



GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT

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

HIGHLIGHTS

**[FOR CIRCULATION IN EDITORS' CONFERENCE ON
SOCIAL SECTOR ISSUES (ECSSI – 2007),
FEBRUARY 5-6, 2007]**

INDEX

S.No.	SUBJECT	PAGE NOS.
1.	ELEMENTARY EDUCATION	1-14
2.	ADULT EDUCATION	15-19
3.	SECONDARY EDUCATION	20-25
4.	HIGHER EDUCATION & MINORITY EDUCATION	26-29
5.	TECHNICAL EDUCATION	30-33
6.	DISTANCE LEARNING & SCHOLARSHIPS	34-37
7.	PROMOTION OF LANGUAGES	38-39
8.	DEVELOPMENT OF EDUCATION IN THE NORTH-EAST	40-50
9.	FOLDER TITLED "SARVA SHIKSHA ABHIYAN"	
10.	FOLDER TITLED "INDIA'S MID-DAY MEAL PROGRAMME"	

1. ELEMENTARY EDUCATION

I. SARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan (SSA) is the national flagship programme launched in 2001-02 for achieving the goal of Universalisation of Elementary Education (UEE) through a time bound approach in partnership with States and local bodies. It is also an attempt to provide an opportunity to all children (6-14 years age) for improving human capabilities, through provision of community owned quality education in a mission mode.

SSA Goals

- All Children in school Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2005
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life

Major Components of SSA

- Opening new schools
- Alternative Schooling facilities for out-of-school children
- School grant @ Rs.2000/- per annum

- Teacher grant @ Rs.500/- per teacher per year
- Teaching Learning Equipment for new schools
- School maintenance grant @ Rs.5000/- per annum
- Civil works (School buildings, additional classrooms, drinking water & toilet facilities, boundary walls, Block Resource Centres, Cluster Resource Centres etc.)
- Teachers for new schools and additional teachers in existing schools to improve teacher pupil ratios
- Inclusive education for children with special needs
- In-service teacher training
- Community participation & training
- Innovations/ Initiatives for SC, ST children, promotion of girls education & early childhood care and education / Computer aided learning
- Free text books for SC, ST & girls
- Remedial Teaching
- Decentralised academic resource centres at block and cluster level
- Monitoring, evaluation and research

Community Mobilisation

SSA emphasizes on decentralization and community ownership of schools. The community based approach is adopted for planning at habitation level and monitoring of school activities. Participation of the community is sought effectively through a series of school-based activities that open up the school as a social institution to the community. Funds for the programme flow through local community based bodies for all school related expenditures, which constitutes more than 50% funds for SSA.

School Infrastructure

Creating basic school infrastructure is an important part of SSA. 33% of the total funds invested in the district are provided for the purpose during the programme period to create a

supportive environment for learning in schools. Innovation in terms of qualitative design, technology, functionality as well as implementation has been carried out to make the schools child friendly. Construction of School buildings, classrooms, toilets, drinking water facilities, rain water harvesting techniques, boundary walls etc., is carried out through the local bodies.

Focus on Girl's Education

SSA promotes girls education to equalize educational opportunities and eliminate gender disparities. SSA has made efforts to mainstream gender concerns in all the activities under the programme. A two pronged strategy adopted for the promotion of girls education is to make the education system responsive to the needs of girls, on one hand and generate a community demand for girls education, on the other. A strategic shift has now been made in education planning, to target low female literacy pockets and reduce gender disparity. Special efforts to bring the out-of-school girls, especially from the disadvantaged sections, to the school is a focused strategy.

Ensuring Access & Equity

Concern for education of socially disadvantaged groups is interwoven in SSA. Educational incentives to offset cost of education are provided to SC, ST and girl children. SSA also enables context specific interventions for promoting educational opportunities to such groups. Districts with substantial population of SC, ST and minority (Muslim) communities have been identified as special focus districts for targeted interventions under SSA.

Towards Inclusion

Sarva Shiksha Abhiyan aims to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. The interventions for inclusive education include early detection and identification, functional and formal assessment, appropriate educational placement, preparation of

Individualised Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, monitoring and evaluation and a special focus on girls.

Improving Quality

Quality improvement is one of the most important components under the SSA. To ensure useful, relevant, and quality education SSA provides support for – teacher recruitment and training, curriculum/ textbook renewal, development and distribution of teaching-learning materials, annual school grants, pupil assessment systems, remedial teaching, computer-aided learning, establishment of decentralized academic resource support centres, distance education, monitoring and research activities related to quality issues.

A folder containing more details about the Scheme of Sarva Shiksha Abhiyan is also placed in the kit.

II. MID DAY MEAL PROGRAMME

Background

It is an indisputable fact that the mid day meal programme exerts a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Hunger drains children of their will and ability to learn. Poor or insufficient nutrition over time makes children susceptible to diseases like measles or dysentery. Malnutrition adversely affects Universalisation of Elementary Education. Even if a malnourished child does attend school, she finds it difficult to participate in teaching-learning activities. The Mid-Day Meal Programme has, therefore, been initiated to promote school enrolment and participation, foster social and gender equality and facilitate the healthy growth of children.

2. The Mid-Day Meal Scheme was originally launched as a Centrally Sponsored programme in August, 1995 to give a boost to universalization of primary education and to improve the nutritional status of children at primary stage. In the light of certain directives of

Supreme Court as also the policy pronouncements contained in the National Common Minimum Programme of the Government, the programme was revised in September, 2004 to ensure provision of cooked mid-day meal of minimum 300 calories and 8-12 grams of protein for children studying at primary level in government, local body and government-aided schools as also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) Centres. To achieve this, an important component of assistance to States towards cooking cost was introduced.

3. Revision of Mid-Day Meal Scheme in June, 2006

3.1 Though the States had moved towards better management and added variety and value to mid-day meal, there were certain critical issues which needed urgent redressal: (i) inadequacy of nutritional value of MDM i.e. 300 calories and 8-12 grams of protein, (ii) inadequacy of Central assistance towards cooking cost, and (iii) provision for necessary infrastructure, particularly kitchen sheds. These critical issues were examined by a Sub-Committee of the National Steering-cum-Monitoring Committee (NSMC) constituted in August, 2005 and based on the Committee's recommendations, the scheme was revised in June, 2006 to provide mid-day meal with enhanced nutritional content of 450 calories and 12 grams of protein.

3.2 Main components of Central Assistance as revised in September 2006

- (i) Free foodgrains (wheat/rice) @ 100 grams per child per school day through Food Corporation of India.
- (ii) Assistance for cooking cost @ Rs. 1.50 per child per school day with mandatory contribution of 50 paise by States to arrive at overall cost norm of Rs. 2. In the case of NER States, minimum contribution is 20 paise, and Central Assistance is Rs 1.80 per child per school day.
- (iii) Reimbursement of transportation charges up to a maximum of Rs. 100 per Quintal for special-category States and up to Rs. 75 per Quintal for other States & UTs.

- (iv) Assistance for Management, Monitoring & Evaluation of the programme.
- (v) Assistance for kitchen-cum-store @Rs. 60,000 per unit; simultaneously stressing on the need to ensure convergence with other development programmes for construction.
- (vi) Assistance for cooking/kitchen devices @ Rs. 5,000 per school.
- (vii) Assistance for implementation of MDM Scheme during summer vacation in drought-affected areas.

3.3 Implementation of the programme in 2006-07

Some of the highlights of the progress are as follows:

- The scheme covers about 12 Crore children studying in over 9.50 lakh schools/EGS centres.
- Weekly menus have been prescribed by States.
- Some States even introduced eggs, fruits etc. [Andhra Pradesh, Tamil Nadu, Chhattisgarh, Orissa, Uttaranchal & Puducherry].
- Other States introduced essential micronutrients and de-worming medicines [Chhattisgarh, Gujarat, Karnataka & Madhya Pradesh].
- Management structures were set up with designated nodal officers / agencies at State, District, Block and School level.
- Centralized kitchens run by NGOs (Naandi Foundation, Akshaya Patra Foundation etc.) have also come up mainly in urban areas.
- The programme has generated employment opportunities, mostly for women of disadvantaged sections.

4. Studies conducted in 2005

Some of the evaluation studies conducted by independent agencies in 2005 reported that the programme is a functioning programme and has helped in the daily attendance and enrolment of children particularly girls. Report indicates improvement in retention, learning ability and achievement.

(i) The findings of a study conducted by Prathichi Trust in Birbhum district of West Bengal suggest that the mid-day meal has made a positive intervention in universalisation of Primary Education by increasing enrolment and attendance specifically with respect to girls and SC and ST students. The programme has also brought about improvement in the availability of teachers in the schools.

