

Report to the People on Education

2010-11



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Foreword

It gives me great pleasure to present the Second Report in the series of five Reports to the people of India titled, 'Report to the People on Education'. The first Report was released in the year 2009-2010, in pursuance of the commitment made by the Honourable President of India while addressing both the Houses of Parliament in 2009.

We all recognize the importance of education as the foundation and building block for achieving national objectives and for building a more inclusive, equitable and sustainable society. Our vision is to realize India's human resource potential to its fullest in the education sector, with equity and inclusion.

The spread of education in society is at the foundation of success in today's globalised world, where the real wealth of a country is not in its tangible natural resources but in knowledge, which is the driver of the economic development. This Report highlights the policies, schemes, activities and strategies of the Ministry of Human Resource Development, encompassing School, Higher and Technical Education.

Primary education is absolutely essential, because it creates the base, and higher education is just as important, for it provides the cutting edge. Planned initiatives for school education and higher and professional education sectors were based on expansion, inclusion and excellence. The implementation of "The Right of Children to Free and Compulsory Education Act", in April 2010, is bound to enhance access to quality education to an estimated 8.1 million out-of-school children. The requirements of the Act have been aligned with the norms under Sarva Shiksha Abhiyan (SSA). In elementary education, substantial progress has been achieved in increasing equitable access to schooling. Now the thrust has been to improve the quality of school education and learning outcomes.

The Government has also launched Rashtriya Madhyamik Shiksha Abhiyan for universalisation of secondary education. Saakshar Bharat Mission with focus on Female Literacy has been launched to develop fully literate society. These efforts at the elementary and secondary education are expected to provide a critical mass of students to enter the portals of higher education.

The demand for skilled workforce is increasing across the country and abroad. Strengthening of vocational education is emphasized in order to decrease the demand and supply mismatch in this sector. The scheme for Vocationalisation of Secondary Education and development of National Vocational Education Qualification Framework is in the offing/pipeline.

In higher education, several legislations are on the anvil which aim to restructure the existing grievance system by reforming the regulatory structure, to create a proper accreditation system, to facilitate better redressal of disputes, to prevent unfair practices, to regulate entry of foreign education providers and to create an electronic depository of educational degrees. Also several academic reforms in curriculum, examination, institutional governance, credit transfer, inter-disciplinary courses are underway which will transform the quality of higher education. The focus on research and innovation with greater interface between academic, industry and research institutions will make our students globally competitive.

Kapil Sibal
Minister of Human Resource Development

Executive Summary

Report to the People on Education 2010-11, in continuation to the Report 2009-10, presents the initiatives undertaken and progress in Education sector during the last one year. It highlights the priority areas and ongoing efforts of the Central Government for expansion and improvement of education.

The Report to the People on Education brings forth the issues and strategies falling under the mandate of Department of School Education and Literacy; and Department of Higher Education. The Report aims to present an overview of all sectors of Education viz. Literacy, Elementary Education, Secondary Education and Higher and Technical Education and delineates the strategies being pursued by the Ministry for promoting access with equity and quality in education. The Report is in four parts.

Part I of the Report describes the Minister's articulated need and efforts for inclusive education in all sectors and highlights the current initiatives undertaken.

Part II of the Report discusses the issues and initiatives undertaken in the areas relating to literacy and school education. 'Saakshar Bharat', one of the flagship programmes of the Government, aims to establish a fully literate society. It has extended its reach to 24 States and one Union Territory. The Report describes the innovation in planning process, implementation and management of the Saakshar Bharat (SB) through WePMIS—A web based planning and monitoring tool. The Report also emphasizes on the role of convergence and partnership practices, Corporate Social Responsibility (CSR), Jan Shikshan Sansthan for achieving the goals of the SB programme.

Making quality elementary education available to all has been one of the important concerns of the government. Implementation of "The Right of Children to Free and Compulsory Education Rules 2010" by aligning its

requirements with SSA: has gained impetus. The Report notes that under SSA, access to school education has reached 99 per cent of rural population; there has been decline in drop-out rate to 24.93 per cent; an improvement in TPR, and GPI; and an increase in enrolment of children with special needs. Equity issues for access and retention of girls are being addressed with NPEGEL and KGBV schemes, and for children belonging to minority groups through SPQEM and IDMI schemes. The Report also underlines the development of Educational Development Index for tracking the progress of States towards UEE. Reforms in Teacher Education Programmes include development of National Curriculum Framework of Teacher Education (2009) in the light of the NCF, 2005, and the principles laid down in the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and minimum academic and professional qualifications laid down for appointment of teachers. Furthering the goals of achieving UEE is MDM programme which now covers 10.46 crore children and an intensive health care programme in collaboration with National Rural Health Mission.

The RMSA, launched to fulfill the need for increasing demand for secondary education aims for universal access to secondary education by 2017 and universal retention by 2020. The Report notes that GER for secondary and higher secondary (all categories) is 58.65 and 33.48 respectively. To improve access, the Report mentions that setting up of Model Schools in educationally backward blocks through State/UT government is continuing. Other initiatives such as ICTs in schools, building of hostels for girls, National means cum merit scholarship scheme, national scheme for incentives to girls for secondary education, open distance learning, Kendriya Vidyalayas, Navodya Vidyalayas and Inclusive Education of the Disabled at the Secondary Stage are discussed in the Report.

The demand for skilled workforce is increasing across the country and abroad. Strengthening of vocational education is emphasized by the Report in order to decrease the demand and supply mismatch in this sector. The

scheme for Vocationalisation of Secondary Education and development of National Vocational Education Qualification Framework is in the offing/pipeline.

Part III of the Report documents the progress and developments in higher and technical education. The increasing demand and rise in transition of school education graduates is driving the expansion of higher education sector in the country. The Report highlights that presently the number of University like institutions has grown to 564 universities and 31,324 colleges. Establishment of Central education institutions is also discussed in the Report. The Report underlines the implementation of number of reform processes and the introduction of a five Bills in the Parliament. The reform initiatives undertaken for expansion of technical education sector are also discussed in the Report.

In spite of the ongoing strategies for reform, there is need to address the existing and emerging challenges in the higher education sector. The Report delineates major challenges as teacher recruitment and faculty development, promotion of research and doctorate, quality of undergraduate colleges, promotion of humanities, social sciences and basic sciences disciplines and internationalizing higher education.

Part I

Introduction

Section – 1

Introduction

1.1 Vision and Goals

Education in India has always been a significant instrument for social and economic transformation. Educated and skilled population not only drives national/economic development but also ensures personal growth. The challenge to ensure education for all requires concerted efforts to strengthen the education system at all levels – elementary education, secondary and higher secondary education, higher and professional education. In addition, vocational education too needs to be addressed and integrated into the education system. In order to build inclusive education system, The Government of India has implemented a number of programmes at all levels of education.

Keeping in view the Education – Vision and Goals (Report to the People on Education 2009-10), i.e., “to realize India’s human resource

potential to its fullest in the education sector, with equity and inclusion” the Ministry of Human Resource Development, viz., the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives.

1.2 Current Policy Initiatives

Literacy, i.e., basic literacy is the main focus of Adult Education in India. Adult and continuing education aims to empower youth and adults through a variety of educational programmes including National Literacy Mission which has a core strategy of Total Literacy Campaign (TLC). Literacy rate has increased to 74 per cent in 2011 as compared to 64.83 per cent in 2001 census. Saakshar Bharat, a centrally sponsored scheme of Department of School Education and Literacy (DSEL), Ministry of Human Resource Development (MHRD), Government of India (GOI), aims to

establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy. Jan Shikshan Sansthan (JSSs) are also functioning to provide vocational training to non-literates, neo-literates, as well as school drop-outs by identifying skills as would have a market in the region of their establishment.

School education from class 1-12 continues to play a fundamental role in growth and development of children. Universalization of elementary education is the long cherished, yet elusive goal. EFA is an attempt to attain this goal and the Government of India is committed to it. Several programmes have been implemented for achievement of EFA goals which include Sarva Shikshan Abhiyan (SSA), Mid Day Meal Programme and National Literacy Mission (NLM). Implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2010 is also a direction in this regard. On the other hand, secondary and senior secondary education has also gained attention. Rashtriya

Madhyamik Shiksha Abhiyan (RMSA) has been launched to meet the rising demand for places and quality secondary education. Along with it several Centrally sponsored schemes have been initiated to provide access with equity to girls and children belonging to minority groups.

Simultaneously, the initiatives to expand and reform the higher and technical education system in the country are on upward swing. Reform initiatives based on the recommendations of the Reports of the National Knowledge Commission and Yashpal Committee are underway. Five Bills, namely (i) The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, (ii) The Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and University Bill, 2010, (iii) The Educational Tribunals Bill, 2010, (iv) The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, (v) The National Commission For Higher Education and Research

(NCHER) Bill, 2010, introduced in the Parliament, are awaiting clearance for improving the quality and relevance of programmes in higher and technical education.

1.3 Organization of the Report

Report to the People on Education is presented in three parts. Part I provides brief introduction to the aim

and planned initiatives undertaken in the education sector. The progress and policy initiatives taken in the school education sector are discussed in Part II of the Report while the Part III highlights the progress, policy initiatives and issues in higher and technical education institutions.

Part II

Literacy and School Education

Section 2

Literacy: The Prime Mover of Education

2.1 Introduction: Towards Universal Literacy

Literacy is at the heart of basic education for all, and of all human capabilities. Basic literacy is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Universal literacy also has special significance for those who have been historically deprived of access to education. Besides empowering youth and adults through a variety of educational programmes, achieving universal adult literacy is a fundamental goal of Adult and Continuing Education. In fact, beginning with basic literacy programmes, activities, in this sector, view education in a lifelong learning perspective contributing not only laid down to enhancing reading and writing capabilities, but also imparting a comprehensive set of

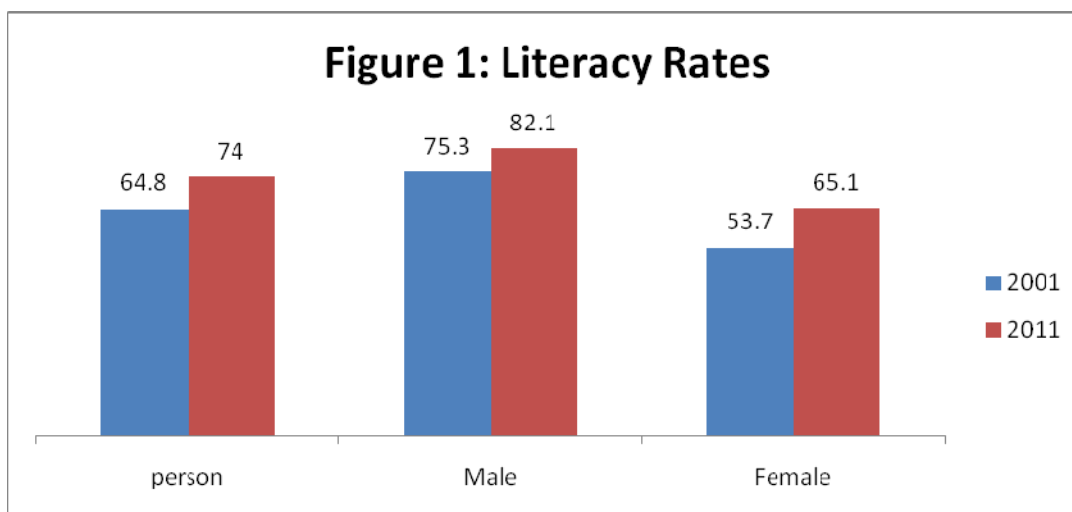
lifeskills that enable them to access all development resources.

