

ELEMENTARY EDUCATION

SARVA SHIKSHA ABHIYAN

1. The goals of SSA are as follows:-

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

2. SSA outlay and releases

- o In IX Plan funding pattern was 85:15. In X Plan it was 75:25 (in respect of NE States during 2005-06 and 2006-07, 15% State share was borne by the Ministry of DoNER). In XI Plan funding pattern is:
 - “65:35 for the first two years of Plan, 60:40 for the third year, 55:45 for the forth year and 50:50 thereafter. In respect of 8 North East States the funding pattern is 90:10 under the programme with the Central share resource from the 10% earmarked funds for the NE States in the SSA’s Central Budget”.
- o SSA was partially funded to the tune of Rs.4700 crores from 2003-04 to 2006-07 by the World Bank, European Commission and DFID of UK.
- o For the period of 3 years from 2007-08 to 2009-10, the World Bank, European Commission & DFID of UK will be partially funding the SSA. The funds from externally aided agency are to the tune of Rs. 4330 crore (World Bank Rs. 2558, DFID Rs. 1251 & EC Rs. 521)
- o In 2008-09, Central allocation of Rs.13100 crore (GBS Rs.5410 cr.; PSK Rs.7690 cr.) provided for SSA programme.
- o The indicated outlay for SSA for the 11th Plan period is Rs. 71000 crores.
- o The total outlay for the 10th Plan was Rs.17000 crores. The releases by the Central Government and expenditures during the 10th Plan were as follows:-

(Rs. in Crores)

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

- In 2007-08, GOI released Rs.11480.61 crore to the States/UTs against which the expenditure was Rs.15565.57 crore.
- For 2008-09, the PAB of all the States/UTs have been completed by April, 2008 and outlays approved (Centre+State) are Rs.24127.14 crore (including Rs.1228.59 crore for NER)
- Upto 21.01.09, against BE 2008-09 of Rs.13100 crore, Rs.10826.62 crore (82.65%) have been released to the States/UTs.

3. Vastly improved States/UTs commitment to SSA

State Shares

(Rs. In Crores)

2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
402.90	25.80%	838.70	31.00%	1754.60	34.10%	2802.73	37.10%	3754.56	35.21%	5735.12	50.42%

4. Achievement during 10th Plan Period

Sub Component	2002 (Habitations covered)	2007 (Habitations covered)
Primary School coverage	86.96%	98%
Upper Pry School Coverage	78.11%	86%

	Sanctioned under SSA during X Plan	Opened (upto 31 March 2007)
<i>New Primary Schools</i>	133928	99715 (74.5%)
<i>New Upper Primary Schools</i>	100788	83824 (83.2%)

KGBV Girls Hostel	2180 (from 2004-05)	1819 (83.44%)
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Sub-Component	10th Plan Projections	10th Plan sanctions	Completed & in-progress
Additional Classrooms	10,66,000	11,17,143	10,21,716 (91%)
Teachers	10,66,000	10,12,000	8,10,000 (80.1%)
Financial	Rs 17,000 cr.	Rs 27,896 cr.	Rs 71,000 cr.

5. Key proposals for the XI Plan

S. No.	Activity	Proposals for XIth Plan	Sanctioned in 2007-08 & 2008-09	Balance
1.	Primary Schools	20000	26822	0
2.	Upper Primary Schools	70000	44181	25819
3.	Addl. Classroom	887000	332040	554950
4.	Drinking Water	68000	23087	44913
5.	Toilets	20400	47848	0
6.	KGBV	410	398	12

6. Progress against key inputs of SSA: -

Sl. No.	Items	Cumulative Targets since inception including 2007-08	Achievements (upto 31.03.2008)	Performing States	Targets for 2008-09
1.	Opening of New Schools	275005	240750 (87.54%) Completed	Maharashtra, Manipur, W.Bengal	29848
2.	Construction of school buildings	204400	195959 (95.63%) Completed & in Progress	Bihar, J&K, Jharkhand	43164
3.	Construction of additional classrooms	822930	778531 (94.60%) Completed & in Progress	Manipur, Sikkim, West Bengal	116206
4.	Drinking water facilities	189068	180314 (95.36%) Completed & in Progress	Chhattisgarh, J&K, Orissa	3941
5.	Construction of Toilets	244285	230493 (94.35%) Completed & in Progress	Goa, J&K, Orissa	20353

6.	Teacher appointment	11.20 lakh	9.09 lakh (81.16%) Completed	Bihar, West Bengal, Rajasthan	107444
7.	Enrolment in EGS/AIE Centres	58.78 lakh (Annual)	37.65 lakh (64.1%) Coverage	Bihar, Andhra Pradesh, MP	59.46 lakh
8.	Teacher training (20 days)	3573735 (Annual)	2588970 (72%) Completed	Bihar, Jharkhand, UP	36.29 lakh
9.	Supply of Free Textbooks	6.91 crore (Annual)	6.88 cr. (99.5%) Supplied	D & N Haveli, Gujarat, Meghalaya	8.98 lakh
10.	KGBV Schools	2180	1929 (88.48%) Operationalized	J & K, UP	398

Performance upto 30.09.2008

Sl. No.	Items	Cumulative Targets since inception including 2008-09	Achievements (upto 30.09.2008)		Total
			Completed	In Progress	
1.	Opening of New Schools	304853	261562	-	261562 (85.79%)
2.	Construction of school buildings	248064	164682	47995	212677 (85.73%)
3.	Construction of additional classrooms	939136	700875	182604	883479 (94.01%)
4.	Drinking water facilities	193009	170700	11839	182539 (94.58%)
5.	Construction of Toilets	264638	225642	21429	247071 (93.36%)
6.	Teacher appointment	12.27 lakh	9.66 lakh	-	9.66 lakh (78.76%)
7.	Teacher training (20 days)	4069694 (Annual 2008-09)	1824475	-	1824475 (45%)
8.	Supply of Free Textbooks	8.97 crore (Annual 2008-09)	8.11 Cr.	-	8.11 Cr. (90%)
9.	KGBV Schools	2598	2159 Operationalized	-	2159 (83%)

7. Progress in Educational Indicators

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

(ii) Out of school children

(In Crores)

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
3.20	2.49	1.16	1.35	0.95	0.70	0.76	0.45

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

(iii) Enrolment indicators

SES		2001-02	2005-06	Remarks
Gross Enrolment Ratio	Primary	96.3	109.40	13.1 ↑
	Upper Primary	60.2	71.15	10.95 ↑
	Elementary	82.4	94.92	12.52 ↑
Dropout rate	Overall (Pry.)	39.0	25.47	13.53 ↓
	Girls (Pry.)	39.9	21.5	18.4 ↓
	Overall (Ele.)	54.6	48.7	5.9 ↓
	Girls (Ele.)	56.69	48.9	7.79 ↓

(iv)

DISE		2003-04	2007-08	Remarks
Share of girls	Primary	47.47	48.22	0.75 ppt ↑
	Upper Primary	45.02	46.99	1.97 ppt ↑
Share of SC students	Primary	20.84	19.83	16% population
Share of ST students	Primary	9.71	10.95	8% population
Transition Rate from pry to U. pry.		74.15	81.13	6.98 ppt. ↑
Average Dropout Rate at Primary level		10.6	9.36	1.24 ppt. ↓

(v) Infrastructural Indicators

	2003-04	2007-08
Ratio of PS to UPS	2.87	2.4
Student to Classroom Ratio	42	35
Pupil to Teacher Ratio	39	33
% of schools having drinking water facility in school	77.89	86.75
% of schools having common toilets in school	41.81	62
% of schools having girls toilet in school	28.24	50.55

(vi) Attendance of Students/Teachers

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

Note: Based on findings of study in 20 States on students/teachers attendance over the academic year 2006-07.

(vii) Measurement of Students' achievement

- Nationwide pupil achievement surveys by NCERT indicates(% Achievement)

		Math	Language	EVS	Science	Soc. Sc.
Class – III (29 States/UTs)	1 st Rd.	58.25	63.12	--	--	--
	2 nd Rd.	60.00	67.00	--	--	--
Class – V (31 States/UTs)	1 st Rd.	46.51	58.57	50.30	--	--
	2 nd Rd.	48.40	60.31	52.19	--	--
Class – VII (10 States/UTs)	1 st Rd.	30.50	54.24	--	37.78	34.04
	2 nd Rd.	38.76	51.95	--	39.87	40.89
Class – VIII (17 States/UTs)	1 st Rd.	39.17	53.86	--	41.30	46.19
	2 nd Rd.	41.50	56.13	--	41.75	46.94

8. Quality aspects in SSA

IV.	Students			
Sl. No.	Intervention	Target 2007	Achievement	Low performing States
	Free textbooks	8.92 lakh students	(in % till 31.12.08)	Delhi, Jharkhand
I.	Academic Support			
1.	BRC	6491	100%	Bihar, Kerala, Jharkhand
2.	CRC	72022	96%	West Bengal, Rajasthan, Delhi
II.	Schools			
1.	School grant	11.82 lakh schools	82%	Orissa, Assam
2.	TLE grant	34734	19%	Andhra Pradesh, West Bengal, Uttarakhand
III.	Teachers			
1.	Teacher recruitment (up to 30.9.2008)	12.27 lakh teachers	78.76 %	Bihar, West Bengal, Rajasthan
1.	Teacher grant	41.47 lakh teachers	80%	Andhra Pradesh, Sikkim, Assam
2.	20 days annual in-service training	40.69 lakh	59%	Bihar, Jharkhand, UP
3.	Induction training	2.38 lakh	22%	Andhra Pradesh, Bihar, Uttarakhand
4.	Training for untrained teachers (distance mode)	1.26 lakh	44%	J&K, MP, Orissa

- **Computer Aided learning (CAL)** is operational in **25982 schools** covering 48.19 lakh students, with partnership of 69 private organisation/ NGOs partners
- **States have quality improvement programme for learning enhancement.**
 - Targeted programmes for language & Maths at primary level in 25 States
 - Science and Maths enhancement at upper primary level in 18 States

9. Kasturba Gandhi Balika Vidyalaya (KGBV)

- Against 2578 KGBV sanctioned, 2159 are operational (as on 31.10.2008) in 27 States.
- 427 KGBV's in blocks with substantial muslim population; 612 KGBV's in ST concentration blocks; 688 in SC concentration blocks; 94 in urban areas.
- 1.70 lakh girls enrolled of which 27% SC, 32% ST, 26% OBC, 6% muslim & 9% BPL.
- KGBV coverage is 398 (94 in urban areas) in 2008-09.

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

- NPEGEL is operational in 3272 Educationally Backward Blocks covering 40171 clusters, for more intensive community mobilization for girls education, gender sensitized of teachers and targeted strategies for girls from disadvantaged groups.
- Rs 578.18 cr. have been sanctioned for NPEGEL in 2008-09. NPEGEL expenditure upto 31st March 2008 is Rs 470.73 cr.

11. National Mission of SSA

The Governing Council and Executive Committee function under National Mission of SSA, which have been reconstituted on 2.7.2007, the National Mission including interalia, experts in school education, NGOs, teacher associations, in addition to Ministers in charge of elementary education in the States. The meeting of the Governing Council under the Chairmanship of the Prime Minister was held on 21.2.2005 and the fourth meeting of the Executive Committee under the Chairmanship of HRM on 22nd January 2008. Project Approval Board, Chaired by Secretary (SE&L) is operational. Delegations of powers to the Executive Committee and PAB have been effected since 2005.

Six Sub-Missions have been constituted for SSA, in the areas of: -

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

12. Monitoring in SSA

SSA has elaborate State and national level monitoring arrangements.

- Framework for implementation of SSA has been amended to provide for the constitution **of a District Level Committee** comprising local public representatives to monitor the implementation of the SSA programme in the districts.
- Progress against **key monthly indicators** and a more detailed **quarterly progress report** from States to Government of India.
- A **computerized Educational MIS** system gives elementary education statistics. (Data for 2006-07 released by NUEPA). The entire data base is available at Web-site www.ssa.nic.in, & provides analysis by State, District & school. An Educational Development Index has been developed & States ranked in order of progress towards universalisation of elementary education. School wise progress cards have also been developed & can be seen at web site www.nuepa.org.
- 41 National Social Science Institutions have been tagged to all States/UTs to make **independent & regular field visits** to monitor performance. 155 reports covering 563 districts received and have been received and disseminated upto 30.09.2008. This can be seen at www.ssa.nic.in.

