified academic authority under RTE Act*
- *30 States/UTs banned private tuition. Several states have also initiated steps to conduct the Teacher Eligibility Test (TET).*

The focus is no more only on the quantitative expansion of institutions and enrolment but equal emphasis is being laid on the quality improvement. The school system is being

revitalized by introducing administrative and management reforms, curriculum renewal, teaching methodologies to evolve the facilitating conditions for learner to remain in the school for eight years and not dropping out. The central government is providing additional support and funds to the state governments by launching Centrally Sponsored Schemes aiming at improvement in educational facilities, enrolment, nutritional level of children and the learning competencies to accomplish the goal of UEE. The sustained effort of the government has resulted into significant growth in number of educational institutions, teachers and students.

3.3 Progress Overview

3.3.1 A Birds Eye View

With the opening of new schools and upgradation of the existing schools access and enrolment at the primary level has attained near universal levels, the gender gap has reduced significantly with more number of girls getting enrolled and the enrolment of children belonging to socially disadvantaged groups i.e. Scheduled Caste and Scheduled tribes is on increase. Nonetheless there remains an unfinished agenda of universalising education at the upper primary stage. Table below shows progress in elementary education in 2009-10 from the preceding year.

Table 1: Progress in Elementary Education

	2009-10	2010-11
Primary schools	809974	827244
Primary Enrolment	133405581	135207057
Upper primary Enrolment	54467415	57844942
Elementary enrolment	187872996	193051999
% SC Enrolment Elementary	19.81	19.06
% ST Enrolment Elementary	10.93	10.70
% OBC Enrolment Elementary	42.10	40.14
GER Primary	115.63	118.62
GER Upper Primary	75.80	81.15
NER Primary	98.28	99.89
NER Upper Primary	58.29	61.82
PTR at Primary level	33	32
PTR at Upper Primary level	31	29
Dropout rate Primary	3.88	2.75
Dropout rate Upper Primary	5.08	3.35
Repetition Rate Primary	3.88	5.08
Repetition Rate Upper Primary	2.75	3.35

Source: DISE Flash Statistics, NUEPA

It is heartening that the Gross Enrolment Ratio at upper primary level increased to 84.53 percentage for boys and 78.30 percentage for girls. Similarly increase was observed for the

children of Scheduled Caste and Scheduled Tribes. The pupil teacher ratios at both the levels have come down marginally and can be treated as a positive indicator. Decline in the dropout rates at both primary and the upper primary level need to be viewed in the light of increase in the repetition rates at both the levels. Suitable strategies thus, need to be adopted not only to improve the overall retention rates and reduce the dropout rates both at the primary and upper primary level but also to improve quality of teaching so as to plug the repetition rates. A classification of schools by Management category reveals that Government and government-aided schools constitute about 80 per cent of schools and only 14.2 per cent of schools are Private unaided.

Rural areas are served mainly by government and government-aided schools while urban areas have a significant number of private unaided schools.

3.3.2 Performance of RTE/SSA

In addition to considerable increase in the number of schools special attention has been paid to improve other facilities. These included construction of additional classrooms, toilets, additional drinking water facilities, supply of text books and uniform which is evident from the figures given in the table below

Table 2: Cumulative Achievements of the Programme

Items	Status	Cumulative Achievement upto 30-9-2011
Opening of school	Opened	3,33,458
Construction of School buildings	Completed and in progress	2,67,209
Construction of additional classrooms	Completed and in progress	14,10,937
Drinking water facilities	Completed and in progress	2,12,233
Construction of toilets	Completed and in progress	4,77,263
Supply of free text books	Supplied	8.77 crore
Teacher appointment	Completed	12.24 lakhs
Teacher Training (20 days)	Completed	19.23 lakhs

Source: Outcome Budget 2012-13 for Flagship Schemes

3.3.3 RTE-SSA Financial Allocation

The Government approved an outlay of Rs 71,000 crore for SSA in the 11th Five year plan. However, considering the increased requirements the implementation of the RTE Act would bring, the Government approved an outlay Rs 2,31,233 crore for the combined RTE-SSA

programme. This increased outlay was for a five year period from 2010-11 to 2014-15 to be shared between the Center and the State on a 65:35 ratio (90:10 for North Eastern States).

The Finance Ministry allotted Rs 25,555 crore for the RTE-SSA programme for 2012-13. The table below shows the progress on the financial front of the SSA-RTE between 2010-11 to 2012-13.

Table 3: Financial Allocation towards SSA-RTE

	BE 2010-11 (central share in Rs cr)	Expenditure Incurred (Central Share and State share during 2010-11(in Rs cr)	BE 2011-12 (central share in Rs cr)	Expenditure Incurred (Central Share and State share during 2011-12 (in Rs cr)	BE 2012-13 (central share in Rs. cr)
Center share	15,000	19,636,90	21,000	19,103,22*	25,555
State share	4,000 (Supplementary Demands)	11,716,91		8,499,89#	

* upto January 2012

upto December 2011

Source Outcome Budget 2012-13 for Flagship Schemes

3.4 Interventions towards Inclusive and Quality Education

Under the overall ambit of making education reach to the unreached and reduce the gaps between different sections of the population, certain specific measures were adopted during 2011-12. These may be highlighted as under,

3.4.1 Improving Access for the Hard to reach groups: To improve the access in the unserved and under-served habitations 194,714 new primary schools and 148,991 new upper primary schools were opened by the year 2011-12 and by 2009-10 154,513 primary and 95,429 upper primary were constructed.

3.4.2 Age Appropriate Training: To ensure that no child remains out of school RTE 2009 makes specific provision for Special Training for age appropriate admission for out-of-school children which imply that children will be enrolled in the class that corresponds to their age. The actions required are (i) immediate enrolment in school;(ii) organisation of special training of flexible duration to enable the child to be at par with other children;(iii) mainstreaming child into regular school in the age-appropriate class on completion of Special Training, (iv) continued support to the child, once admitted to the regular school to ensure that the child gets integrated with the class socially, emotionally and

academically. In 2011-12, a total of 1642.28 crore rupees is provided for Special Training to 26.06 lakh out of school children. In 2011, about 96.7% all 6-14 years old in rural India were enrolled in schools.

3.4.3 *Uniform Eight year elementary education cycle:* There is no uniformity in the structure of elementary education cycle and few states still follow a seven year elementary education cycle. RTE/SSA stipulates that all the states to adopt a common structure of eight years. In 2011-12 5states/Uts were provided support for moving to an eight year elementary education cycle.

3.4.4 *Central Teacher Eligibility Test (CTET):* Quality of teachers has been a major cause of worry in the country and one of the basic pre requisites to improve quality. With the aim to recruit quality teachers, CBSE conducted the first CTET test on 26th June 2011. Around one lakh applicants cleared the first test. The second test was conducted on 29th January 2012. It is expected that such initiatives will enable to create a good pool of quality teachers.

3.5 Bridging Gender, Social and Minorities Gaps

In order to increase the participation of girls and other special category children, specific interventions are being made. The progress made under some of these may be highlighted as follows:

In order to increase the participation of girls and other special category children, specific interventions are being made. The progress made under some of these may be highlighted as follows:

3.5.1 *Increase in number of Kasturba Gandhi Balika Vidyalaya:* To promote the education of girls belonging to SC, ST, OBC and Muslim communities KGBVs are set up in areas of scattered habitations. Upto June 2012 out of a total 3,609 KGBV sanctioned 3,501 KGBV were operational and 75 KGBVs have been operationalised for minority concentration districts during the year 2011-12.

3.5.2 *National Programme for Education of Girls at Elementary Level (NPEGEL),* is a focused intervention of Government of India, to reach the “Hardest to Reach” girls, especially those not in school. The programme provides for development of a “model school” in every cluster with more intense community mobilization and supervision of girls enrolment in schools. Gender sensitization of teachers, development of gender-sensitive learning materials, and provision of

need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme. Up to June 2012 under NPEGEL around 41,779 Model cluster schools have been developed in 3,353 blocks of 42 districts covering about 41.2 million girls through different strategies. Around 2065 ECCE centres are operational to relieve girls from sibling care and facilitate in attending the school.

3.5.3 Better provision for Girls Toilets: In 2010 about 31.2% had no separate girls toilet, this figure has declined in 2011 to 22.6%. there has also been quite improvement in the number of schools that have separate girls toilet that are usable. In 2010 32.9% of the schools had useable girls' toilets; this figure has increased by 10% in 2011 with about 43.8% of the schools having useable girls toilet.

3.5.4 Education of Children with Special Needs: With the mandate of providing education to every child with special needs irrespective of the kind, category and degree of disability, in an appropriate environment, household surveys and special surveys have been conducted by all the states to identify the children with special needs. 32.68 lakh children with special needs have been identified, 26.46 lakh children with special needs (87.38% of those identified are enrolled in schools. In all about 95.33% of the identified children with special needs have been covered through various strategies like enrollment in schools, School Readiness Programme and Home Based Education.

3.5.5 Focusing on Special Districts: Special focus districts have been identified which are predominantly inhabited by disadvantaged social groups and are deficient in infrastructure. These districts have been divided into three categories viz.

- a) SFD-A Category (70 districts): Districts with a gap in additional classrooms exceeding 3000.
- b) SFD-B Category (173 districts): These are districts which have more than 20,000 out of school children (27), districts with Retention Rate lower than 60% (126), and districts with a gender gap of more than 10% at primary or more than 20% at upper primary level (20).
- c) SFD-C Category (109 ST, 61 SC, 121 PMO's Minority Concentrated Districts (MCD), 88 districts having 20% or more Muslim population, 35 Naxalite affected and 94 Border Area districts):

Around 258 such districts have been identified and targetted interventions like the opening of schools, construction of additional classrooms, recruitment of additional teachers were carried on. It is also proposed that the district plans should provide for interventions to focus on the specific problems of these districts.

3.5.6 Scheme to Provide quality Education in Madrasa (SPQEM) seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of the SPQEM scheme are to strengthen capacities in Madrassas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium; training of such teachers every two years in new pedagogical practices and provision of Science/Mathematics kits in primary/upper primary level madrassas.

3.5.7 Scheme for Infrastructure Development in Private Aided/ Unaided Minority Institutes (IDMI).The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions (elementary/secondary/ senior secondary schools) in order to expand facilities for formal education to children of minority communities. The scheme will inter alia encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

Table 4: Year-wise financial and physical progress under IDMI

	2009-10		2010-11		2011-12	
	No of Institutions	Amount	No of Institutions	Amount	No of Institutions	Amount
All India level	22	448	122	2247.75	259	4843.6

3.6 National Programme of Nutritional Support to Primary Education (Mid Day Meal Scheme)

3.6.1 Expansion of Midday meal scheme: India's Mid Day meal scheme is the world's largest school feeding programme that reaches out to about 12 crore children in over 12.65 lakh schools all over the country. The government in its budget for 2012-13 has allocated Rs 11,009 crore to the total midday meal programme and in the preceding year in 2011-12 an amount of Rs 10, 380 crore was spent. A total amount of Rs 54,153 crore has been budgeted for this scheme between 2007-08 and 2012-13.Today the Scheme covers primary and upper primary school children across the country, studying in Government, Government-aided and

Local Body schools and EGS/AIE Centres supported under SSA including Madrasas and Maqtabas as well as children under the National Child Labour Projects (NCLP).

The cost break up for the scheme is as follows,

- Cooking cost per child is Rs 2.89 at primary school and Rs 4.33 at upper primary level in 2011-12. This cost is shared between the Centre and the states in a ratio of 75:25.
- Honorarium of cook cum helper is Rs 1,000 per month. At present there are around 26 lakh cook cum helpers of these 85% are women.
- Transport subsidy for food grains is Rs 125 per quintal for special category states and Rs 75 per quintal for other states.
- Provisioning and replacement cost of kitchen devices at an average of Rs 5,000 per school.
- Assistance to construct kitchen cum store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT.

In the year regular mid day have been provided to 11.07 crore children (7.6 crore at primary level and 3.4 crore at upper primary level) and 3.84 lakh in other government funded schools in a total of 12 lakh schools.