2.2 National Literacy Mission

The National Literacy Mission (NLM) was set up by the Government of India in 1988 with the aim of eradicating illiteracy in the country by imparting functional literacy to non-literates. It has been playing a catalytic role by promoting context specific programmes for improving the literacy levels. With its core strategy of Total Literacy Campaign (TLC), NLM adopts some very novel strategies of mobilization and environment building to create a favourable public opinion with support from all sections of the community.

2.3 Literacy Rate: India 2001-11

With the planned interventions and sustained efforts, considerable progress has been made. Literacy rate in the 2001 census was 64.83 per cent, which improved to 74.04 per cent in 2011.



Interestingly, literacy rate improved sharply among females as compared to males. While the literacy rate for males rose from 75.26 to 82.14 per cent marking a rise of 6.9 per cent, it increased by 11.8 per cent for females rising from 53.67 to 65.46 per cent. The target of 11th Five Year Plan is to achieve 80% literacy rate. With just one year to go for the 12th Five Plan, we have achieved 74.0% literacy rate.

The literacy levels remain uneven across the different States, districts, social groups and minorities. While some of the States have achieved literacy levels due to the launching of special literacy drives and community support, a few States are lagging behind.

The literacy levels of the Scheduled Castes and Scheduled Tribes have improved but the literacy levels of the Muslim community are still quite low. Literacy level of females is also low in comparison to males. The government has taken positive measures to reduce the disparities by focusing on the backward areas and focused groups.

2.4 Saakshar Bharat

The President of India in her Address to the Parliament, on 4th June 2009, stated that: "Government will recast the National Literacy Mission as a National Mission for Female Literacy, to make every woman literate in the next five years." In the context of

Government's overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy, is a prerequisite for socio-economic development, it was considered imperative that the National Literacy Mission (NLM), as a programme instrument, be recast with an enhanced focus on female literacy. Saakshar Bharat (SB), the new variant of the programme format of NLMA, launched by the Prime Minister of India, Dr. Manmohan Singh, on 8th September, 2009, resonates the enhanced focus on female literacy. Saakshar Bharat has been included as one of the Flagship Programmes.

Mission

“To establish a Fully Literate Society through improved quality and standard of Adult Education and Literacy”.

Objectives

- Augment literacy and promote a learning society
- Facilitate inclusive growth
- Foster participative democracy

- Empowerment of women
- Livelihood improvement of adults having rudimentary levels of education

Components

- Lifelong education
- Basic education through equivalency to formal education system
- Vocational skill development
- Functional literacy

Progress during 2010-11

Coverage

By March 2010, the programme had reached 167 Districts in 19 States covering over 81,000 Gram Panchayats. During the year 2010-11, the programme was sanctioned to 102 more districts to cover 29,000 Gram Panchayats. The programme has thus reached 24 States and one UT by the end of 2010-11.

In the 167 districts sanctioned during 2009-10, Adult Education Centres (AECs) have been set up at Gram Panchayat level in about 75,000 GPs. Preraks have been appointed in over 50 per cent AECs. Other preparatory activities like engagement of functionaries, training of functionaries, resource

persons and other stakeholders, preparation of Primers has been completed in most cases. Printing and distribution of Primers and provision of TLM is in progress in most states.

By the end of March 2011, about 2 lakh literacy classes, enrolling about 20 lakh learners, were functioning in Andhra Pradesh (1,35,634), Karnataka (35,647), Chhattisgarh (13,048), Tamil Nadu (2,875), Gujarat (3,875), Rajasthan (2,354), Uttarakhand (2176), Jharkhand (516), West Bengal (962) and Sikkim (450).

Process of implementation of the programme in the 102 districts, sanctioned during 2010-11, has started. Preparatory activities are being undertaken.

Literacy Camps

As an alternative model for imparting basic literacy, Camp Based Literacy programme with ICT inputs, has been organized in collaboration with Tata Consultancy Services (TCS) in six states on experimental basis. There were three camps in Andhra

Pradesh and one camp each in the states of Karnataka, UP, Jharkhand. Around 800 learners have benefited through these camps. The possibility of scaling up of these camps was explored based on outcomes and feedbacks received from the SLMAs and stakeholders, and many SRCs took the initiative to replicate such camps in larger number, both with TCS as well as a Delhi-based NGO, viz., Tara Akshar. Primer based Literacy Camps have also been organized in Chhattisgarh and Rajasthan.

2.5 Innovations in Saakshar Bharat Implementation

Fund Flow Mechanism and Accounting System

Context

Saakshar Bharat has a five years' budgetary outlay of \$ 1.75 billion. 75-90 % of the budget is contributed by Central Government and the remaining by the respective State Governments. The funds from the central body, National Literacy Mission Authority (NLMA), have to be released to the State implementing agencies which, in

turn, have to release the funds to sub-state implementing agencies up to village level. Each implementing agency at different levels has a defined role in implementing the mission. Funds need to be released to the implementing agencies as per the responsibilities and functions assigned to them. In the implementation of Saakshar Bharat nearly 2,00,000 implementing agencies are involved. Each implementing agency has to maintain its own accounts and furnish utilization status to designated agency. Funds are expended by the implementing agencies as per approved financial norms for each component of the mission. For efficient management of the mission and optimal utilization of funds, it is imperative to have necessary management controls without impeding the functioning of the mission. When funds are transferred at such a grand scale, it is hard to keep track of the funds released and their utilization. Funds often remain idle with a particular implementing agency while another agency may be starved of funds.

The Mission, therefore, wanted to devise a comprehensive, transparent financial management system that enhanced accountability, ensured uninterrupted availability of funds, facilitated regulation and robust monitoring of the flow of resources and their utilization by the implementing agencies. Such a system ought to have interface with the banks to obtain real time expenditure so that movement of funds could be tracked at each successive stage starting with the initial release from the NLMA till its utilization for the intended purpose at the ground level. Keeping in view the requirements of public expenditure, it was imperative to have a system that satisfied and conformed to government accounting procedures and records. To meet this requirement, NLMA, with the assistance of leading domain and technology expert institutions like Institute of Public Auditors of India (IPAI) and Centre for Development of Advanced Computing (C-DAC), has developed

a customized Funds and Accounts Management System.

Features

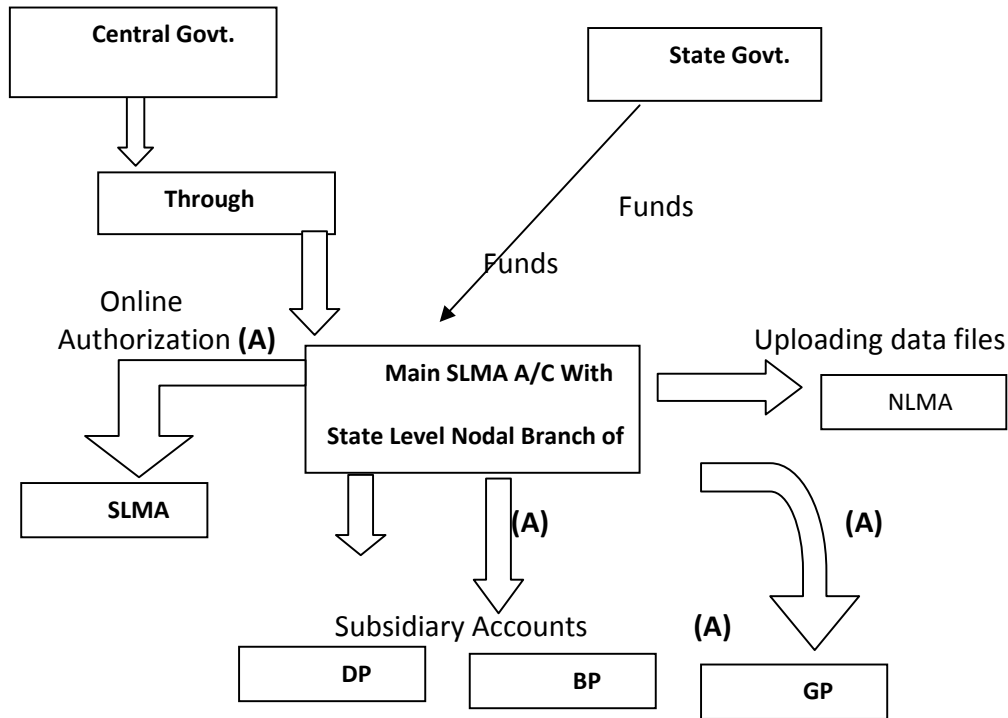
- Fund Flow system
- Customised Banking system
- Online Accounting system
- Management Information System

Under the revised fund flow system developed by Saakshar Bharat, funds are individually released to 200,000 implementing agencies from State to village level, on the basis of the already sanctioned financial plan. Preparation of the financial plans, as per approved financial norms, apportioning of funds and authorization, are all ICT enabled. All activities under Saakshar Bharat have been categorized under two dozen sub-heads and the implementing agencies at different tiers are authorized to undertake specific set of activities. The National Literacy Mission Authority remits funds to a single State implementing agency. The State Governments also release their part of the share to the same agency. All the funds are retained in the bank

account of this agency and are accessed and withdrawn by all implementing agencies in the state to the extent of authorization issued in their favour on the basis of a pre-defined authorization system. Once the authorized amount has been expended or partially expended, a fresh authorization is issued. The System provides for online information on authorizations issued, not issued, utilized, unutilized etc.