- An **independent Joint Review Mission** reviews the progress of SSA twice a year, along with external funding agencies. (8th JRM held during 21st July to 31st July, 2008). The JRM reports can be seen at web-site www.ssa.nic.in.
- Pupil achievement level **sample surveys are conducted every three years** by NCERT to track learning achievement levels of students & for inter State comparisons. Second round has been completed for Class III, V, VII & VIII & findings disseminated.
- Several **independent assessments/studies** carried out for independent feedback on implementation of SSA e.g.: Out of School Study, 2005. Student & Teacher attendance rates 2007, study on Para-Teachers 2007, time on task study completed while 7 studies are in progress.
- Independent **concurrent financial reviews** commissioned by the Ministry. 32 States/ UTs covered so far & review in respect of 3 States/UTs under progress.
- **A set of quality monitoring tools, developed in collaboration with NCERT, to provide quarterly and annual information on several quality related indices of SSA has been rolled out, with 31 States reports received, covering: -**
 - Student enrolment and actual attendance
 - Pupil achievement levels
 - Teacher availability and teacher training
 - Classroom Practices
 - Academic supervisions of schools by Cluster and Block Resource Centres.
 - Community perceptions of school functioning.
- Secretary SE&L's Review Conference of SSA Programme with State Education Secretaries and SPD's/Director SCERT's twice a year. (Last meeting held on 31st July & 1st August, 2008).

13. Thrust during 11th Plan is on "Quality with Equity"

- Promotion of Upper Primary Schools (UPS) to overcome the challenges in enrollment and retention
- Residual Equity issues
- Address Quality through Holistic Approach of Ensuring basic learning condition and relating inputs to clear measurable outcomes
- **Provision of Rs. 71,000 cr. during 11th Plan Period**

MID-DAY MEAL SCHEME

1. BACKGROUND

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

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

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

4. EXTENSION TO UPPER PRIMARY CLASSES

In **October 2007**, the scheme has been further revised to cover children in upper primary (classes VI to VIII) initially in 3479 Educationally Backwards Blocks (EBBs).

Around 1.7 crore upper primary children were included by this expansion of the scheme. From 2008-09 i.e w.e.f. 1st April, 2008 the programme covers all children studying in Government, Local Body and Government-aided primary and upper primary schools and the EGS/AIE centers of all areas across the country. The calorific value of a mid-day meal at upper primary stage has been fixed at a minimum of 700 calories and 20 grams of protein benefited from MDM Scheme during 2008-09. by providing 150 grams of food grains (rice/wheat) per child/school day. 8.24 cr primary students and 3.50 cr Upper Primary Students i.e. a total of 11.74 cr students are estimated to be benefited from MDM Scheme during 2008-09.

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

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

5. Coverage of Madarasas and Maktabas

This Department vide Letter no. F.No.11-2/2008-EE-2 (MDM) dated 21st April 2008 addressed to all State Principal Secretaries/Secretaries implementing the Mid-Day-Meal Programme had advised to extend the Mid-Day-Meal Programme to all the eligible Madarasas/Maktabas supported under the SSA Programme. They have also been advised to ensure that the coverage of the scheme is concurrently extended to recognized Madarasas/Maktabas supported under SSA as Government Aided Schools as well as those Madarasas/Maktabas which may not be registered or recognized but supported under SSA as EGS / AIE interventions in coordination with State Project Directors of SSA.

6. OBJECTIVES:

The objectives of the mid day meal scheme are:

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

7. **RATIONALE**

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

- **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address this and facilitate cognitive, emotional and social development.

8. NUTRITIONAL CONTENT:

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

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

9. COMPONENTS OF CENTRAL ASSISTANCE:

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

- (i) Supply of free food grains (wheat/rice) @100 grams per child per School Day from the nearest FCI go-down for primary classes (I-V).
- (ii) Supply of free food grains (wheat/rice) @150 grams per child per School Day from the nearest FCI go-down for upper primary classes (VI-VIII)
- (iii) Reimbursement of the actual cost incurred in transportation of food grains from nearest FCI godown to the Primary School subject to the following ceiling:
 - (a) Rs.100 per Quintal up to 30.9.2007 and Rs.125 per Quintal with effect from 1.10.2007 for 11 special category States viz. Arunachal Pradesh, Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim, J&K, Himachal Pradesh and Uttaranchal.
 - (b) Rs.75 per quintal for all other States and UTs.
- (iv) Assistance for cooking cost at the following rates:-

Primary stage (classes I – V)

- (a) States in North-Eastern Region :- @Rs. 1.89 per child per school day, provided the State Govt.

- (b) For Other States & UTs :- contributes a minimum of 20 paise @Rs. 1.58 per child per school day provided the State Govt./UT Admn. Contributes a minimum of 50 paise
- Upper Primary stage (classes VI – VIII)**
- (a) States in North-Eastern Region :- @Rs. 2.42 per child per school day, provided the State Govt. contributes a minimum of 20 paise
- (b) For Other States & UTs :- @Rs. 2.10 per child per school day provided the State Govt./UT Admn. Contributes a minimum of 50 paise
- (v) Assistance for cooked Mid-Day Meal during summer vacations to school children in areas declared by State Governments as “drought-affected”.
- (vi) Assistance to construct kitchen-cum-store in a phased manner up to a maximum of Rs. 60,000 per unit. However, as allocations under MDMS for construction of kitchen-cum-store for all schools in next 2-3 years may not be adequate, States would be expected to proactively pursue convergence with other development programmes for this purpose.
- (vi) Assistance in a phased manner for provisioning and replacement of kitchen devices at an average cost of Rs. 5,000 per school. States/ UT Administration will have the flexibility to incur expenditure on the items listed below on the basis of the actual requirements of the school (provided that the overall average for the State/ UT Administration remains Rs 5000 per school):
- (a) Cooking devices (Stove, Chulha, etc)
- (b) Containers for storage of food grains and other ingredients
- (c) Utensils for cooking and serving.
- (vii) Assistance for Management, Monitoring & Evaluation (MME) at the rate of 1.8% of total assistance on (a) free food grains, (b) transport cost and (c) cooking cost. Another 0.2% of the above amount will be utilized at the Central Government for management, monitoring and evaluation. Programme Intervention and Coverage:

10. **MONITORING MECHANISM:**

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

- a Arrangements for local level monitoring: Representatives of Gram Panchayats/ Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children, (ii) cleanliness in cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc, (iv) implementation of varied menu, (v) social and gender equity. This is required to be done on a daily basis.
- b Display of Information under Right to Information Act: In order to ensure that there is transparency and accountability, all schools and centres where the programme is being implemented are required to display information on a suo-moto basis. This includes information on:
- i. Quantity of food grains received, date of receipt.
 - ii. Quantity of food grains utilized
 - iii. Other ingredients purchased, utilized
 - iv. Number of children given mid day meal.
 - v. Daily Menu
 - vi. Roster of Community Members involved in the programme
- c Inspections by State Government Officers: Officers of the State Government/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/ EGS & AIE centres are visited every quarter.
- d Periodic Returns: The State Government/ UT is also required to submit periodic returns to the Department of School Education and Literacy, GoI to provide information on (i) coverage of children and institutions, (ii) Progress in utilisation of central assistance, including cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.
- e Monitoring by Institutions of Social Science Research: Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the mid day meal scheme.
- f Grievance Redressal: States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.
- g **Constitution of District level Committee – Association of MPs/MLAs**: States/UTs have been advised to constitute District Level Committees comprising public representatives (Members of Parliament, Members of the State Legislature and members of the Zilla Parishad (wherever duly constituted), elected from that district/and/or urban bodies (duly constituted) as applicable) to monitor the

implementation of MDM Scheme in Districts. The senior-most Member of Parliament present in the meeting will chair the committee on the day it meets.

11. EVALUATION STUDIES CONDUCTED BY INDEPENDENT AGENCIES:-

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

- (a) “Cooked Mid-Day meal programme in West Bengal - A study of Birbhum district”. Professor Amartya Sen’s Pratichi Research Team (2005). The study shows that Mid Day Meal has made positive intervention in universalisation of primary education by increasing enrollment and attendance. The increase has been more marked with respect to girls and children belonging to SC/ST categories. The study also points out that Mid Day Meal scheme has contributed to reduction in teacher absenteeism and a narrowing of social distances.
- (b) “Situation Analysis of Mid- Day Meal Programme in Rajasthan”. University of Rajasthan and UNICEF (2005): states that the introduction of menu based mid day meal has positively impacted enrollment and attendance of children. It has contributed to social equity, as children sit together and share a common meal irrespective of caste and class. It has further contributed to gender equity in that it has provided employment to women.
- (c) “Mid day Meal in Madhya Pradesh”: Samaj Pragati Sahyog, 2005: Undertook a survey in 70 most backward villages. The findings show that there was a 15% increase in enrollment, which was more marked in the case of SC and ST children (43%)
- (d) “Mid Day Meals: A Comparison of the Financial and Institutional Organization of the Programme in Two States,” Farzana Afridi; April EPW (2005): The implementation of the programme is improving, but a lot more needs to be done. The new initiative of ‘Suruchi Bhojan’ is more attractive than the earlier ‘Daliya’ programme.
- (e) “Mid-Day Meal Scheme in Delhi – A functioning programme” Anuradha De, Claire Noronha and Meera Samson; CORD; (2005). Surveyed 12 MCD schools – school children in all schools were receiving food; impact of attendance more likely on girls, who often come to school without breakfast.
- (f) “Report on Akshara Dasoha scheme of Karnataka”, Dr. Rama Naik; University of Dharwad (2005). Has reported sharp rise in enrollment, particularly in rural areas. The programme has had an impact on teacher absenteeism: 64% schools stated that teacher absenteeism has been reduced.

- (g) National Council of Educational Research & Training's latest Report (2005) - Learning Achievement of Students at the End of Class-V has inferred that children covered under mid day meal have higher achievement level than those who were not covered under it.
- (h) "Mid Day Meal Scheme in Karnataka – A study" by National Institute of Public Cooperation & Child Development, Annual Report 2005-06:- Mid Day Meal improved the school attendance in majority of the schools and reduced absenteeism. It has fostered a sense of sharing and fraternity and paved the way for social equity.
- (i) "Mid Day Meal Scheme in Madhya Pradesh – A study - 2007" by National Institute of Public Cooperation & Child Development, Indore:- School enrollment indicated marked improvement in enrollment pattern of children in primary school. Mid Day Meal Scheme undoubtedly resulted in increased school attendance and facilitated in retention of children in school for a longer period. The Scheme has played a crucial role in reducing drop out, especially among girls. Parents viewed that the mid day meal had reduced the burden of providing one time meal to their children and considered it as a great support to their families. Teachers opined that mid day meal aided in active learning of children, which indirectly improved their academic performance. The Scheme has played a significant role in bringing social equity.

A nation-wide evaluation study has also been commissioned by the Planning Commission. The report is awaited.

12. NURITIONAL NORMS COMMITTEE:-

In the meetings of Mid-Day Meal Programme Approval Board (MDM-PAB) of the Ministry held to consider and approve Annual Work Plan and Budget (AWP&B) 2008-09 of Mid-Day Meal Scheme of States/UTs, representatives from some States/UTs, as well as members of MDM-PAB expressed the view that the programme norms, the break-up of nutritional content and the cost break-up of cooking cost needed to be reviewed. Accordingly, to re-examine the food grain requirement (per child/per day), the adequacy of the present norm of Central Assistance towards cooking cost (per child/per day) 2009-10 onwards and to design and institute a suitable mechanism to factor-in inflation index in the cooking cost norm, a National Level Committee comprising nutritional experts and state level user groups headed by Joint Secretary (EE.I) was constituted vide Notification No. 1-1/2008-Desk (MDM) dated 28.4.2008. The committee has since submitted its report which is under examination.

13. PROGRESS DURING 2007-08:

FOOD GRAINS

Stage	Allocation	
	Gross (Requirement by States/UTs)	Net(Allocation after adjusting unspent balance as on 31.03.07)
Primary	21,55,807 MTs	19,53,826 MTs
Upper Primary	3,23,120 MTs	3,23,120 MTs

PAYMENT TO FCI : Rs. 785.21 crore as on 31.03.2008

COOKING COST

Stage	Allocation	
	Gross (Requirement by States/UTs)	Net(Allocation after adjusting unspent balance as on 31.03.07)
Primary	Rs. 3269.21 crores	Rs. 2889.59 crores
Upp. Primary	Rs. 433.73 crores	Rs. 433.73crores

CONSTRUCTION OF KITCHEN SHEDS(2006-07 to 2008-09)

Year	Sanctions	
	Phy	Fin.
2006-07	2,20,940 units	Rs. 1325.63 crores
2007-08	2,22,849 units	Rs. 1337.092 crores
2008-09	2,09,813 units	Rs. 1258.45 crores
TOTAL	6,53,602 units	Rs. 3921.17 crores

PROCUREMENT OF KITCHEN DEVICES(2006-07 to 2008-09)

Year	Sanctions	
	Phy	Fin.
2006-07	5,20,817 schools	Rs. 260.41 cr.
2007-08	2,13,521 schools	Rs. 106.78 cr.
2008-09	38,662.schools	Rs. 19.33 cr.
TOTAL	7,73,000 schools	Rs. 386.52 cr.