(ii) A situational analysis of the mid-day meal programme conducted by University of Rajasthan indicates that apart from enhancing enrolment and school attendance, the programme has also contributed to social equity as children sit together to share a common meal. This has further contributed to gender equity by providing employment opportunities to women thereby allowing space and time for poor working mothers.

(iii) The findings of a survey carried out in seventy most backward villages of Madhya Pradesh, by Samaj Pragati Sahyog, indicate that the meals were provided regularly and most parents felt that the scheme should continue. The learning levels among children had also shown a marked improvement. The findings also report a substantial improvement in quality of the meal.

5. Best Practices adopted by States

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

6. Achievements

The feedback on the programme points to its positive impact on enrollment and attendance of children. Social equity is being fostered through sharing of meals by children. Instances of resistance to cooking of the meal by women belonging to SC/ST communities has substantially declined. The nutritional support provided by the programme to children, many of whom suffer from hunger and malnutrition, is increasingly being acknowledged by States resulting in concerted efforts to improve the implementation of the programme.

The programme has also provided excellent opportunities of employment to women belonging to disadvantaged sections particularly SCs/STs who are being engaged as cooks & helpers. Women Self Help Groups have also been productively engaged for implementing the programme.

7. Some Important Information

Outlay for 2006-07	:	Rs. 5348 Crore
Foodgrains allocated	:	20.94 lakh MTs
Foodgrains lifted up to Dec, 06	:	56.88% of total allocation
Central assistance released to States / UTs (As on 16.1.07):		
(i) Cooking Cost	:	Rs. 2307.54 Crore
(ii) Transport Subsidy	:	Rs. 101.04 Crore
(iii) MME	:	Rs. 39.81 Crore
(iv) Kitchen sheds	:	Rs. 567.00 Crore for 94,500 schools
(v) Kitchen Devices	:	Rs. 129.87 Crore for 2.60 lakh schools

A folder containing more details about the Mid-Day Meal Programme is also placed in the kit.

III. TEACHER EDUCATION

As envisaged in the National Policy on Education (NPE), 1986, and its Programme of Action (POA), a Centrally-Sponsored Scheme of Restructuring and Reorganization of Teacher Education was launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of elementary & secondary school teachers and for provision of academic resource support to elementary and secondary schools. The Scheme had, inter alia, the following components for which Central Government has been providing financial assistance to States:-

- (i) Setting up of District Institutes of Education and Training (DIETs);
- (ii) Strengthening of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs)
- (iii) Strengthening of State Councils of Educational Research and Training (SCERTs);

2. The Scheme has been revised under the Xth Plan with the following main objectives:-

- Speedy completion of DIET/CTE/IASE/SCERT projects, which have been sanctioned but not completed up to the end of the IX Plan period.
- Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) upto the IX Plan period, optimally functional and operational.
- Sanction and implementation of fresh DIET/ CTE/ IASE/ SCERT project to the extent necessary.
- Improvement in the quality of programmes being undertaken by DIETs, etc. – especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and

secondary education in their respective jurisdiction, as measured in terms of levels of learner achievement.

3. Actual operationalization of the revised Scheme has been envisaged at two levels - the first part to be undertaken by State Governments, and the second to be coordinated at the national level, with support of apex institutions like National Council for Teacher Education(NCTE), National University for Educational Planning and Administration (NUEPA), National Council for Educational Research and Training(NCERT), universities, etc. States are required to formulate Plans for the Tenth Plan period as per their actual needs under the Tenth Plan. Central assistance for teacher education is based on these plans which are approved by the Teacher Education Approval Board, headed by Secretary (School Education & Literacy).

4. Since the inception of the Scheme in 1987, a total of 568 DIETs/DRCs and 135 CTEs / IASEs had been sanctioned upto 31.12.2006 under the Scheme. State-wise break-up of DIETs and CTEs/IASEs is Annexed.

5. The Budget Estimates approved for the year 2006-07 is [Rs.180.00](#) Crores. Out of this, total expenditure incurred so far is Rs.165 Crores.

**Scheme of Restructuring and Reorganisation of Teacher Education –Position of
DIETs/DRCs, CTEs & IASEs**

(As on 31.12.2006)

Sl. No.	State/UT	No.of distts.	No of DIETs/ DRCs (upgraded)	No. of DIETs/ DRCs New	No. of DIETs/ DRCs sanctioned	Number already Sanctioned	
						CTEs	IASEs
1	Andhra Pradesh	23	23	-	23	8	2
2	Arunachal Pradesh	15	1	10	11	0	0
3	Assam	23	15	8	23	8	2
4	Bihar	37	24	-	24	4	0
5	Chhattisgarh	16	12	4	16	1	1
6	Goa	2	1	-	1	0	0
7	Gujarat	25	16	10	26	8	2
8	Haryana	19	12	5	17	0	1
9	Himachal Pradesh	12	2	10	12	1	0
10	Jammu & Kashmir	14	14	-	14	2	0
11	Jharkhand	22	19	3	10	1	0
12	Karnataka	27	19	8	27	9	2
13	Kerala	14	13	1	14	3	1
14	Madhya Pradesh	45	34	11	45	6	2
15	Maharashtra	35	27	7	34	12	2
16	Manipur	9	2	7	9	1	0
17	Meghalaya	7	3	4	7	2	0
18	Mizoram	8	8	-	8	-	1
19	Nagaland	8	2	5	7	1	0
20	Orissa	30	26	4	30	10	2
21	Punjab	17	10	7	17	2	1
22	Rajasthan	32	22	10	22	9	2
23	Sikkim	4	1	2	3	0	0
24	Tamil Nadu	30	14	15	29	5	2
25	Tripura	4	2	2	4	1	0
26	Uttar Pradesh	70	54	16	70	3	3
27	Uttranchal	13	8	5	13	3	1
28	West Bengal	18	15	3	18	4	2
29	A & N Islands	2	1	-	1	0	0
30	Delhi	9	2	7	9	0	2
31	Pondicherry	4	-	1	1	0	0
32	Lakshadweep	1	-	1	1	0	0
33	Daman & Diu	2	0	0	0	0	0
34	Dadra & N Haveli	1	0	0	0	0	0
35	Chandigarh	1	0	0	0	0	0
	Total	599	402	166	568	104	31

IV. NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE)

National Council for Teacher Education (NCTE) was established on 17th August, 1995 in accordance with National Council for Teacher Education Act, 1993 (73 of 1993) with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. Since its establishment, NCTE has been taking various initiatives towards achieving its broad mandate. Recently, NCTE has taken following initiatives to make the teacher education programme more effective to achieve its objectives.

Initiative regarding HIV/AIDS Prevention

Under the Adolescence Education Programme (AEP) being implemented by the Ministry of HRD in collaboration with National Aids Control Organisation (NACO), NCTE has been assigned the task of integration of adolescence education components into the pre-service programmes for teachers across the country. The action plan prepared by NCTE in this regard has been forwarded to UNICEF, Delhi for looking into the possibility of financially supporting the programme. In Draft curriculum framework for Teacher Education, adequate attention has been given to issues relating to HIV / AIDS, life skills based education, adolescent education etc.

Initiative towards Promotion of Environmental Education in Teacher Education Curriculum

NCTE also took joint initiative with Centre for Environment Education (CEE), Ahmedabad for developing training materials for teacher educators in environmental education. The project is likely to be completed soon by CEE, Ahmedabad and the training materials for different level of teacher training programmes would be available. Therefore, items relating to environmental education have been suitably reflected in the draft curriculum framework for Teacher Education which is being finalised.

Peace Education

Realising the crucial and important role of teachers and teacher educators in the area of peace education, NCTE in collaboration with UNESCO decided to introduce the concept of peace education in curriculum of teacher education both in pre-service as well as in in-service teacher training programme. As a first step in this direction, a pilot project was launched in DIET, Erode in Tamil Nadu and College of Teacher Education, Jodhpur, Rajasthan. An Expert Committee was also constituted to examine specifics relating to inclusion of peace education and to suggest strategies to strengthen peace education through pre-service and in-service teacher training programmes. The suggestions made by the Committee and result of the pilot project are being considered for incorporation of peace education in curriculum framework of teacher education.

Research Scheme

A Scheme and Guideline of financial support in research and innovation in teacher education was formulated in March, 2005. Further action is being taken to create a corpus fund out of the funds available with NCTE from its internal sources to make the scheme self-sustaining in the long run.