The fund flow system obviates the requirement of submission of manual reports as the funds released and expenditure details are available online. It ensures availability of adequate funds to every implementing agency without allowing them to lie idle. The system also enables identification of good performers and laggards in terms of expenditure.

Figure 2 : Fund Flow cum Banking System



The fund flow system under Saakshar Bharat essentially requires a customized banking system to support it. Accordingly, NLMA has partnered with select banks to develop a banking system that conforms to the fund flow system. An MoU has been signed between NLMA and four nationalised banks namely State Bank of India, Indian Bank, Punjab National Bank and Union Bank of India for providing customized banking facility for fund flow. The banking system is on the

“Core Banking Solution” (CBS) Platform, centralizing the data of all customers and enabling each branch to access. The system is capable of checking whether the drawals are to the extent of permitted authorised amounts and a cheque issued by any implementing authority has been entered into the computerized cash book before issuing it. The customized banking system has been synchronized with the on-line accounting system and enables designated officials of

implementing agencies to view their transactions on the internet, to generate bank statement and to upload specified data on the computerized platform of the Mission. The system can show, at any time, the total amount drawn by any level during any specified period. Therefore, it is a source of information and a real time monitoring tool in the hands of higher authorities for tracking movement of the fund in the entire territory of the programme. It also enables prompt reconciliation of bank accounts with the Mission's internet based computerized accounting system. Remittance of the entire scheme fund in the main account with automatic flexi deposit facility helps in resource generation through interest earning, at one hand, and, at the same time, enables NLMA to recall the unutilized funds in one go at the conclusion of the scheme.

As the online accounting system replaced the manual system, it ensured that the Mission's implementing agencies at all levels

should always receive grants in time at optimal levels, unused grants do not lie scattered in bank accounts, the executing agencies render trustworthy accounts almost on daily basis. A built-in mechanism enables prompt arrival of performance data related to beneficiaries in line with the outcome budget guidelines. It envisages accountability, transparency, participative management, clear delineation of the roles and accountability. The system has been rendered in to seven Indian local languages.

The online accounting system is a user-friendly tool to the end user for cash book maintenance and monthly and annual accounts compilation. Single-point data entry eliminates repetitive and time-consuming tasks of data compilation and aggregation at various levels. It helps the users at various levels in managing the enormous data in a quicker and simple manner. Synchronization with Banking System facilitates automatic Bank Reconciliation by the system.

The System generates a number of Accounting Reports and supportive statements not only in the conventional form of tables and registers but also in the form of diagrams and charts which helps the Management in effective planning, monitoring and taking preventive actions in the instances of diversions from the targets and the aim of the scheme. The system also generates accounting reports like Cash Book, All Ledger-Debit and Credit, Trial Balance, Income and Expenditure Account and Balance Sheet for each individual implementing agency and consolidated for the entire state and is capable of preparing Bank Reconciliation Statement for each implementing agency.

Using the various MIS reports available on line, NLMA is in a position to monitor expenditure vis-à-vis the grant. Effective monitoring and management of the programme ensures accomplishment of objectives of the scheme effectively.

2.6 WePMIS – A Web Based Planning and Monitoring Tool

Planning

Accountability, transparency, participative management, decentralization, clear delineation of roles and accountability are the essential features of planning process and management under Saakshar Bharat Mission. Since the Mission has been envisaged as a people's programme, stakeholders, specially at the grassroot level, have due say and role in its planning and implementation. The decentralized model of the Mission provides Panchayati Raj Institutions (local-self-government bodies) a pivotal role in implementation of the programme at the district level. For efficient planning, NLMA undertook to make available to all implementing agencies up to Gram Panchayat level superior tools of project planning online.

Monitoring

Besides superior planning, the efficient management of the Mission is dependent on robust monitoring.

Objective performance parameters have been prescribed for each agency involved in implementation of the scheme. Real time monitoring of these parameters are critical for optimizing the outreach and impact of the mission. Names and progress of each learner are required to be placed in the public domain.

Magnitude

Complexity of Planning and Monitoring is compounded by the magnitude of the programme, as it entails nearly 2,00,000 implementing agencies, 70 million beneficiaries under basic literacy programme, and another 5 million beneficiaries under skill development and equivalency component of the mission. To cover such a large clientele, half a million literacy managers and facilitators, 5 million voluntary teachers, 70 million Primers in different nooks and corners of the country are required. A mission of such a scale cannot be monitored efficiently and effectively without a customized ICT enabled management system.

We PMIS...Enhancing Effectiveness through Technology....

To meet these requirements of the Mission, the National Informatics Center (NIC) has developed WePMIS, Web Based Planning and Monitoring Information System, a customized web based system for Planning, Monitoring and Impact Analysis. It is a work-flow-based application, networking the major stakeholders of the scheme that facilitates Physical and Financial Planning, Monitoring, Reviewing the progress and Evaluating the impact of the Mission from the grassroot level. As a part of the System, a Public Portal has also been developed through which information regarding the Scheme and its implementation in the States at various levels is disseminated to citizens. The information in public domain will also facilitate citizen feedback and correction through public participation and social audit. The portal provides one click information about all the prospective and enrolled learners.

2.7 Convergence and Partnerships

Public-Public Partnership

Saakshar Bharat document provides for convergence and partnerships. Public-Public and Public-Private Partnerships are proposed to be strengthened to achieve the objectives of SB Programme. Government has revised guidelines on Corporate Social Responsibility (CSR) for Central Public Sector Enterprises (CPSEs). The revised guidelines have made it mandatory for the CPSEs to necessarily spend a per centage of their net profit on different social sector activities as part of their CSR. The possible areas of activities under CSR, as envisaged by the Government, include education, construction of community centres, imparting of vocational training, setting up of skill development centres, skill training entrepreneurship development, etc. All these activities are also an integral part of SB Programme.

As a part of the CSR, the PSUs and Banks have offered their involvement and collaboration in

different activities and programmes of Saakshar Bharat, including adoption or construction of model Adult Education Centres, and/or endowing the AECs with all modern facilities for Continuing Education and Skill Development.

Jan Shikshan Sanstans (JSSs)

Jan Shikshan Sanstans (JSSs) provide vocational training to non-literates, neo-literates, as well as school drop-outs by identifying skills as would have a market in the region of their establishment. Skill development training is being imparted in nearly 394 vocational courses. In the selection of beneficiaries, priority is given to women, SCs, STs, OBCs, minorities and other economically weaker sections. In order to improve functioning of JSS, standardization of curriculum of vocational courses has been undertaken through NIFT and other reputed agencies. The principal objective of these efforts is to improve the quality of training imparted which, in turn, depends on the curriculum, quality of instructors and infrastructure available.

NLMA has developed a web portal for Jan Shikshan Sansthan (JSSs) with the help of NIC which was launched on the International Literacy Day, 2010. With the attainment of operational status of this portal, the procedural formalities between the Ministry and JSSs will be streamlined and will facilitate timely release of the grants. This portal will also provide opportunities to the public domain to view online the progress made by the JSSs.

Streamlining and Improving the Functioning of Jan Shikshan Sansthan

Web-based Monitoring System

NIC has developed the web-based management and monitoring system for JSSs. The JSS portal provides an interface to accept Annual Action

Plans online with a provision to approve, modify or reject them with the remarks of the approved authority. Through this portal, the progress and details of income and expenditure of JSSs and the beneficiaries' details will also be reviewed.

Standardization of Curriculum

In order to standardize the course curriculum of vocational courses conducted by JSSs, professional agencies like NIFT, NIOS and IGNOU are being involved.

NIFT has already standardized curriculum of 23 vocational courses in Textile Technology, Knitting and Embroidery, Handicrafts, Cutting and Tailoring, Leather Goods etc.

Section 3

Elementary Education: Fundamental Right of Children

3.1 Introduction

It is an established fact that basic education improves the level of human well-being especially, with regard to life expectancy, infant mortality and nutritional status of children. Social justice and equity are by themselves strong arguments for providing basic education for all. Education is an effective instrument not only for the development of one's personality, but also for the sustained growth of the nation. Elementary education in India, therefore, is the foundation for the development of every citizen and the nation as a whole. Making quality elementary education available to all has been one of the important concerns of the government.

3.2 Right to Education: Future Course of Action

The Right of Children to Free and Compulsory Education Act (2009) has come into force since April, 2010 and the RTE Act provides the

legislative framework for "Universalization of Elementary Education (UEE)". MHRD had set up a committee to prepare model rules under the RTE Act. The model rules were shared with the States in the meeting of State Education Secretaries. The central rules titled "The Right of Children to Free and Compulsory Education Rules 2010" were notified in the Official Gazette on 9th April 2010.

As a follow-up of RTE Act, the Central government has issued notifications authorising the National Council for Teacher Education to lay down the minimum qualifications for a person to be eligible for appointment as a teacher. Since then, NCTE has notified teacher qualifications under the RTE Act. The Central government also authorised the National Council of Educational Research and Training to develop a framework of national curriculum for elementary education.

With the recommendation of the committee for implementation of RTE and resultant revamp of SSA, the SSA's Framework of implementation has been revised and its norms have been modified to align them with the requirement of RTE Act, 2009. The financial outlays for implementing the combined RTE-

SSA programme are as given in Table 1. The fund sharing pattern between the Centre and the State has been revised with a new funding pattern of 65:35, (90:10 for North-eastern states) applicable for a period of 5 years with effect from 2010-11.

Table1: Total Requirement Approved under RTE

Year	Total	Recurring	Non-Recurring	% Recurring	% Non Recurring
2010-11	40503	29247	11256	72%	28%
2011-12	43904	33303	10601	76%	24%
2012-13	48151	37948	10203	79%	21%
2013-14	487443	40798	7945	84%	16%
2014-15	49931	42345	7586	85%	15%
Total	2,31,233	1,83,641	47,592	79%	21%

Source: MHRD Annual Report, 2010-11

3.3 Achievements in Enrolment, Retention and Quality Parameters through Sarva Shiksha Abhiyan

Universalisation of elementary education has been achieved to a very large extent, in terms of access to schooling and improvement in gross enrolment ratio, especially of girls and those belonging to marginalized groups. Gender parity, especially at the elementary stage, has improved appreciably. This has

been the result of a large number of programmes initiated, specifically for education of girls, and mild focus on disabled children, minorities and marginal groups, ultimately subsumed under SSA.