14. No. of children who availed MDM, Budget Provision and Expenditure during 10th Five Year Plan & 11th Five Year Plan (as on 31.12.2009)

(Rs. In crore)

Year	No. of children availing MDM	Budget Estimates (BE)	Revised Estimates (RE)	Expenditure	Reasons for saving
1	2	3	4	5	6
2002-03	10,35,94,682	1,175.00	1,101.50	1,099.33 (99%)	
2003-04	10,56,65,960	1,175.00	1,375.00	1,375.00 (100%)	
2004-05	10,87,27,254	1,675.00	2,907.00	2,820.55 (97%)	Savings are due to the fact that enrolment in NER is about 6% of the total coverage though allocation of 10% of BE is mandatory
2005-06	11,93,81,379	3,345.26	3,345.26	3,186.33 (95%)	
2006-07	10,68,56,483	5,348.00	5,348.00	5,233.47 (98%)	
11th Five Year Plan – Total allocation Rs. 48,000 Crore					
2007-08	Pry. : 9,69,99,833 Up. Pry.: 1,67,15,004 Total : 11,37,14,837	7,324.00	6,678.00	5,835.44 (80%)	(i) Late start of programme in upper primary schools in EBBs. (ii) Less expenditure in NER for the reasons mentioned above.
2008-09	Pry.: 8.24 crore Up. Pry. 3.50 crore Total: 11.74 crore	8,000.00	8,000.00	5,405.00 (67.56%)	

MAJOR ACHIEVEMENTS - NATIONAL PROGRAMME OF MID-DAY MEALS IN SCHOOLS

1. Since 1.4.2008, the National Programme of Mid-Day Meals in Schools covers all children studying at primary (classes I-V) and upper primary (classes VI-VIII) in Government, Local Body, and Government-aided schools and the Centres running under Education Guarantee Scheme and Alternative & Innovative Education of all areas across the country.
2. During 2008-09, 11.74 crore children (8.24 crore of primary stage, i.e. classes I-V and 3.50 crore of upper primary stage i.e. classes VI-VIII) are to be benefited under the scheme.
3. Central Assistance, with effect from 1.4.2008, towards Cooking Cost to States/Union Territories (Central Share) has been enhanced by 5%,
4. National Level Committee constituted to re-examine the foodgrain requirement (per child/per day) and adequacy of the present norms of Central Assistance towards cooking cost (per child/per day) for 2009-10 onwards has since submitted its report. The report is under examination.
5. As against the budget provision of Rs.8000 crores, both for primary (classes I-V) and upper primary (classes VI-VIII) for the current year 2008-09, an expenditure of Rs.6052.29 crores (75.65%) has been incurred till 27.1.2009. This expenditure of Rs.6052.29 crores includes payment of Rs.1155.93 crore to the FCI towards reimbursement cost of food grains and Rs.1691.46 crore and Rs.19.33 crore releases made to States/UTs for construction of kitchen sheds in 289507 Schools and procurement / replacement of kitchen devices in 38662 Schools, respectively.
6. National Programme of Mid-Day Meals in Schools which is world's largest school feeding Programme has contributed to enhance school participation, reducing class-room hunger, instilling educational values and fostering social and gender equity. The programme has also provided employment opportunities to women, belonging to disadvantaged sections, who are being engaged as cooks and helpers. Women Self Help Groups are also engaged in implementing the programme. As per available information, of the 15,50,381 Cooks and Helpers engaged under the programme, 3,12,496 are SC and 2,04,478 are ST and 10,44,217 are women.

Right to Education

“The Constitution (Eighty Sixth) Amendment Act, 2002 notified on 13th December, 2002 inserted article 21-A in the Constitution, which seeks to make education a Fundamental Right for children in the age group of 6-14 years by providing that “the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”

“The Right of Children to Free and Compulsory Education Bill, 2008” to give effect to the Constitution (Eighty Sixth) Amendment Act, 2002 has been introduced in the Rajya Sabha on 15.12.2008. The Bill as introduced in the Rajya Sabha and pending therein has been referred to the Department related Parliamentary Standing Committee on HRD.

SECONDARY EDUCATION

1 Background

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

2. Universalising access to secondary education:

2.1. Following the Constitutional mandate to universalise elementary education, and success of Sarva Shiksha Abhiyan, it has become 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. It is well recognized that eight years of education are insufficient to equip a child for the world of work as also to be a competent adult and citizen.

2.2. The Mid-Term Appraisal of the 10th Five Year Plan (June 2005) of the Planning Commission has suggested a new mission for secondary education on the lines of SSA (Sarva Shiksha Abhiyan) pursuant to the success of SSA. The report of the Committee of the Central Advisory Board of Education (CABE) on 'Universalisation of Secondary Education' (June 2005), which is the highest deliberative and advisory forum on Education in the country with Union Minister of Human Resource Development as Chairman and Education Ministers of all States and eminent educationists as its Members, had suggested urgent taking up of a programme in this behalf with certain norms. The CABE Committee on "Girls' Education & Common School System" in its report of June, 2005 had also, inter alia, recommended (i)

making good quality education available to all students in all schools at affordable fees, (ii) investment in public schools system with standards, norms of Kendriya Vidyalayas.

2.3. While education is a concurrent subject, and secondary education primarily remains the responsibility of the State Governments, the Ministry of HRD has set its vision on making secondary education of good quality available, accessible & affordable to all young persons in the age group 15-16 years.

3. New initiatives launched in 2008-09

3.1. 2008-09 has been a momentous year for secondary education and several major initiatives, including a new centrally sponsored scheme to universalize access to and improve quality of education at secondary stage, have been launched during the year. The impact of these schemes will begin to be felt during the current year.

3.2. Several other initiatives have also been taken by the Central Government during 11th Five Year Plan, as mentioned below,

- A National Merit-cum-Means Scholarships Scheme for award 1 lakh scholarships to Class 9 students every years @ Rs.6000 per year has been launched from 2008-09.
- First phase of a new centrally sponsored scheme to establish one high quality model school in each block of the country to serve as schools of excellence has been launched from 2008-09.
- A “National Scheme of Incentive to Girls for Secondary Education” has been launched in June, 2008, to provide a one time incentive mainly to eligible girls belonging to SC/ST communities to continue secondary education.
- A new centrally sponsored scheme to set up girls’ hostels in about 3,500 educationally backward blocks has been launched in 2008-09. Under this scheme priority will be given to girls belonging to SC/ST/OBC/ Minority communities.
- Setting up of 20 Navodaya Vidyalayas in districts having a large concentration of Scheduled Castes and Scheduled Tribes has been sanctioned. 10 Schools will be set up in districts having a large concentration of Scheduled Castes and the remaining 10 in districts having large concentration of Scheduled Tribes.
- The scheme of Integrated Education for Disabled Children has been restructured to focus on children with disability at secondary stage.

4. Details of the Scheme/initiatives

4.1. Rashtriya Madhyamik Shiksha Abhiyan: 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. As part of the Central Government's commitment to make secondary education of good quality available, accessible and affordable to all young persons, the Government of India has launched a centrally sponsored scheme to universalise access to and improve quality of education at secondary stage, called Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th Five Year Plan. The objective of the scheme is to achieve an enrollment ratio of 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and universal retention by 2020. Broad physical targets include improving the enrolment ratio for classes IX-X to 75% within 5 years from 52.26% as in 2005-06, providing facilities for estimated additional enrolment of 32.20 lakh by 2011-12 through, strengthening of about 44,000 existing secondary schools, opening 11,188 new secondary schools, appointment of 1.79 lakh additional teachers and construction of 88,500 additional classrooms. The Central Government shall bear 75% of the project expenditure during the 11th Five Year Plan, with 25% of the cost to be borne by State Governments. Sharing pattern will be 50:50 for the 12th five-year plan. For both the 11th and 12th Plans, funding pattern will be 90:10 for North Eastern States. Rs. 20,120 crore has been allocated for this scheme during the 11th Five Year Plan.

4.2. Model Schools: First phase of a new centrally sponsored scheme to establish 2500 high quality model schools under State Governments in educationally backward blocks throughout the country to serve as schools of excellence has been launched in 2008-09. The salient features of the scheme are,

- **Location:** 2500 Model schools will be set up in Educationally Backward Blocks (EBBs).

- **Land:** Land for these schools will be identified and provided by the State Governments free of cost.
 - **Medium of instructions:** The medium of instructions will be decided by the State Governments. However, special emphasis will be given on teaching of English & spoken English.
 - **Classes:** The schools will have classes from VI to XII, or IX to XII.
- Management:** These schools will be run by State Government societies similar to Kendriya Vidyalaya Sangathan

The sharing pattern would be 75:25 for both recurring and non-recurring cost for schools with two sections of class VI to XII or class IX to XII. The sharing pattern would be 90:10 for special category States. Rs.12,750 crore has been allocated for the scheme during the 11th Five Year Plan. The second phase of the scheme to set up another 3500 schools at block level, including 2500 schools under Public Private Partnership, is expected to be launched soon.

4.3. Girls' Hostel Scheme: A scheme for providing assistance to voluntary organisation for running Girls' Hostels had been in operation since 1993-94. The scheme has been replaced with a new scheme under which financial assistance will be provided to the State Governments for setting up Girls' Hostels in about 3500 educationally backward blocks during the 11th Five year plan. The main objective of the revised scheme is to retain girl child in secondary school. The aim is to ensure that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The girl students in the age group 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. Salient features of the scheme are,

- One hostel having 100 seats will be constructed in each Educationally Backward Blocks,
- Implementation will be through State Governments,
- Wherever there is space in KGBV compound, the hostels would preferably be constructed there. In case, there is no spare space in the KGBV compound or in the blocks where no KGBV has been sanctioned, the hostel may be constructed in the compound of a secondary/ higher secondary school selected by the State/UT Government.

- Students passing out of KGBV will be given preference in admission in hostel. In blocks without any KGBV, students in all government/ aided schools in the vicinity of the hostel will be eligible for admission. 50% of girls admitted will belong to SC, ST, OBC, Minority communities.

Rs. 2000 crore has been allocated for the scheme during the 11th Five Year Plan. Central government will bear 90% of the recurring and non-recurring project cost.

4.4. National Means Cum Merit Scholarship: As per budget announcement of 2007-08, the Government of India has launched a Centrally Sponsored Scheme called National Means-cum-Merit Scholarship Scheme to award 1,00,000 scholarships each year, under which each student will be given Rs.6,000/- per annum (Rs.500/- per month) for study in classes IX to XII. To fund this scheme, a corpus of Rs.750 crore has already been created with State Bank of India in 2008-09 and a like amount would be added to this corpus fund every year over the next three years, raising this fund upto Rs.3000 crore. The yield from the fund will be used for disbursing scholarships under the scheme.

4.5. National Scheme of Incentive to Girls for Secondary Education: Another Centrally Sponsored Scheme called “National Scheme of Incentive to Girls for Secondary Education” in FM’s budget speech 2006-07. In pursuance to this, the Government of India has launched a Centrally Sponsored Scheme called “National Scheme of Incentive to Girls for Secondary Education” in June, 2008. According to the Scheme, a sum of Rs.3000/- will be deposited in the name of eligible girl as fixed deposit and she would be entitled to withdraw it along with interest thereon on reaching 18 years of age. The scheme will cover (i) all eligible girls belonging to SC/ST Communities, who pass class VIII and (ii) All girls who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX in Government, Government-aided and local body schools in the academic year 2008-09. A sum of Rs.1,500 crore has been provided under 11th Plan for this purpose.

4.6. Inclusive Education for the Disabled at the Secondary Stage (IEDSS): The existing of Integrated Education for Disabled Children will be replaced with the new Scheme of Inclusive Education for the Disabled at the Secondary Stage (IEDSS). The scheme will mainstream the disabled students in regular schools through inclusive education. The scheme

would be in operation from the year 2009-10 and it is proposed to cover 4.4. lakh disabled children form classes XI to XII. A sum of Rs.1000 crore has been provided under 11th Five Year Plan for IEDC/IEDSS scheme.

4.7. ICT @ Schools: To fully participate in the knowledge economy of the 21st century, it is imperative for all secondary school students to be computer literate. Use of ICT in schools can revolutionize the teaching learning process by making it more child-friendly. Already over 48,000 schools have been sanctioned. It is therefore proposed to cover all government/government aided schools under ICT @ School programme during the 11th Plan under which PCs, internet connectivity and teachers' training would be provided. For this, a sum of Rs. 6000 crore has been allocated under 11th Five Year Plan.

POLICY

Conference of State Ministers for Higher and Technical Education

A conference of the State Ministers for Higher and Technical Education was held on 23rd and 24th July, 2008 at Vigyan Bhawan to concentrate on the new initiative in Higher and Technical Education and infrastructure facilities, the rationale and strategy for reforms and the role of States in Higher & Technical Education.