In order to achieve quality enhancement in teacher education, the Scheme will have the following objectives:

- To promote quality research activities in teacher education in the country;
- To commission research and innovative programmes and projects;
- To undertake and conduct in-house research projects;
- To disseminate research findings and innovative practices.

Initiative Towards ICT in Teacher Education

NCTE has signed an MOU with INTEL Technology India Pvt. Ltd., Bangalore on 20th December, 2006 with a view to achieving objectives of imparting sustained professional development to all teacher educators from all the recognised institutions and making ICT an integral part of Teacher Education Curriculum.

Necessary action is being taken by NCTE towards networking of NCTE Hqrs. and its Regional Committees with institutions like CTEs and IASEs under EDUSAT.

The launching of EDUSAT dedicated fully to education has provided a tool for bringing quality education system by opening the possibilities of creating virtual class-rooms in the country wherein each student can have access to the most competent teachers and transactional mechanisms. NCTE's concern is how to make teacher education effective using virtual classrooms as an appropriate methodology of increasing teaching competencies and making them comparable with established international standards.

Initiative on Inclusiveness in Teacher Education Programme

NCTE is developing the mechanism to have inclusiveness in reference to varied abilities students through teacher education programmes. The functions of the Council are available on the website www.ncte-in.org.

2. ADULT EDUCATION

NATIONAL LITERACY MISSION (NLM)

The National Literacy Mission set up in May 1988 aims to attain a sustainable threshold level of 75% literacy by 2007 by imparting functional literacy to non-literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force. Apart from pre-determined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Literacy, as enunciated in NLM, is not an end in itself but has to be an active and potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life.

The **Total Literacy Campaign (TLC)** is the principal strategy of NLM for eradication of illiteracy. These campaigns are area-specific, time-bound, participative, cost-effective and outcome oriented. These are implemented through Zilla Saksharata Samities (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society. Apart from imparting functional literacy, TLC also disseminates a 'basket' of other socially relevant messages such as need for enrolment and retention of children in schools, immunization, propagation of small family norms, women's equality and empowerment, peace and communal harmony etc. These literacy campaigns have also generated a demand for primary education. The basic literacy skills acquired by millions of non-literates are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The National Literacy Mission aims at ensuring that the Total Literacy Campaigns and the Post-literacy Programmes successfully

move on to Continuing Education, which provides life-long learning. At present, TLCs are being implemented in 105 districts and PLPs in 171 districts of the country.

The **Continuing Education** Scheme provides a learning continuum to the efforts of Total Literacy and Post Literacy Programmes in the country. The main thrust is on providing further learning opportunities to neo-literates by setting up of Continuing Education Centres (CECs) which provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development. The scheme also undertakes a number of important programmes such as – Equivalency programme facilitating the participants to acquire or upgrade their vocational skills and take up income-generating activities; Quality of life improvement programme to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living; and Individual interest promotion programme providing opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and artistic interests. The programmes of residual illiteracy are also being taken up to address the requirements of geographically remote regions and segments of population requiring special focus, particularly SCs/STs/Women. So far, 316 districts have been covered under the Continuing Education Programme.

Non-Governmental Organizations - The National Literacy Mission (NLM) fully recognizes the vast potential of NGOs in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes.

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

Jan Shikshan Sansthan - The objective of the Jan Shikshan Sansthan (JSS) is educational, vocational and occupational development of the socio-economically backward

and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc. At present, there are 194 JSSs in the country. Jan Shikshan Sansthan run a number of vocational programmes with varying duration of different skills. More than 250 types of courses and activities are offered by these institutions. The trades/courses for which training is imparted include cutting, tailoring & dress making; knitting & embroidery' beauty culture and health care; handicrafts; art, drawing & painting; repair of electrical appliances; motor winding; radio and TV mechanism; computer courses in hardware and software, etc. In the year 2005-06, 16.73 lakh beneficiaries had been covered under various vocational training programmes, activities and other activities conducted by JSSs, out of which around 65% were women.

Achievements of NLM

- The literacy rate in 2001 has been recorded at 64.84% as against 52.21% in 1991. The 12.63 percentage points increase in the literacy rate during the period is the highest increase in any decade.
- The literacy rate of 15-35 age-group has increased to 71.03% in 2001 and that of 15-24 years to 76.43%.
- Female literacy increased by 14.38% i.e. from 39.29% to 53.67% whereas male literacy increased by 11.13% i.e. from 64.13% to 75.26% during the last decade.
- Significant decline in absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001.
- The Council of the National Literacy Mission Authority was reconstituted on 14th February 2005. The Council took stock of the progress made in promoting literacy in the country and was of the view that a renewed focus and revitalization of the National Literacy Mission was needed to reach the target of 75% literacy by 2007.
- The Council, based on 2001 census literacy data, decided to take up a special literacy drive in 150 districts, which have the lowest literacy rates in the country. These 150

districts are mainly in the States of Uttar Pradesh, Bihar, Jharkhand, Rajasthan, Madhya Pradesh, Chattisgarh and Orissa.

- The special drive for reduction of the residual illiteracy aims to cover nearly 36 million illiterates between 2005-07. A time bound action plan has been drawn up to ensure that the drive is implemented in a mission mode.
- So far, 134 districts in the States of Arunachal Pradesh (7), Andhra Pradesh (8), Bihar (31), Chhattisgarh (2), Jammu & Kashmir (8), Rajasthan (10), Jharkhand (12), Karnataka (2), Madhya Pradesh (9), Meghalaya (3) Nagaland (2), Orissa (8), Punjab (1), Uttar Pradesh (27) & West Bengal (4), have been covered under the Special Literacy drive.
- In the last two years, the emphasis has also been to bring the uncovered districts under the purview of the adult literacy schemes and to ensure that the maximum number of districts move on to the next stage of the programme.
- All the uncovered districts in J & K have been brought under the literacy programmes.
- All districts in the North Eastern Region have also been covered under various literacy programmes.
- In the last two years, Total Literacy Campaign (TLC) was concluded in 42 districts and the districts were brought under the Post Literacy Programmes. In 51 districts, the Post Literacy Programme (PLP) was concluded and the districts were brought under the Continuing Education Programme (CEP).
- Around 11 million persons have also been made literate in the last two years.
- At present, TLCs are being implemented in 105 districts, PLPs in 171 districts and CEPs in 321 districts (with more than 2 lakh Continuing Education Centres).
- In this period, 54 new Jan Shikshan Sansthan (JSS) have been set up in the country. In all, 194 JSSs have been set up in the country.

- In the year 2005-06, 16.73 lakh beneficiaries were covered under various vocational programmes and other activities conducted by the JSSs.

- Projects for Residual Illiteracy (PRI) have been taken up in (i) 30 Districts of Rajasthan covering about 31 lakhs learners, (ii) 10 Districts of Andhra Pradesh covering 23 lakhs learners, (iii) 1 District of Bihar, (iv) 14 districts of Karnataka covering 3.64 lakh learners, (v) 12 districts of Madhya Pradesh covering 7.01 lakh learners, (vi) 3 districts of Tripura covering 1.38 lakh learners and (vii) 8 districts of West Bengal covering 29.54 lakh learners.

3. SECONDARY EDUCATION

Secondary Education is at a crucial stage in the educational hierarchy as it prepares the students for the higher education and also for the world of work. Because of the rigour of the secondary and higher secondary stage, it is felt that bright Indian students are able to compete successfully at global stage for higher education and top jobs. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

2. Number of secondary and higher secondary schools has increased from 7,416 in 1950-51 to 1,52,049 in 2004-05. Total enrolment in secondary and higher secondary stage has increased tremendously from 1.5 million in 1950-51 to 37 million in 2004-05. Gross Enrolment Ratio (GER), which shows total enrolment in secondary stage (9th-12th) as a percentage of total population in the relevant age-group has also increased steadily from 19.3 in 1990-91 to 39.91 in 2004-05. GER for Class IX-X (14-16 years) was 51.55 and for Class XI-XII (16-18 years) was 27.82 as on 30.9.2004.

3. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a level of knowledge and skills higher than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII.

4. Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. At the same time, it may not be possible to fully universalize the education at the secondary stage as the drop out rates even at primary and upper primary level hover around 28.49% from classes I-V and 50.39% from classes I-VIII. Therefore, the target is to provide a secondary school within 5-7 kilometers of any habitation during the Eleventh Plan period. The CABE Committee on Universalisation of Secondary

Education has also suggested that secondary education should be universal but not compulsory. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be a priority. The additional challenge before Secondary Education is that of meeting the surge in demand due to success of Sarva Shiksha Abhiyan (SSA) whose target is to ensure that all children of elementary school going age enroll by 2010.