3.4 Emerging Directions for Sarva Shiksha Abhiyan

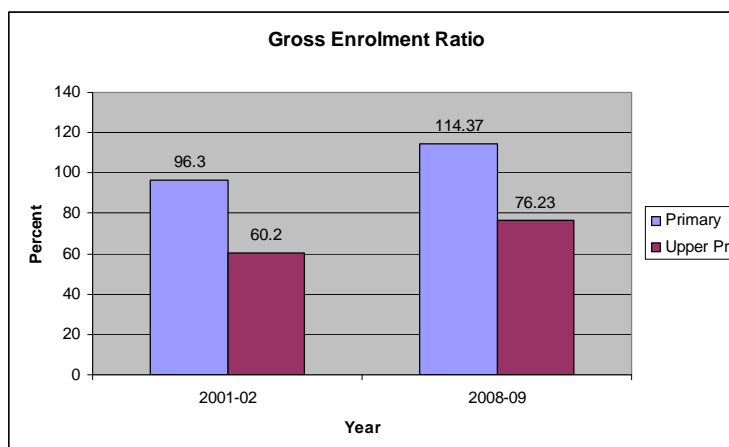
On the basis of the recommendations of the committee for implementation of RTE, the norms under SSA have been

modified in line with the requirements of RTE Act. The norms were comprehensive and covered all aspects such as new schools, teachers, additional classrooms, a special training for out-of-school children, uniforms and transportation. There has been an additional 1073 KGBV's, which was sanctioned in educationally backward blocks. The Central Government has also approved an outlay of Rs. 2,31,233 crores for implementation of the combined RTE-SSA programme for five-year period of 2010-11 to 2014-15. After having adjusted for grants-in-aid of Rs. 24,068 crores recommended by 13th Finance Commission to the States, the entire balance would be shared between the Centre and the States in the ratio of 65:35 for all the states.

3.5 Progress Overview under SSA

Universal enrolment in elementary education is being addressed through SSA. Fig. 2 shows that the Gross Enrolment Ratio increased to 114.37 at primary level and 76.23 per cent at upper primary level in 2008-09. The Gender Parity Index improved to 1.00 at primary level and 0.96 at upper primary level in 2008-09. The Drop-out rate came down to 24.93% in primary in 2008-09 and the girls' drop-out rate declined by 16.98% points during the same year. The pupil-teacher ratio was 44.1 for primary and 34.1 for upper primary level. Regarding enrolment of children with special needs, 29.72 lakh children were identified and 24.59 lakh children were enrolled in school by September, 2010.

Figure 3: Growth of Gross Enrolment Ratio: Primary and Upper Primary



Source: MHRD, Annual Report, 2010-11

Table 2: Progress Overview during 2010-11

Activity	Achievement
Access	99% of the rural population has a primary school within 1 km; 3,66,559 new schools opened till September, 2010.
Drop-out Rate at the primary level	Drop-out Rate declined to 24.93% in 2008-09 from 39.03% in 2001. Drop-out Rate for girls declined by 16.98% points during the same year.
Teacher Pupil Ratio	In 2008-09, the level was 44:1 for primary and 34:14 upper primary level. 11.13 lakh teachers were recruited till December, 2010.
Gender Parity Index	Improved from 0.83 in 2001-02 to 1.00 in 2008-09 at primary level and from 0.77 to 0.96 at upper primary level
Enrolment of Children with special Needs	29.72 lakh identified and 24.59 lakh children enrolled in schools by September, 2010

Source: MHRD Annual Report, 2010-11

3.6 Enhancing Access Under SSA

SSA supports creation of elementary school infrastructure on a large scale. Since inception, as many as 2,81,943 school buildings and 12,77,072 additional classrooms have been approved for construction under SSA throughout the country. The RTE Act provides certain minimum facilities to be made available in all elementary schools within the stipulated period under the Act. The key strategies used across the country to address equity issues in respect of girls for access and retention, classroom environment and management support also have been clearly addressed.

3.7 The National Programme for Education of Girls at Elementary level (NPEGEL)

This programme is implemented in educationally backward blocks and is addressed to the needs of girls who are 'in' as well as 'out' of school and also of those who do not attend school regularly. 14 States have taken up various initiatives under NPEGEL.

Kasturba Gandhi Balika Vidyalaya

(KGBV) is also a part of the SSA. It provides residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBV is a targeted intervention for drop-out and over-age girls who had discontinued education or were vulnerable to the same. It has fixed provision for the minimum reservation of 75% for girls from SC/ST/OBC and minority communities and for the girls who live Below the Poverty Line.

Reach of KGBVs:

- 3,598 KGBVs sanctioned
- 2,837 KGBVs operational
- Of total enrolment (27% are SC, 28% ST, 26% OBC, 9% Muslim and 10% BPL).

3.8 Improving Quality through SSA

To reach its goal to provide elementary education of equitable quality to every child across the country, States are being supported to design and implement comprehensive Quality Improvement Programmes, to bring about overall changes in their teachers, curricula,

learning outcomes, assessment and monitoring systems.

Teacher Placement, Capacity Building and Support:

To improve teacher presence in schools, around 11.13 lakh teachers have been recruited till September, 2010 and significant progress has been made in many states like Andhra Pradesh, Goa, Madhya Pradesh, Gujarat, Rajasthan, Chhattisgarh, Haryana etc. SSA provides for annual in-service training up to 20 days to all teachers to upgrade their skills and 39.48 lakh teachers have been approved for in-service training in 2010-11 under SSA. All the training programmes cover pedagogical issues aimed at improving teaching-learning transactions at classroom level and also focus on major areas including guiding principles of NCF 2005.

The revised SSA norms provide for strengthening of academic support to BRCs and CRCs through availability of subject specific resource persons for teacher training, resource persons for

inclusive education and MIS coordinators.

Renewal of Curriculum, Syllabus and Textbooks

14 states so far have renewed their curriculum based on NCF 2005 and 7 states have completed the revision of books. In 2010-11, about 9.93 crore children have been provided with textbooks.

Grants to Schools/Teachers:

SSA also provides annual teacher grants of Rs.500 per teacher to all teachers for developing contextual teaching aids. In 2010-11, about 33,856 schools were targeted to receive TLE grants.

Computer-aided Learning:

Since inception of the programme, approximately 67,000 schools have benefited from this intervention, including 102.62 lakh children and 1.99 lakh teachers who we provided with training in handling CAL resources.

Learning Enhancement Programmes:

This programme aims specifically, at improving the quality of learning process and learning outcomes. To support the states in designing the subject specific programmes (for Science and Mathematics), NCERT has launched a Reading Programme for early primary grades, as an exemplar for states to build their own programmes for strengthening children's reading skills.

Improving Student Learning Outcomes:

Rounds 1 and 2 of the National Survey on learning achievement of students have been conducted by the NCERT at the inception and mid-course of SSA, and Round III was to be done in 2010.

Quality Monitoring:

In addition to District Information System for Education (DISE), Government of India, with the help of NCERT, has operationalised a Quality Monitoring Tool to monitor quality aspects. Implementation of this tool has helped the states in

identifying the issues in which they need to focus upon, for improving quality elementary education under SSA. Various independent assessments have been commissioned under SSA at the national level to provide independent feedback on quality related aspects of SSA.

SSA has also documented more than 100 good practices and disseminated them through circulating a publication called 'Shiksha Sangam' to all states for enhancing their understanding and performance. MHRD, in collaboration with Pedagogy unit TSG, documented: Quality Improvement Programme (AP), Integrated Learning Improvement Programme (West Bengal), 3Rs Guarantee Programme (Maharashtra), Learners' Achievement Tracking System (Orissa) and School Performance Monitoring. Besides, six monthly Joint Review Missions are held with independent experts to review the progress of SSA programme. National University of Educational

Planning and Administration has developed an Educational Development Index (EDI) to track progress of the states towards universalisation of Elementary education (UEE).

3.9 Education Development Index

Five parameters relating to access, infrastructure, teachers and outcomes were taken to compute the educational development index for primary and upper primary in 2009-10. Bihar and Jharkhand continue to be at the bottom. At least four states from the North-Eastern region also have quite low EDI.

3.10 Scheme for Providing Quality Education for Madrasas (SPQEM)

SPQEM seeks to bring about qualitative improvement in Madarassa to enable Muslim children to attain standards of the national education in formal education subjects. An amount of Rs. 104.00 cr was earmarked for the year 2010-11. An amount of Rs. 101.47 cr. was released for assisting 11,382 teachers in 5,054 Madarasas in 12 States (97.56%).

3.11 Scheme of Infra-structure Development in Minority institutions (IDMI)

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education of minorities. A provision of Rs. 25.75 cr. was made for the year 2010-11. An amount of Rs. 22.98 crores (89.24%) was released for assisting 124 Institutions in 10 States.

3.12 Teacher Education

The major activities performed by the National Council for Teacher Education include: (i) Recognition of Teacher Education institutions. Its regional committees are empowered to grant recognition to teacher education institutions. As on 31st December 2010, as many as 12,052 teacher education institutions offering 16,940 courses have been recognized by NCTE with an approved intake of 11,30,964 teacher trainees; (ii) The NCTE has developed the guidelines and framework of Teacher Eligibility Test (TET) and has circulated the same

on 11th February, 2011; (iii) By implementing NCFTE, 2009, the NCTE has developed a suggestive curriculum for three teacher education courses, e.g., B.Ed., M.Ed. and Diploma in Elementary Education; (iv). For training of untrained teachers, the Ministry has prepared a set of strategies for organizing training of such teachers by the State Governments; and (v) A six-month special training programme for elementary school teachers in light of RTE Act, 2009 was developed by the NCTE and circulated to the State Governments in January, 2011.

Reforms in Teacher Education

The National Council for Teacher Education (NCTE) prepared the National Curriculum Framework of Teacher Education (2009) in the light of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The Framework has highlighted the specific objectives, broad areas of study in terms of theoretical and practical learning, and curricular

transaction and assessment strategies for the various initial teacher education programmes as well as in-service teacher training programmes.

Implementation of 'The Right of Children to Free and Compulsory Education Act, 2009' would also lead to qualitative improvements in teacher education and school system. The provisions have been made for enforcing standards for training of teachers; essential minimum qualifications; existing teachers not possessing prescribed qualifications to acquire the same within a period of 5 years; maintaining the specified Pupil-Teacher Ratio in each school and vacancy of a teacher shall not exceed 10% of the sanctioned strength in a school established, owned, controlled or substantially financed by the Government.