DECLARATION OF 11TH NOVEMBER AS NATIONAL EDUCATION DAY

There have been consistent demands from various sections of the society to observe 11th November, the birthday of Maulana Abul Kalam Azad, a great Freedom Fighter, an eminent Educationist and the first Union Minister of Education, in a befitting manner. Several State Governments have also supported the demand. Accordingly, the Central Government has decided to observe 11th November, every year, as the “National Education Day” throughout the country, without declaring it as a holiday.

2. Ministry of Human Resource Development has decided to commemorate the birthday of this great Son of India by recalling his contribution to the cause of education in India. Educational Institutions at all levels would be involved in organizing seminars, symposia, essay-writing, elocution competitions, workshops and rallies with banners, cards and slogans on the importance of literacy and nation’s commitment to all aspects of education on the “National Education Day”. The focus of activities on the “**National Education Day**” would be on the various initiatives taken under Sarva Shiksha Abhiyan (SSA); in setting up model schools in secondary education; on the various initiatives taken in higher secondary education; and in vocational and higher education sectors by the Central Government on its own, and in partnership with State Governments, as well as through Private Public Partnership. These initiatives would be projected in association with various industry bodies, whose fullest cooperation also would be sought in the development of human resources in the country.

3. The First National Education Day Celebration was held on 11th Nov. 2008 at Plenary Hall, Vigyan Bhavan, which was inaugurated by HE the President of India. On this occasion,

the HE President of India has released books on Maulana Abul Kalam Azad in three languages i.e. Hindi, Urdu and English. On the occasion, a cultural programme was organized by National Bal Bhavan, a Film show on Maulana Azad in association with Ministry of Information & Broadcasting, and Photo Exhibition on Maulana were also organized. Also, a First Day Cover on Maulana Abul Kalam Azad was also issued in association with the Department of Posts.

4. As part of the celebration, a Conference of the Vice Chancellors/Directors of Central Educational Institutions was also held on 10th February, 2009 .

5. Reports on celebration of National Education Day on 11th November, 2008 have also been received from many States. Also , almost all the States / UTs have issued instructions/notification to the Educational Institutions to celebrate 11th November as the National Education Day.

CABE COMMITTEES

The Central Advisory Board of Education (CABE) has been re-constituted vide Resolution dated 12th December 2008. In pursuance of the decisions taken in the meetings of the CABE on 10-11-August, 2004, the Government of India had constituted in September, 2004 the following seven Committees of CABE to examine in detail critical issues facing education:-

- (i) Free and Compulsory Education Bill and other Issues related to Elementary Education
- (ii) Girls Education and the Common School System
- (iii) Universalisation of Secondary Education
- (iv) Autonomy of Higher Education Institutions
- (v) Integration of Culture Education in the School Curriculum
- (vi) Regulatory Mechanism for the Text books and parallel text books taught in Schools outside the Government system.
- (vii) Financing of Higher and Technical Education.

Based on the Reports of these seven Committees detailed action points for implementation of each recommendation have been prepared and sent to the State Governments/Central Ministries and other Bureaus in the Ministry.

HIGHER EDUCATION

University Grants Commission (UGC)

The University Grants Commission is a statutory organisation established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education. Apart from providing grants to Universities and colleges, the Commission also advises the Central and State Government on the measures which are necessary for the development of higher education. It functions from New Delhi as well as through its **six** Regional Offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

Growth of Higher Education System : Some statistics :

There were 20 universities and 500 colleges at the time of independence. At present, there are 449 universities (as on 31.12.2008), 265 State Universities, 25 Central Universities, 121 Deemed Universities, 5 Institutions established under various State Legislations and 33 Institutes of National Importance established by Central legislation. In addition, there are 22,064 colleges including around 2,260 women colleges. Out of 22,064 colleges, only 7,097 colleges (32%) have been recognised under Section 2(f) and 5,897 colleges (27%) under Section 12-B of the UGC Act, 1956. At the beginning of the academic year 2008-09, the total number of students enrolled, in the formal system, in the universities and colleges has been reported 123.77 lakhs – 15.89 lakhs (12.84%) in University Department and 107.88 lakh (87%) in affiliated colleges.

The enrolment of women students at the beginning of the academic year 2008-09 has been 50.25 lakhs constituting 40.60% of the total enrolment. Of the total women enrolment, only 12.36% women have been enrolled in professional courses. The women enrolment as a percentage of total enrolment in a State is the highest in Kerala (61.16%) and the lowest in Bihar (24.50%). In terms of absolute numbers of women enrolment, Maharashtra tops the list of States with 7.04 lakh, followed by U.P. (5.95 lakhs), etc.

The number of doctoral degrees awarded by various universities (position as on 1.1.2007) was 20,131. Out of which, the faculties of Arts had the highest number with 8257

degrees, followed by the faculties of Sciences with 5839 degrees. These two faculties together accounted for 70% of the total number of doctoral degrees awarded.

The regular faculty strength in universities had been 0.83 lakhs (16%) and 4.38 lakhs (84%) in colleges, totalling 5.21 lakhs in the beginning of the reporting year.

93RD AMENDMENT OF CONSTITUTION AND CENTRAL EDUCATIONAL INSTITUTIONS (RESERVATION IN ADMISSIONS) ACT, 2006

As a follow up of the Constitution (93rd) Amendment Act, 2005, inserting clause (5) in Article 15 of the Constitution of India, Parliament enacted the Central Educational Institutions (Reservation in Admissions) Act, 2006 (CEI Act), making special provisions for reservation of seats for the Scheduled Castes, Scheduled Tribes and the Socially and Educationally Backward Classes/ Other Backward Classes (SEBCs/OBCs) in admissions to such institutions. In terms of section 6 of the Act, Central Educational Institutions (CEIs) were to give effect to reservation of seats in admissions to their academic sessions commencing on and from the calendar year 2007.

A bunch of Writ Petitions was filed in the Apex Court, challenging the constitutional validity of the 93rd Amendment as well as the CEI Act, 2006.

The implementation of reservation in admission under the Central Educational Institutions (Reservation in Admissions) Act, 2006 (No. 5 of 2006) in respect of persons belonging to the socially and educationally backward classes (OBCs) was stayed by the Hon'ble Supreme Court of India while hearing Writ Petition (Civil) NO. 265 and a bunch of other writ petitions.

The Apex Court finally disposed off the petitions on the 10th April, 2008, upholding the constitutional validity of the 93rd Amendment [Article 15(5)] of the Constitution in so far as the Central Educational Institutions, established, maintained or aided by the Central Government are concerned.

The Ministry issued directions vide O.M. No. 1-1/2005-U.1.A/847 dated 20th April 2008 to all Central Educational Institutions to clarify the processes of implementation of reservation.

The Ministry also issued a Resolution vide O.M. No. 1-1/2005-U.1 A/846 dated 20th April 2008 adopting the Centre list of SEBCs/OBCs as per Resolution No. 12011/68/93-BCC© dated 10.9.2993 of the Ministry of Welfare (now the Ministry of Social Justice and Empowerment) as modified by that Ministry from time to time and the rules/ criteria of exclusion of socially advanced persons/sections as per the O.M. No. 36012/22/93-Estt. (SCT) dated 8.9.1993 as amended by OM NO.36033/3/2004-Estt.(Res.) dated 9.3.2004 by the Ministry of Personnel, Public Grievances and Pensions (Department of Personnel and Training) and as may be amended by that Ministry from time to time, for the purposes of implementing reservation in admission to Central Educational Institutions as defined in the CEI Act, 2006.

The OM No 1-1/2005-U.1.A/847 dated 20th April 2008 and the Resolution No. 1-1/2005-U.1.A/846 dated 20th April 2008 have been put in the Ministry's website. They have been forwarded to all the concerned Ministries, Central Educational Institutions, Statutory Councils, State Governments and Union Territories for necessary action/information.

The Ministry vide OM No. 1-1/2008-U.1A dated 13th October 2008 has conveyed that the Central Government has revised the criteria of income based on the recommendations of the National Commission for Backward Classes for determining the creamy layer among Other Backward Classes (OBC) from Rs.2.5 lakhs to Rs.4.5 lakhs per annum and that the same shall be applicable for the purpose of determination of creamy layer for admission of candidates belonging to the OBCs in to the Central Educational Institutions.

In accordance with the Apex Court's order dated 14th October 2008 in the matter of IA No. 3 of 2008 in Writ petition Civil No. 35 of 2007, this Ministry has issued OM No. 1-1/2008 (III) U.1A dated 17th October 2008 to all Central Educational Institutions to ensure that seats reserved for OBCs are filled by other eligible students only if they are vacant after admitting all eligible OBC students i.e. after excluding 'creamy layer' as per OM No. 1-1/2008-U1(A) dated 13.10.2008. Each CEI shall ensure that the maximum cut off marks of OBCs are not kept lower than 10% from the cut off marks for general category candidates as directed by the Hon'ble Court.

In the academic year 2008-09, out of 8240 seats earmarked for students belonging to other backward classes, 5599 OBC students were admitted in 12 Central Universities.

Establishment of New Central Universities

The Government initially introduced Central Universities Bill 2008 in Lok Sabha in October, 2008 for establishment of Central Universities in hitherto 16 uncovered States. However, since the Bill could not be passed during the Winter Session of Parliament, an Ordinance has been promulgated on 15.1.2009 which provide for conversion of 3 State Universities, namely Dr. Harisingh Gour Vishwavidyalaya, Sagar, M.P., Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh, and Hemvati Nandan Bahuguna Garhwal University, Srinagar into Central Universities and establishment of 12 new Central Universities. The Central Government is now in the process of operationalising new Central Universities in certain States, namely, Tamil Nadu, Punjab, Karnataka, Himachal Pradesh where requisite land has been offered by the State Government and found suitable.

Indira Gandhi National Tribal University

Another Central University, Indira Gandhi National Tribal University has come into existence w.e.f. 8th July, 2008 at Amarkantak, M.P. The jurisdiction of the university extends to the whole of India, with the university having powers to establish such numbers of regional centres and campus is in the tribal areas, as the university may deem fit. The first Executive Council and the Academic Council of the University has been constituted and the University has started its academic programme in a modest way in certain subjects viz. Social Sciences, Management and Commerce.

Setting up of 374 Colleges

A new scheme to assist upto Rs.2.67 crores to the State Universities / State Governments for starting a model college in 374 districts having low Gross Enrolment Ratio, including 90 districts having sizeable population of minority communities. One-third of the capital cost of setting up of such colleges with an upper limit of Rs.2.67 crores would be met by the Central Government/UGC.

Revision of Pay Scale

Progressive Pay Review Package announced for attracting and retaining talent in the teaching profession in the higher education sector under UGC purview.

Educational Reforms in Higher Education

In the XI Five Year Plan, educational reforms are sought to be carried out through expansion, inclusion, rapid improvement in quality through institutional and policy reforms, and by enhancing public spending.

UGC has initiated a number of steps to bring in academic reforms in the Central and State Universities such as examination reforms including continuous internal assessment, introduction of credit-based courses, semester system, institutional mobility of students, credit accumulation and credit transfer, regular updating of curricula etc.

National Eligibility Test (NET)

Based on the recommendations of a Committee constituted by this Ministry to review the National Eligibility Test (NET) for its utility, effectiveness and continuation, directions have been issued by the Central Government to University Grants Commission on 12.11.2008 under Section 20(1) of the University Grants Commission Act, 1956 that the UGC shall, for serving the national purpose of maintaining standards of higher education, frame appropriate regulations prescribing, among other things, that qualifying in NET/SLET shall generally be compulsory for all persons appointed to teaching positions of Lecturer/Assistant Professor in higher education. Relaxation can be given to those who acquire Ph.D. from a University complying with the UGC regulations in regard to the process of registration, course work and evaluation process.

Committee to advise on Renovation and Rejuvenation of Higher Education

A Committee has been constituted by the Government on 28th February, 2008 under the Chairmanship of Prof. Yash Pal to review the functioning of UGC and AICTE. The Committee, which has been re-named as 'Committee to Advise on Renovation and Rejuvenation of Higher Education' is expected to furnish its report by the end of February, 2009.

TECHNICAL EDUCATION

1. Eight New Indian Institutes of Technology (IITs) during XI Plan :

The Union Cabinet, on 17.07.08, approved the establishment of eight new IITs in Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab, Gandhinagar, Himachal Pradesh and Madhya Pradesh (Indore). Academic session 2008-2009 has been started by admitting about 120 students each in B.Tech. courses in new IITs in Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab and Gandhinagar by forming societies. These will be mentored by the existing IITs in Madras, Guwahati, Kanpur, Kharagpur, Delhi and Bombay respectively. IIT Himachal Pradesh and IIT Indore in Madhya Pradesh will be mentored by IIT Roorkee and IIT Bombay respectively.