5 Universalisation of Access to and Improvement in Quality of Secondary Education

Challenges : Steps have been taken in the last few years to universalize elementary education. Towards that end Sarva Siksha Abhiyan (SSA) is being implemented all over the country in cooperation with the States. This is further augmented by the Mid-day Meal Scheme. As a result of these steps, the number of “out of school” children (6-14 years) has come down to less than 5% of the total population in that age group. If the goal of universal retention at the elementary level is achieved by 2010, steps will have to be taken to provide more seats in secondary schools.

Policy initiatives : A committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on Education in the country, was therefore constituted in September 2004 “ to prepare a blueprint for the universalization of secondary education consequent upon the attainment of universalization of elementary education”. The committee has submitted its recommendations in June, 2005. Besides, another Committee of the Central Advisory Board on Education (CABE) was also constituted in September 2004 to examine the issues of Girls’ Education, Common School System and Inclusive Education including Education for Children with Disabilities/Special Needs. The report of this Committee was also received in June 2005. Efforts are on to give a concrete shape to the above recommendations by factoring them in to the XI Plan proposals.

Preparatory activities by the Department of School Education & Literacy and the State Governments: The Government recognizes the need to make secondary education of good quality available, accessible and affordable to all young persons and is working towards

achieving this objective. In this regard all the State Governments and UTs have been requested to take certain preparatory steps for Universalisation of Access to and Improvement of Quality of secondary education in the country: All the State Governments have been requested to constitute a high level Task Force to work out comprehensive policies, plans and programmes for the respective states. A major initiative is proposed during the Eleventh Five Year Plan.

6. The intervention of the Central Government in Secondary Education has primarily been in two areas, (i) through apex level bodies and (ii) through various Centrally Sponsored Schemes. Central Government supports autonomous organizations like NCERT, CBSE, KVS and NVS and CTSA, the first one for providing research and policy support to the Central and State Governments, CBSE for affiliating Secondary Schools and the remaining three for their own school systems. There are 929 Kendriya Vidyalayas and 507 Navodaya Vidyalayas, and 69 Central Schools for Tibetans.

7. In addition, Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools, (ii) IEDC for assisting State Governments and NGOs in main streaming the disabled children in school education, (iii) Quality Improvement in Schools which includes provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting Science Olympiads and (iv) Access and Equity for providing assistance to NGOs to run Girls' Hostels in the rural areas. Details of these Centrally Sponsored Schemes are as under,

7.1 ICT @ Schools: Main objective of the scheme is to establish an enabling environment to promote the usage of ICT, especially, in Secondary and Secondary Government Schools in the rural areas. The present scheme has essentially four components. The first one is the partnership with the State Governments and Union Territories Administrations' for providing computer-aided education to Secondary & Secondary Government and Government aided Schools. The second is the establishment of SMART

schools, which shall be the 'Technology Demonstrators'. Universalisation of Computer Literacy through the network of KVS and NVS to neighboring schools is the third component. The fourth components relates to the activities of SIETs. The coverage of the scheme is proposed to be extended during the Eleventh Five Year Plan.

7.2 Integrated Education for the Disabled Children (IEDC): Main objectives of the scheme are to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system and to integrate the disabled children placed in special schools once they acquire communication and daily living skills at the functional level. The scheme is being implemented through the Education Departments of State Governments and UT Administrations as well as through Non-Governmental Organisations. Under the Scheme of IEDC, 100% assistance is being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components include educational aids, assistive equipment, salaries for special teachers and facilities for children with disability. The present scheme is largely NGO driven. Over 250 NGOs were implementing the Scheme during 2005-06. The Minister of Human Resource Development made an important policy statement in the Rajya Sabha on 21.3.2005, committing the Government towards inclusion of children and youth with disabilities in mainstream education. Considering the above, Department of School Education & Literacy has proposed a new Scheme of Inclusive Education of the Disabled at Secondary Stage (IEDSS) which when launched will replace the existing IEDC Scheme. As the Scheme of Sarva Shiksha Abhiyan supports the inclusion of children with special needs at the early childhood education stage and elementary education stage, it has been decided to launch the proposed new scheme of IEDSS to cover the secondary stage only.

7.3 Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Secondary Schools (Access & Equity): Under the scheme financial assistance is provided to the societies and NGOs to provide boarding and hostel facilities to the girls pursuing education at Secondary and Higher Secondary stage.

As, there are wide spread regional as well as intra-regional disparities and as most of the NGOs receiving grants are located in a few pockets within the states, the scheme is presently under revision.

7.4 Quality Improvements in Schools (QIS): The composite scheme covered the following areas:

- Improvement of Science Education in Schools
- Promotion of Yoga in Schools
- Environmental Orientation to School Education
- National Population Education Project
- International Science Olympiads

Improvement of Science Education in Schools has since been transferred to the State Governments as State Sector Scheme and remaining four components are being implemented by the NCERT.

8. National Curriculum Framework: A revised National Curriculum Framework, 2005 for school education has been finalized through an extensive participatory process. The new framework recognises the diversities and complexities of India and is based on the values and ideals enshrined in the Constitution. The new curriculum seeks to imbibe and strengthen the values of equality, justice, fraternity and secularism among school children.

9. Central Board of Secondary Education (CBSE) has initiated steps to reform the examination system to reduce stress on students appearing in class X and class XII Board Examinations. This is expected to set an example for State Boards. Some of the important examination reform measures undertaken by CBSE are as under:

- 15 minutes of additional time to the students for reading the question paper before allowing them to begin writing the answers.
- Simplification in the design of the question paper in such a manner that students do not suffer from time constraint.

- Appropriate weightage to internal assessment based on project work.
- Launching of 'helpline' before commencement of examination and before declaration of results.
- Providing facility of compartment examination in two subjects in class X and one subject in class XII.
- Providing three chances of compartment examination for class X and XII.
- Allowing the Class XII students to sit for failed sixth subject in the compartment examinations.

10. In order to promote education for girl child, CBSE has introduced a scholarship scheme under which the Board will grant scholarship @ Rs. 500 per month to all single girl children who have secured more than 60% marks in Class X examination and are studying in classes XI & XII in schools affiliated to CBSE and charging fee only up to Rs. 1000 per month.

11. In order to enable meritorious students to pursue the courses of their choice and thereby to strengthen intellectual & human resource of the country, CBSE has also started two, purely merit based scholarships

- i) CBSE Merit Scholarship Scheme for Professional Studies (Medical & Engineering) and
- ii) CBSE Merit Scholarship Scheme for Undergraduate Studies (non-medical & non engineering).

12. The Finance Minister has announced an incentive scheme for girls who pass out of Class VIII and enroll in Class IX in Budget 2006-07. In pursuance to this announcement, a scheme of incentive for girls is proposed to be implemented from the financial year 2007-08 under which Rs.3,000/- will be deposited in the name of girl child passing out of Class VIII and enrolling in Class IX, which she would be entitled to withdraw on attaining 18 years of age. This is likely to benefit 60 lakh girls in 2007-08.

4. HIGHER EDUCATION & MINORITY EDUCATION

I. RESERVATION IN ADMISSION TO CENTRAL EDUCATIONAL INSTITUTIONS

The Central Educational Institutions (Reservation in Admission) Act, received Presidential assent on 3rd January, 2007. The Act provides for mandatory reservation for SCs, STs and OBCs in Central educational institutions.

II. NEW CENTRAL UNIVERSITIES

The Ministry of HRD initiated action to create new Central Universities. Accordingly, Parliament has passed legislation in respect of CIEFL (English and Foreign Languages) converting it from deemed university to Central University (English & Foreign Languages University). New Central Universities have been created in Arunachal Pradesh (Rajiv Gandhi National University) and Tripura both by conversion of existing State Universities into Central Universities. A new University of Sikkim has also been created. Since the UPA assumed office, besides the above, a total of six Central Universities have been created (including the Allahabad University and Manipur University by converging from State Universities). The entire North-East has been covered with Central Universities. There are demands for Central Universities from various States mainly because of lack of financial resources with States. During the 11th Plan, the Ministry will address the issue of resources for strengthening State Universities as well.

III. ENHANCED BUDGETARY PROVISION FOR HIGHER EDUCATION

When the UPA assumed office, Plan outlay for universities and higher education was in the region of Rs.550 crores. This was raised during 2004 to 754 crores and has since been raised to Rs.1269 crores for the Annual Plan 2006-07. Universities in North East have been provided Rs.122 cores. The Ministry is committed to removing regional disparities in higher education. We are hopeful that allocation for higher education in 11th Plan would be substantially higher than the earlier allocation.