The NCTE in August, 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. In addition to the academic and professional qualifications,

every person, in order to be eligible for appointment as a teacher, has to pass a Teacher Eligibility Test (TET) conducted by the appropriate Government.

The Government is in the process of revising the Centrally Sponsored Scheme of Teacher Education to meet the qualitative and quantitative challenges in teacher education, especially in the light of the RTE Act.

3.13 Mid Day Meals in Schools

Under the Mid Day Meal Programme, 10.46 crore children were provided hot cooked meals in 11.92 lakh schools in the country during 2010-11. 11.25 lakh schools have been provided with kitchen devices and 24 lakh cook-cum-helpers have been engaged to prepare and serve mid day meals to

the elementary school children. 5.77 lakh kitchen-cum-stores have been constructed, out of 8.80 lakh sanctioned, to ensure safety of food grains and hygienic meals to the children. An intensive programme for providing health care to the school children has been undertaken in collaboration with the National Rural Health Mission.

Studies have shown that MDMS has helped in preventing classroom hunger, promoting school participation, fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children.

The cooking cost per child per day under the scheme for the year 2010-11 is as shown in Table 3; and

Table 3
Cooking Cost under the MDM Scheme for the year 2010-11

(In Rupees)

Stage	Total cost per meal	Non-NER states (75:25)		NER states (90:10)	
Primary	2.89	2.17	0.72	2.60	0.29
Upper-primary	4.33	3.25	1.08	3.90	0.43

the achievements made in implementing the Scheme during 2005-06 to 2010-11 in Table 4. In all, a sum of Rs. 9124 crores was spent

on the scheme in the year 2010-11 while the outlay made for the programme in 2011-12 was been Rs. 10,380 crores.

Table 4
Achievement during the period 2005-06 to 2010-11

Components	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Children covered (in crores)	11.94	10.68	11.37	11.74	11.04	10.46
Foodgrain allocated (MTs in lakhs)	22.51	21.60	24.79	29.30	29.49	32.03
Budget allocation (Rs. in crores)	3345.26	5348.00	6678.00	8000.00	7359.15	9440.00
Total Expenditure* (Rs. in crores)	3186.33	5233.47	5835.44	6688.02	6937.79	9124.52

* Including cost of food grains.

In the last few years, the Mid Day Meal programme has witnessed several improvements in the scheme, as indicated below:

- i. The cooking cost has been revised by 7.5% *w.e.f.* 1.4.2011
- ii. A provision for payment of honorarium @1000/- per month to cook-cum-helpers has been introduced *w.e.f.* 1.12.2009.
- iii. Transportation assistance in the 11 Special Category States is being paid at par with the PDS rates prevalent in these states.

- iv. Decentralization of payment of cost of foodgrains to FCI to the District level *w.e.f.* 1.4.2010.
- v. 8,50,313 kitchen-cum-stores were sanctioned during 2006-10, while 28,907 kitchen-cum-stores have been sanctioned during the year 2010-11 on the basis of State Schedule of Rates and plinth area norms. So far, a total number of 5.77 lac kitchen-cum-stores have been constructed.
- vi. So far, Central assistance of Rs.565.77 crores has been

released to States/UTs for procurement of kitchen devices in 11.32 lakh schools.

- vii. The total outlay for the 11th Five Year Plan is Rs. 48,000.00 crore; this includes both the Gross Budgetary Support (GBS) as well as the contribution from the Prarambhik Shiksha Kosh (PSK).

Forty independent academic and research institutes have been involved in different parts of the country for regular monitoring of the programme. The Review Mission on MDM has also monitored scheme in six states and submitted report for taking appropriate action

Section 4

Secondary Education: Path to Progress

4.1 Introduction

Rashtriya Madyamik Shiksha Abhiyan (RMSA) was launched in March 2009. The objective of the Abhiyan is to provide universal access to secondary level education by 2017 and achieve universal retention by 2020. RMSA also aims at improvement of quality of education in secondary schools through appointment of additional teachers, in-service training for teachers, ICT enabled education, curriculum and teaching learning reforms etc. The Model School scheme that proposes to set up 6,000 senior secondary schools at block level is a critical intervention to enhance access to quality education across the country.

4.2 Progress Overview during 2010-11

The government of India made special emphasis on access, equity and quality aspects of secondary education sector in response to the

high social demand and increased completion rate in elementary education.

Table 5 shows that the secondary and higher secondary enrolment was 28.22 and 16.26 million respectively, during 2007-08. Gross Enrolment Ratio (GER) at the secondary and higher secondary level was observed for all categories as 58.15 and 33.48 respectively. GER for boys was 62.62 and 53.23 and for girls 36.26 and 30.4 per cent respectively at secondary and higher secondary level during the same year as shown in Figure 4. In Figure 5, the GER for SC is higher than that for ST at both secondary and higher secondary levels. The drop-out rate is 56.8 per cent by the time the students reach a level of qualifying examination at the end of 10th standard. Gender Parity Index for all categories was 0.85. The total number of teachers in Secondary and Senior Secondary schools

increased from 1.27 lakh in 1950-51 to 21.27 lakh in 2007-08. In 2007-08, there were 1.14 lakh secondary

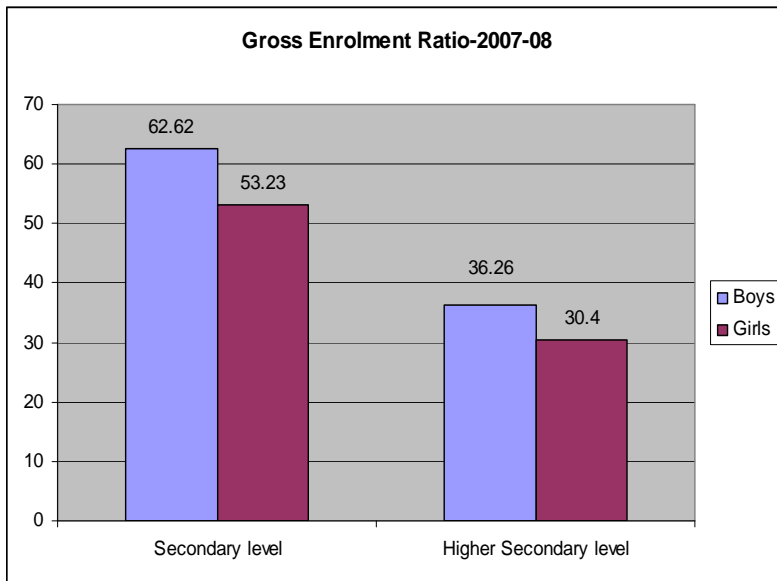
schools and 59,166 lakh higher secondary schools.

Table 5: Progress Overview during 2007-08

S. No	Indicators	2007-08	
		Secondary level (Class IX-X)	Higher Secondary level (Class XI-XII)
1.	Enrolment	2,82,17,697	1,62,57,779
2.	Gross Enrolment Ratio-All	58.15	33.48
3.	Gender Parity Index		
	All	0.85	0.84
	SC	0.88	0.84
	ST	0.76	0.67
4.	Drop-out Rate		
	All (I-X)	56.71	
	Boys (I-X)	56.55	
	Girls (I-X)	57.33	
	SC (I-X)	68.42	
	ST (I-X)	76.85	
5.	No. of Teachers	11,75,058	9,51,817
	Men	7,28,228	6,03,306
	Women	4,46,830	3,48,511
6.	No. of Schools	1,13,824	59,166

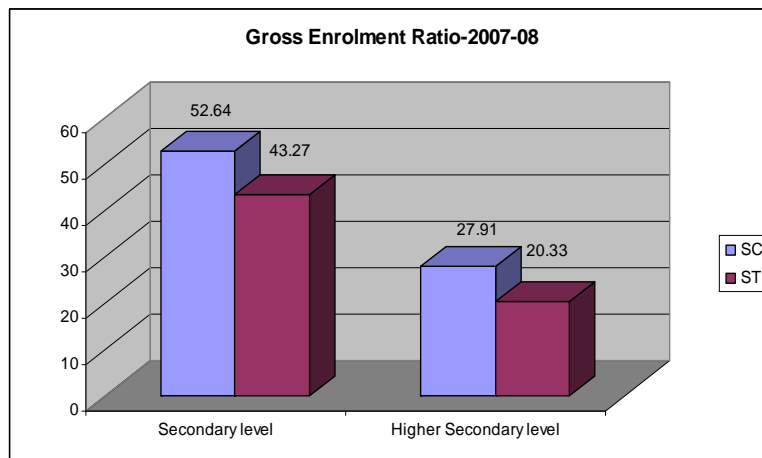
Source: Statistics of School Education, 2007-08

Figure 4: Gross Enrolment Ratio (Boys & Girls)



Source: Statistics of School Education, 2007-08

Figure 5: Gross Enrolment Ratio (SC&ST)



Source: Statistics of School Education, 2007-08

4.3 Expansion of Secondary Education

During 2010-11, based on the Annual Plan proposals submitted by the State/UT governments, an amount of Rs.1,479 crore was released to 33 State/UT governments for implementation of the scheme. Interventions were approved for these State/UT governments for new or upgraded 3,289 schools and strengthening of existing 12,716 secondary schools.

Box 1 Details of interventions under RMSA
1. School Annual Grants to 70,018 existing Govt. schools.
2. Minor repair grants to 57,519 existing Govt. schools.
3. In-Service Training for 8.85 lakh teachers of Govt. and Govt. Aided schools.
4. Total 36,831 teachers have been sanctioned for new schools approved under Annual Plan, 2009-10 and 2010-11.
5. Excursion Trip for 5,97,722 students of Class X in Govt. schools

4.4 Model School Scheme

The scheme for setting up of 6,000 Model Schools at block level, at the rate of one school per block as benchmark of excellence, was launched in November, 2008. The scheme has two modes of implementation, viz. (i) 3,500 schools are to be set up in educationally backward blocks (EBBs) through State/UT Governments; and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in blocks which are not educationally backward. At present, only the component for setting up Model Schools in EBBs through State/UT Governments is operational.

Since the inception of the scheme, approval has been given for setting up 1,826 Model Schools in 20 States. Financial sanctions have been accorded for setting up 752 schools in 16 States and an amount of Rs. 722.29 crore has been released as central share to these States. Out of these, 140

schools (21 in Punjab, 15 in Chhattisgarh, 74 in Karnataka, 12 in Gujarat and 18 in Tamil Nadu) became functional during 2010-11 and an amount of Rs. 9.55 crore was released to these State Governments as recurring grants for these schools.