Construction of kitchens has been sanctioned in 8,71,000 schools during 2006-07 to 2011-12. Of these 5,77,000 kitchens have already been constructed and 1,29,000 are in progress. In the same period 11.31 lakh kitchen devices (stove, chullah) were sanctioned. Of these 10.18 lakh were procured by June 2011, indicating a 90% procurement rate. Studies have shown that MDMS has helped in preventing classroom hunger, promoting school participation, fostering social equality and enhancing gender equity.

3.6.2 Driving factors of Mid Day Meal Scheme

Overall there are 42 national level institutions which monitor the Mid Day Meal Scheme. Panchayats, self help groups and NGOs are actively involved in the management and implementation of the Programme. Most importantly, school management, village education committees and parent-teachers committees monitor the scheme. Representatives of the Panchayats have been vested with the duty of monitoring cleanliness, cooking, and

availability of goods on a daily basis. State government officials are recommended that 25% of all primary schools are visited every quarter. Food Corporation of India (FCI) is also responsible for the uninterrupted availability of food grains and is asked to advance quantity of food grains for upto one month. Moreover decentralisation of payment of cost of food grains to the FCI at the district level have been made w.e.f 1.4.2010.

3.7 Teacher Management and Training

There are 5.23 lakh teacher vacancies at the elementary level. 7.74 lakh teachers already working in the school system are untrained. There is therefore the need to train 12.84 teachers in the 12th FYP period. These 12.84 lakh teachers represent a quarter of all the teachers in the country. Assam, Bihar, Chhattisgarh, J&K, Jharkhand, Orissa, Uttar Pradesh and West Bengal together account for 6.06 lakh untrained teachers and 9.73 lakh teacher vacancies.

A major drive to recruit teachers was initiated and a total of 1412624 posts were sanctioned under SSA (Table No.5)

Table 5:

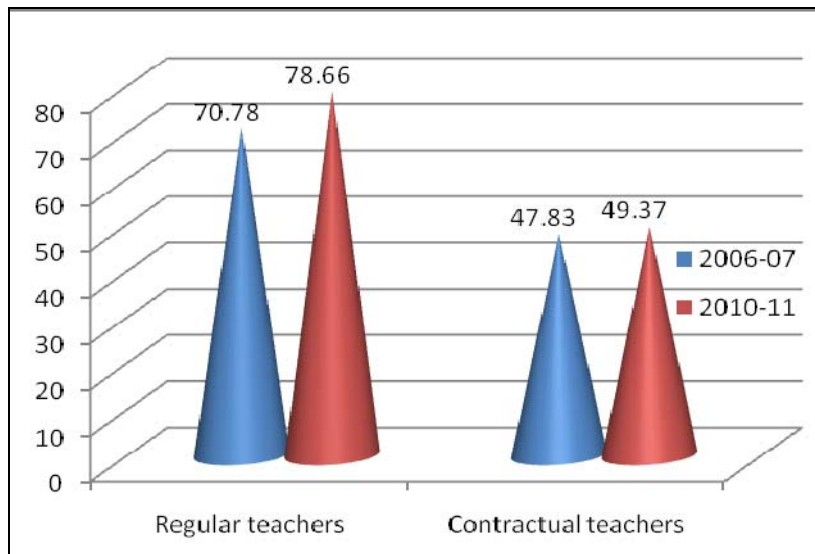
Teacher Recruitment	Total SSA
Targets upto 31.03.2010	1282419
Teachers Sanctioned During the year 2010-11	130205
Total Teacher sanctioned so far	1412624
Recruitment upto 31.03.10	1030201
Recruitment during 2010-11	82866
Recruitment so far	1113067
Progress in (%)	78.79
Balance	299557

Source: MHRD

Of these 1113067 teachers have been recruited so far, thus achieving 78.79 of the targeted number. This gap in teacher requirement is being filled by contractual appointment of teachers. The percentage of Contractual teachers to total teachers in all schools went up from 9.39 in 2008-09 to 10.97 in 2009-10 to a further of 11.22 in 2010-11.

FIGURE 2

Percentage of Professionally Trained Teachers

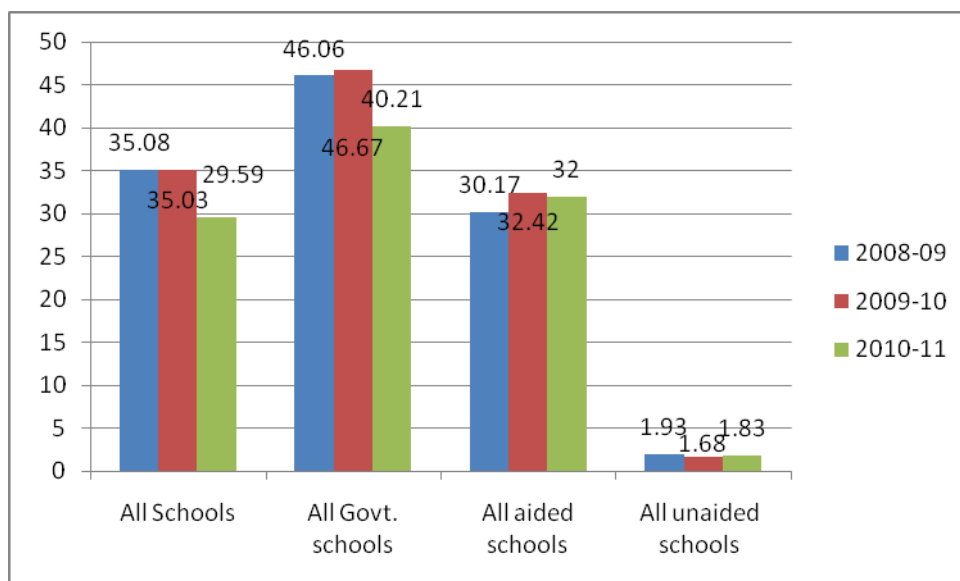


Source: DISE Flash Statistics 2010-11

Recognising the need for training of teachers to further update their knowledge and teaching skills special efforts were made to impart in service-training to the teachers. As a result the percentage of professionally trained teachers has gone up for both regular and contractual teachers. However, still not even half of the contractual teachers are untrained and about a quarter of regular teachers lack professional training. The percentage of teachers receiving in service training in Government schools has been much higher than the aided and unaided schools as is clear from the figure below.

FIGURE 3

Percentage distribution of teachers Received in service training during previous Academic Year (including contractual teachers)



Source: DISE Flash Statistics 2010-11

With the exception of Mizoram, the teacher training percentage has been amongst the lowest in other North Eastern States as well as Bihar, Rajasthan, Uttar Pradesh, Haryana and Chandigarh. This calls for more dedicated and conscious efforts at teacher development in the country as a whole with greater priority in the above identified States.

3.8 Educational Development Index (EDI)

The EDI is a multi variate index comprising of indicators reflecting Access, Infrastructure, Teachers and outcomes. These indicators were pre-determined by the MHRD, GOI in 2005-06. The purpose of this index is to provide an overall measure of the level of educational development. As per the score on the EDI the worst five States in 2010-11 (DISE Flash Statistics, NUEPA), were Bihar, Jharkhand, Assam, Madhya Pradesh and Arunachal Pradesh.

Most of these, have maintained status-quo from 2009-10 or fallen in their EDI rankings. Thus, these states continue to remain on the lower rungs of the ladder of EDI thereby requiring region specific interventions as per local constraints.

3.9 Tasks Ahead

From the foregoing discussion it emerges that states may have to give increased priority to reduce gender and social disparities. Further, several underdeveloped areas/district must be paid greater attention. Efforts must be made to ensure that all children not only attend schools and complete elementary education cycle but also acquire basic competencies expected from completion of primary and upper primary grades. Retention of children from marginalised groups particularly SC, ST and Muslim girls, the most vulnerable should be high on Gender and social inclusion as well as quality agenda.

As widely shared teachers would play critical role in this great educational transformation. It is only teacher's commitment and professional training that can ensure higher levels of participation and learning of children in education. Thus, additional incentives should be provided to teachers to inculcate and sustain teachers' commitment. Facilities and curricular content of in-service training also needs to be upgraded and strengthened. Develop appropriate teaching learning material and training designs to ensure that gender and social inclusion receive top priority. Capacity building for preparation of region specific school development plans in the light of macro-economic context of these regions is required to bridge the regional disparities.

Section 4

Secondary Education – A leap forward

4.1 Introduction

With UEE becoming a reality, near universalization of secondary education is a logical next step. Further, universalisation of quality secondary education implies creating secondary schooling provisions of a defined standard irrespective of the location and management of the institution to accommodate all those eligible grade VIII and grade X graduates who are willing to participate in secondary and higher secondary education. This would be a major goal to be achieved by the end of the 12th Plan period. It is expected that initiatives such as RTE of eight years of schooling would not only be increasing participation levels in elementary education but also substantially improve the internal efficiency of elementary education in the coming years and ensure higher levels of transition to secondary schooling.

Anticipating this, the scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the Scheme of Model schools were launched in the Eleventh Plan to improve enrollment and quality in secondary education. It now appears desirable that efforts in this direction are expedited and RMSA is made a single comprehensive scheme to address issues of coverage and quality in secondary education in a holistic manner. As of now a wide range of centrally sponsored schemes are being run by different secondary school institutions and bodies so as to ensure greater geographical coverage, social and gender inclusion and use of ICT for quality enhancement.

Box 2

List of Central Level Institutions and Centrally Sponsored schemes

Kendriya Vidyalaya Sangathan (KVS)

Navodaya Vidyalayas (NVS)

Central Tibetan School Administration (CTSAs)

National Institute of Open Schooling (NIOS)

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Model Schools

Scheme for Construction and Running of Girls' Hostels for Students of Secondary and Higher Secondary Schools

Information and Communication Technology in Schools (ICT @ Schools)

Inclusive Education for Disabled at Secondary Stage (IEDSS)

National Means-cum-Merit Scholarship

National Scheme of Incentive to Girls for Secondary Education

Centrally Sponsored Scheme of Financial Assistance for Appointment of Language Teachers

Environment Orientation to School Education (EOSE)

Gradually, the scheme shall have to be extended to the higher secondary stage and cover aided schools as well. This would require that several small schemes like Inclusive Education for Disabled at Secondary Stage, ICT, and Girls' Hostel are merged with RMSA. Girls' education, particularly in special focus areas could be further incentivised and innovations in school education promoted with untied funds. While stepping up public investment in the sector by the Central and State Governments would be necessary, it is imperative that the private sector capabilities are fruitfully tapped particularly as a majority of our secondary schools, including aided schools, are under private management. Models for PPP in this sector also need to be vigorously explored.

4.2 Central Level Institutions in Secondary Education

4.2.1 National Council of Educational Research and Training (NCERT): is an apex resource organization to assist and advise the central and state governments on academic matters related to school education. NCERT celebrated its Golden Jubilee on 1st September 2011. On this occasion "Leading the Change: 50 years of NCERT", a photo album titled "Images: 50 years of NCERT", a children's magazine "Firkee" and a video film on "50 years of NCERT" were released. The Department of Secondary Education, NCERT has developed a document titled "Vision and Multilayer Strategic guidelines for the improvement of quality education at the secondary stage", to support States/UTs on quality issues under RMSA. The 38 Jawaharlal Nehru National Exhibition for Science and Environmental Education (JNNSEC) 2011-12 was organized at Patna during 11 to 16 November 2011.

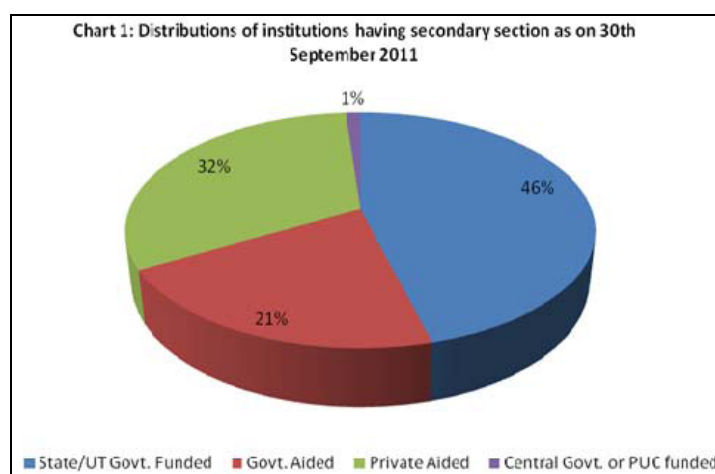
4.2.2 Central Board of Secondary Education: There are 11922 schools affiliated with CBSE as on 30.09.2011, which include KVs, Government, independent and JNV schools located in India and 24 other Countries of the world. Out of 10.6 lakhs Class X students, about 4.6 lakhs only appeared for Class X Board in 2011. With approximately 67 per cent of the students preferring internal examination, a desirable goal of CBSE through CCE was realized.