Issues of Access

The enrolment in higher education is close to eleven million and even so this is estimated to be less than 10% of the eligible age group population. It is proposed to increase it to 15% during the 11th Plan through increase in capacity of existing institutions, creation of new institutions and optimal utilization of existing capacities wherever possible.

Quality

The Ministry would continue to support UGC's programme for improving quality of higher education through (a) enhanced allocation for Quality Improvement Programmes such as training of teachers in academic staff colleges (b) increase in outlays in scientific research (c) recognizing institutions of excellence for increase development support (d) review of institutional arrangement in quality assessment and accreditation.

IV AUTONOMY FOR HIGHER EDUCATIONAL INSTITUTIONS

Respect for autonomy for higher educational institutions has been an important commitment under the NCMP. Higher Educational Institutions can without any government approval enter into MoU for joint collaborative research with foreign institutions. UGC has been encouraged to resort to Block Grant mechanism so that Higher Educational Institutions can set their own priority in academic, administrative and financial matters.

V. MINORITY EDUCATION

The UPA on assumption of office has established a National Commission for Minority Educational Institutions, the first ever legislation in terms of Article 30 (1) of the Constitution. The NCMEI Act has been amended to empower the Commission to look into denial of approvals by competent authorities for setting up minority institutions without valid grounds.

HRD has also appointed a High Level Committee to follow up on the recommendations of the Sachar Committee. This Committee has since submitted its report to Minister HRD.

The National Monitoring Committee on Minorities Education was revived by the UPA. The NMCME has constituted a Standing Committee which gives reports from time to time on the educational needs and conditions of minorities.

Based on one such recommendation of the NMCME, the ongoing scheme of introduction of modern subjects in Madarsas is being revised for the 11th Plan.

VI. THE PROBLEM OF RAGGING

In pursuance of the directions given by the Hon'ble Supreme Court, the Government of India has constituted a Committee consisting of the following persons to give suggestions on means of prevention of ragging in educational institutions:

- 1) Shri R.K. Raghavan, former Director, CBI - Chairman
- 2) Prof. S. G. Dhande Director, IIT, Kanpur - Member
- 3) Dr. A.K. Agrawal, Dean, Maulana Azad Medical College, New Delhi - Member
- 4) Dr. Rajendra Prasad, Principal , Ramjas College, Delhi . - Member
- 5) Prof. S. Sadhikh, Former VC, Madras University, Chennai - Members
6. Prof. C. Krishnamurthy, VC, SNDT Women's University, Mumbai - Members
- 7) Shri Sunil Kumar, Joint Secretary, M/O HRD - Member-Convener

The Committee's Terms of Reference are to examine the various aspects of ragging; means and methods of prevention of ragging; possible action that can be taken against persons indulging in ragging; and possible action that can be taken against college/university authorities in the event of ragging. The Committee has been given four months time i.e. upto 5th April, 2007 to submit its report.

VII. FAKE UNIVERSITIES

The University Grants Commission (UGC) has so far detected 19 universities/institutions in different parts of the Country as fake. A list of fake universities/ institutions is at Annexure-I.

Grants are released by the UGC to only such Universities and Colleges as are recognized under Section 2(f) and 12(B) of the UGC Act, 1956. The UGC has not paid any grant to any of the above mentioned fake educational institution.

Cases have been filed in various Courts by UGC regarding status and conduct of some of these universities/ institutions. The concerned State Chief Secretaries and District Superintendent(s) of Police have been requested to get the matter investigated by registering an appropriate complaint/FIR and to initiate the prosecution against those who are involved in such acts of defrauding and cheating students by not only misrepresenting themselves as “Universities” but also by awarding degrees and using the word “University or Vishwavidyalaya” with their names.

5. TECHNICAL EDUCATION

I. OVERVIEW

The Technical Education System in the country has shown rapid growth during the past few years. The total number of AICTE approved engineering institutions in the country are 1518 with a total intake capacity of 5,69,283. Similarly, the number of polytechnic institutions is 1250 with an annual intake of 2,77,576. Other sectors of technical education have also witnessed growth. While the overall growth in the technical education has been impressive, there are regional and subject imbalances. With the projected growth of over 15% in annual intake, this sector would meet the manpower requirement of the country in numerical terms, though there may be issues relating to the quality of education and employability of engineering graduates.

The seven IITs have been effective in enhancing the country's techno-economic strength. These institutes have distinguished themselves by the excellence of their academic and research programmes. The six IIMs are institutions of excellence, established with the objective of imparting high-quality management education, research and training. Erstwhile Regional Engineering Colleges/Government Engineering Colleges have been converted to the National Institutes of Technology (NITs) with changes in their governance structure. There are 20 NITs at present. In order to bring all of them under an umbrella legislation, the NIT Bill had been introduced in the Parliament. In order to have a seamless integration of Information Technology with various domain areas of technical education, the Government of India has established Indian Institutes of Information Technology at Gwalior, Allahabad and Jabalpur. The four National Institutes of Technical Teachers Training and Research located at Bhopal, Chandigarh, Chennai and Kolkata contribute to enhancing the quality of technical education in their respective regions. Some other technical institutions have also been established by the Central Government for imparting education in specialized areas of technical education. These are Indian School of Mines, Dhanbad, School of Planning and Architecture, Delhi, National Institute of Industrial Engineering, Mumbai, National Institute of Foundry and Forge Technology, Ranchi, etc.

II. NEW INITIATIVES

1. Indian Institutes of Science Education and Research (IISERs)

In order to build research institutes of the highest caliber in which teaching and research at the under-graduate and post-graduate levels will be undertaken in an integrated manner, two IISERs have been set up at Kolkata and Pune. The third IISER is being set up Mohali (Punjab) and two more are proposed at Bhopal and Thiruvananthapuram.

2. Setting up of new IITs

India has established a mark in higher technical education with the brand equity of IITs. This brand needs further strengthening. It is proposed to open 3 new IITs in the States of Andhra Pradesh, Bihar and Rajasthan.

3. New IIITs

An Indian Institute of Information Technology, Design and Manufacturing, has been approved to be established at Kanchipuram, Tamil Nadu. The Ministry has also submitted a proposal of establishing 20 new IIITs in the country, one in each major State, to the Planning Commission. Possibilities are being explored to establish these institutes in the public-private partnership mode.

4. New IIM

It has been decided to establish the seventh IIM in the country in the North-eastern region at Shillong.

5. New Schools of Planning and Architecture (SPA)

In order to produce high-quality Architects and Urban Town Planners, two new SPAs are proposed to be set up in Bhopal and Vijayawada.

6. Polytechnic Education

There is an urgent need to revamp polytechnic education in the country. The annual intake in polytechnics is approximately 50% of the intake in the degree level engineering institutions, though this ratio should be other way round. It is, therefore, proposed to assist the State Governments in opening new polytechnics in areas where they do not exist and also to upgrade infrastructure facilities in existing polytechnics.

7. Finishing Schools

NASSCOM, through its various reports, has brought out lack of employability of many of the engineering graduates in the country. While enhancing the quality of technical education should remain the goal in the long term, as an immediate response to the situation, the Ministry is proposing to initiate a new programme of Finishing Schools. In the first phase of the programme, 7 NITs would impart Finishing School courses in selected areas of Information Technology as identified by the industry.

8. Visionary Leaders for Manufacturing Programme.

Manufacturing Sector plays a dominant role in the economy. It is important to produce world class managers for this sector. The National Manufacturing Competitive Council, Confederation of Indian Industries, IITs at Kanpur and Chennai and IIM, Kolkata will launch a programme to train future leaders for the Manufacturing Sector with assistance from Japan.

9. Other Programmes

The seven IITs along with IISc. Bangalore are engaged in developing curriculum-based video courses and web-based E. courses to supply quality learning materials to the students under the National Programme for Technology Enhanced Learning. Similarly, a National Programme for Earthquake Engineering Education has been launched by these Institutes. The Technical Education Quality Improvement Programme launched with the assistance of the World Bank aims at scaling and supporting ongoing efforts of the

Government of India in improving quality of Technical Education. The INDEST-AICTE Consortium provides e-resources to the Centrally funded technical institutions and select AICTE approved institutions.

6. DISTANCE LEARNING & SCHOLARSHIPS

6.1. INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

6.1.1. Indira Gandhi National Open University [IGNOU] was established by an Act of Parliament in 1985 with a mandate to –

- Widen access by offering high quality innovative and need-based programmes at different levels, especially to the disadvantaged segments of society at affordable cost, and
- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.