Out of 6,000 model schools, 2500 schools are proposed to be set up under Public-Private Partnership (PPP) mode in blocks other than educationally backward. The scheme for setting up the schools under PPP is proposed to be implemented from the 12th Five Year Plan.

4.5 Scheme of Information and Communication Technology (ICT) in Schools

This scheme was launched in December, 2004 to provide opportunities to secondary stage students to build their capacity in ICT skills. The scheme currently covers both Government and Government-aided Secondary and Higher Secondary schools and the financial assistance is given to states, CIET and SIETs on the basis

of the approvals accorded by Project Monitoring and Evaluation Group (PMEG). Till 31st March, 2011, coverage of 19,482 schools in 22 states and UTs has been approved under the scheme to have ICT infrastructure and facilities including internet connectivity.

4.6 Government's Initiative to improve Enrolment of Girls, Marginalized Social and Religious Groups

Girls' Hostel for Students of Secondary and Higher Secondary Schools

The Centrally Sponsored Scheme for "Construction and Running of Girls' Hostel for students of Secondary and Higher Secondary Schools in 3,500 Educationally Backward Blocks (EBBs) of the country was launched in 2008-09. Out of 1505 hostels in 19 States approved, the grant for 538 hostels in 11 states have been sanctioned and Rs.121.19 crore has been released.

National Means-cum-Merit Scholarship Scheme

The Centrally Sponsored "National Means-cum-Merit Scholarship

Scheme (NMMSS)” was launched in May 2008 with the target to provide one lakh scholarships every year @ Rs.500/- per month for students studying in classes IX, X, XI & XII of Government, Government-aided and local body schools. The method of selection is through an examination conducted by the State Government alongwith National Talent Search Stage-I examination. The scholarship is given to those students who clear the examination and whose parental income is not more than Rs.1.5 lakh per annum from all sources. Each State/UT has a fixed quota of scholarships.

During 2010-11, as many as 1,04,758 scholarships have so far been sanctioned in accordance with the proposals received from the States/UTs.

National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

A Centrally sponsored “National Scheme of Incentive to Girls for Secondary Education” was launched in May 2008 with the objective to establish an enabling environment to

reduce the drop-out and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of Rs.3,000/- is deposited in the name of the eligible girls as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and having already passed 10th class examination. The scheme covers: (i) all girls belonging to SC/ST communities, who pass class VIII; and (ii) all girls who pass 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.

During 2010-11, as amount of Rs. 72.46 crore has been sanctioned in favour of 2,41,528 eligible girls of 15 states/UTs.

4.7 Scheme for Financial Assistance for Appointment of Language Teachers

Under the scheme, the States/UTs were provided 100% financial assistance for salaries of Urdu, Hindi

and Modern Indian language teachers in the State government. An amount of Rs.2,48,90,000 has been released to Assam Government for construction and maintenance of the Hindi Training College, North Guwahati.

4.8 Open and Distance Learning

Under open and distance education, 4,71,000 learners were enrolled into the programmes of National Institute of Open Schooling in 2009-10 through study centres in 2,307 Accredited Institute (AIs) and 1,301 Accredited Vocational Institutes (AVIs) spread throughout the country. NIOS, with approximately 1.6 million learners on its roll, has emerged as the largest Open Schooling Organization in the world. In terms of social category, about 19 per cent students belonged to SC and ST communities and 8.52% to OBC community. New initiatives were taken up during the year for Minority Education such as HUNAR project for girls and Quality Education in Madrasas (SPQEM). To provide quality education, NIOS would grant Accreditation to the

Madrasas and admission free of charge.

4.9 Kendriya Vidyalaya Sangathan

Under the scheme of KVS, out of the 1,086 schools, including 3 abroad (Kathmandu, Moscow and Tehran), 46 KVs are running in double shift. Total enrolment of students in all the KVs is 10.58 lakh. During the year 2010-11, out of 93 sanctioned, 85 new KVs were opened and the remaining to be functional during academic session 2011-12.

4.10 Navodaya Vidyalaya Samiti

The National Policy on Education, 1986, envisaged setting up of pace setting Residential Navodaya Schools with the aim of providing excellence, coupled with equity and social justice. Consequent to this, Navodaya Vidyalaya Samiti was registered as a society. 584 Navodaya Vidyalayas are functional which include 15 additional Vidyalayas in SC/ST concentrated districts with a total enrolment of 2,16,678 students.

4.11 Inclusive Education of the Disabled at Secondary Stage (IEDSS)

The scheme was launched in 2009-10 replacing the earlier scheme of Integrated Education for Disabled Children (IEDC) so as to mainstream

children with disability in the secondary stage into the regular schools. The scheme benefitted over 1.46 lakh disabled children, 4959 resource teachers in 20,000 Government Secondary and Higher Secondary schools.

Section 5

Vocational Education

5.1 Introduction

The necessity of strengthening vocational education in the country is imperative keeping in view the demands of high economic growth, technological and demographic changes, global shortage of skilled manpower, skill deficit in various sectors and mismatch of demand and supply of skill. According the highest priority to revamping vocational education in the country, policy reforms have been initiated by the Ministry of Human Resource Development.

5.2 Vocationalisation of Secondary Education Scheme

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education, launched in 1988, has been revised to address the problem of school drop-outs by paving the way for imparting employment linked vocational education. A stronger synergy between industry and school education is envisaged at all

levels of planning and implementation. The launch of the revised scheme of Vocationalisation of Secondary Education was announced by the Finance Minister in the Budget Speech 2011. The salient features of the revised scheme include strengthening of existing vocational education schools; establishment of new vocational education schools; assistance to private vocational education schools in PPP mode; assistance to NGOs for innovative practices and capacity building of vocational education teachers. A vocational education Cell has been set up in CBSE to provide a focused approach. States have been requested to set up similar cells in their respective School Boards. All activities to be within the broader objectives of the NVEQF.

5.3 Development National Vocational Education Qualifications Framework (NVEQF)

The process of development of a National Vocational Education Qualifications Framework (NVEQF) is presently underway, the need for which has been endorsed by CABE and all States/UTs. The NVEQF would set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education institutes and institutes of higher education with qualifications ranging from secondary to doctorate level, leading to international

recognition of national standards. Students would have the scope for vertical and horizontal mobility with multiple entry and exits. This would be especially useful to promote the creative genius of every child including children with special needs. The cornerstone of the NVEQF would be close partnership and collaboration with the industry/potential employers at all stages starting from identification of courses, content development, training and provision of resource persons, assessment, accreditation, certification and placement.

Part III

Higher and Technical Education

Section 6

Progress and Expansion

6.1 Introduction

Higher education has a very important role in the development of the nation in the 21st century. Government has taken a number of initiatives during the Eleventh Five Year Plan period to increase access to higher education with equity and excellence, while these initiatives have focused on improvement of access along with equity and excellence, adoption of state specific strategies, enhancing the relevance of higher education through curriculum reforms, vocationalization, networking and information technology and distance education along with reforms in governance in higher education.

6.2 Progress and Achievements during 2009-10/2010-11

Looking back, the year 2010-11 witnessed a phenomenal growth in higher education system. At present, there are 611 Universities/University level Institutions and 33,023 colleges including 3,982 colleges for women.

The University level institutions include 289 State Universities, 94 State Private Universities, 43 Central universities, 130 Deemed universities, 50 Institutions of National Importance, 5 Institutions established under various state legislations. Enrolment in the academic year 2009-10 increased from 137.83 lakh to 146.25 lakh, which is an increase of 6.1 per cent. Out of total 146.25 lakh students, 19.19 lakh (13%) were enrolled in university departments and remaining 127.06 lakh (87 %) in affiliated colleges. The number of women students enrolled was around 60.80 lakh (41.6%), out of which 18.45% were enrolled in professional courses. The total faculty strength in universities and colleges was 6.99 lakh, out of which 1.0 lakh (14%) were in universities and 5.99 lakhs (86%) in colleges. The number of research degrees, i.e., Ph.D and M.Phil awarded in 2008-09 were 10,781 and 8,525

respectively. During 2009-10, 66 Academic Staff Colleges engaged in faculty development programmes. There were 10,364 institutions providing technical education in 2010-11. The intake status in technical education was 15.54 lakh students at Degree and Diploma programmes (MHRD, Annual

Report). The number of students enrolled in Open and Distance learning has also increased to 55.18 lakh. With respect to assessment of Universities and Colleges, National Assessment and Accreditation Council (NAAC) has assessed 1415 colleges and 159 universities as on 28th March, 2010.

**Table 6: Progress Overview during 2009-10 /2010-11
(as on 31.12.2010)**

Indicators	Higher and Professional Education Level Achievements
Enrolment in universities and colleges(Regular Streams) (2009-10)	146.25 lakh
Enrolment in Distance learning	55.18 lakh
Enrolment of women (Regular Streams) (2009-10)	60.80 lakh (41.6%)
Per centage of women in professional courses (2009-10)	18.45%
Intake in Technical Education	19.54 lakh
Institutions in Technical Education	10,364
Number of Universities	611 (as on Aug. 2011)
Number of Colleges	33,023 (as on Aug. 2011)
Faculty	6.99 lakh
Academic Staff Colleges	66
National Assessment and Accreditation Council	1,415 colleges and 159 universities as on 28th March, 2010.

Source: UGC Annual Report (2009-10), UGC Approach paper to 12th FYP (2012-17) and MHRD Annual Report (2010-11).

6.3 Status of Current Initiatives of Reforms in Higher Education

Government has initiated various reforms to bring both academic as also institutional reforms in higher education sector during the year 2009-10. This paradigm shift led to development and introduction of five Bills in the Parliament. They are:

- Proposal to set up 'National Commission/ Council for Higher Education and Research' for prescribing standards of academic quality and defining policies for advancement of knowledge in higher education institutions based on the principle of enhancing autonomy of universities and institutions of higher learning and research.
- The National Accreditation Regulatory Authority for Higher Education Institutions Bill, 2010 recently introduced in the Parliament, proposes to make accreditation mandatory for all higher education institutes.
- Prohibition of unfair practices in Technical Education Institutions, Medical Education Institutions and University Bill 2010 recently introduced in the Parliament, aims to curb malpractices in higher education.

- The Educational Tribunals Bill, 2010 recently introduced in the Parliament, provides for a two tier system of tribunals to deal with disputes between students, teachers and institutions.
- The Foreign Education Institutions (Regulation of Entry and Operations) Bill, 2010 recently introduced in the Parliament, provides a time bound and transparent system for the approval process as also for regulation of Foreign Education Institutions.