Creation of two new IITs in Himachal Pradesh and in Madhya Pradesh (Indore) and conversion of Institute of Technology–Banaras Hindu University (IT-BHU) are proposed from the next academic session 2009-10. An allocation of Rs.2000 crores has been provided in the XI Plan. Entire amount of Rs. 50 crores provided in B.E-2008-2009 has been released.

State Government of Rajasthan has offered 505.83 acres of land in village Ranpur, District Kota which is 18 km. from the Kota Railway Station and 260 km. from Jaipur. The Site Identification Committee visited the site as proposed by the State Government at Kota in Rajasthan and found that it is not well connected by air. Accordingly, State Government has been requested to identify alternative suitable location having good air connectivity as also other basic facilities. Response of the State Government is awaited both in regard to permanent as well as temporary site. Classes of IIT Rajasthan for academic session 2008-09 have been started from the campus of IIT Kanpur. Rs.2.50 crores have so far been released to IIT Rajasthan in the financial year 2008-09.

Selection process for the post of Directors of new IITs is in progress. Meanwhile, Directors of mentoring IITs have been designated as Acting Directors of respective mentored IITs. It has also been decided that Chairmen, BoG of mentored IITs will also act as Chairmen, Board of Governors of respective mentored IITs. One post of Director, one post of Registrar

and 30 posts of faculty per year for the next three years in each IITs have been approved by the Cabinet. Societies of new IITs of Bihar, Andhra Pradesh, Punjab, Gandhinagar and Bhubaneswar have been registered.

2. Establishment of New IIMs during XI Plan

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

IIM Review Committee:

To review the functioning of Indian Institutes of Management (IIMs), a Review Committee has been constituted vide this Ministry's Resolution dated 17th October, 2007 under the Chairmanship of Shri R.C. Bhargava, Chairman, Maruti Udyog Limited. The other members of the Committee are Shri Ajit Balakrishnan, Chairman, BOG, IIM-Calcutta and Chairman & CEO rediff.com., Ms. Anusua Basu, Dy.CAG(Retd.). The Committee has submitted its report on 17th October, 2008 to the Ministry, which in turn has invited comments of various stake holders such as management expert, BOGs of IIMs etc. before taking a final view on the recommendations.

Central Institute of Technology (CIT) at Kokrajhar, Assam

To fulfill the aspirations of Bodo People of Assam, a Memorandum of Settlement (MoS) signed among the Govt. of India, Govt. of Assam and Bodo Liberation Tigers(BLT) on 10-2-2003. As per this settlement, with the approval of the Cabinet, a Central Institute of Technology (CIT) has been established at Kokrajhar District of Assam. At present, CIT is offering Diploma programmes in i) Computer Science, ii) Electronics & Communication, iii) Food Processing & iv) Instrumentation Technology. with an intake of 30 students in each programme. The Budget Estimate for 2007-08 is Rs. 550.00 lakh under Plan.

Submission on Polytechnics under Coordinated Action for Skill Development

This department has initiated a scheme on Sub-Mission on Polytechnics under Coordinated Action for Skill Development to give a boost to the polytechnic education by way of providing financial assistance for the following components:-

- i) Establishment of New Polytechnics
- ii) Strengthening of existing Polytechnics
- iii) Community Development through Polytechnics
- iv) Construction of Women's Hostel in Polytechnics

As a first step, this Department has released an amount of Rs. 100.00 crore to the State Governments for Establishment of New Polytechnics during the current financial year.

New School of Planning and Architecture (SPA)

Setting up of two new Schools of Planning & Architecture, one each at Vijayawada and Bhopal were approved by the cabinet on 26.6.2008.

The School of Planning & Architecture (SPA), Vijayawada and Bhopal have since started functioning in the temporary accommodation in Nagarjuna University, Guntur and Maulana Azad National Institute of Technology (MANIT), Bhopal. Approximately 105 students have been admitted in the first year of B. Arch and B. Planning Courses.

Societies for both the newly established SPAs have been duly registered. Funds have already been released in respect of both the Schools. The Government of Madhya Pradesh has allotted land for SPA, Bhopal. The Andhra Pradesh Government is likely to provide land for SPA, Vijayawada.

All India Council for Technical Education (AICTE)

The All India Council for Technical Education (AICTE) is given a mandate and is vested with a set of powers and functions to foster the planned growth and nurture quality in technical education, in the country.

Growth of Technical Education:

The intake capacity of the Indian technical education system has increased manifold over the years. At the time of independence, i.e. in the year 1947, there were 43 Diploma Polytechnic Institutions with student intake of 3,670, which increased to 1414 with an intake of 3,54,056 in the year 2007. Likewise, in 1947, there were 44 degree level institutions with student intake of 2,500, which increased to 1668 institutions with student intake of 6,53,290 in the year 2007. As on **31st July 2007** the total intake capacity is to the tune of 6,27,082 students in the **1617 undergraduate** degree level engineering institutions and 3,33,296 students in the **1403 diploma** level institution, 1,04,084 students in the **1150 Management** level institutions, 56,004 students in the **999 MCA** level institutions, 5,229 students in the **80 HMCT** degree level institutions, 44476 students in the **736 Pharmacy** degree level institutions, **4707** students in the **116 Architecture** institutions and 650 students in the **9 Fine Arts** institutions making a grand total of 8,42,068 intake from the **4707** technical institutions. For the academic year 2007-08, about 456 new institutions have been approved by the council providing additional intake capacity of about 96, 551 students. As on 31st August 2007, there are 1149 Management; 1017 MCA; 854 degree level Pharmacy and 583 Diploma level Pharmacy; 81 Degree level and 92 Diploma level Hotel Management; 116 Degree level Architecture and 5 Diploma level Architecture; and 9 degree level and 8 Diploma level Applied Arts & Crafts Institutions.

AICTE has taken several initiatives to promote quality and relevance of technical education in the country through the following measures/ schemes.

Relaxations to promote new technical institutions:

Further, the Council has provided certain incentives to promote establishment of new technical Institutions for the following categories with a relaxation of 20% allowed in FDR amount and processing fee:

- a. Establishment of new technical institutions exclusively for **women**.
- b. Establishment of new technical institutions in **North Eastern States**.
- c. Establishment of new technical institutions for **Minority**.

Relaxations for establishment of New Technical Institutions for Women:

In addition to the above, for establishment of new technical institutions exclusively set up for women, certain norms have been relaxed which are as follows:

- a. **Land:** For the technical institutions exclusively set up for women, the land norms prescribed for establishment of all other Technical Institutions have been relaxed up to 50% in rural category and 20% in Metro and State Capital category and 10% in mega Cities category.
- b. **FDR and Processing Fee:** 20% relaxation is allowed in FDR amount and processing fees for establishment of new technical institutions exclusively set up for women.
- c. **Built up area & Number of courses and intake:** The total built up area required for setting up of new institutions are as per existing norms. However, to start with institutions for women will be allowed up to 5 courses with total annual intake of 300 with each course intake not exceeding 90.
- d. **Single window system for processing proposals.**

Accreditation Process

AICTE established the National Board of Accreditation (NBA) in 1994 to evaluate the quality of programmes offered by technical institutions from Diploma to the Postgraduate levels. Since establishment, NBA had reviewed 2764 programmes, of which 2501 were accredited, 197 were denied accreditation and 36 withdrew before a decision was rendered. To date, 227 of the 2501 positive accreditation decisions were renewals for previously accredited programmes.

The Accreditation standards, criteria, policies and procedures have been revamped by a high power committee to make them credible, transparent and decentralized. NBA has recently become a provisional membership of the prestigious Washington Accord in the 8th Biennial meeting of Washington Accord Signatories. With this membership, NBA's accreditation system gets international recognition.

E-Learning Resources

AICTE and DELNET have signed an MOU to Promote access to more relevant information in each library of AICTE approved technical institutions and to provide training to library staff so that they get associated with database creation work using international bibliographic standards; Facilitation of access of e-resources to AICTE approved institutions through INDEST-AICTE Consortium. Assistance to MHRD for preparation of Education Help Line for self and independent learning through e-resources.

MOU with CII

AICTE and Confederation of India Industry (CII) have signed an MOU to entering into a long-term partnership for promotion of quality technical education and in making available manpower with required skill and competence to suit the needs of industry.

Faculty Development Initiatives

Report of a high power committee on Faculty Development Technical Education has been submitted to MHRD for considering in the XI Five Year Plan. Detailed requirement of funds amounting to Rs,2,500 crores for the entire XI five year plan period have been made for enhancement of scholarships/ fellowships for PG students/research scholars pursuing Master's and Ph.D Programme in Technical Education have been sent to MHRD.

Implementation of Fast track processing of proposals received from institutions run by minority community, weaker sections and women.

To enhance the degree of participation of minorities, weaker sections and women in technical education, proposals from such institutions are processed on a fast track basis using single window system. The requirement of endowment fund for such institutions have also been relaxed.

DISTANCE LEARNING & SCHOLARSHIPS

1. Indira Gandhi National Open University (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems.

To fulfill the first objective, IGNOU provides innovative and need based general as well as continuing education to: the persons from disadvantaged groups; physically challenged; homemakers; minorities; and those who are based in remote areas for their professional development. IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrollment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video tapes, broadcast on radio and educational TV Channels, tele-conferencing, video-conferencing as also the face to face counseling, at its study centers located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.

The Distance Education Council (DEC)

IGNOU is meeting its second objective of promotion, of Open and Distance Learning Education (ODL) Systems and coordination of standard in such Systems in the country through the Distance Education Council (DEC), one of its authority. ODL system of the country consists of 14 State Open Universities (SOUs) and 140 Correspondence Course Institutes (CCIs)/DEIs.

Against the budgetary provision of Rs 70.00 crore during 2008-09 under the Head Assistance to IGNOU for SOUs (General) an amount of Rs 32.91 crore has already been released upto 31.12.2008. Based on the further demand projected by the IGNOU, it is envisaged that the budgetary outlay for 2008-09 will be exhausted fully during 2008-09. The budgetary provision for 2009-10 has been proposed to Rs 77.00 crore.

The North East Project (NEP)

IGNOU has established a network of ODL institutions in the North Eastern (NE) Region under its North East Project (NEP). The objectives of NEP were to: provide access to education in NE Region through a network of Learner Support Centres (LSC) across the region. During the year under report, the project has continuously strived to further the objectives of the University in the NE region. 89 new Study Centers were set up during this period bringing the total number of Study Centres in the region to 347. The network of these Study Centres is spread across the region covering remote and disadvantaged areas such as, Tezu in Arunachal Pradesh and Chawngte in Mizoram.

Against the budgetary provision of Rs 12.00 crore during 2008-09, an amount of Rs 7.98 crore has already been released upto 16.1.2009. Based on the further demand projected by the IGNOU, it is envisaged that the budgetary outlay for 2008-09 will be exhausted fully during 2008-09. The budgetary provision for 2009-10 has been proposed to Rs 12.50 crore.

International Activities

Academic Programmes of IGNOU are currently being offered in 35 countries, which include United Arab Emirates (UAE), Sultanate of Oman, Bahrain, Doha, Sri Lanka, Mauritius, Maldives Nepal, Kenya, Fiji, Caribbean Islands, Samoa, Malaysia, Krgystan, Singapore and Ghana, among others. Distance Education Programmes, through Distance mode, are being offered in Ethopia, Liberia, Madagascar, Ghana in collaboration with

UNESCO and International Institute for Capacity Building in Africa, whereas, education programme in Lesotho, Swaziland, Namibia, Seychelles, Jamaica, Malawi and Belize are being offered through an agreement signed with Commonwealth of Learning (COL),

Commonwealth of Learning (COL)

Commonwealth of Learning (COL) was established through a Memorandum of Understanding between Governments of Commonwealth countries in the year 1988. India made an initial pledge of 1 million pounds (Rs. 250 lakhs) towards establishment of COL. The entire pledge of Rs. 250 lakhs was remitted to COL. From the year 1995-96, India has been making its contribution to COL every year. COL is voluntarily funded by the

Commonwealth countries and India is third major donor after United Kingdom and Canada. India made a contribution of Rs.4.00 crores to COL during the current year. Out of this 50% of the contribution i.e. Rs 2.00 crore was made in Indian Rupees and the remaining amount (Rs.2.00 crore) was paid in Canadian dollar. India is represented on the Board of Governors and Executive Committee of COL through Secretary, Department of Higher Education. The budgetary provision for 2009-10 is Rs 4.00 crore.

6. National Mission in Education through ICT

Cabinet Committee on Economic Affairs (CCEA) on 2.1.2009 approved a new Scheme-**National Mission in Education through Information and Communication Technology (ICT)** with objectives to provide high quality personalized and interactive knowledge modules over the internet/intranet for all the learners in Higher Education Institutions in any time any where mode. This is expected to be a major intervention in enhancing the Gross Enrollment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period and in ensuring access and equity in Higher Education. The Mission has two major components viz (a) content generation and (b) connectivity along with provision for access devices for institutions and learners. The Mission would also create higher quality e-content for the Target Groups and on the other it would simultaneously seek to extend Computer infrastructure and connectivity to over 18,000 colleges in the country including each of the Departments of nearly 400 Universities/Deemed Universities and Institutions of National Importance.