6.1.2. Today it has nearly 1.8 million students in 32 countries who are served through 11 Schools of Studies, 48 regional centers, 6 sub-regional centers, 1200 study centers / tele-learning centers and 35 partner institutions overseas. It offers 101 certificate, diploma, degree and doctoral programmes comprising 950 courses. It has faculty strength of nearly 300 and a large team of 33,000 counsellors drawn from conventional institutions of higher learning and professionals from various organizations and bodies. IGNOU has national jurisdiction, flexible admission rules, need based academic programmes at affordable costs, diversified learner groups, modular programmes and credit system, multi-lingual instructional packages, flexibility in terms of place, pace and duration, use of latest ICT for blended learning, effective integrated student support services network and resource sharing, collaboration and networking with State Open Universities and distance education / correspondence course institutions. The budget grant for IGNOU's own activities under Plan head during the current financial year are Rs. 40 crore and nearly Rs. 55 crore are separately provided for assistance to State Open Universities through IGNOU. To jointly meet challenges of technology in making available learning to every Indian irrespective of his / her position across the digital divide, IGNOU and State Open Universities have formed a consortium to pool their resources, mount research, avoid duplicity and share the usufructs of these concerted efforts for the benefit of all.

6.1.3. The Distance Education Council [DEC] which currently functions under IGNOU has the vision of providing academic guidelines to promote excellence, encouraging use of innovative technologies enabling convergence of systems and sharing of resources through collaborative networking for access to sustainable education, skill upgradation and training to all. It has the role of promoting maintenance of standards of the Open and Distance education in the country, and coordination of Open and Distance education activities in the country. It accomplishes its roles through a scheme of financial assistance, *interalia*, covering research project schemes, development assistance scheme, unassigned grant schemes and travel grant schemes.

6.1.4. IGNOU also coordinates the functions of exclusive 24 hours satellite based TV Channel – Gyan Darshan. It also coordinates EduSAT based pilot project for teaching in schools. IGNOU has built a large library of audio-video material on various subjects for beaming through EduSAT. Many of its study centers are also linked through EduSAT to provide Video-Conferencing for enhanced effects of collaborative learning.

6.2. SAKSHAT : One Stop Education Portal of Ministry of Human Resource Development became interactive on the Republic Day.

SAKSHAT : One Stop Education Portal of Ministry of Human Resource Development which was launched by His Excellency the President of India on the 30th October, 2006, has been making rapid strides ever since. Increasingly higher content is getting added to the portal through collaborative efforts of renowned experts of the country in various subject fields. The urge to do something for the learners of the nation, has been the driving force behind the experts who have been liberally contributing their wisdom to this portal. The portal already contains the four quadrant approach to learning which, *interalia*, includes written course material, animations, simulations, video lectures, related web links, question answers, confidence building measures and other details apart from a mechanism for maintaining the progress profile of learners on SAKSHAT. In addition to the audio-visual contents, simulations, animations etc., one vital feature of SAKSHAT that had been planned since beginning was an interactive feature wherein students would be able to interact with the

teachers to clarify doubts or to dive deep into the realm of knowledge. This functionality of SAKSHAT has been activated from the Republic Day, the 26th January, 2007. To begin with, subject experts for Class XI and XII in Physics, Chemistry, Mathematics, Biology, English, Accountancy, Economics and Business Studies are available in adequate numbers between 5 p.m to 11 p.m. everyday to answer the queries of students on-line. This unique feature is expected to reduce the stress level of examinees for the ensuing round of examinations. The students could access this feature on url <http://www.sakshat.ac.in> or <http://www.sakshat.ignou.ac.in/sakshat/index.aspx> by clicking on the column “Interact” and selecting the option “Talk to a Teacher”. This would open up subject-wise chat rooms. The learner may enter a chat room where he would be able to find various other students and teachers already logged in. The students can ask any question or clarify any doubt by typing it in the relevant box and sending it to the chat room. Private chat with a teacher could also be used by the students in case any student feels uncomfortable in asking any particular question in the company of others. Gradually, depending on the demand, the timings of availability of subject experts and the subjects for which the facility would be available could be enhanced.

In order to ensure that usufructs of communication and information technology reach even those who are illiterate or dropouts or in need of life skills, a module of digital literacy has been prepared which tells everything about computers, how to use them, how to log on to the internet and how to surf and come to SAKSHAT, to get the relevant knowledge modules. Effort has been made to prepare this initial module for digital literacy in such a manner that it does not place any reliance on reading or writing. This module has already been prepared and would be circulated through CDs, telecasts or other means of communication apart from making it available on SAKSHAT for users to download and freely use it for spreading digital literacy among the masses.

Yet another feature which is likely to be introduced shortly is “Learn from Specific Professors” wherein some of the most renowned Professors of the country have agreed to put their knowledge modules for guiding the students of the country.

The other functionalities in the pipeline include availability of open source simulation software packages on SAKSHAT with a view to helping higher level students of Science, Engineering, Technology etc. in solving complicated mathematical, design or computational model problems. Virtual reality labs are the next in line wherein a modest beginning would be made to complement the teaching / learning through internet in a distance learning mode so that the handicaps of distance learning technique such as absence of teachers and peer group pressure as well as lack of practical exposure could be mitigated. SAKSHAT would also be branching out to various utilitarian packages such as data base of soil conservation, geographical information systems, robotics etc. The approach is to invite every Indian to freely contribute his / her wisdom or whatever expertise he or she wants to share with fellow countrymen so as to enable all of us to put all our knowledge and energies together for making India a Knowledge Super Power.

6.3 REVISED NATIONAL MERIT SCHOLARSHIP SCHEME

Modification of the existing National Merit Scholarship Scheme in a massive way has been considered prudent in view of the fact that scholarships are recognized as one of the most potent tools of encouragement for academic excellence the world over. Economies that need to enhance their competitive edge in knowledge resources have been attracting talent by liberally providing scholarship. The Scholarship Schemes of yesteryears have really contributed to supporting some of the finest talents in the country but in percentage terms, the coverage now has dwindled and only about 17000 students are getting fresh merit scholarships every year at post matric level. In order to correct this situation, scholarship are proposed to be given to 2% of the enrolled student population at Post Secondary to Post Graduation (including M.Phil.) levels and that too at enhanced rates. This would mean more than 1,84,000 fresh merit scholarships every year at the post matric level.

7. PROMOTION OF LANGUAGES

I. NEW LINGUISTIC SURVEY OF INDIA (NLSI)

More than a century has passed since Grierson's Linguistic Survey of India was undertaken. The need for a fresh linguistic survey of India is being urgently felt for planning processes, since the delineation of the boundaries of the Indian states (the subsequent drawings and redrawing of the political map of India), the mobility of its populations, the spread of mass media and communication, and social and political movements, complicate the plotting of peoples/languages on the map of India.

This new survey will examine the structure of the various speech varieties of the country, their functions, scripts, history, demography, as well as their spread, including diasporas, literacy and education, digitaracy, literatures and all the linguistic artifacts and media products that these speech varieties produce.

The national and international significance that the proposed NLSI will have cannot be underplayed. In a country that prides itself on the fact that the world's largest number of languages have been consistently returned by its Census enumerations, the NLSI will conclusively demonstrate the standards India sets for responsible and responsive governance, dignity and respect for diversity. In terms of its multidisciplinary objectives, the proposed NLSI will be unique, and the variety and depths of its outcomes will prove invaluable for scholars from different disciplines, such as Linguistics, Indian languages, Demography, Anthropology, Sociology, Economics, Statistics, Information Sciences & Technology, Creative Writing, Comparative Literature and Translation Studies

The NLSI Project being a nationally important activity, leading to new policy initiative in education of all segments of our population, will be guided by the UGC Act 20(1) (Chapter IV 'Miscellaneous') and by creating a Consortium of institutions which will carry out the NLSI under the general direction of the Central Institute of Indian Languages (CIIL), a wing of the Department of Higher Education, Ministry of HRD.

To carry out the activities under the NLSI, it is proposed that a sum of Rs. 200 crores will be released to the UGC during the 11th Five-year Plan. The UGC, in turn, will disburse the appropriate amounts to the universities and institutions under its fold. The Ministry will release a sum of Rs. 80 crores during the plan period to the CIIL for coordinating activities under the LSI.