These Bills are presently under consideration at different stages.

6.4 Expansion of Central Educational Institutions

The initiatives undertaken by Ministry of Human Resource Development have given fillip to the expansion of access through establishment of central higher education institutions. There is at least one Central university of national character in each State, except Goa, at the request of the concerned State Government. All the new 13 Central universities, except the Central University of Jammu, have started their academic activities from temporary premises by end of 2010-11. The three erstwhile State universities converted to Central Universities

were provided substantial funds by UGC to meet the requirements of expansion of infrastructure, programmes and filling up of faculty positions. In the field of technical and professional education expansion of the centrally funded institutions has increased to 79

institutions. The establishment of 374 new Model Degree colleges, one in each of the educationally backward districts of the country and also 1,000 new Polytechnics with Central assistance are also under implementation.

Table 7: Establishment of New Central Higher Education Institutions

S. No.	Type of Institution	Number	
		Existing at the end of X Plan (31.03.2007)	Total during XI Plan (2007-2012)
1.	Central universities	19	42
2.	IITs	7	15
3.	NITs	20	30
4.	IIITs	4	*20
5.	IISERs	2	5
6.	IIMs	6	11
7.	SPAs	1	3

**Proposed; Source: Annual Report, MHRD, 2010-11.*

North-Eastern Region of the country has received special emphasis for expansion of Central higher education institutions. There are 9 Central Universities and several technical institutions like IIT, Guwahati (Assam), Rajiv Gandhi Indian Institute of Management,

Shillong, NIT Silchar, NIT Agartala, North Eastern Regional Institute of Science and Technology, Itanagar and Central Institute of Technology Kokrajhar (Assam). Establishment of new polytechnics in 27 new districts of North East is imminent.

6.5 Technical Education

Technical education in the country has expanded significantly. There are 79 Central Government funded institutions along with State government funded and Self-financing Institutions. These institutions, supported by the government, play an important role in the technical education system of the country.

Two apex level Councils, namely All India Council for Technical Education (AICTE) and Council of

Architecture, as statutory bodies, and four Boards of Apprenticeship Training (BOATs) are established for promotion and coordination of technical education. The Councils grant approvals for starting new technical institutions and for introducing new courses or programmes in approved institutions. Approvals are accorded in consultation with respective state Governments and affiliating universities. The National Board of Accreditation (NBA) was set up in 1994 to award accreditation status to programmes.

Table 8: Number of Centrally Funded Institutions of Technical and Science Education

Centrally Funded Institutions	Number of Institutions
Indian Institutes of Technology (IITs)	15
Indian Institutes of Management (IIMs)	11
Indian Institute of Science (IISc.)	1
Indian Institutes of Science Education and Research (IISERs)	5
National Institutes of Technology (NITs)	30
Indian Institutes of Information Technology (IIITs)	20* (proposed)
National Institutes of Technical Teachers Training and Research (NITTTRs)	4
Other institutes of technology including Schools of Planning & Architecture (SPAs -3).	9
Total	79

The Central Government is also implementing the following important schemes for the development of technical and vocational education.

(i) Technical Education Quality Improvement Programme (TEQIP) assisted by the World Bank: The TEQIP Phase II is being implemented as a Centrally Sponsored Scheme with the assistance of World Bank from the year 2010-11. The Scheme includes two components—Improving Quality of Technical Education in selected Institutions; and Improving Systems Management. The project is for a period of 4 years and covers about 200 institutions based on competitive funding.

(ii) Indian National Digital Library for Science and Technology (INDEST): The INDEST-AICTE Consortium set up by MHRD for enabling access of electronic resources and databases to centrally funded institutions. The benefits of consortia based subscription to electronic resources is also extended to AICTE approved State govt./State govt. aided engineering colleges.

Web Portal of the All-India Council for Technical Education

A new Web portal has been hosted by the All India Council for Technical Education (AICTE) which

will act as a single window system for processing applications of institutions for approval. The AICTE will also issue an identification number (ID) to institutes and faculty members of AICTE approved institutions, a mechanism that will help check the trend of certain faculty members working in multiple institutions. It is expected that the portal will facilitate a citizen-friendly, interactive mode with a responsive public grievance redressal mechanism.

6.6 Distance Education

Approximately 15.45 lakh fresh students were enrolled in the year 2010-11 with the Open Universities including IGNOU and Distance Education Institutions (DEIs) in dual mode Universities. In all 55.18 lakh students were enrolled in ODL system. The Open Universities offer all kinds of programmes ranging from vocational to general to professional and technical, barring those which are not allowed by the respective statutory councils. IGNOU has been implementing the following programmes:

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

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

During the current year, 92 new academic programmes have been launched and about 6,10,000

students have been admitted during the January and July 2010 sessions of the University. In order to strengthen the regional network services, the University has set up 210 new study centres, making it to a total of 3,107 Study Centres and 61 Regional Centres.

Section 7

Academic and Governance Reforms

7.1 Academic Reforms

Quality improvement in higher education are being brought through restructuring academic programmes to ensure their relevance to modern market demands; domestic and global linkages with employers and external advisory resource support groups and tracer studies; greater emphasis on recruitment of adequate and good quality teachers; complete revamping of teaching/learning methods by shifting from traditional repetitive experiments to open-ended design-oriented work for encouraging invention and innovation; compulsory interactive seminar-tutorials, broadening the content of Science and Engineering programmes to strengthen fundamental concepts, improving learning opportunities and conditions by updating text books and learning material; and improving self-directed learning with modern aids and development of IT network.

In addition to above, the Department of Higher Education will be focusing on Research and Innovation and Faculty Development. There is a proposal to

promote innovation by expanding the Technology Business Incubation Infrastructure. Some of the institutions like IITs have created technology business incubation facilities in their campuses, which are proving to be focal points for promoting innovations amongst students and faculty, so as to take some of their applied research to the market through creation of business models for the same. These efforts need to be expanded greatly by (a) scaling the previously successful centres of such innovations, and (b) creating many such centres across the higher technical institutions in the country. The Department is also contemplating a Mission of Faculty Development along with leveraging technology for Curriculum Models, Course-ware Development and Participatory Teaching-Learning.

The Report of Dr. Anil Kakodkar Committee for taking IITs to excellence and greater relevance has also been submitted. Several academic and governance reforms are proposed in this Report. The Task Force Report on Faculty Shortages and Design of Performance Appraisal System to examine the current status of faculty

shortages in Higher Education and suggest measures to address them has also been submitted.

7.2 Review of Institutions Deemed to be Universities

The Department decided to review the functioning of the existing institutions/deemed to be universities in 2009-10 through a committee of eminent academics. The review found that 44 institutions/deemed to be universities were unfit to function as such. Presently, the matter is before the Hon'ble Supreme Court.

7.3 Status of Legislative Proposals

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

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

The proposed National Commission on Higher Education and Research (NCHER) will cover all areas/disciplines of learning and disciplines including general, technical and professional education. Only agricultural education is excluded from its purview since agriculture falls within the State List in 7th Schedule to the

Constitution. The Government had constituted a Task Force to aid and assists it in the establishment of a Commission for Higher Education and Research. On the basis of the report submitted by the Task Force, the legislation was redrafted. The Bill has been approved by the Cabinet and has been introduced in the Parliament.

7.3.2 The Educational Tribunals Bill, 2010

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

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

This Bill provides for prohibition of certain unfair practices in respect of medical and professional education institutions and universities, in order to protect the interest of students and applicants seeking admission to such institutions and for allied matters. This Bill was introduced in Parliament on 3rd May, 2010 and was before the Parliamentary Standing Committee on Human Resource Development(HRD). The report of Standing Committee has been received and official amendments have been drafted in consultation with the Ministry of Law, Legislative Department, after approval of Human Resource Minister (HRM). The Bill may be considered by the Parliament in the forthcoming Budget Session.

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

This Bill is for mandatory accreditation of all higher education institutions through accreditation agencies registered by a regulatory authority created for the purpose at the national level. This Bill was introduced in Parliament on 3rd May,

2010 and the same was referred to Parliamentary Standing Committee on Human Resource Development. The Report of the Standing Committee has been received recently, which is under examination in consultation with the Expert Group constituted by the Government.

7.3.5 A Bill to provide for Creation of a National Electronic Database of Academic Awards and its Maintenance by an Authorized Depository

Note for the Cabinet regarding the Bill to provide for creation of a National Electronic Database of academic awards and its maintenance by an authorized depository was forwarded to Cabinet Secretariat on 14th March, 2011 for consideration and the same has been considered by the Cabinet on 22nd March, 2011. Thereafter, the Bill was introduced in the Lok Sabha on 5.9.2011.

7.3.6 The Universities for Research and Innovation Bill, 2011

This Bill provides a framework for the establishment of Universities for Innovation, which will be set up in the public mode (14 Universities across the two plan periods of 11th and 12th Plan.), purely privately funded, as well as Universities in the PPP mode. Note for the Cabinet on

Universities for Innovation Bill, 2011 was circulated to different Ministries/Departments for comments. Incorporating the comments/views of various Ministries, the same has been sent to Ministry of Law and Justice, Department of Legal Affairs for vetting in consultation with Legislative Department. A Note for Committee of Secretaries (COS) is being sent to the Cabinet Secretariat.

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

This Bill is in the public interest to maintain the standards of higher education within the country as well as to protect the interest of the student community. An ideal regulatory framework could be one in which reputed institutes are able to enter and operate in terms of India's national policy, while at the same time, sub-standard or 'fly-by-night' operators are checked and controlled. This Bill was introduced in the Lok Sabha on 3.5.2010 and was referred to the Parliamentary Standing Committee (PSC) on Human Resource Development (HRD). The PSC on HRD has examined the Bill and has submitted its 237th Report containing its observations and recommendations on the above Bill. Action to place the matter before the Cabinet is under

process, for moving the amended Bill in the winter session of the Parliament.

7.3.8 Amendment of the Institutes of Technology Act, 1961

This Bill envisages: (a) inclusion of eight new IITs within the purview of the Institutes of Technology Act, 1961 and introducing the Institutes of Technology (Amendment) Bill, 2010 in the next Session of Parliament; (b) conversion of the Institute of Technology, Banaras Hindu University (IT, BHU), a constituent unit of the Banaras Hindu University, a Central University into Indian Institute of Technology (Banaras Hindu University), Varanasi and integrating it with the IIT system in the country; and (c) release of plan grant of Rs. 422.96 crore including additional Rs. 154.73 crore) during the XI plan period (from 2010-11 to 2011-12) for conversion of IT, BHU into IIT, BHU.