4.2.3 Kendriya Vidyalaya Sangathan (KVS): Launched fifty years ago to provide uninterrupted education to the wards of central government employees, there are 1087 schools, with 46 of them running in double shift. A total of 10,97,142 students are studying in KVs as on 31.07.2011. Of these total KVs, 31 are identified by the Government of India to be developed as smart schools. All the 31 schools have been sanctioned Rs.25 lakh each to enrich their infrastructure and enhance the quality of education through the optimum use of IT and Multimedia.

4.2.4 Jawahar Navodaya Vidyalayas (JNVs): There are 586 JNVs as against the sanctioned number of 595. 33 JNVs have been developed as Smart Schools and as pace setters in ICT. VSAT connectivity is given to 201 JNVs and another 100 are also being covered. 11 JNVs are used as Computer Training Centres to provide computer training to staff and teachers of JNVs.

4.3 Secondary Schools by Management Types: These secondary schools are run by four major management types. The following chart provides information on the schooling under different managements.

FIGURE 4



4.4 RashtriyaMadhyamikShikshaAbhiyan (RMSA)

Secondary Education received fresh impetus with the launch of RashtriyaMadhyamikaShikshaAbhiyan (RMSA) in 2009. It was launched to enhance access and improve quality in education with definite time targets i.e., reaching universal access by 2017 and universal retention by 2020. It also aimed at removing socio-economic, gender and disability barriers in the course of attaining the set targets.

By the year 2011-12 it was planned to enroll an additional 32 lakh students by strengthening existing secondary schools, opening new ones, constructing additional classrooms and appointing teachers to improve Pupil Teacher Ratio. Under the RMSA, it's visualized to improve not only physical facilities, but also quality aspects related to schools and equity aspects to facilitate the participation of SC/ST and minority groups etc.

The financing of the RMSA scheme for the 1st year of 12th Plan period is 75:25 between the Centre and States. For the North-Eastern states however, it would be in ratio of 90:10. The scheme is being implemented by societies established specifically for this purpose. The central share is released directly to these societies and states also provide their share directly to the societies.

4.5 RMSA - Progress achieved during 2011-12

During 2011 - 12, opening of 3956 new secondary schools and 15491 existing schools for strengthening were approved with facilities such as additional classrooms, lab equipment, computer room, library, toilets etc. About 4.34 lakh Headmasters and teachers have been provided training in 2011 – 12.

The following table provides information on the budget for the years 2010-11 and 2011-12.

Table 6: Budget of secondary education

S.No.	Year	Budget Estimate (in Crores)	Revised Estimate (in Crores)	Expenditure (in Crores)
1	2010-11	1700.00	1500.00	1481.73
2	2011-12	2423.90	2512.45	2499.81

Source: Working Group report on Secondary and Vocational Education, 12th Plan

Table 7

In order to improve quality in this sub-sector of education following proposals were approved in the Annual Plan 2011 – 12.

S.No.	Facility	Number
1	New/Upgraded schools	3956
2	Strengthening of 15491 schools with following components	
a	Additional classrooms	18934
b	Science Lab	10668
c	Lab equipment	10668
d	Computer room	9032
e	Art/Craft/Culture room	14947
f	Library	11940
g	Separate toilet block	6921
h	Drinking water facilities	1990
3.	In-service training of teachers	788000
4.	Annual school Grant	72490
5.	Minor repair Grant to schools	60197
6.	Major repair of classroom in 1566 schools	4065
7.	Residential Quarters for teachers in 449 schools	1182

4.6 Initiatives under taken

4.6.1 Expansion through Model Schools under PPP

Model school have been set up under the Public Private Partnership (PPP) mode with the objective to provide access to high quality school education at the block level. It is envisaged that through these schools of excellence, every block in the country will have at least one such school which would be a model for all other schools in the block. All round development of the children of the school will be the goal. The Location of the school would be headquarters of the blocks which are not educationally backward. In blocks where a model school has already been set up or being planned to be set up under Corporate Social Responsibility (CSR), no model school is to be set up. The school infrastructure will be provided by the private entity which is legally competent to run an educational institution. This private entity could be a trust or a society or a not for profit company. *The Government will contribute to recurring cost on per capita basis for the students sponsored by the Government. Besides, additional 25% support will also be provided in respect of sponsored students towards capital cost.* The initial period of the contract for such provision of quality education would be 10 years for each school, which is extendable as per mutual agreement.

Under the scheme of setting up of model schools at block level, during the year 2011-12 and as on 31.12.2011, 786 model schools in seven states have been sanctioned and Rs.860 crore released as central share. The detail state-wise break-up is given below:

Table 8:

S.No.	States	No. of schools sanctioned	Amount released (Rs. in Crore)
1	Madhya Pradesh	168	195.01
2	Rajasthan	43	49.92
3	Andhra Pradesh	355	412.09
4	Jharkhand	40	46.43
5	Orissa	111	128.85
6	Maharashtra	43	17.26
7	Tamil Nadu	26	10.44

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In addition to the above, the Project Approval Board (PAB) has recommended 404 schools in 9 states. Since the inception of the scheme to till 31.12.2011, in all model schools covering 1,942 blocks in 22 states have been approved and financial sanction of Rs.1697.95 crores have been accorded for setting up 1538 model schools in 20 states.

4.6.2 Interventions for Quality Improvement:

One of the most important measures taken up for improving the quality in secondary education is to improve the Pupil-Teacher ratios by appointing additional teachers in order to improve the classroom transaction process and environment. Further, special attention is paid on teaching of Science, Mathematics and English. Also, in-service training of teachers, science laboratories, ICT enabled education, curriculum reforms and teaching learning reforms will go a long way in improving the quality of education. The department of secondary education at NCERT has initiated a research study 'An investigation into the curriculum of secondary education in states/UTs for identifying quality curriculum indicators'. Further, in view of supporting states/UTs on quality issues under RMSA, a document titled 'Vision and multi-layer strategic guidelines for the improvement of quality education at the secondary stage' has been developed.

4.6.3 ICT (Information & Communication Technology) scheme in schools:

As per the revised provisions, there is a suitably qualified Computer Teacher in each secondary and higher secondary school. There is a provision for development of e-content. Out of 150 proposed smart schools 63 have so far been approved a part from 96944 normal schools under ICT in School Scheme. Also, under the National Award for teachers using ICT for innovation in education was awarded to 20 teachers for the years 2010 & 2011.

4.6.4 National Award to teachers:

On the occasion of Teacher's day (5th September 2011), 298 teachers from all over the Country, including 100 lady teachers, 10 sanskrit teachers, 5 Arabic/Persian teachers and 14 teachers for promoting education of children with disabilities in integrated/inclusive education in schools, were conferred with National Award to Teachers, by the Hon'ble President of India.

4.6.5 National Institute of Open Schooling (NIOS):

Offers secondary schooling to 2,22,336 students and Senior Secondary schooling to 2,35,719 students. As on 31.3.2011, there were sixteen open schools in India and a forum termed National Consortium for Open Schooling (NCOS), with its secretariat at NIOS, has been set up to address the matters relating to the promotion of open schooling in India.

Table 9: Gender-wise Enrolment

Category	Secondary	Sr. Secondary	Total	In %
Male	154736	164820	319556	69.76
Female	67600	70899	138499	30.24
Total	222336	235719	458055	100

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4.6.6 Addressing Gender and Social Gap

Several schemes have been in progress for improving the status of girls in education. Prominent among them are: (1) 'National Scheme of Incentives to Girls for Secondary Education' (NSIGSE) which was launched in May 2008 with the objective to establish an enabling environment to reduce the dropouts and promote the enrollment of girl children mainly belonging to SC/STs in secondary schools has been very useful and has covered 241528 girls belonging to 15 States/UTs in 2010-11. According to the scheme a sum of Rs.3000/- is deposited in the name of the unmarried eligible girls as fixed deposit, who are entitled to withdraw it along with interest thereon on attaining 18 years of age and passing 10th Class examination. (2) Under the scheme of construction and running of girls' hostels, a budget allocation of Rs. 250 crore has been provided in the budget year of 2011-12 and a non-recurring grant of Rs.3.70 crore is released. A total grant of Rs.189.32 crore has been released for 538 hostels in 12 states under the scheme till 31.12.2011.

4.7 Vision of 12th Five-year plan

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following targets are set to be achieved during the 12th Five Year Plan:

- (a) Universal access to secondary education with a GER of 100%;
- (b) Enhancing retention of children in secondary classes; and
- (c) Achieving the target of 75% GER in Higher Secondary Classes by 2017.

The vision of making affordable quality secondary education accessible to all young people in the age group 14-18 implies that all those who have completed eight years of elementary education and ten years of secondary education should be provided with equal opportunities to access quality secondary and higher secondary education respectively. In other words, it is not the relevant age group but the minimum condition of completing elementary education that is necessary to access secondary education.

4.8 Extending the provision of RMSA scheme to Govt. Aided schools (as per working group recommendations). 20.55% of secondary schools in the country are govt. aided schools which provide secondary education to a large number of children of the age group 14-17 years. In many of the States such as- Maharashtra, West Bengal, U.P., Gujarat etc govt. aided schools are major service providers of secondary education. It has been observed and has also been reiterated by most of the States that non- coverage of aided school under the ambit of RMSA would significantly hinder achievement of the goal of universal access to secondary schools. It is proposed that aided schools be considered to be covered under the scheme for 12th Five Year Plan for support (both NR and recurring). However, states/UTs must ensure that all the governments' schools have been covered prior to providing infrastructure support to these aided schools.

4.8.1 Enhancing the ambit of RMSA to cover Higher Secondary Schools: To achieve the set target of 75% GER at higher secondary level, it is essential to provide support to higher secondary schools. With coverage of about 60% of govt. secondary schools till 2011-12, a platform has been set where the coverage of scheme needs to be enhanced to include higher secondary schools. Hence, for 12th plan, the sub group strongly feels that support under RMSA be extended to higher secondary schools also. More so in view of the fact that the schemes that are being proposed for convergence under RMSA such as IEDSS, ICT and

Vocational Education cover higher secondary also under their ambit. Excluding them under RMSA will lead to an avoidable anomalous situation.

4.9 Issues and Challenges

In view of achieving the target of 100% GER for grades IX-X during the 12th Plan period, the strategic areas for intervention, among others, would include: (i) consolidating the existing intake capacity of the government and government-aided institutions and assessing the potential capacity of the existing unaided institutions, particularly in the rural areas; (ii) ensuring that at least all secondary schools/sections conform to a minimum level of standards (clearly defined in terms of infrastructure, staffing, processes, autonomy and accountability of institutions); (iii) revising curriculum and reforming examination system; (iv) empowering schools to adopt to the change/reform programmes; and (v) strengthening support services/resource institutions, monitoring and evaluation mechanisms. Additionally, the Public-Private Partnership (PPP) in education should be adopted after adequately evaluating its implications for the goal of ensuring equitable quality secondary education for all.

4.9.1 Some of the Major thrust areas of work during 12th Plan

- Monitoring of the implementation of NCF (2005) in the States and Collaboration with the States who have not yet implemented NCF (2005)
- Creating network of institutions/ agencies involved in the dissemination of NCF.
- Short-term training for Key functionaries; Advocacy targeting community, parents, teachers, teacher educators, planners and stakeholders.
- In-service training/capacity building of teachers and teacher educators.
- Studies on Career Aspirations among Rural Girls.
- Evaluation of the Curriculum of Madrasas and Maktabas from a Gender Perspective.
- Focus on Continuous and Comprehensive Evaluation; Introduction of Grading System and Achievement Surveys at school stage.
- Conducting research in priority areas of school education.
- Promoting educational research in the country by providing financial support.
- Bringing out Educational Research surveys.