II. NATIONAL TRANSLATION MISSION

Translation is another area that begs for immediate intervention of the Government. Though translation has been an on-going activity, it is yet to make a real headway especially when it comes to knowledge books and new discourses. The **National Knowledge Commission (NKC)** has also focused on translation as one of the key thrust areas of knowledge economy in India. It has been recommended by the NKC that a **National Translation Mission (NTM)** be launched which would take up the related activities in a systematic way. It is expected that the proposed NTM will fulfill a long-felt need that would satisfy different segments: teachers, learners, language technologists, business groups, newspaper establishments and other media groups, creative writers, readers, those engaged in comparative studies and translation theoreticians.

An amount of Rs. 250 crores has been projected in the XIth Five Year Plan for the National Translation Mission.

8. DEVELOPMENT OF EDUCATION IN THE NORTH-EAST

1.1 The North Eastern States comprising Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim, are all special category States and the development funding pattern for these States accords them a built in preferential treatment. The development plans are almost entirely financed by the Central Government on the basis of 90% grant and 10% loan.

1.1.2 National Planning and resource allocations impart a special emphasis on the economic and social development of NE States to bring them financially and emotionally into the national mainstream. As per the existing instructions, all Ministries/Departments are required to earmark 10% of their gross budgetary support for implementing the schemes in the NE Region. The shortfall in utilization of this 10% provision is automatically transferred to the Non-Lapsable Central Pool of Resources (NLCPR) for funding specific development programmes in the NE Region. During 2006-07 (as on date), the Empowered Committee administrating NLCPR, approved proposals worth Rs.233.49 Crore.

2 Government of India initiatives in the North East:

2.1.1 Central Government has established certain important educational institutions of Higher and Technical Education in the North Eastern Region namely, six Central Universities - two in Assam and one each in Manipur, Meghalaya, Mizoram and Nagaland; the Indian Institute of Technology at Guwahati; the National Institute of Technology at Silchar; the North Eastern Regional Institute of Science & Technology (NERIST) at Itanagar; the Indira Gandhi National Open University (IGNOU) has established 8 Regional Centres and 173 Study Centres in the region.

2.1.2 Government has decided to set up an Indian Institute of Management in the North Eastern Region at Shillong. The Government is in the process of establishing a Central Institute of Technology at Kokrajhar, Assam to cater to the needs of Bodo people of Assam in particular and NE Region in general by creating skilled manpower for the region. The academic session is likely to commence from the year 2006-07. For the year 2006-07, an amount of Rs.11.20 crore has been earmarked.

2.1.3 Action has been initiated for converting the existing State Universities in Arunachal Pradesh and Tripura into Central Universities and establishing a Central University in the State of Sikkim. The funding of Sikkim University which is estimated to be Rs.55.00 crores (non-recurring) and Rs.32.60 crores (recurring) for the years 2006-07 to 2008-09 would be tied up. The proposed Central Universities would be funded through UGC like other Central Universities. Three Bills which were introduced in Parliament during the Winter Session, have been passed by both Houses of Parliament and have also received the assent of the President of India.

2.1.4 The Tripura Engineering College (TEC), Agartala has since been taken over by the Central Government with effect from 1.4.2006 and upgraded as a National Institute of Technology (NIT). During 2006-07, funds of Rs.200.00 lakhs (Plan) and Rs.150.00 Lakhs (Non-Plan) have been released. An amount of Rs.268.12 lakhs has also been sanctioned to TEC under NLCPR.

2.1.5 With the adoption of the National Common Minimum Programme (NCMP), several new initiatives have been taken by the present Government since its assumption of office. The NCMP seeks to translate the broad vision under the National Policy of Education. One of the commitments under the NCMP is that all North Eastern States will be given special attention for upgradation and expanding of infrastructure.

2.1.6 To oversee efforts under the NCMP, the MHRD has constituted a High-Level Group (HLG) for attending to the problems relating to education, women and child development in the North East. The HLG is chaired by the Minister for HRD and has the Chief Ministers,

Education Ministers and Social Welfare Ministers of the NE States, as its members. The main recommendation of the 2nd meeting of HLG held on 10th January, 2006 are as follows:

- NE States should approach Ministry of DoNER for assistance for improvement of their educational infrastructure (including Kitchen Sheds for MDM) from NLCPR.
- While revising SSA norms for XI Plan, special needs of the NE will be kept in view.
- The Ministry will hold a meeting with officers of North Eastern States at Guwahati or Shillong to address problems of implementing Mid-Day-Meal in NE region, and to consider need for revised norms for the region.
- Efforts will be made to introduce Bills in the Parliament in respect of Central Universities in Arunachal Pradesh, Tripura and Sikkim.
- For strengthening Engineering Colleges and Polytechnics in the NE, funds will be provided on priority. Regarding assistance for new institutions of technical education, the Ministry shall try to take up a Scheme in the XI Plan for States, which are under-served at present.
- A suitable scheme will be taken up in the XI Plan to strengthen Secondary Education also, in the wake of the positive outcomes of Sarva Shiksha Abhiyan.
- Central Government is committed to providing all possible financial and other assistance to the NE States for their development. However, it is also a fact that available resources are always limited. It is, therefore, imperative for the NE States to ensure that resources are utilized in a transparent, efficient and economical manner, so that they yield maximum benefit for the people, and especially, the children and youth of the region.

3. North East Regional Institute of Education (NERIE)

3.1.1 The North East Regional Institute of Education (NERIE) was set up at Shilong to cater to the educational needs of the North Eastern States, viz. Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. The NERIE, Shillong has following four academic departments:

- Department of Languages, Social Sciences, Arts & Physical Education.
- Department of Education in Science, Mathematics & Educational Technology.
- Department of Curriculum Development, Evaluation & Vocational Education.
- Department of Research, extension & Data Management.

3.1.2 The specific objectives of the NERIE , Shillong are:

- To evolve viable convergences strategies/linkage and mode of continuous interaction/dialogue with State Departments of Education, State Boards of Secondary/Higher Secondary Education, SCERTs, CIETs, IASEs, DIETs for identification of the educational problems of the NE States at school level, sharing of information and technical know how related to school education, and identification of organization specific issues/needs and inputs required from the NCERT.
- To build capacity of state and district level resource and training institutions, and Boards of Secondary/Higher Secondary Education in the areas of research, development and training through effective networking.
- To undertake research and development programmes in curriculum and instructional materials including textbooks suited to the requirements of the NE states.
- To develop in-service teacher education programmers for teacher educations and key functionaries for (a) updating and content, and (b) strengthening the pedagogic skills.

- To develop and provide training for master trainers/state level key resource persons and teacher educators in all priority areas of school education particularly in the areas of science and mathematics, use of IT and multimedia.
- To develop and provide orientation programs for school administrators, supervisors and teacher educators in organization of alternative schooling, ECE, inclusive education, interventions for SC/ST and girl child, etc.
- To help the NE states in implementation of the scheme of vocationalization of education based primarily on the local needs and requirements in close collaboration with the Central Institute of Vocational Education (PSSCIVE), Bhopal.
- To operationalise a system of distant mode of training, like teleconferencing with the help of IGNOU, Central Institute of Educational Technology (CIET), and DIETs for training of under qualified and untrained teachers. The NERIE would develop programs through audio, video and multimedia modes.
- To promote the use of educational technology in schools and teacher training.
- To develop, update and maintain a database on school education in the NE region.
- To function as a clearinghouse of ideas/information about state-level, regional and national concerns in school education.

3.1.3 The institute aspires to take pro-active role in the field of school education in the NE region. The NERIE provides academic and technical support system to assist and advise the state governments of the above state curriculum. Its primary aims at capacity building of the state and district level resource institutions/teacher education institutions and State Boards of Secondary/Higher Secondary Education located in the region in undertaking research, development and training.

3.1.4 The institute will try to engage itself in (i) promoting and supporting the programmes of the Govt. of India and the NCERT, (ii) development of school education in the North East, and (iii) development of a different kind of professional identify in the areas of language education, science and mathematics education in the light of NCE 2005, teachers' professional development, research on sociological and cultural dimensions of education, etc. The programmes of NERIE focus on development of interventions for the special problems of school education in the region such as the problems of under qualified and untrained teachers, high rates of school dropouts, low levels of pupil achievement and high rates of unemployment among school leavers/school dropouts.

3.1.5 The programmes of NERIE also focus on research, development and training in the areas of national priority concerns such as universalization of elementary education, vocationalization of secondary education, increased educational accessibility for girls, SCs and STs and the disabled, improvement of science and mathematics education, computer education and educational technology.

3.1.6 In view of the special demographic, geographical, and other features of the region, a distinguishing characteristic of the NERIE will be its functioning modality marked by distance mode of learning and training in additions to the conventional face-to-face system of education and training. This could be a step toward decentralization of delivery of training by making it accessible to a large number of clientele. The Institute will network with Indira Gandhi National Open University (IGNOU) and CIET, NCERT, New Delhi for the purpose.