To implement the scheme, Ministry is making all out efforts as per Mission documents during the remaining period of the financial year 2008-09. The scheme has a budget provision of Rs 502.00 crore during the financial year 2008-09. The budgetary provision for 2009-10 has been proposed to Rs 1243.00 crore.

NATIONAL SCHOLARSHIP

Central Scheme of Scholarship for college and University students.

A new Central Scheme of Scholarship for College and University Students is being implemented from the year 2008-09. The objective of the Scheme is to provide financial assistance to meritorious students from non – creamy layer of the society to meet a part of their day-to-day expenses while pursuing higher studies. The scholarships will be awarded on the basis of the results of senior secondary examination. 82000 fresh scholarships per annum (41000 for boys and 41000 for girls) for graduate/postgraduate studies in colleges and universities and for professional courses, such as Medical, Engineering etc. The total number of scholarships has been divided amongst the State Boards based on the State’s population in the age group of 18-25 years, after segregating share of CBSE and ICSE on the basis of number of students passing out from various Boards in the country. A copy of the distribution of the number of scholarships to CBSE/ICSE/States/UTs is at Annexure. The number of scholarships allotted to the Boards would be distributed amongst pass out of the Science, Commerce and Humanities streams of the Boards in the ratio of 3:2:1. Students securing a minimum of 80% of marks in Class XII of 10+2 pattern or equivalent and not belonging to the creamy layer as defined by the Department of Personnel and Training from time to time, pursuing regular degree courses (not correspondence or distance mode) from recognized educational institutions and not availing of any other scholarship scheme, are eligible for consideration under this Scheme.

Scheme of Scholarship to Students from Non-Hindi Speaking States for Post Matric Studies in Hindi

The Scheme was started in 1955-56 with the objectives to encourage the study of Hindi in Non-Hindi Speaking States and to make available to the Government of these States, suitable personnel to man teaching and other posts where knowledge of Hindi is essential. The Scheme was revised from 2004-2005. Under the revised Scheme, 2500 Scholarships are provided to meritorious students studying at post-matric to Ph.D. level, for recognized fulltime courses of education for study of Hindi as one of the subjects on the basis of the results of “examinations next below” conducted by a Board of Education or a University or a

Voluntary Hindi Organization. The rate of Scholarship ranges from Rs.300/- to 1000/- per month depending upon the course/stage of study. This scheme is implemented through the State Governments/UT Administrations.

EXTERNAL SCHOLARSHIP

Scholarship is one of the means for encouraging meritorious students. A special emphasis is placed on studies abroad where the state of the art methods are used. The Ministry of Human Resource Development acts as a facilitator in the award of foreign scholarships with a view to encourage meritorious students & scholars and to enable them to enhance their knowledge of developments taking place outside our country. The External Scholarship Division of the Ministry processes scholarships offered by various foreign countries under Cultural/Educational Exchange Programmes which enable Indian students to study at the level of Post Graduate/Ph.D/Post Doctoral Research work abroad.

Many Scholarships/Fellowships are awarded to Indian nationals by the Governments of U.K., and New Zealand under the Commonwealth Scholarship/Fellowship Plan. The Commonwealth Scholarship Plan covers a large number of disciplines, such as, Remote Sensing Technology, Communication Engineering, Bio-technology/ Bio-chemical Engineering, Robotics, Agronomy/Forestry, Social Sciences, Physical/Life Sciences, Management Studies, Environmental Studies etc. For the academic year 2008-09 Commonwealth Scholarship Commission in U.K. has awarded 20 scholarships against 61 nominations by this department. 61 nominations have been sent to U.K. for the year 2009-10.

From time to time the Government of India have entered into agreements for providing scholarships to Indian students through Cultural Exchange Programmes (CEP) or Educational Exchange Programmes (EEP) signed with Japan, China, Mexico, Israel, Norway, Belgium, Italy, Czech, Portugal and the Slovak Republic.

The European Union under a Memorandum of Understanding (MoU) with India offers a scholarship programme for Indian students to study in various European countries. The Erasmus Mundus Programme provides a separate India Window Programme for Indian students only. An amount of Euro 33 million has been earmarked for the years 2004 to 2009.

The Agatha Harrison Memorial Fellowship is fully funded by the Government of India. This is a research-cum-teaching fellowship and is meant for scholars who have specialized in modern Indian studies in the fields of History, Economics and Political Science. A consolidated stipend of £24,536/- per annum is paid by the Government of India to St. Antony's College, Oxford (U.K.). The present Fellow had joined the College in October 2007 for the academic year 2007-08. He is on a one year extension in the year 2008-09. The process for selecting the candidate for the academic year 2009-10 is in progress.

No Obligation to Return to India Certificate (NORI) is required by a persons who proceeded to the USA on J1 and J2 Visas and wish to convert these to H1 or H2 Visas for settling or gaining regular employment in USA. This certificate is issued by the Embassy of India/Consulates General of India (CGI) in the USA, after obtaining clearance from the Ministry of Human Resource Development.

ACHIEVEMENTS:

During the year 2007-08, a total of 95 Indian students/scholars availed scholarships against 185 nominated under CEPs/EEPs and Commonwealth Scholarship Plan. During the current year, 80 Indian nationals have availed scholarships till 31st December, 2008 under various CEPs/EEPs and Commonwealth Scholarship Plan against 243 nominated. More number of awards are awaited from various countries.

MINORITY EDUCATION

INITIATIVES FOR EDUCATIONAL ADVANCEMENT FOR MINORITIES 2004-2009

- a. Revival of the National Monitoring Committee for Minorities' Education (NMCME) in 2004 which was defunct since mid 1990s. A Standing Committee of NMCME constituted to attend to the issues relating to the education of minorities on an ongoing basis. The Standing Committee has visited almost all States to interact with the minority communities, managements of educational institutions and other stake holders.
- b. National Commission for Minority Educational Institutions (NCMEI) established to protect rights under article 30(1) of the Constitution. This is the first time that a specific Commission has been established by the Central Government for protecting and safeguarding the rights of minorities to establish and administer educational institutions of their choice. The commission is a quasi-judicial body and has been endowed with the powers of a Civil Court. The Commission has issued 1687 certificates of recognition to the minority educational institutions.
- c. A legislative proposal under article 21A of the Constitution, to provide compulsory free education up to 14 years of age to ensure increased access to school education of all communities including minorities, has been introduced in parliament.
- d. Universalization of Secondary education (Rashtriya Madhyamik Shiksha Abhiyan) with quality is being launched with special attention on Minority areas.
- e. Minority Cells established in the Ministry and all autonomous organizations coming in its fold. These Cells are intended to keep focus intact on educational issues pertaining to the minorities vis a vis the role expected of each organization.
- f. A study is being completed by the National University for Education Planning and Administration (NUEPA) to identify causal factors for low trend of enrolment of Muslim-minorities at post-secondary levels.

- g. Policy of reservation introduced in admissions introduced through CEI Act for the OBCs also – as many as 109 social groups in the central list of OBCs belong to religious minorities like Dalit Christians, and Muslims.
- h. As many as 13 universities have been assisted by the UGC to establish Centres for Studies in Social Inclusion and Exclusion.

School Education & Literacy:

- (i) 88 Minority Concentration. Districts(MCD) specially focused under SSA.
- (ii) Free Text Books for Minority children under SSA from 1st to 8th.
- (iii) 8134 registered Madrassas enrolling over 8.42 lac children are under SSA.
- (iv) 3457 Maktabas and Madrassas enrolling over 2.27 lac children are under SSA.
- (v) Maktabas/ Madrassas being assisted under SSA for school grants, teacher grants, free text books, additional teachers and teacher training
- (vi) Out of 2578 KGBVs, 427 in Minority Concentration Blocks – enrolling 19% Minority girls in these minority population concentration blocks.
- (vii) Option provided for starting Urdu medium sections in KGBV in Minority population concentration Blocks

Higher Education:

- (i) The University Grants Commission (UGC) has appointed a Committee to suggest a comprehensive policy for a fair share in various schemes for minorities; and, new guidelines have been developed for implementation of its schemes during the XIth Plan.
- (ii) Colleges of excellence, in partnership with States during the 11th Plan, in each of the 373 districts with lower than national GER in higher education, to cover all the 90 Minority Concentration Districts. In 2008-09, 90 colleges will be set up which will also cover at least 8 cities/towns with Minority concentration of population.
- (iii) Financial assistance to universities and colleges for girls' hostels with preference to be given to construction of women hostels in universities and colleges, primarily catering to the minorities in the areas where there is concentration of minorities, especially muslims.

- (iv) There are 24 central universities functioning at present and 4 of the vice chancellors in these central universities are academics of eminence belonging to the minorities.

Technical Education:

- (i) Eleventh Plan provides for financial assistance for setting up 300 new polytechnics one in each district without a polytechnic, including assistance for girls' hostels in all polytechnics without hostels, to cover all 90 districts with Minority Concentration Districts (MCD).
- (ii) Out of 4704 degree level technical institutions approved by AICTE, 377 are minority institutions out of which 50 were sanctioned by the AICTE in the current year 2008-09. Total intake of minority institutions is 88259 at present.
- (iii) AICTE gives 20% relaxation in the processing fees on applications for setting up minority institutions as well as in the amount required for 'joint fixed deposit.' AICTE has co-opted 118 experts from the minority communities on its different expert committees. In the Board of Studies of the AICTE, there are 18 members belonging to the minority communities including two Chairpersons of the Boards.

Madrassa Education:

- (i) Modernization of Madrasa Programme has been recast, and a new Centrally Sponsored Scheme for Providing Quality Education in Madarasa (SPQEM) launched from the current financial year (2008-09), to provide for linkages with National Institute of Open Schooling for certification of academic levels, linkages with vocational education, quality improvement of education in modern subjects, teacher training, enhancement of teacher honoraria, strengthening of State Madarsa Boards for monitoring and raising awareness about education programmes for the Muslim community, with an allocation of Rs. 625 crores in the XI Plan. Under the scheme 7898 teachers in 5802 madrasas have been provided assistance of Rs. 136.04 crores.

- (ii) Two specialist groups are working on mechanisms to give the appropriate equivalence to madrassa certificates at schooling and degree levels. The Report of the expert group to develop mechanism of equivalence at school level has been received and orders are being issued.
- (iii) NIOS gives concession in fee to SC/ST students and a new scheme of the NIOS for extending such benefits to students enrolled in madrassas is underway.
- (iv) A new Scheme for assistance for infrastructure in minority education institutions launched for implementation with an allocation of Rs. 125 crores in the XI Plan.

Greater Resource for Urdu:

- (i) Three Academies have been established for development of teachers of modern subjects in the Urdu medium at Aligarh Muslim University, Maulana Azad National Urdu University and Jamia Millia Islamia. 300 Urdu medium teachers trained at JMI, 100 at AMU and 1803 by MANUU, 50% of whom are teachers in Madrassas. Colleges of education to conduct B.Ed. programme in Urdu medium were established at Bhopal, Hyderabad, Srinagar and Darbhanga by MANNU. In addition, 500 students are enrolled in MANUU's National Council of Technical Education approved Urdu medium B-Ed. Programme through the distance mode. Also 2 Urdu medium model schools have been established at Hyderabad and Darbhanga.
- (ii) 100% Central assistance to States for salary and honoraria to Urdu teachers – one in each school. 1926 teachers appointed under the scheme during 2008-09.

Employment:

- (i) Instructions have been issued to all organizations coming under the purview of the Ministry of HRD to have one member from the minority communities on all selection boards for recruitments – States also have been similarly requested.
- (ii) Instructions have also been issued to post, as far as possible, Muslim teachers in Institutions located in Muslim concentration areas to instill confidence, increase enrolment and decrease drop outs among the educationally backward minorities.

- (iii) National Institute of Open Schooling (NIOS) and Government of Bihar have jointly launched “HUNAR”, a scheme of vocational education for the Muslim girls.
- (iv) University Grants Commission is strengthening its schemes for coaching of minorities, SC and ST for remedying academic deficiencies, preparation for entrance tests and competitive examinations and National Eligibility Tests for teaching – 1906 students including 1208 Muslims benefited in remedial coaching during 2008-09.

Gender Budget Cell (GBC)

A Gender Budget Cell (GBC) headed by Joint Secretary has been created in the Ministry for giving a gender sensitive orientation to the budgeting process. It coordinates the information on gender budgeting for Performance Budgets and brings out the Scheme-wise provisions and physical targets benefiting women. A Task Force has been constituted in this Department for achieving convergence and coordination of Government Programmes for Gender Equality and fighting Social evils.