- Capacity building for Action Research and training of DIET faculty for educational research.
- Strengthening International Cooperation in the field of school education and teacher education.
- Development of teaching learning material in content specific areas and other curricular resources.

Section 5

Vocational Education: Need of Expansion

5.1 Introduction

A knowledgeable and skilled workforce is seen as the most important human capital required for the development of a country. Both vocational education and skill development are known to increase productivity of individuals, profitability of employers and national growth. Vocational education aims to develop skilled manpower through diversified courses to meet the requirement primarily the unorganized sector and to inculcate self employment skills in children through a large number of diversified vocational courses. Given that only 7 to 10 per cent of population is engaged in formal sector of economy, development of vocational education will provide skilled labour force in the informal sector which would further enhance the productivity. Central Advisory Board on Education (CABE) and National Knowledge Commission (NKC) also emphasize the need to improve access and participation to vocational education and recommends the flexibility of Vocational education within the main-stream education system. NKC also recommends expanding capacity through innovative delivery models including strengthening of public private partnership. In view of this the Government has renewed the emphasis on vocational education in XIth and XIIth Five Year Plans.

5.2 Vocationalisation of Secondary Education

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at + 2 level is being implemented since 1988. A revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, the strengthening of technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary organizations towards implementation of specific innovative projects for conducting short term courses. Under the scheme vocational courses are provided in general schools with 2 years duration at the higher secondary stage.

Based on the recommendations of various Committee/Review Groups, the existing Scheme has been revamped. For the 12th Plan it is recommended that the Scheme be subsumed under RMSA and should be implemented from secondary level (IX standard) itself unlike the present provision for its implementation from XI standard.

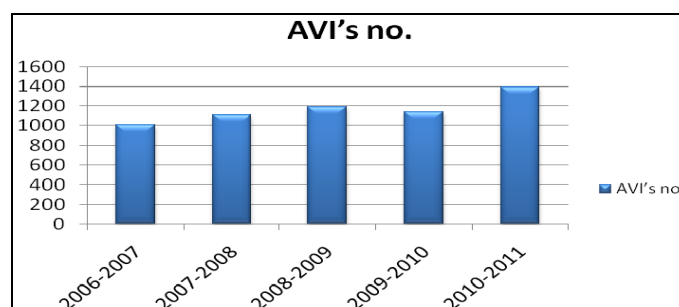
5.2.1 Current Status of Vocational Education in India

There are 9583 schools imparting 150 vocational courses of two year duration in broad areas of primary, secondary and tertiary sector of economy. The Scheme, so far, has created a massive infrastructure of 21000 Sections in 9619 Schools thus catering to diversion of about 10 lakh students at +2 level. In addition, national Institute of Open Schooling also imparts vocational education in 80 courses. Total enrolment in these courses is around 6,00,000.

5.2.2 Role of National Institute of Open Schooling (NIOS)

NIOS vocational offers vocational courses through the open and distance learning (ODL) mode using a blended learning approach of both open distance learning methodologies and hands on training. At present 15 States have open schools. More than 1400 Accredited Vocational Institutions (AVI) are operational throughout the country.

FIGURE 5



Source: Working Group Report on Secondary and Vocational Education 12th Five Year Plan 2012-2017

During the XI Plan, NIOS established 511 AVIs in the country. Year wise growth of the AVI is as above. The vocational courses of NIOS are offered in Agriculture, Technology, Health and Paramedical, Home Science, Business & Commerce, Information Science and Technology and Teacher Training. The present courses relate to both urban and rural sectors. The range of courses has been expanding over the years depending upon learner needs and market demands.

Despite these efforts the targets of diversification of students in vocational streams at + 2 level to 10% by 1995 and 25% by 2000 could not be achieved. As per reports, only about 5% enrolment has been achieved so far. Also, the success of the CSS scheme has not been uniform all over the country. The evaluation studies conducted by the PSSCIVE in various States/UTs led to the identification of many constraints in achieving these targets. Some important ones that led to the need for developing the National Vocational Education Qualification Framework (NVEQF) include redundant curriculum, poor linkage with industry, poor vertical mobility, lack of trained teachers, insufficient financial allocation

(which was only Rs. 2 lakh/trade), high financial implication on the part of States, non-flexible duration and delivery of courses etc.

5.3 Revitalization of Vocational Education: National Vocational Qualification Scheme (NVQF)

The Ministry of Human Resource Development has initiated the process of developing a National Vocational Qualification Framework (NVQF) which would provide a common reference framework for linking various vocational qualification and setting common principles and guidelines for a nationally recognised qualification system and standards. NVEQF will be implemented in schools, polytechnics, engineering colleges and other colleges across the country. The NVEQF was initiated with an aim to bridge skill gap and provide trained manpower to various emerging sectors in India and to prepare the youth for a vocation of their choice.

5.3.1 Modality of NVEQF Scheme

The scheme envisages seven certificate levels with approximately 1000 hours for each level. The student will be allotted certain hours (Table 2) for vocational competency based skill modules and the rest for general learning, the two being simultaneously integrated. The student will be provided a diploma for vocational education on successful completion of the level five or degree at the end of the seventh year. On completion of level 10 there is provision for giving a degree equivalent to doctorate. (Table 1).

Table 10: Certification of NVEQF

	Case I	Case II		
Level	Certificate	Equivalence	Equivalence	Certifying Body
10	NCC 8	Degree	Doctorate	University and SSC [^]
9	NCC 7	PG Diploma	Masters degree	University and SSC [^]
8	NCC 6			University and SSC [^]
7	NCC5	Advanced Diploma	Bachelor Degree	Board of Technical Education and SSC [^]
6	NCC 4			**University and SSC [^]
5	NCC 3	Diploma	Grade XII	*Board of Technical Education, and SSC [^]
4	NCC 2			**School Board and SSC [^]
3	NCC1			Grade XI

2	NCWP 2	Grade XII	Grade X	School Board and SSC^
1	NCWP 1	Grade X	Grade IX	School Board and SSC^
RPL	RPL 2	Grade VIII	Grade VIII	NIOS /State Open Schools and SSC^
	RPL 1	Grade V	Grade V	NIOS /State Open Schools and SSC^

RPL: Recognition of Prior Learning
NCWP: National Certificate for Work Preparation
NCC: National Competency Certificate

Table 11: Credit/Hrs in a Vocational Framework

Certification/Level	Vocational in Hrs	Formal
I	200	800
II	200	800
III	350	650
IV	350	650
V	400	600
VI	450	550
VII	700	300
1000/1200 hrs/Year 500/600 hrs/Semester	Flexibility available + 100 on each	Flexibility available + 100 on each

The programme will be launched from the academic year 2012-13 in select sectors. The sectors include IT, media, entertainment, telecommunications, mobile communications, automobile, construction, retail, food processing, tourism, hotel management, jewellery design and fashion design etc.

5.3.2 Flexible Approach under the NVEQF Scheme

The NVEQF scheme is flexible and provides the student multi level entry/exit opportunity to enable them to seek employment after XII+ and rejoin the regular education stream as and when required to upgrade his/her qualification/skills. A student has an option to avail of competency based skill learning along with general education and has the possibility of changing course and moving at any certificate level into a formal system of education and vice versa.

5.3.3 Institutions approved to conduct the Vocational programme

Any institution can seek statutory approval from AICTE to conduct these programmes from the academic year 2012 throughout the country. The institutions can select a maximum of 500 students per institute in any five sectors, 100 students per sector. This scheme is

expected to cover around 5 million students for vocational degrees and diploma which can provide self employment or being meaningfully employed.

5.3.4 Implementation of NVEQF on a pilot basis

NVEQF pilot project is being implemented in 2 states viz., Haryana and West Bengal. Assam will be the third state to implement NVEQF in 70 schools. The scheme was launched on September 3, 2012 by Shri Kapil Sibal in 40 secondary/higher secondary schools of Haryana in Gurgaon. The Centrally sponsored Scheme for 'Vocationalisation of Secondary Education' under which this pilot has been initiated provides for financial support for both infrastructural and capacity building in schools to inter alia introduce vocational courses, recruit trained teachers, to partner with local industry to provide hands on training.

5.3.5 Institutional Support for NVEQF

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal would function as the national resource institution for providing necessary academic and technical support to the States in organization of NVEQ levels 1-4. It is also recommended that PSSCIVE should be strengthened for providing greater inputs for development of competency based curricula, teaching-learning and other support materials and organization of orientation and training programmes for key functionaries and teachers/trainers. The National Technical Teachers Training Institutes would be partners of PSSCIVE in building the capacity of the vocational teachers.

5.4 Way Forward

With the launching of NVEQF the coverage in terms of availability of vocational education institutions and students will increase tremendously. The Center will establish a vocational education cell within the Central Board of Secondary Education as per the revised scheme of Vocationalisation of Secondary Education, which includes imparting vocational education in Classes XI and XII. It also envisages strengthening of the 1,000 existing vocational schools by the State governments. The government will provide assistance to 500 vocational schools and will encourage public-private partnership. The government will also support the in-service training of existing and fresh teachers. The focus will be on development of 250 competency based modules for each individual vocational courses and assistance to 150 non government organisations to run short duration innovative education programmes

The NVEQF scheme needs to be expanded to all the states and union territories. The necessary infrastructure needs to be provided in accordance with the vocational course offered. For the success of NVEQF participation of private industry in the selection of vocational courses and design of the curricula will be desirable. Close linkages with the industry needs to be established to estimate the requirement of the market and accordingly the courses could be designed.

Part III

Higher and Technical Education

Section 6

Growth and Expansion: Continuing Emphasis

6.1 Introduction

Higher education contributes vastly not only in national development but also in developing critical abilities of people to face challenges. The unprecedented explosion of knowledge warrants higher education to become more dynamic as never before, constantly entering into uncharted domains. During the period 2011-12, Government initiated programmes for providing greater opportunities of access to quality higher education through greater investment in infrastructure and recruitment of adequate and good quality faculty, promoting academic reforms, improving governance and institutional restructuring with aims of improving quality and inclusion of hitherto deprived communities.

6.2 Progress and Achievements during 2011-12

The period 2010-2011 witnessed steady growth in higher education system of the country. The number of universities/university level institutions including distance teaching universities is 723 and 33023 colleges including 3982 colleges for women. In fact, during the XI Plan period (2006-07 to 2011-12) the growth in total number of higher education institutions (central, state and private) is 10.3 per cent i.e. the number of HEIs increased from 29384 (2006-07) to 46430(2011-12) (Vol. 3, XII FYP).

Similarly the student enrolment has increased tremendously during the academic year 2010-11. The total number of students enrolled in the formal system i.e. University and colleges is reported as 169.75 lakh, in addition the enrolment in distance teaching institutions was estimated to be 37.45 lakh. The growth rate of enrolment during the XI Plan period is found to be 9.5 percent for degree and diploma programs combined, enrolment increased from 138.50 lakh to 217.86 lakh (Vol.3, XII FYP). Also, the growth in ODL Programmes increased from 27.41 lakh to 42.01 lakh (growth rate 8.9 percent) during the period 2006-07 to 2010-11. Out of total 169.75 lakh students, 90 % of under graduate students and 71 % of post graduate students were enrolled in affiliated colleges while the remaining were enrolled in university departments and its constituent colleges. The share of students at UG level was 86.11 percent; 12.07 percent at PG level; 1.01 percent at Dip/Certificate level and 0.81 per

cent were enrolled in doctoral programmes. The number of women students enrolled at all levels was 71 for every 100 men students enrolled. Out of total students 72 percent were enrolled in Arts-Commerce-Sciences while the number enrolled in professional courses was 28 per cent.

The strength of the teaching faculty in universities and colleges had gone up to 8.17 lakhs as compared to 6.99 lakhs teachers in the previous year, registering an increase of 16.9%. Out of 8.17 lakh teachers, 83.5 % teachers are in colleges and the remaining 16.5% in universities.