3.1.7 The institute will make all efforts to preserve the ethnic/cultural identities of the people of the NE region. Since the programmes of the Institute are formulated on the basis of the specific needs of the NE states, most of the programmes are organized in the concerned states in collaboration with the state departments of education, SCERTs or Board of Education except the common regional programmes.

3.1.8 Keeping in mind the repeated requests from the Madrassa Boards, the NERIE will also make efforts to improve the content and pedagogy of teaching secular subjects in the Madrassa schools of the region. The long-term role of the NERIE would be to facilitate development of human resource in the NE region so that the states are able to provide quality inputs in all aspects of school education including Research, development, Training and extension for the North Eastern Region with provisional budget provision of Rs. 49,10,000/-.

3.1.9 In addition to the support given by NERIE Shillong to the North-Eastern Region, other constituents of NCERT, plan implement programmes for the North Eastern Region specially in the areas of Vocational Education and Education Technology.

4. University & Higher Education

4.1.1 Expenditure incurred by UGC in the North East states during 2005-06.

(RS. IN LAKHS)

S.NO.	STATES	PLAN	NON-PLAN
1.	AR. PRADESH	181.44	1.09
2.	ASSAM	1407.52	555.09
3.	MANIPUR	1211.61	535.98
4.	MEGHALAYA (NEHU)	1332.00	3810.72
5.	MIZORAM	1788.63	787.45
6.	NAGALAND	644.58	1444.32
7.	TRIPURA	274.82	----
8.	R.O. GUWAHATI	2037.60	40.00
	TOTAL	8678.20	7174.65

4.1.2 Faculty of Engineering and Management in selected institution in each State of the NER

In order to tackle the problem of regional imbalances in the access to higher education, special funds have been provided for engaging faculty in one Central University in

each State of the North-East wherever Engineering and / or Management Faculty are presently not available. Such faculty has also been sanctioned to one State University in those States of the North East, where there is no Central University. The Ministry has allocated over Rs.100 crores for the universities of the NE region from the additional Rs.153 crores provided by the Planning Commission under the NCMP during the year 2004-05.

5. Technical Education

5.1.1 All India Council for Technical Education (AICTE): AICTE is currently identifying certain thrust areas specifically for the development of North East Region to fund project proposals/ applications under various schemes of Faculty Development and under Research and Institutional Development. Further, the Council is planning to launch a new initiative for the development of NER in the area of technical education with IIT, Guwahati and NIT Silchar as Lead/ Mentor Institutions and the neighbouring ones as networked institutions. The Goals, priorities and action plan of TEQIP are being given due consideration in the development of a road map for NER at the level of the council.

5.1.2 It is proposed to set up a National Faculty Development Centre in NER to run and conduct need based staff development programme /induction training programmes / industry training programmes / short term courses/ seminars/ workshops in well identified thrust/ emerging areas especially relevant to the NER.

5.1.3 In view of the weak linkages amongst technical institutions in NER, EDUSAT connectivity is being made available at some of the technical institutions in the area.

5.1.4 Separate allocation for NER under all the numerous schemes of AICTE has facilitated a good number of faculty development and research activities in NER such as Nationally Coordinated Projects funded to IIT, Guwahati and several projects funded under Modernization and removal of obsolescence and research promotion schemes to various institutions.

5.1.5 The council has enabled some institutions in NER to set up Entrepreneurship Development Cells as well as Industry Institute Partnership Cells in the area.

5.1.6 The council is attempting to facilitate better sharing of expertise/facilities in various disciplines amongst the NER Technical Institutions.

6. Book Promotion

6.1 National Book Trust

6.1.1 National Book Trust had undertaken extensively the book promotional activities in the North Eastern Region during the X five year Plan. The activities undertaken are as under:

- Organisation of book fairs.
- Village Level Mobile Book exhibitions are organized regularly to make the books available at grass root level.
- Organisation of Book Release functions writers workshop & seminars.
- Trust participates in every book fair of this region.
- Short Term Training Courses on Publishing is organized to impart knowledge about publishing and to encourage to accept publishing as a carrier.
- Providing financial assistance to the NGO and other non-profit making organization for holding book fair and book promotion related activities.
- Publication of titles in the North Eastern languages.

6.1.2 During the coming years Trust has planned to open sub-Regional Office of NBT in the Guwahati (Assam) to further strengthen the marketing network and the book promotion/related activities in the region for which Trust is pursuing the State Govt. to provide suitable premises.

6.2 Book Promotional Activities & Voluntary Agencies

6.2.1 The Department directly administers the scheme of Financial Assistance to Voluntary/Private Organizations for book promotional activities. Under the scheme, grants are given to voluntary organizations for organizing book fairs, book festivals, training programmes, workshops, conventions etc.

6.2.2 Under the scheme, grants are given on ad-hoc and non-recurring basis up to the maximum of 75% of the approved expenditure.

6.2.3 BE for the 2006-07 is Rs. 2.00 crore. The Joint Secretary incharge of Book Promotion division is the chairperson of the Grant-in-Aid Committee, which considers & sanctions grant under the scheme.

6.2.4 As per recent instructions, 10% of the BE is earmarked for the NE Region. Due to wide publicity given, voluntary Agencies of NE Region are expected to take greater more initiative to organize programmes and activities related to book promotion in these areas. In the XI Five Year Plan the focus on NE Region shall continue with increased earmarking of budget allocations.

7. Promotion of Hindi in the North-Eastern Region

7.1.1 Under the Scheme of Financial Assistance to Voluntary Hindi Organizations for the promotion of Hindi, the Central Hindi Directorate has approved grants of about Rs.1.17 crore for 86 organizations located in North Eastern States for the year 2006-2007.

7.1.2 Under the Scheme of Workshop for Neo-Hindi Writers of non-Hindi Speaking States, one workshop of 8 days duration was organized at Govt. College, Itanagar w.e.f. 10.7.2006 to 17.7.2006.

7.1.3 Under the Scheme of Travel Grants to Research Scholars of Hindi of non-Hindi speaking States, two scholars of Manipur University, Imphal have been selected for travel grants to carryout research work in Sathottari Hindi or Bhartiya-Nepali Kavita Ka Tulnatmak Adhayan, and Bhartiya-Nepali Sahitya ka Itihas.

7.1.4 To create appropriate atmosphere of Hindi in North-Eastern States, the Central Hindi Directorate has so far supplied 2125 Hindi books to 85 institutions located in these states during the year 2006-2007.

7.1.5 Under the scheme of Teaching Hindi as a second language to non-Hindi speaking Indians and Foreigners. 342 students from North Eastern States have been registered in the various courses being run by the Department of Correspondence Courses of Central Hindi Directorate.

List of Fake Universities/Institutions identified by UGC

Bihar

- 1 Maithili University/Vishwavidyalaya, Darbhanga, Bihar.

Delhi

- 2 Varanaseya Sanskrit Vishwavidyalaya, Varanasi (UP) Jagatpuri, Delhi.
3 Commercial University Ltd. Daryaganj, Delhi.
4 United Nations University, Delhi.
5 Vocational University, Delhi.
6 ADR-Centric Juridical University, ADR House, 8J, Gopala Tower, 25 Rajendra Place, New Delhi 110 008

Karnataka

- 7 Badaganvi Sarkar World Open University Education Society, Gokak, Belgaum (Karnataka)

Kerala

8. St. John's University, Kishanttam, Kerala.

Madhya Pradesh

- 9 Kesarwani Vidyapith, Jabalpur (MP)

Maharashtra

- 10 Raja Arabic University, Nagpur.

Tamil Nadu

- 11 D.D.B Sanskrit University, Putur, Trichi, Tamil Nadu.

Uttar Pradesh

- 12 Mahila Gram Vidyapith/Vishwavidyalaya, (Woman's University) Prayag, Allahabad, U.P.
- 13 Indian Education Council of U.P., Lucknow (UP)
- 14 Gandhi Hindi Vidyapith, Prayag, Allahabad (UP)
- 15 National University of Electro Complex Homeopathy, Kanpur.
- 16 Netaji Subhash Chandra Bose University (Open University) Achaltal, Aligarh (UP)
17. Uttar Pradesh Vishwavidyalaya, Kosi Kalan, Mathura (UP)
18. Maharana Partap Shiksha Niketan Vishwavidyalaya, Pratapgarh (UP)
19. Gurukul Vishwavidyalaya, Vrindavan, U.P.