LANGUAGE AND RELATED AREAS, BOOK PROMOTION & COPYRIGHT

Languages being the most important medium of communication and education, their development occupies an important place in the National Policy on Education and Programme of Action. Therefore, the promotion and development of Hindi and 22 other languages listed in the 8th Schedule of the Constitution of India, including classical languages and Sanskrit have received due attention. These programmes have been implemented through three subordinate offices i.e Central Hindi Directorate, Commission for Scientific and Technical Terminology and Central Institutes of Indian Languages, Mysore and five autonomous organisations namely, Kendriya Hindi Sansthan, Agra, National Council for Promotion of Urdu Language, Delhi, National Council for Promotion of Sindhi Language, Delhi, Rashtriya Sanskrit Sansthan, Delhi and Maharishi Sandipani Rashtriya Ved Vidya Prathisthan, Ujjain. During the year, two new Schemes were started Promotion of Tamil as a Classical language through newly setup Central Institute of Classical Tamil (CICT), Chennai and National Translation Mission through Central Institute of Indian Languages, Mysore.

CENTRAL HINDI DIRECTORATE

The Central Hindi Directorate was established way back in 1960 under the directions contained in Article 351 of the Constitution of Union of India with the objective of propagation and development of Hindi. To achieve the objectives, the Central Hindi Directorate has been implementing the schemes of (i) Publication of Bilingual/trilingual dictionaries, journals, conversational guides etc. (ii) Teaching Hindi through correspondence/cassettes (iii) Awards for Hindi Development. (Shiksha Puraskar & Hinditar Bhasha Bhasha Puraskar) (iv) Extension services e.g. Study tours, Lecture series etc.(v) Scheme of financial assistance to Voluntary Hindi organizations. (vi) Scheme of Bulk Purchase of Hindi Books and Exhibition of Hindi Books, etc.

During the year, progress was made in preparation of five 5 dictionaries, 2 conversational guides, 3 VCDs – (i) Hindi Mein Gadya Sahitya, (ii) Varan Vichar (iii) Kriya. 6 workshops were organized for Neo Hindi writers for non-Hindi speaking areas. It provided grants to 207 organizations for propagation of Hindi.

COMMISSION FOR SCIENTIFIC & TECHNICAL TERMINOLOGY

The Commission for Scientific & Technical Terminology was set up on 21st December, 1960 by a resolution of Govt. of India under the proviso to Clause (4) of Article 344 of the Constitution with the objective to evolve and define scientific and technical terms in Hindi and all Indian languages and publish glossaries, definitional dictionaries, encyclopedia., to see that the evolved terms and their definitions reach the students, teachers, scholars, scientists, officers etc. to ensure proper usage/ necessary updating/ correction/ improvement on the work done (through workshops/ seminars/ orientation programmes) by obtaining useful feedback to coordinate with all States to ensure uniformity of terminology in Hindi and other Indian languages

During the year, the Commission has completed Terminology evolution work on Library Science, Administration, Mechanical Engineering, Botony, Zoology, Agriculture, and Economics; Published three glossaries in Bodo and completed the work of School Terminology in Physics, Chemistry and Maths; Definitional dictionaries in Jain Philosophy, Drama Film and Television and Architecture have been completed.

CENTRAL INSTITUTE OF INDIAN LANGUAGES (CIIL), MYSORE

The Central Institute of Indian Languages (CIIL) at Mysore, a subordinate office of the Ministry of Human Resource Development, was set up to help in evolving and implementing language policy of the Government of India and to coordinate the development of Indian languages by conducting research in the areas of language analysis, language pedagogy, language technology and language use in society. The Institute promotes Indian languages through comprehensive schemes such as Research work in Indian Languages, Teachers training programme. Grant-in-aid to Voluntary Organizations for promotional activities for Publications etc., Bhasha Bharati Award.

During the year the School of Language Pedagogy has conducted seven Programmes on graded syllabi and workshops and national seminars. Under NTS, 38 workshops have been organized on Concept Based Continuum of graded syllabi at different places of the country. The School of Applied Language Sciences and Technology have video-taped 60 programmes on various aspects of language, culture, festivals literature and rituals. Centre for Language Technology conducted 3 National workshops on spoken Language Technology.

The National Translation Mission was launched in 2008. The aim is to translate existing knowledge books in English to the various languages in the 8th Schedule of the Constitution of India, from one regional language to another regional language and from sub-regional languages to the languages in the 8th Schedule

The Central Institute of Classical Tamil (CICT) has been set up at Chennai to promote Classical Tamil. CICT, as an autonomous organization fully funded by the Ministry of Human Resource Development have started functioning from its office at Chennai

Under the Public-Private partnership, the institute has – over the last year – undertaken and completed three major activities such as follows:

1. Microsoft – CIIL Vista validation project for Indian languages:
2. Longman-Pearson & CIIL Joint Basic Dictionaries Project
3. Motorola-CIIL Spoken Corpora Development Project

KENDRIYA HINDI SANSTHAN

Kendriya Hindi Sansthan, Agra is a fully funded autonomous organization with six regional centers at Delhi, Mysore, Hyderabad, Guwahati, Shillong, Dimapur and an extension Centre at Bhubneshwar. It is responsible for the propagation and expansion of the use of Hindi. The Sansthan implements the schemes (i) to develop the latest methodologies of Hindi Language teaching;(ii) to train Hindi teachers for the non-Hindi speaking areas;(iii) to provide facilities for higher studies in Hindi Language and literature;(iv) to undertake comparative linguistic studies of Hindi and other Indian languages etc.; (v) Courses in Journalism, Linguistics, Translation etc. and Awards to Hindi Scholars (Hindi Sevi Samman)

During the year, 42 students were enrolled in Hindi Shikshan Nishant, 227 in Hindi Shikshan Parangat and 107 students in Hindi Shikshan Samiti. The Sansthan organized 30 training courses in Dimapur and Agra. 118 students were given training in vocational Programmes. Sansthan has organized 28 short term programmes in which 1132 teachers were benefited.

Under the scheme of propagation of Hindi abroad – 128 foreign students are studying Hindi at Delhi Centre and at Agra.

NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE (NCPUL)

NCPUL is an autonomous organization of the Ministry of HRD devoted to mainstreaming of Urdu language and education.

The Council implements the programmes of Publication Activities and Book Promotion, Diploma in Computer application and multilingual DTP, Calligraphy and Graphic Design Training Centres, Diploma Course in Urdu and Functional Arabic in distance education mode, and Support to Voluntary organizations for seminars/ conferences/ workshops.

During the year, the Council has established 53 new NCPUL aided and 48 new accredited computer centres in addition to 242 existing centres in which 16980 students including 4087 girls got admission for giving technical education to Urdu speaking boys and girls for making them employable. Council set up 12 new Calligraphy and Graphic Design Centres in addition to 21 existing centres 825 students are pursuing the course in these centres. Council provided financial assistance to 57 NGOs to support select Urdu promotional activities. Council has brought out 85 publications. Under the Scheme of Urdu correspondence courses. The 422 centres including 169 new centres admitted 35006 learners.

NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE (NCPSL)

The NCPSL, an autonomous body, was established in 1994, with its Headquarters originally at Vadodara, which was shifted to New Delhi in 2006-07. NCPSL implements the schemes of Award of Prizes to Sindhi Writers, Bulk Purchase of Sindhi books/magazines/audio-videocassettes/CDs/VCDs etc. assistance to VOs for selected promotional activities relating to Sindhi language and Sindhi learning classes.

During the year, the Council has given financial assistance to 25 writers for publication of their manuscripts, financial assistance to 19 V.Os., to conduct Seminars and Conferences and 60 Books, 20 CDS/VCDs. and 8 magazines were distributed free of cost to 150 approved libraries of Schools/Colleges/Educational Institutions.

RASHTRIYA SANSKRIT SANSTHAN (DEEMED UNIVERSITY)

The Rashtriya Sanskrit Sansthan was established in October, 1970 as an autonomous organization for the development, preservation and promotion of Sanskrit learning all over the country and abroad. The Sansthan is fully financed by the Govt. of India and works as a vital agency of the Central Government. The Rashtriya Sanskrit Sansthan has been accorded Deemed University status by Government of India, Ministry of Human Resource Development in 2002.

As per the Memorandum of Association, the major objectives of the Rashtriya Sanskrit Sansthan (Deemed University) are to propagate, develop and encourage Sanskrit learning and research.

For fulfilment of its objectives and execution of the schemes/programmes of the Government, the Sansthan undertakes the schemes of Sanskrit teaching up to Doctorate level and gives financial assistance to Voluntary Sanskrit Organizations engaged in propagation and development of Sanskrit and to Adarsh Sanskrit Mahavidyalayas and Shodh Sansthans and Scholarship schemes and teaching of Sanskrit through non-formal Sanskrit institutions.

During the year, the Sansthan has given financial assistance to 138 Modern Sanskrit Teachers and 51 Sanskrit Teachers of Government Schools in different States for teaching Sanskrit. Sansthan has awarded scholarships to 20,000 students of IX class to Acharya levels under the scheme of Development of Sanskrit.

The Sansthan has introduced Sanskrit learning programme through television which is being telecast through Gyan Darshan Channel of IGNOU daily. Besides DD Bharti and DD India of Prasar Bharati also telecast the programme thrice a week.

Financial assistance is given to voluntary organizations as salary for Sanskrit teachers at the rate of Rs.6000/- per month and scholarship to Sanskrit students at the rate of Rs.300/- per month. 800 voluntary organizations, 8137 students and 1497 teachers are benefited.

Sansthan is also releasing monetary grant to the scholars awarded Certificate of Honour by the President of India every year. At present 300 awardees are receiving monetary grant at the rate of Rs.50,000/- per annum under the scheme of Development of Sanskrit. Sansthan is also providing Samman Rashi at the rate of Rs.24000/- per annum to about 240 Sanskrit scholars in indigent circumstances. A salary of Rs.6000/- per month is given by Sansthan to one Sanskrit teacher in State Government Schools where Sanskrit teacher is not provided by the State Govt. Besides this, salary is also granted for one teacher in modern subjects in Sanskrit Vidyalayas/ Maha Vidyalayas.

MAHARISHI SANDIPANI RASHTRIYA VED VIDYA PRATISHTHAN (MSRVVP), UJJAIN

The Pratishthan was established in 1987 as an autonomous Body for the preservation, conservation and development of Vedic studies by establishing and supporting Ved Pathshalas, creation and promotion of research facilities, creation of infrastructure for the collection of information and storage of relevant material and its publication.

During the year the Pratisthan has paid honorarium to 296 Veda teachers and stipend to 2100 students. Under the scheme of Preservation of Oral Tradition of Vedic Recitation, one swadhyay teacher is required to teach Sanskrit to 5 students at home. 123 Swadhyay teachers and 844 vedic students were provided financial assistance. The institute has conducted two seminars at Manipur and Varanasi and one All India Sammelan at Kolkata and has organized six regional Sammelans at Mount Abu, Hoshangabad, Jammu and Jorhat.

A correspondence Course “Ghar Baithe Vedon Ki Shiksha” has been introduced by the Pratishthan. A certificate “Veda Nipuna” will be provided to successful candidates. The aim of the course is to disseminate Vedic knowledge among common people. At present 459 scholars are registered under this scheme.

SCHEME FOR FINANCIAL ASSISTANCE FOR STRENGTHENING EDUCATION IN HUMAN VALUES

EHV Section is implementing Scheme of Assistance to agencies for Education in Human Values under which grant is given to NGOs for implementing the projects at various levels of Education System for encouraging culture and human values among School children and General Community. During the year 2008-09, an assistance of Rs.110.00 Lakhs has been given to 52 NGOs.

BOOK PROMOTION & COPYRIGHT

BOOK PROMOTION:

1. The Raja Ram Mohan National Agency for the International Standard Book Number (ISBN) which is functioning under the advise of the International ISBN Agency to register the works of Indian Publishers/Authors, Institutions, Universities and Government Departments which are responsible for publishing books has registered 1800 Indian publishers from 1st April to 31st December, 2008 under various categories.
2. To facilitate exchange of views on all major aspects of book promotion inter-alia, covering writing/authorship of books, production, publication and sale of books, prices and copyright habit of book reading availability and reach of books for different segment of population for various age-groups in different languages and the quality and content of Indian Books in general, Ministry of HRD has reconstituted the National Book Promotion Council (NBPC) on 2nd September, 2008 having eminent persons in the field of books within the country, and other stakeholders.
3. During the inauguration function of new office premises of National Book Trust (NBT) 'Nehru Bhavan' at Vasant Kunj on 12th December 2008, the Hon'ble Minister of Human Resource Development Shri Arjun Singh unveiled the National Action Plan for the Readership Development among the Youth (NAPRDY) to focus on the reading needs of the young readers in the age group of 15-25. Consequently the proposal of National Book Trust, India to enhance the reading habit among the youth a national survey among the rural and urban youth across the country is comprehend the readership status pattern, trend, attitudes,

possibility among them in the different Indian languages to give attention towards developing culture for reading has been approved by the Ministry. The National Council for Applied Economic Research (NCAER) will conduct the proposed Youth Readership Survey of NBT.