The number of research degrees of Ph.D. and M.Phil. awarded during 2009-2010 was 11,161 and 10,583 respectively. Out of this, the Faculty of Arts had the highest number with 3490 Ph.D. Degrees awarded and 3589 M.Phil. Degrees awarded, followed by the Faculty of Science with 3742 Ph.D. Degrees awarded and 4367 M.Phil. Degrees awarded. These two faculties together accounted for 65% and 75% respectively in comparison to the total number.

During 2010-11, 66 Academic Staff Colleges engaged in faculty development programmes. There were 11,809 institutions providing technical education in 2010-11. The intake status in technical education was 26.15 lakh students at Degree and Diploma programmes (MHRD, Annual Report).

With respect to assessment of Universities and Colleges, National Assessment and Accreditation Council (NAAC) has assessed 4532 (161 universities and 4371 colleges which includes 65 universities and 636 colleges of Reaccreditation) up to March 2011.

Table 12: Progress Overview during 2010-11

Indicators	Higher and Professional Education Level Achievements
Enrolment in universities and Colleges (Regular Streams) (2010-11)	169.75 lakh
Enrolment in Distance learning	37.45 lakh
Enrolment of women (Regular Streams), (2010-11)	7048688
Enrolment in post school Diploma/PG Diploma (in lakh)	18.56
Percentage of women in professional courses (2010-11)	23.53

Intake in Technical Education	26.15 lakh
Institutions in Technical Education	11809
Number of Universities (as on Aug. 2011)	523 +200(distance teaching universities)
Number of Colleges 33,023 (as on Aug. 2011)	33023(including 3982 colleges for women)
Faculty	8.17 lakh
Academic Staff Colleges	66
National Assessment and Accreditation Council	576 Colleges and 16 Universities in 2010-11

Source: MHRD Annual Report (2011-12) UGC Annual Report 2010-11,

Technical Education

Technical education in the country has expanded significantly. There are 81 Central Government funded institutions along with State government funded and Self-financing Institutions. These institutions, supported by the government, play an important role in the technical education system of the country. All India Council for Technical Education (AICTE) was set up in November 1945 as National level Apex Advisory body to conduct survey on the facilities in technical education and to promote development of technical education in the country in a coordinated and integrated manner. The purview of AICTE (the Council) covers programmes of technical education including training and research in Engineering and Technology, Architecture & Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.

Total number of Technical Institutions approved by AICTE (as on 31-12-2011) is summarised in the Table 6.2.

Table 13: AICTE approved Technical Institutions and their Intake (as on 31-12-2011)

Programme	Under Graduate		Post Graduate		Diploma		Post Diploma		Post Graduate Diploma	
	No.	Intake	No.	Intake	No.	Intake	No.	Intake	No.	Intake
Engg. & Tech.	3288	1386732	1380	86236	2563	843529	51	3202	18	1715
Applied Arts & Craft	12	796	1	52	44	3182	2	115	0	0

Arch. & Town Plng.	84	5918	12	339	62	3308	0	0	0	0
HMCT	84	6575	2	156	46	3065	0	0	0	0
Management	13	1200	3536	346665	194	20933	43	920	294	41289
MCA	6	360	1856	132657	2	105	0	0	1	0
Pharmacy	1058	84646	725	1851	482	29174	0	0	0	0

Source: Annual Report, MHRD, 2011-12

Moreover, Education is in the 'Concurrent List' of the Constitution (Seventh Schedule) which gives legislative power to the Central Government for coordination and determination of standards in Institutions of higher education or research and scientific and technical institutions. Since Central Government is responsible for major policy formulation, to maintain uniformity in Higher Education all over the country and also to take care of unserved areas, a number of centrally funded Institutions have been set up. There are 81 centrally funded Technical and Scientific institutions (Table 6.3).

Table 14: Number of Centrally Funded Institutions of Technical and Science Education

Centrally Funded Institutions	Number of Institutions
Indian Institutes of Technology (IITs)	15
Indian Institutes of Management (IIMs)	13
Indian Institute of Science (IISc.)	1
Indian Institutes of Science Education and Research (IISERs)	5
National Institutes of Technology (NITs)	30
Indian Institutes of Information Technology (IIITs)	4
National Institutes of Technical Teachers Training and Research (NITTTRs)	4
Schools of Planning & Architecture (SPA).	3
Other area/sector institutes of technology	6
Total	81

Source: Annual Report, MHRD, 2011-12

Apart from technical and scientific Institutions, other centrally funded Institutions are Central Universities (42), Deemed to-be Universities (129), Planning and Consultancy Institutions (2) and Institutions of National Importance (30).

Open and Distance Learning (ODL) System

The National Policy on Education (NPE) speaks about Open University and Distance Learning in order to augment opportunities for higher education and to make it a life-long process. The institutional arrangements in place include : Open Universities (IGNOU and State Open Universities), Distance Education Institutions, Commonwealth of Learning (COL). In the year 2010-11 number of students enrolled in ODL institutions is 37.45 lakh. Distance Education Council has launched many initiatives for determination of standards in the system and provided financial, academic and technical support to the 13 State Open Universities and 186 Distance Education Institutes of conventional universities.

The Open Universities offer all kinds of programmes ranging from vocational to general to professional and technical, barring those which are not allowed by the respective statutory councils.

Section 7

Measures for Inclusion in Higher Education: For Equitable Society

7.1 Introduction

Equal opportunity for all sections of society to participate in higher education system is a Constitutional mandate. Right to Education Act is paving way for inclusion at school level and at higher education level too initiatives for bridging rural-urban divide, gender equity and education of Minorities are being undertaken. In the year 2009-10 a number of initiatives were undertaken with a view to reducing regional and social imbalances in providing inclusive access.

7.2 Initiative/Measures for Bridging Social Gap

Setting up of 374 Model Degree Colleges -The Central Government Has approved a scheme to assist State Governments to set up Model Degree Colleges in each of the 374 identified educationally backward districts where the Gross Enrolment Ratio (GER) for higher education is less than the national GER. The Scheme caters to the needs of students in educationally backward districts and is designed for improving access, equity and inclusiveness.

During the reporting year, 116 proposals were received from colleges through universities. Out of which, 37 proposals from 20 universities of eight states had been approved, 31 proposals had been rejected and in 48 cases, documents have been called for as per the guidelines of this scheme. A total grant of Rs.18.69 crores was released during 2010-11 to the 37 approved colleges.

7.3 Promoting Education of Scheduled Castes, Scheduled Tribes and Minorities

- Establishment of Scheduled Caste and Scheduled Tribe Cells in Universities

To safeguard the interest of Scheduled Castes and Scheduled Tribes, the most deprived groups of the Indian Society, the constitution provides reservation in various services under Central and State Governments. The main objective is not to just provide jobs to increase their representation in services but to improve their social and educational status so that they can have their rightful place in the main-stream of the society. As per the constitutional provisions, the reservation for Scheduled Castes is 15% and 7.5% for Scheduled Tribes at the national level and the reservation in states is provided depending on their population in the

concerned state. Towards this, a SCT Cell had been set up in UGC and also a Standing Committee has been constituted for SC/ST to implementing and monitoring the Reservation Policy for them in Higher Education. Under the scheme, the assistance for staff positions is on cent percent basis for actual expenditure on staff salary during the first five years of establishment of SC/ST Cells or up to the end of the Plan period during which the cell is established.

As on 31st March, 2011, as many as 128 SC/ST Cells were functioning in various universities. During 2010-11, no expenditure was incurred towards the establishment of SC/ST Cells.

- Coaching Schemes for Scheduled Castes/ Scheduled Tribes/OBC (non-creamy layer)/Minorities

The Commission has been contributing towards social equity and socio academic mobility of the under privileged groups of the society through various special schemes. The well being and the development of these groups are important indicators of the strength and success of a democratic society. Towards this, the Commission has been providing financial assistance to the universities and colleges under the following schemes:

- (i) Remedial Coaching at UG & PG level
- (ii) Coaching for entry into services
- (iii) Coaching for NET

During XI Plan, the Commission has decided to merge the above schemes with the General development assistance scheme for universities and colleges and the grant for this component will be over and above the ceiling of General Development assistance. Grant is being provided under the schemes by the UGC Regional Offices in the case of colleges and the Head Office for universities.

Reservation Policy for Other Backward Classes (OBCs)

As per the directions of the Government of India, the UGC has been striving for implementation of reservation policy for Other Backward Classes (OBCs) in teaching, non-teaching and in admissions. Instructions have been issued to implement 27% reservation for OBCs in all the Grant in Aid institutions funded by the Central Government except minority Institutions under Article 3(1) of the Constitution of India.

A Standing Committee has also been constituted by the UGC for the welfare of Other Backward Classes to assess and monitor the implementation of reservation policy for OBCs in appointments and admissions in universities, colleges and other institutions of higher education.

Standing Committee on SC/ ST for Monitoring of the Schemes for SC/ST and Reservation Policy

To oversee the effective implementation of reservation policy in Universities, the Standing Committee on SCs/STs was reconstituted by the UGC in 2007. The Committee is represented by academic Experts, Ex-Vice- Chancellors and distinguished persons in the field of higher education. The Sub-committees of the Standing Committee have so far visited Jawaharlal Nehru University, New Delhi, Jamia Millia Islamia, New Delhi, Allahabad University, Allahabad and affiliated colleges of Babasaheb Bhimrao Ambedkar University, Lucknow (receiving maintenance grant from UGC) to review the implementation of reservation policy for SC/ST in teaching, non-teaching, admissions, Hostels and staff quarters.

Establishment of Equal Opportunities Cells (EOCs)

To make colleges and universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has initiated a scheme viz. Establishment of Equal Opportunity Cell in Colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters. The cell also takes up programmes of sensitizing university/college community on problems faced by SC & ST students in higher education during the Eleventh Plan (2007-2012). It will run specific schemes of coaching for SC/ST/OBC (Non creamy layer), women/minorities students and persons with disabilities to enhance the employability and success. One time grant of 2.00 lakhs will be provided for establishing office of EOC.

As this scheme is one of the merged schemes, the release of grant is being done by the UGC Regional Offices in the case of colleges and the Head Office in the case of universities. During 2010-11, an amount of Rs.4.09 crores was released to the eligible colleges by the UGC Regional Offices.

Post-Doctoral Fellowships for SC/ST 291 candidates were selected under this scheme.

Rajiv Gandhi National Fellowships for SC/ST

The Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs have entrusted and funded the UGC for implementation of the scheme of Rajiv Gandhi National Fellowships for SC and ST candidates by providing 2667 slots per year i.e. 2000 for SC category and 667 for ST category. The number of slots for SC has been increased from 1333 to 2000 w.e.f. 2010-11.

The main objective is to minimize the social disparities in the field of Higher Education. The Central Government through UGC provides 2667 Research Fellowships for SC/ST candidates to undertake advanced studies and research leading to M.Phil/Ph.D. degrees in Sciences, Humanities and Social Sciences including languages and Engineering & Technology. The tenure of the fellowship is for five years. A total of 4,041 and 2,036 candidates were selected under SC and ST categories respectively. An expenditure of `137.86 crores (for SC candidates) and `60.65 crores (for ST candidates) respectively was incurred during the year 2010-11 under the plan scheme.

Post-Doctoral Fellowships for SC/ST

The objective of the fellowship scheme is to provide fellowships to SC/ST candidates, who have obtained a doctorate degree and have published research work to their credit, for doing advanced research in their chosen areas. For this purpose, the UGC has been providing 100 slots every year for them. During the financial year 2010-11, 100 SC/ST candidates have been selected out of 100 slots for the year 2009-10. An expenditure of Rs.4.17 crores was incurred during the year 2010-11 towards payment to the fellows selected for the year 2009-10.

Post-Graduate Scholarships for SC/ST Students in Professional Courses

Keeping in view the social background of the candidates from deprived sections of the society, the scheme has been initiated to provide them an opportunity to undertake post-graduate level studies in professional courses. The tenure of the scholarship is for two/three years depending upon the duration of Degree course. The number of slots made available to them is 1000 every year. During the financial year 2010-11, 935 SC/ST candidates have been selected out of 1000 slots for the year 2009-10. An expenditure of Rs.12.40 crores was incurred during the year 2010-11 towards payment to the scholarship holders under this plan scheme.