COPYRIGHT:

1. The Copyright Office as per section 45 of the Copyright Act, 1957 does the registration of copyright for various works. It received 7832 applications for registration of Copyright in various works, including literary, computer program 31st December 2008, artistic, sound recording and cinematograph till 31.1.2008. After examination of these applications, 5400 eligible works have been registered till 31.1.2008.

2. The sittings of the Copyright Board are held in five different regions (North, South, East, West and Centre of the country). This facilitates administration of justice to authors, creators and owners of intellectual property near their places of residence or occupation. Copyright Board holds its sittings in every alternate month to hear the pending cases. The Board held four sittings till 31st December 2008. One sitting was held in the Central zone (i.e. at Bhopal) and the remaining three sittings, one each in July, September and November were held in the North zone (i.e. at Delhi). Out of the 47 petitions were filed from 1st April 2008 to 31st December 2008, the Copyright Board has disposed of 34 cases till 31st December 2008.

3. The Copyright Division under the Department of Higher Education, Ministry of Human Resource Development sponsored a National judicial seminar on the role of judiciary in strengthening enforcement of the Copyright Law in collaboration with Indian Law Institute from 11th to 13th April 2008.

Educational Development in the NE Region and J&K

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

As per the extant Government orders, Department of Higher Education earmarked about 10% of its Gross Budgetary Support (GBS) for implementing these schemes in the region. The shortfall in utilization of this 10% provision is automatically transferred to the Non-lapsable Central Pool of Resources (NLCPR) administered by Ministry of Development of North Eastern Region, for funding specific infrastructure development project in the region. Since the inception of NLCPR in 1999, till 30.11.2008, Rs.882.96 crore has been approved and Rs.729.56 crore has been released to NE States in the Education Sector.

APPROVED ANNUAL PLAN 2008-09:

An Outlay of Rs.7593.50 crore for Annual Plan 2008-09 for the Department of Higher Education has been allocated by the Planning commission. Out of this, an outlay of Rs.755.99 crore has been earmarked for the North East. Funds to the tune of Rs.474.43 crore have been certified as on 23.01.2009.

CENTRAL UNIVERSITIES IN THE NORTH EAST:

There are Nine Central Universities in the North East, namely, Assam University, Tezpur University, Mizoram University, North East Hill University (NEHU), Manipur University, Nagaland University, Rajiv Gandhi University (Arunachal Pradesh), Tripura University (These two State Universities have been converted in to Central University in 2007) and Sikkim University (Newly established Central University in 2007).

The Central Universities in the North East have been sanctioned one Engineering and one Management School so as to provide avenues of technical education in the region. All such Engineering and Management Schools have since become operational.

University Grants Commission has initiated a number of steps to bring in academic reforms in the Central and State Universities such as examination reforms including continuous internal assessment, introduction of credit-based courses, semester system, institutional mobility of students, credit accumulation and reedit transfer, regular updating of curricula etc.

ESTABLISHMENT OF 374 NEW COLLEGES IN DISTRICTS WITH GER LESS THAN NATIONAL AVERAGE:

374 new Degree Colleges are to be established all over the country one each in such district, which has Gross Enrolment Ratio (GER) below the national average. One-third cost of establishment of these Colleges upto Rs.2.67 crore will be provided by the Central Government but for the remaining amount, efforts will have to be made by the respective States along with other partners. Out of 374 districts, 44 districts are located in the NE Region where new colleges will be established.

RAJIV GANDHI INDIAN INSTITUTE OF MANAGEMENT (RGIIM), SHILLONG:

The 11th Five Year Plan, endorsed by the National Development Council in December, 2007, envisages, establishment of seven Indian Institutes of Management (IIMs) in the Country, out of which one IIM namely Rajiv Gandhi Indian Institute of Management (RGIIM) has already been established in Shillong (Meghalaya) and has commenced its academic Session from 2008-09 in a temporary campus at Mayurbhanj Complex with an initial intake of 64 students on CAT 2007 score.

The RGIIM has set itself a target of carrying out the following programmes:

- Post-graduate Diploma in Business Management (PGDBM).
- Fellowship Programme in Management(FPM).
- Management Development Programmes (MDPs).

The funds allocated to RGIIM, Shillong for the last two years is as under:

2007-08		(Rs. in Lakhs) 2008-09	
BE/RE	Fund released	BE	Fund released
1000.00/350.00	350.00	1000.00	1000.00

NATIONAL INSTITUTE OF TECHNOLOGIES (NITS) IN NORTH EAST:

There are two NITs, located at Silchar, Assam and Agartala, Tripura. Proposals are invited from remaining NE States for establishment of a new NIT. An EFC Memo for establishment of new NITs has already been prepared and circulated to the concerned Ministries / Departments / Organizations soliciting their comments / observations.

SETTING UP OF NEW INDIAN INSTITUTES OF INFORMATION TECHNOLOGY (IIITs) IN NORTH EAST:

There is a proposal to set up 20 new Indian Institute of Information Technology in the country on a Public Private Partnership (PPP) mode. Out of these, two IIITs are proposed to be set up in Dimapur and Shillong.

ESTABLISHMENT OF POLYTECHNICS:

It is proposed to establish 1000 polytechnics in the country in unserved and underserved districts. Out of these 1000 polytechnics, 300 polytechnics are to be set up with the financial assistance of the Central Government to the tune of Rs.12.30 crores per polytechnic in 300 districts. An amount of Rs.2.00 crore has already been released to the State Governments as first installment for establishment of new polytechnics in the districts. **Sixty-six** districts of NE Region are under consideration for establishment of new polytechnics under the scheme.

COMMUNITY POLYTECHNICS:

The existing Scheme of Community Polytechnics has been closed at the end of the X Plan, w.e.f. 31.7.2007. An appraisal Committee was constituted under the Chairmanship of Prof. Ranjit Singh, Chairman, All India Board of Vocational Education and AICTE to evaluate the earlier Community Polytechnic scheme and work out modalities for its continuation in the XI Plan. The Cabinet Committee on Economic Affairs in its meeting held on 26.12.2008 has approved the revised scheme. The revised guidelines are likely to be circulated shortly.

NATIONAL MERIT SCHOLARSHIP SCHEME (NMSS):-

National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural areas in existence since 1961-62 and 1971-72, respectively,

have been merged during 10th Five Year Plan and a new scheme titled “National Merit Scholarship Scheme” has been formulated for implementation with revised provisions from 2004-05. The objective of NMSS is to provide financial assistance to the 10,976 meritorious students of rural areas studying in classes IX and X (two scholarships in each of the 5488 blocks in rural areas) and also to 17,000 meritorious students studying at Post-matric to Post-graduate level in Government Schools / Colleges and Universities, including rural areas, as per state-wise break-up for the N.E. prescribed under the scheme. **This scheme has been discontinued during 11th Five Year Plan Period.**

LANGUAGE DIVISION:

Central Hindi Directorate (CHD).

- Under its scheme of Financial Assistance to Voluntary Hindi Organisations for the promotion of Hindi, 98 organisation located in North-Eastern Region have been approved grants for the year 2008-09.
- To create appropriate atmosphere for spread of Hindi in North-Eastern States, the CHD has so far supplied 13,200 Hindi Books to 132 institutions located in North Eastern Region during the year 2008-09.

National Council for Promotion of Urdu Languages (NCPUL).

In pursuance of the objectives of the Council to transform Urdu-speaking population into part of the employable technological workforce in the emerging information technological scenario and the presentation of computer education to the grass root level, the Council launched one-year course 'Diploma in Computer Applications and Multilingual DTP' across the country. Workshop on revision of Mother tongue text books in 17 tribal languages recognized in schools and seminars on issues related to development of script and understanding the linguistic scene in North East Region were organized.

NCPUL has also been providing financial assistance to NGOs working for promotion of Urdu language in North East under various schemes like the Bulk purchase of Books, Scheme for free distribution of books to the libraries, grant for seminar, publication etc.

MINORITY EDUCATION:

- Revival of the National Monitoring Committee for Minority Education (NMCME) in 2004.
- National Commission for Minority Education Institutions (NCMEI) established to protect rights under Article 30(1) of the Constitution.
- Scheme of modern subjects in Madarsas revised with vocational subjects, increased number of teachers, higher financial assistance.
- A New Scheme for assistance for infrastructure in minority education institutions being finalised for implementation.
- Two specialist groups are working on mechanisms to give the appropriate equivalence to madrasah certificates at schooling and degree levels.
- Three academies have been established for development of teachers of modern subject in the Urdu medium at AMU, MANUU and Jamia Millia Islamia.
- 100% Central assistance to States for salary and honoraria to Urdu teachers - one in each school.
- 8134 registered madrasahs enrolling over 8.42 lakh children are under SSA.
- 3457 Maktabas and Madrasahs enrolling over 2.27 lakh children are under Education Guarantee Scheme / Alternative Innovative Education.
- Maktabas / Madrasahs being assisted under SSA for school grants, teacher grants, free textbooks, additional teachers and teacher training.
- Minority Cells established in the Ministry and all autonomous organisations.

PRIME MINISTER'S RECONSTRUCTION PLAN FOR JAMMU & KASHMIR:

Prime Minister announced a Reconstruction Plan for J & K during his visit to the State on 17th and 18th November 2004, which included (i) Starting of 8 new Degree Colleges, including a Women's College, in Jammu Region and 6 new Degree Colleges, including a Women's College in Kashmir Region, and (ii) extension of Total Literacy Campaigns (TLCs) to the three remaining districts viz., Poonch, Doda & Kargil.

- All the 14 colleges announced under the PM's Reconstruction Plan are functioning.
- 4 new colleges announced by the HRM have also been made functional by the State Government.

Prime Minister reviewed the progress of implementation of the Reconstruction Plan for J&K and a decision was taken for setting of 10 more new degree colleges in J&K under the Reconstruction Plan. All these 10 colleges are now functional in alternate accommodation temporarily and staff have been provided by internal adjustment.

ESTABLISHMENT OF A CENTRAL UNIVERSITY:

The Central Universities Ordinance 2009 has been promulgated w.e.f. 15.1.2009 by the President.

As per the said Ordinance, a Central University is to be established in J&K State, having territorial jurisdiction over whole of the State. The headquarters of the University would be such as may be specified by the Central Government by notification in the Official Gazette.

Department of Higher Education had approached the Government of J&K for identifying suitable land to the extent of 500 acres, free of cost, for establishment of the proposed Central University. The State Government, vide its letter dated 16.10.2008 (copy enclosed) has offered 3 sites for establishment of the University in or around the city of Jammu. A Site Selection Committee headed by the JS(HE), has been constituted by the Central Government to assess the suitability of the land offered by the State Government, keeping in view the land and other physical, social and academic infrastructural facilities

along with availability of air, rail and road connectivity. The Site Selection Committee is expected to visit Jammu shortly.

ESTABLISHMENT OF 374 NEW COLLEGES IN DISTRICTS WITH GER LESS THAN NATIONAL AVERAGE:

374 new Degree Colleges are to be established all over the country one each in such district, which has Gross Enrolment Ratio (GER) below the national average. One-third cost of establishment of these Colleges upto Rs.2.67 crore will be provided by the Central Government but for the remaining amount, efforts will have to be made by the respective States along with other partners. Out of 374 districts, **11 districts** are in the State of J&K.

ESTABLISHMENT OF POLIYTECHNICS:

It is proposed to establish 1000 new polytechnics in the country in unserved and underserved districts. Out of these 1000 polytechnics, 300 polytechnics are to be set up with the financial assistance of the Central Government to the tune of Rs.12.30 crores per polytechnic in 300 districts. An amount of Rs.2.00 crore has already been released to the State Governments as first installment for establishment of new polytechnics in the districts. **Eighteen** districts of J&K are under consideration for establishment of new polytechnics under the scheme.

ESTABLISHMENT OF A NEW INDIAN INSTITUTE OF MANAGEMENT:

A proposal for the establishment of a new IIM in the State of J&K is under consideration of the Ministry and the State Govt. has been requested to furnish the details about the locations of three sites identified by the State Govt. earlier for the new IIM. On the receipt of the information, the site selection committee will visit the 3 sites as identified by the State Govt.

LANGUAGE DIVISION:

Central Institute of Indian Languages, Mysore is also actively engages in the research and development the language of J&K State. It has so far spent more than 4,00,000/- on various programmes in the language of the state involving development activities in Dogri, Urdu and Kashmiri.