Maulana Azad National Fellowships for Minority Students

The UGC has been entrusted to implement the scheme of Maulana Azad National Fellowship for Minority students by the Ministry of Minority Affairs (MOMA) from the year 2009-10. The objective of the scheme is to provide integrated five year fellowships in the form of financial assistance to students from minority communities, as notified by the Central Government, to pursue higher studies such as M. Phil and Ph.D. The number of slots available under the fellowship scheme is 756 every year. 755 students are getting the fellowship. An expenditure of Rs.15.04 crores was incurred during the year 2010-11 towards the payment to the selected fellows.

7.4 Incentivising Woman's Inclusion

Development of Women's Studies in Indian Universities and Colleges

The Women's Studies Programme which was initiated in VII Plan Period, was promoted, strengthened and given direction to over various plan periods by establishing Women's Studies Centres in the University System. These Centres have contributed significantly to the promotion and expansion of Women's Studies in teaching, research and field action. As on 31.03.2011, as many as 159 Women's Studies Centres (83 in universities and 76 in colleges) including 28 centres set up in 2010-11, have been functioning in the University system.

Special Scheme for construction Hostels for Women

With a view to providing hostels and other infrastructural facilities in the colleges to achieve the goal of enhancing the status of women, the Commission had introduced a special scheme for the construction of Women's Hostels during the year 1995-96. The Colleges which come within the purview of the UGC and are fit to receive central assistance under Section 12B of the UGC Act, are eligible to receive financial assistance. The financial assistance from the UGC is on 100% basis, subject to the ceiling. During 2010-11, a total grant of Rs.118.68 crores had been released to 599 state colleges by the UGC Regional offices for construction of Hostels for Women. The colleges of Delhi have been paid to the extent of Rs.1.30 crores by the UGC Head Office for the purpose of constructing hostels for women during the year under report.

Capacity Building of Women Managers in Higher Education

The scheme of Capacity Building of Women Managers in Higher Education is to facilitate the constituencies of women faculty, administrators and staff within the higher education system to increase the participation of women in higher education management for better gender balance, to sensitize the higher education system through policies and procedures, which recognize women quality and diversity and facilitate their advancement and to develop qualitative higher education by involving the unutilized pool of women capable of becoming administrators. The specific objectives of the scheme are to develop a perspective plan and strategy for reducing the gender gap in the higher education system, to offer various training programmes at different levels to women for stimulating them to aspire to become administrators, to develop relevant training materials for various programmes in print and electronic media, to support gender positive initiatives such as gender equity cell and developing sensitivity index, etc., to increase and support development of linkages among women managers in higher education through networking. The programme encompasses presently the following four types of training and skills development workshops for capacity building of women:

- (1) Sensitization/Awareness/Motivation (SAM) Workshops (five days duration);
- (2) Training of Trainers/Master Trainers Workshops (six days duration);
- (3) Management Skills Training Workshops (six days duration);
- (4) Refresher Workshops (three days duration)

During 2010-11, two Training of Trainers (TOT) Workshops, one Refresher Workshop and 65 sensitization/ Awareness/Motivation (SAM) workshops were organized by various universities and colleges. An amount of Rs. 3.64 crores was released to the universities and colleges during the year under report for the purpose of organizing the workshops.

Post Doctoral Fellowships for Women

The objective of the scheme is to provide an opportunity to the unemployed women with Ph.D. degrees, and who intend to pursue post-doctoral research on full time basis. At present, there are 100 slots per annum. Applications received against the advertisement during the year 2008-09 have been short-listed by the Screening Committee and the Expert Committee had recommended 85 candidates. Out of the number of recommended candidates, 11 candidates had been supported for financial assistance during 2010-11 as per their joining reports received upto 31.03.2011.

Indira Gandhi Post-Graduate Scholarships Scheme for Single Girl Child

The govt. of India has taken various steps to uplift the status of women by implementing various schemes/programmes including free education for girls, declaration of elementary education as a basic human right of every child. The Indira Gandhi Post-graduate Scholarship for Single Girl Child Scheme is one of such schemes, with an aim to compensate direct cost of girl education at all levels especially for such girls who happened to be only girl child in the families. The number of girl students who are benefited PG academic session 2010-12 was 2299.

Schemes for Persons With Disabilities

(i) Higher Education for Persons with Special Needs (HEPSN)

The HEPSN scheme is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences for differently-abled persons. Creating awareness about the capabilities of differently-abled persons, construction aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme. The UGC will make a one-time grant of up to Rs.5.00 lakhs per college during the Plan period.

(ii) Financial Assistance to Visually Challenged Teachers During XI Plan

The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a Reader and by using teaching and learning aids by way of providing Reader's Allowance and funds for purchase of Braille books, recorded materials etc. the objectives of the scheme is to provide facility to help visually challenged permanent teachers to achieve self-dependence by using various aids for teaching, learning and research. Allowance to visually challenged permanent teachers will be Rs.18000/- p.a. 951 colleges were assisted with a grant of Rs. 5.28 crores in 2010-11.

Section 8

Progress of Different Bills Introduced in the Parliament

Presently, the following legislative proposals for reforms in Higher Education have been initiated which are at various stages of finalization:

8.1 Establishment of the National Commission for Higher Education and Research (NCHER)

The proposed National Commission on Higher Education and Research (NCHER) will cover all areas/disciplines of learning and disciplines including general, technical and professional education. Only agricultural education is excluded from its purview since agriculture falls within the State List in 7th Schedule to the Constitution. The Government had constituted a Task Force to aid and assists it in the establishment of a Commission for Higher Education and Research. On the basis of the report submitted by the Task Force, the legislation was redrafted. The Bill has been approved by the Cabinet and has been introduced in the Parliament.

8.2 The Educational Tribunals Bill, 2010

This Bill envisages to adjudicate on disputes among stakeholders within institutions and between institutions so as to reduce litigation in courts involving universities and higher education institutions. This Bill was introduced in Parliament on 3rd May, 2010 and was passed by the Lok Sabha on 26th August, 2010. Certain amendments have been proposed in the Bill based on the recommendations made by the Parliamentary Standing Committee (PSC) on Human Resource Development (HRD) and the amended Bill may be moved for consideration of Parliament in the next session. Amendments, inter-alia, provide for representation of an academic member and a SC/ST member in the selection committee for selection of Chairman and members of the Tribunals, and reduction of eligibility age for selection as Chairman and members from 55 years to 45 years.

8.3 The Prohibition of Unfair Practices in Technical Education Institutions, Medical Education Institutions, and Universities Bill, 2010

This Bill provides for prohibition of certain unfair practices in respect of medical and professional education institutions and universities, in order to protect the interest of students

and applicants seeking admission to such institutions and for allied matters. This Bill was introduced in Parliament on 3rd May, 2010 and was before the Parliamentary Standing Committee on Human Resource Development (HRD). The report of Standing Committee has been received and official amendments have been drafted in consultation with the Ministry of Law, Legislative Department, after approval of Human Resource Minister (HRM). The amended Bill would be moved for consideration of Parliament.

8.4 The National Accreditation Regulatory Authority for Higher Education Institutions Bill, 2010

This Bill is for mandatory accreditation of all higher education institutions through accreditation agencies registered by a regulatory authority created for the purpose at the national level. This Bill was introduced in Parliament on 3rd May, 2010 and the same was referred to Parliamentary Standing Committee on Human Resource Development. The Report of the Standing Committee has been received recently, which is under examination in consultation with the Expert Group constituted by the Government.

8.5 The National Academic Depository Bill, 2011

The Bill provides for creation of a National Electronic Database of academic awards and its maintenance by an authorized depository and has been introduced in the Lok Sabha on 5.9.2011 and the same has been referred to the Parliamentary Standing Committee on HRD.

8.6 The Universities for Research and Innovation Bill, 2011

This Bill provides a framework for the establishment of Universities for research and Innovation, aiming at World class standard universities. These universities would be set up in the public mode, on PPP mode and also purely privately funded. Note for the Cabinet on Universities for Innovation Bill, 2011 was circulated to different Ministries/Departments for comments. Incorporating the comments/views of various Ministries, the same has been sent to Ministry of Law and Justice, Department of Legal Affairs for vetting in consultation with Legislative Department. A Note for Committee of Secretaries (COS) is being sent to the Cabinet Secretariat.

8.7 The Foreign Education Institutions (Regulation of Entry and Operations) Bill, 2010

This Bill is in the public interest to maintain the standards of higher education within the country as well as to protect the interest of the student community. An ideal regulatory framework could be one in which reputed institutes are able to enter and operate in terms of India's national policy, while at the same time, sub-standard or 'fly-by-night' operators are

checked and controlled. This Bill was introduced in the Lok Sabha on 3.5.2010 and was referred to the Parliamentary Standing Committee (PSC) on Human Resource Development (HRD). The PSC on HRD has examined the Bill and has submitted its 237th Report containing its observations and recommendations on the above Bill. Action to place the matter before the Cabinet is under process ,for moving the amended Bill in the winter session of the Parliament.

8.8 Amendment of the Institutes of Technology Act, 1961

This Bill envisages: (a) inclusion of eight new IITs within the purview of the Institutes of Technology Act, 1961 and introducing the Institutes of Technology(Amendment) Bill, 2010 in the next Session of Parliament; (b) conversion of the Institute of Technology, Banaras Hindu University (IT, BHU), a constituent unit of the Banaras Hindu University, a Central University into Indian Institute of Technology (Banaras Hindu University), Varanasi and integrating it with the IIT system in the country. and (c) release of plan grant of Rs. 422.96 crore including additional Rs. 154.73 crore) during the XI plan period (from 2010-11 to 2011-12) for conversion of IT, BHU into IIT, BHU. The Bill was referred to the Department related Parliamentary Standing Committee (PSC) by the Lok Sabha. The PSC made some observations/recommendations on the provisions of the Bill. While some of the observations/ recommendations of the PSC were accepted, some of them were not accepted due to specific reasons. The revised Institutes of Technology (Amendment) Bill, 2011, as approved by the Cabinet was passed by the Lok Sabha on 24.3.2011. Thereafter, the Bill was listed in Rajya Sabha in the Monsoon Session and again in the Winter Session of the Parliament.

8.9 Amendment to the Architects Act, 1972

The Architects (Amendment) Bill, 2010 was introduced in the Rajya Sabha on 31st August, 2010 to provide for-

- (a) Amendment of section 6, so as to amend sub-section (1) with a view to omit certain words there from and insert a new sub-section (6) with a view to provide for the notification of the names and addresses of the Members of the Council in the Official Gazette;
- (b) Insertion of new sections 10A and 10B with a view to make provision for issuance of directions by the Central Government and to provide for supersession of Council on certain grounds and for a total period not exceeding two years. The recommendations of the Standing Committee have been examined and incorporated in the Bill by way of

official amendments. On the basis of recommendations of the Parliamentary Standing Committee, it has been decided to bring further improvements in the Architects (Amendment) Bill, 2010, by incorporating a provision relating to power to Central Government to refer to a Commission of Inquiry on the failure of the Council of Architecture to comply with the provisions of the Architects Act, 1972; issue of directions to the Council on policy matters and supersession of the Council for a period not exceeding one year in case the Council is unable to perform, or has persistently made default in the performance of duty imposed on it by or under the Architects Act, 1972 or has exceeded or abused its powers, or has wilfully or without sufficient cause failed to comply with any direction issued by the Central Government.

8.10 National Institute of Technology (Amendment) Bill, 2010

To make National Institute of Technology Act, 2007 more effective, necessary amendments were moved on the following accounts:

- (i) To strengthen existing transitional provisions of the NIT Act, 2007;
- (ii) To give representation to nearby premier Central Institution in the Board of Governors of NITs;
- (iii) To amend the procedure for appointment of Deputy Director in NITs; and
- (iv) To incorporate Indian Institutes of Science Education and Research (IISERs) in the NIT Act by making suitable provision in the NIT Act, 2007. The NIT (Amendment) Bill, 2010 has been passed by the Lok Sabha on 19.8.2011. The Bill could not be considered and passed by the Rajya Sabha during the winter session of Parliament. The same would be again taken up in the ensuing session of Parliament.

8.11 Amendment of Copyright Act, 1957

In the knowledge society in which we live today, it is imperative to encourage creativity for promotion of a culture of enterprise and innovation so that creative people realise their potential. The Copyright Act, 1957 was enacted to amend and consolidate the law relating to copyrights in India. The Act is now proposed to be amended with the object of making certain changes for clarity, to remove operational difficulties and also to address certain newer issues that have emerged in the context of digital technologies and the Internet. A Bill to amend the Copyright Act, 1957 has already been introduced in Parliament on 19th April 2010 and the Report of the Parliamentary Standing Committee has since been received.

Section 9

Academic Reforms and Quality Up-gradation

Academic reforms for quality up-gradation in higher education are being undertaken by restructuring the institutional framework. Academic reforms to be carried out include introduction of choice based credit system, CCE, and regular revision of curricula for making them up to date and relevant to contemporary and future needs. Due to rapid expansion, in higher education is number of quality teachers required is quite large. During the year numbers of initiatives were undertaken for quality improvement in both general and technical education.

- (i) Preparing for National Mission on Teacher and Teaching In the XII Plan, it is proposed to launch a National Mission on Teachers and Teaching. The Mission will address the gamut of issues besetting the area of teachers, teacher education and quality of teaching, such as, teacher/faculty shortages and vacancies; recruitment policies; capacity building of teachers for improvement in qualification, pedagogic skills, technology enabled teaching; continuous training and retraining; pre-service and in-service training; teacher absenteeism and accountability; revamping Academic Staff colleges; academic growth and development of university teachers and engineering technical teachers.
- (ii) Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank: The TEQIP Phase II is being implemented as a Centrally Sponsored Scheme with the assistance of World Bank from the year 2010-11. The Scheme includes two components—Improving Quality of Technical Education in selected Institutions; and Improving Systems Management. The project is for a period of 4 years and covers about 200 institutions based on competitive funding. Under component one 63 Government/ Government aided and 25 Private Institutions were selected. Under component two 59 Government/Government aided and 14 private institutions were selected. An amount of Rs. 137 crore has been released as central fund to 100 selected institutions.
- (iii) Setting up of 374 Model Degree Colleges -The Central Government Has approved a scheme to assist State Governments to set up Model Degree Colleges in each of the 374 identified educationally backward districts where the Gross Enrolment Ratio (GER) for higher education is less than the national GER. The Scheme caters to the

needs of students in educationally backward districts and is designed for improving access, equity and inclusiveness.

During the reporting year, 116 proposals were received from colleges through universities. Out of which, 37 proposals from 20 universities of eight states had been approved, 31 proposals had been rejected and in 48 cases, documents have been called for as per the guidelines of this scheme. A total grant of Rs.18.69 crores was released during 2010-11 to the 37 approved colleges.

(iv) Sub-Mission on Polytechnics under Coordinated Action for Skill Development:

In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007, announcing the launch of a Mission on Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics is having the following components -

- Setting up of New Polytechnics-Out of 300 unserved/undeserved districts to be provided financial assistance of Rs 12.30 crores during XI five year Plan, 277 Districts have been provided partial financial assistance of Rs 15666.99 crores till 31st January,2012.
- Strengthening of existing Polytechnics-The Schemes aims to provide financial assistance to 500 polytechnics during XI Plan Period subject to a maximum of Rs 2 crores per Polytechnics. The partial financial assistance of Rs 209.30 crore under the Scheme has been provided to these polytechnics till 31st January 2012.
- Construction of Women's Hostels in Polytechnics-481 Polytechnics have been provided partial financial assistance of Rs 202.00 crore under the Scheme till 31st January 2012.
- Scheme of Community Development through Polytechnics (CDTP)-As per available reports, till 31.01.12, 1.43 lakh persons have availed training under the scheme during financial year 2011-12.

(v) Setting up of new IIITs on Public Private Partnership basis- To address the increasing skill challenges of the growing Indian economy, the steps are being taken to set up technical institutes at various levels on PPP mode. The partners in setting up of 20 IIITs would be the MHRD, Governments of the respective States where each IIIT will be established and the Industry. The capital cost of each IIIT would be contributed in the ratio of 50:35:15 by the Central Government, the State Government and the

Industry respectively. In the North Eastern states the Centre, State and Industry contribution ratio be 57.5: 35:7.5 respectively.

(vi) Central Scheme to provide full interest subsidy on Education Loan

The Central Government has launched a new Central Scheme to provide full interest subsidy during the period of moratorium on educational loans for students belonging to economically weaker section (with family income from all sources less than Rs 4.5 lakh annually) from scheduled banks, under the Education Loan Schemes of the Indian Banks Association (IBA) for pursuing courses of studies in professional/technical streams from recognized institutions in India.

(vii) Scheme of Apprenticeship Training

Implementation of the scheme of Apprenticeship Training is a statutory requirement under Apprenticeship Act, 1961. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 Vocational pass outs in about 10000 industrial establishments/ organizations as per policies and guidelines laid down by the Central Apprenticeship Council (CAC), which is an apex Statutory Body constituted under the Apprenticeship Act, 1961.

The four Regional Boards of Apprenticeship/Practical Training (BOATs/BOPT) located at Mumbai, Kolkata, Kanpur and Chennai which are fully funded autonomous organization of Ministry of Human Resource Development (Department of Higher Education) have been authorized in their respective regions to implement the Scheme of Apprenticeship Training under Apprenticeship Act, 1961, as amended from time to time.

(viii) Promotion of Post Graduate Education and Doctoral Education (UGC Schemes for Quality and Excellence)

Junior Research Fellowships (JRF) in Science, Humanities and Social Sciences for Indian Nationals

The main objective is to provide an opportunity to NET qualified candidates to undertake advanced studies and research leading to M.Phil./Ph.D. degrees in Sciences, Humanities and Social Sciences, including languages and Sciences. The University Grants Commission (UGC) allocated 6600 slots of JRFs to universities and colleges for the candidates who qualify National Eligibility Testing (NET) of the UGC and the UGC-CSIR. The selection for

JRF is made by the universities/colleges/institutions. The total tenure of fellowship is for five years. An expenditure of Rs.43.72 crores was incurred during the year 2010-11 under JRF in Sciences, Humanities and Social Sciences.

Junior Research Fellowships (JRF) in Engineering & Technology

On the basis of interface meeting, the UGC selects 50 candidates every year under the scheme of JRF in Engineering & Technology to provide an opportunity to the scholars to undertake advanced studies and research leading to M.Phil/Ph.D. Degrees in Engineering & Technology, Pharmacy and Agricultural Engineering for a period of five years (non-extendable). An expenditure of Rs.0.92 crore was incurred during the year 2010-2011.

PG Scholarships to GATE qualified students of M.E./M.Tech./ M.Pharma

The objective of the scheme is to help the graduate students to pursue Post Graduate studies in Engineering/ Technology/Pharmacy in higher educational institutions. The tenure of the scholarship is two years. The number of slots is 1400 per annum. An expenditure of `8.86 crores was incurred during the year 2010-11 towards payment to the students admitted in the above courses.

Research Fellowships in Sciences for Meritorious Students (RFSMS) (under BSR Programme)

The Research Fellowships in Sciences for meritorious students (RFSMS) scheme, which was started in

2007-2008, is open to candidates who have registered for Ph.D. in Science in Universities with Potential for Excellence, Centres with Potential for Excellence, Departments identified under Special Assistance Programme(SAP) and non-SAP Science Departments.

Up to 31st March, 2011, as many as 5244 Fellowships have been allocated to various Science departments and 2926 Research Fellows are in position. During 2010-11, a total grant of Rs.31.85 crores was released to the Fellows who are working in the selected Science departments of State/ Central/Deemed Universities.

Research Fellowships in Humanities & Social Sciences for Meritorious Students (RFHSSMS)

The Research Fellowships in Humanities & Social Sciences for meritorious students (RFHSSMS) scheme, which was initiated in 2009-2010 is open to candidates who have registered for Ph.D. in Humanities & Social Sciences in Departments identified by UGC

under Special Assistance Programme (SAP). Up to 31st March, 2011, as many as 165 fellowships have been allocated to the Departments identified under SAP Programme and 46 Fellows are in position. During 2010-11, a total grant of Rs.59.40 lakhs was released to the Fellows who are working in the selected departments of various State/ Central/Deemed Universities.

Post-graduate Merit Scholarships for University Rank Holders at Undergraduate level

For India to emerge as a powerful nation, there is an urgent need to attract young and talented boys and girls in the fold of Post-Graduate education by way of providing them good incentives in the form of scholarships. The UGC, therefore, initiated and implemented a Post-graduate Merit scholarship for University rank holders at Undergraduate level. The number of beneficiaries in PG Academic Session 2009-11 was 115.

Research Funding Council for Supporting Research Scheme (Minor & Major Research Projects)

The objective of the Scheme is to promote excellence in research in higher education by supporting research programmes of college teachers in various disciplines. Teachers of eligible colleges can apply under the scheme of Minor Research Projects and get a financial assistance upto Rs.1.00 lakh.

The number of projects approved, budget allocation and the grant released by the UGC for Major and Minor Research Projects during the year under report are Sciences- Major 929, Minor 100; in Social sciences- Major 707 and Minor-69. Number of proposals approved during 2010-11 by UGC regional offices were 1483 in Sciences and 2818 in Social Sciences. An amount of Rs. 32.36 crore was paid for newly approved projects during 2010-11.

Research Workshops/Symposia and Conferences in Colleges

Under the scheme financial assistance is provided to institutions for organizing Workshops/Seminars / Symposia and Conferences at National and International Level in various fields. Further, the scheme intends to promote high standards in colleges by way of extending facilities to teachers and researchers by providing a forum for sharing their knowledge, experiences and research. Number of proposals approved during 2010-11 were 2835 and amount spent was Rs. 21.13 crore.

Section 10

Open and Distance Learning

Open and Distance Learning system provides opportunities to the diverse requirements of learners through its flexible and innovative approach. Presently, there are: one National Open University (IGNOU), thirteen State Open Universities (SOUs) and more than 186 Distance Education Institutes (DEIs) functioning under conventional universities and 25 private/autonomous institutions. They all come under the purview of Distance Education Council.

In order to provide quality education Distance Education Council (DEC) was established under Statute 28 of the IGNOU Act, 1985. DEC coordinates maintenance of standards in the Open and Distance Learning system.

(i) Open Universities

Indira Gandhi National Open University (IGNOU)- IGNOU was established by an Act of Parliament in 1985 with dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in ODL system. Presently, IGNOU serves the educational aspirations of over 4 million students in India and 36 other countries through 21 Schools of Studies and a network of 67 Regional Centres, around 3,000 learner support centres and 67 overseas centres. The University offers about 490 certificate, diploma, degree and doctoral programmes, with a strength of nearly 420 faculty members and academic staff at the headquarters and regional centres and about 36,000 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others.

IGNOU's student strength has grown to about 2.7 million with over 7,32,598 having enrolled during 2011-12. IGNOU also maintains a Flexi-Learn platform for free and easy access to its open courses. IGNOU has been implementing the following programmes:

- Regular two-way Audio and one-way Video Teleconferencing
- Interactive Radio Counselling
- Gyan Darshan
- Gyan Vani

- EDUSAT or Educational Satellite
- A Pan- African Satellite hub

State Open Universities-There are 13 SOUs in the country offering programmes in diverse disciplines. They receive financial assistance from the State Governments of States in which they are established and Central government also provides grant through DEC for overall development.

(ii) Distance Education Institutions

Directorates of Distance Education in Universities- At present there are 186 Directorates of Distance Education located in conventional universities, including institutions deemed to be universities (both public sponsored and privately managed) which have recognition from DEC for offering ODL programmes.

Private Institutions offering education through distance mode - There are 25 private institutions offering programmes in distance mode and approved by DEC.

(iii) Commonwealth of Learning (COL) - COL was established through a MOU between Governments of Commonwealth countries in 1988. COL is voluntarily funded by the Commonwealth countries, India being the third major donor after UK and Canada. India made a contribution of Rs. 4.00 crore to COL during 2010-11. COL focuses its activities on preparation of instruction materials, telecommunication technology, training and information service. COL has set up its Educational Media Center for Asia (CEMCA) in India and Joint Secretary in charge of Distance Learning is *ex-officio* member on the Advisory Council of CEMCA.

Section 11

Information and Communication Technology and Technology Enabled Learning

i) National Mission on Education through Information and Communication Technology (NMEICT)

The National Mission on Education through Information and Communication Technology 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 an any time anywhere mode. The Mission was launched by Ministry of Human Resource Development, Government of India in February, 2009 with an outlay of Rs 4612.00 crore.

The objective is to make the best use of ICT with the purpose of identification and nurturing of talent and life-long learning as well as to extend the educational facility to a larger section of people. The NMEICT scheme comprises 48 different components structured broadly around building e-content, enabling access and developing low cost access-cum-computing devices.

Sakshat: One Stop education portal

Sakshat: One stop education portal launched on 30.10.2006 by his Excellency, the then President of India Dr. A.P.J. Abdul Kalam, to facilitate lifelong learning of the students, teachers and those in employment or in pursuit of knowledge, free of cost to them. The portal would become the main delivery portal for the contents developed under the National Mission on Education through ICT. The portal also provides Mission related information and facilitates public scrutiny, feedback and transparency for the projects undertaken by the Mission. In order to fulfil this goal, 'Sakshat' has been assimilated in NMEICT (<http://www.sakshat.ac.in>)

Building Connectivity and Knowledge Network

The Mission aims to extend computer infrastructure and connectivity of upto 10 Mbps to over 25000 + colleges and 2000 polytechnics in the country and 1 Gbps each to 419 universities/deemed universities and institutions of national importance as a part of its motto to provide connectivity upto to the last mile. NMEICT encompasses all the three elements. Connectivity to universities and colleges is in progress and as on 31.1.2012, 391 universities and more than 14578 colleges in the country have been connected.

ii) National Programme on Technology Enhanced Learning (NPTEL)

NPTEL provides e-learning through online Web and Video courses in engineering, science and humanities streams. The Mission of NPTEL is to enhance the quality of engineering education in the country by providing free online courseware. NPTEL is a joint initiative of IIts and Iisc funded by the Mission. Over 250 courses are complete and made available in NPTEL phase-I and another 996 courses in various disciplines in engineering and science are getting generated in phase-II of NPTEL. (<http://nptel.iitm.ac.in>)

E-Content Generation for UG and PG Courses

For UG courses, Consortium for Educational Communication (CEC) has been tasked for e-content generation. In phase-I, e-content for 19 UG subjects and in Phase-II, e-content for 68 subjects will be generated (<http://www.sakshat.ac.in/cec>). For 77 PG subjects, e-content generation activity has been assigned to the University Grants Commission (UGC).

Availability of Low Cost Access Device (LCAD) for use of ICT in Education

The Mission has funded the development of Ultra Low Cost Computing Devices to enable students, wherever they may be, to access education content. Indian Institute of Technology (IIT), Rajasthan has been released Rs 47.72 crores by the Ministry of Human Resource Development for the project pertaining to (a) Acquisition and Testing of Low Cost Access-cum-Computing Device and (b) Hardware and software optimization LCAD under the scheme of NMEICT.

The Low Cost Access-cum-computing Device, 'AAKASH' was launched by Hon'ble Minister of Human Resource Development on 5.10.2011 at Vigyan Bhawan, New Delhi.

The 'AAKASH' tablet has 7" display with 800x480 pixel resolution. It runs on Android 2.2 Froyo Operating System and is powered by 366 Mhz processor with Graphics accelerator and HD video coprocessor. For internet connectivity, it has inbuilt Wi-Fi support.

iii) Virtual Labs

A strong laboratory component is at the heart of all the engineering disciplines. It is a challenging job to provide an effective lab experience to engineering students under several constraints. MHRD started Virtual Labs Project in 2009 under the National Mission on Education through ICT. The Virtual labs project aims to address the above stated issues and remote access to laboratories in various disciplines of Science and Engineering through the Internet. These Labs are designed to cater to students at the undergraduate level, post

graduate level as well as to research scholars of engineering and science. About 150 Virtual Labs are under development in various disciplines of these, 89 labs (with nearly 750 experiments) have been launched on 23-02-2012 by Hon'ble Minister of Human Resource Development.

iv) Educational Resource Planning (ERP)

ERP mission has been funded by MHRD. Its objective is to develop and then deploy the software services for academic institutes of India. Currently, operational services offered include-Brihaspati-3 learning management system, Library management system, Election Management system for students and other bodies within institutes. Some of the systems - online admission, grant management system etc. has been built and online examination system is integrated as part of Brihaspati-3 and thus deployed as a National service. Currently, there are seventy one institutes having active account on Brihaspati-3 system.

v) National Library and Information Services Infrastructure for Scholarly Content (N-LIST)

The 'National Library and Information Services Infrastructure for Scholarly Content (N-LIST)', funded by the National Mission on Education through Information and Communication Technology (NMEICT), provides for access to scholarly content to colleges, universities as well as centrally funded technical institutions through its four distinct components, i.e. (i) Subscription to UGC-INFONET e-resources for centrally funded technical institutions (IITs, IISc, IISERs, NITs, etc.); (ii) Subscription to INDEST e-resources for universities; (iii) Access to e-resources for Govt.-aided and non aided colleges; and (iv) National Monitoring Agency at the INFLIBNET Centre to manage access, monitor, promote and impart training to promote optimal usage of e-resources etc.

The N-LIST project is being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre, Ahmedabad and the INDEST-AICTE Consortium, IIT Delhi.

The N-LIST programme provides access to more than 3100 e-journals and 75,000 e-books to all degree colleges except colleges imparting education in engineering, management, medical, nursing, pharmacy and dentistry. As on 31st October, 2011, 2096 colleges have registered themselves for the N-LIST programme.

vi) Education Satellite (EduSAT) and Direct to Home (DTH) Platforms

The NMEICT is envisaging delivery of educational content to the students not only at their institutions but also at their homes. For this, the MHRD is setting up a large number of Direct to Home (DTH) educational channels in the country, 50-60 channels shortly and 1000 channels in Phase II, one DTH channel for every subject for every class and in many of the regional Languages. Department of Space Has allotted two Ku-band Satellite transponders in INSAT/GSAT-8 to MHRD for NME-ICT programme with total Lease charges of Rs. 9.5 crore per annum, plus tax from February 1, 2012.

Part IV

Conclusion

Section 12

Conclusion

Literacy, an important indicator of economic development has, long been considered a major tool for empowerment and nurturance of democratic values and peace among people. The Census definition of literacy as ‘a person with age seven and above, who can both read and write in any of the languages’ has now been extended to imparting comprehensive life skills to access all developmental resources. Special attention is now given not only to women, but also SCs, STs, Minorities, other disadvantaged groups, and adolescents in rural areas of low literacy states with greater community participation. Though both male and female literacy in the country have gone up since

the last Census, most States have still not been able to achieve the objective of 80% literacy level by 2012 and the gap between male and female literacy continues to remain more than the targeted 10 percentage points.

Education has always been accorded top priority in our development plans, right from 1951 onwards. The original Article 45 in the Directive Principles of State Policy in the Indian Constitution also provided for free and compulsory education to all children upto the age of fourteen years. This has been further supported by series of policy and programmes for ensuring quality and equity in Education. All such efforts finally got subsumed under the Eighty-Sixth Constitutional Amendment Act, 2002 which has made free and compulsory education for all children of the ages six to fourteen years, a fundamental right.

Consequently, initiatives have been taken to create awareness about the Right of Children to Free and Compulsory Education (RTE) Act 2009 that became operative on April 1, 2010. Steps were taken to provide institutional and financial support for universalizing elementary education (UEE). The concept of UEE is not just restricted to opening schools and increasing numbers in the schools but also to reach the unreached and improving their learning competencies. Special attention has been paid to improving school infrastructure and teacher quality. As a result not only has the Gross Enrolment Ratio (GER) gone up for boys, girls and socially disadvantaged groups but also the drop-out rates have gone down both at the primary and upper primary levels. Steps have been taken to promote participation of girl child, bringing in out-of-school children and children with special needs within the ambit of RTE. However, the gap between the overall and disadvantaged groups continues to remain. Suitable strategies are thus required to bridge these gaps and more importantly to plug the repetition rates. Teaching quality is yet another area of concern for which measures have

been taken for both quality teacher recruitment, teacher training and management. Central Teacher Eligibility Test has been instituted to select only the best as teachers. In order to address the inter-regional differentials in educational development, 258 Special Focus Districts have been identified for targeted interventions to improve educational quality in these districts and bring them at par with other developed districts.

It can be seen that in order to ensure that the issues of exclusion and disadvantage are addressed properly, a three pronged strategy was followed: (i) Developing appropriate school curriculum and ensuring inclusive classroom transaction (ii) Training all major stakeholders – teachers, head teachers, resource persons, and educational administrators for treating disadvantaged children with greater sensitivity and to address such issues in the School Development Plans (iii) Re-conceptualizing the term ‘incentives’ (given to these disadvantaged groups of children) to “entitlements”, in the light of the new perspective of ‘education as child right’.

With literacy rates nearing 75% and UEE reaching completion levels, the XI Five Year Plan initiated a major move towards universalization of secondary education through the launch of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The basic objective of the programme is to provide smooth transition to higher levels of learning as well as the world of work given the emerging demands from a market driven global economy. RMSA has been envisaged as a single comprehensive scheme to address issues of coverage and quality in secondary education in a holistic fashion. While increased public investment by the Government in this sector is planned, private participation through PPP mode is also being encouraged. The RMSA was launched with definite time targets of achieving universal secondary school access by 2017 and universal retention by 2020.

The purpose here is not only to increase physical accessibility to secondary schools but also provide social and cultural equality by accommodating diverse groups of children in every school and delivering such education that is relevant for making secondary school graduates ‘work ready’. With the launch of Vocational Education and Training (VET) in mission mode, vocational education is now slated to begin right from class IX and X with greater flexibility as per the new National Vocational Education Qualification Framework (NVEQF). The new system provides for multiple entry/exit points for continued learning and skill upgradation through 250 competency based modular courses to be developed with industry involvement.

Innumerable reforms have not only been initiated for improving access, equity and quality of school education but also higher education. The Indian higher education sector has grown manifold, both by way of size and diversity of service providers. So much so that India today stands at number one in the world in terms of number of higher education institutions and number three in terms of enrolment, coming next to only China and the U.S. The system is now more mass-based and democratized with one third to 40% of enrolments coming from lower socio-economic strata, and women comprising of over 40% of the total enrolments. However, still the gender and social gap in enrolments is high. Despite such massification, even today access to higher education eludes a large section of the population in the age group 18 to 25 years. It is much lower than not only the developed countries (81 in US, 80 in Australia, 74 in Finland, 88 in Canada and 52 in UK) but also many developing countries of East and South East Asia. The skewed development of this sector is evident from the fact that roughly 75% students were enrolments in Arts-Commerce-Sciences while only a little more than 25% were enrolled in professional courses. However, recent years have seen large scale privatization and professionalization in this sector. In addition, a number of open and distance learning (ODL) universities and colleges have come up to supplement expansion of this sector and increase its reach.

In addition to expansion and excellence, equity in Higher Education has been an important objective of the Government. A multitude of schemes were initiated and some existing ones strengthened to bridge the gender and social gap. Schemes were initiated to promote research and innovation in science, social science as well as technical streams with specific schemes for women and other disadvantaged groups. Recognising regional disparities in access to higher education, the Central Government has approved a scheme to assist State Governments to set up Model Degree Colleges in each of the 374 identified educationally backward.

Concern has been raised over poor 'employability' of Indian graduates for want of requisite skills in the ever dynamic job market. In order to address this issue, skill development through promotion of apprenticeship training, setting up of new polytechnics and IITs in PPP mode, job oriented self-financing courses, add-on courses all have been extended to align the Indian higher education system to the global market skill needs.

Various interventions were made for teacher development, infrastructure creation particularly science laboratories, ICT enabled education, curriculum reforms and teaching learning reforms to enhance quality at all levels of education.

It can thus be concluded that the three pillars of *expansion, equity, excellence* has been the thrust areas to bring India's education sector up to global standards. The shift in the focus from quantity to quality is clearly evident in all its endeavours.