The Bill was referred to the Department related Parliamentary Standing Committee (PSC) by the Lok Sabha. The PSC made some observations/recommendations on the provisions of the Bill. While some of the observations/recommendations of the PSC were accepted, some of them were not accepted due to specific reasons. The revised Institutes of Technology (Amendment) Bill, 2011, as approved by the Cabinet was

passed by the Lok Sabha on 24.3.2011. Thereafter, the Bill was listed in Rajya Sabha in the Monsoon Session and again in the Winter Session of the Parliament.

7.3.9 Amendment to the Architects Act, 1972

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

(a) Amendment of section 6, so as to amend sub-section (1) with a view to omit certain words therefrom and insert a new sub-section (6) with a view to provide for the notification of the names and addresses of the Members of the Council in the Official Gazette;

(b) Insertion of new sections 10A and 10B with a view to make provision for issuance of directions by the Central Government and to provide for supersession of Council on certain grounds and for a total period not exceeding two years.

The recommendations of the Standing Committee have been examined and incorporated in the Bill by way of official amendments. On the basis of recommendations of the Parliamentary Standing Committee, it has been decided to bring further improvements in the Architects (Amendment) Bill, 2010, by incorporating a provision relating to power to Central Government to

refer to a Commission of Inquiry on the failure of the Council of Architecture to comply with the provisions of the Architects Act, 1972; issue of directions to the Council on policy matters and supersession of the Council for a period not exceeding one year in case the Council is unable to perform, or has persistently made default in the performance of duty imposed on it by or under the Architects Act, 1972 or has exceeded or abused its powers, or has willfully or without sufficient cause failed to comply with any direction issued by the Central Government.

7.3.10 National Institute of Technology (Amendment) Bill, 2010

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

- (i) To strengthen existing transitional provisions of the NIT Act, 2007;
- (ii) To give representation to nearby premier Central Institution in the Board of Governors of NITs
- (iii) To amend the procedure for appointment of Deputy Director in NITs; and
- (iv) To incorporate Indian Institutes of Science

Education and Research (IISERs) in the NIT Act by making suitable provision in the NIT Act, 2007.

The NIT (Amendment) Bill, 2010 has been passed by the Lok Sabha on 19.8.2011. The Bill could not be considered and passed by the Rajya Sabha during the winter session of Parliament. The same would be again taken up in the ensuing session of Parliament.

7.3.11 Amendment of Copyright Act, 1957

In the knowledge society in which we live today, it is imperative to encourage creativity for promotion of

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

Section 8

Inclusive Education and providing Educational Support

8.1 Introduction

The share of Scheduled Castes and Scheduled Tribes in enrolment as a per cent to total enrolment in higher education has been steadily increasing over the years. However, their enrolment share in higher education is still lower as compared to their total population.

Several schemes of UGC support the education of Scheduled Castes and Scheduled Tribes, e.g., remedial coaching at UG and PG levels, coaching classes for preparation for National Eligibility Test (NET), coaching classes for entry in services, postgraduate scholarships, establishment of centres in universities for study of social exclusion and inclusive policy. Equal Opportunities' Cell is working in many universities in order to ensure equity and inclusion.

8.2 Persons with Disabilities

UGC has integrated schemes such as Teacher Preparation in Special

Education (TEPSE) and Higher Education for Persons with Disabilities (HEPSN) to support differently abled persons in higher education. All India Council for Technical Education (AICTE) also has a scheme of tuition fee waiver for physically challenged. UGC has furthermore issued several guidelines to the universities including 3 per cent reservation for PWDs, relaxation of marks etc.

Under the scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical and Vocational Education, 50 existing Polytechnics in different locations of the country have been selected for up-gradation so as to enable them to introduce technical / vocational and continuing education programmes for the persons with disabilities. The scheme is targeted to benefit around 1,250 disabled students every year in formal diploma level courses and

5,000 students in short duration technical/vocational courses.

8.3. Educational Advancement of Minorities

For inclusive development of higher education, Academies for Professional Development of Urdu Medium Teachers have been set up at three Central Universities, viz., Aligarh Muslim University (AMU), Aligarh; Jamia Millia Islamia (JMI), New Delhi; and Maulana Azad National Urdu University (MANUU), Hyderabad. Two new campuses of AMU are being established at Murshidabad in West Bengal and Mallapuram in Kerala.

New Model Degree Colleges being established in districts with Gross Enrolment Ratio (GER) lower than the National average in higher education include 62 districts having minority concentration. Under the Sub-Mission on Polytechnics, the Government of India provides Central financial assistance to the State Governments / UTs for setting up of polytechnics in the un-served and under-served districts during the XI Plan. As per the Scheme

criteria, 57 districts, out of 90 Minority Concentration Districts, are eligible for consideration under the Scheme.

8.4 OBC Reservation

The policy of reservation is recognized as an important instrument of affirmative action in India. The Department has enacted the Central Education Institutions (Reservation in Admissions) Act, 2006 and has made special provisions for reservation of seats for Scheduled Castes, Scheduled Tribes, and Other Backward Classes (OBCs) in admissions to Central Educational Institutions. Reservation of 27% seats for the OBCs was implemented in all Central Education Institutions covered by the Central Education Institutions (Reservation in Admissions) Act, 2006.

8.5 Education of Girls

Gender parity index has shown continuous improvement over the years as a result of Government's efforts to increase women participation. UGC has launched a number of schemes to achieve

gender parity. Day care centres in universities and colleges provide day care facility on demand basis for children of 3 months to 6 years of age. UGC is also implementing Indira Gandhi Scholarship for single girl child for pursuing higher and technical education. Construction of girls' hostel for colleges is supported by UGC. There is also a scheme for the Development of Women's Studies in universities and colleges. The primary role of these centres is to promote knowledge simulation and transmission through teaching and research.

8.6 Interest subsidy on educational loans

In order to ensure that talented students are not deprived of access to technical and professional education for want of financial resources, a scheme has been in operation since the year 2009-10 to provide full interest subsidy during the period of moratorium on educational loans taken by students belonging to economically weaker sections, whose parental income is less than Rs. 4.5 lakh per annum. Loans availed from Scheduled

Banks under the Educational Loan Scheme of the Indian Banks' Association to pursue technical and professional courses of study are covered under the Scheme of Interest Subsidy.

8.7 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 poor families to meet a part of their day-to-day expenses while pursuing higher studies. The scholarships would be awarded on the basis of the results of senior secondary examination. 82,000 fresh scholarships per annum (41,000 each for boys and girls) for graduate/post-graduate studies in colleges and universities and for professional courses, such as Medical, Engineering, etc. could be provided. 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. The number of scholarships allotted to the Boards would be distributed amongst the pass outs of the Science, Commerce and Humanities streams of the Boards in the ratio of 3:2:1. Students who are above 80th per centile of successful candidates in the relevant stream for a particular Board of Examination, in class XII of 10+2 pattern or equivalent and having family income of less than Rs. 4.5 lakhs per annum, pursuing regular courses (not correspondence or distance mode) from recognised educational institutions and not availing of any other scholarship scheme, would be eligible for consideration under this Scheme. This is applicable to all categories of students both 'general' and 'reserved'.

The scholarship amount for the first 3 years is @ Rs. 1,000/- p.m. for 10 months in a year and thereafter @ Rs. 2000/- p.m. for 10 months in a

year. This is subject to annual renewal on the basis of stringent criteria. The achievements under this are as given below:

- The scholarships are disbursed to the students through their bank accounts.
- The number of awardees has increased in the populous States of Bihar and Uttar Pradesh, after the revision of the eligibility criteria.
- The scheme has entered the fourth year of its operation and scholarships will now be awarded to students pursuing post-graduate studies.

8.8 J&K Scholarships

An Expert Group was set up by the Prime Minister in the context of enhancing employment opportunity in J&K and to formulate job plan involving the public and private sector. Among key recommendations of the Expert Group, one is offering 5,000 scholarships per annum, over the next five years, to encourage the youth of J&K to pursue higher

studies outside the State of J&K. The scheme provides tuition fees, hostel fees, cost of books and other incidental charges to students belonging to Jammu & Kashmir who, after passing Class XII or equivalent

examination, secure admission in Government colleges/institutions and other select institutions outside the State of Jammu & Kashmir. This scheme is being implemented since 2011-12.

Section 9

Information and Communication Technology and Technology Enabled Learning

9.1 The National Mission on Education through Information and Communication Technology

The National Mission on Education through Information and Communication Technology (ICT) is envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any-time any-where mode.

Content generation and connectivity along with provision for access devices for institutions and learners are the major components of the Mission. So far, nearly 400 universities have been provided 1 Gbps connectivity or have been configured under the Scheme and more than 14,000 colleges have also been provided VPN connectivity. A number of projects have been sanctioned for innovative use of ICT. Creation of e-content for 996

courses in Phase-II in engineering, sciences, technology, humanities and management has been undertaken by IIT Madras. For creation of e-content for 87 undergraduate subjects, Consortium for Educational Communication (CEC) has been tasked. For creation of e-content for 77 post-graduate subjects, proposal of University Grants Commission (UGC) has been approved. More than 2,000 e-journals and 55,000 e-books from 297 publishers have been made available on-line under this programme.

9.2 The National Knowledge Network (NKN) and Connected Digital

was also simultaneously launched to cover 1,000 institutions besides providing digital campuses, video-conference classrooms, wireless hotspots, laptops/desktops to all students of professional/science courses, Wi-Fi connectivity in hostels. A sustainable progress in

this direction has been made, but much more needs to be done.

9.3 A major development during the year has been the launch of **Aakash – the low cost Access-cum-computing device** by Hon'ble HRM on 5th October, 2011. An amount of Rs. 47.72 crore has been released to Indian Institute of Technology, Rajasthan, for the projects pertaining to acquisition and testing of low cost access cum computing devices under the scheme of National Mission on Education through Information and Communication Technology.

9.4 Using the **A-View software** developed under the NMEICT, several 14 day duration teachers' empowerment programmes have been conducted for batches of 1,000 teachers at a time by IIT Bombay and now it is planned to conduct a 2-week long teacher training programme for a batch of ten

thousand teachers at a time. This strategy, developed under NMEICT, could become the bedrock for successful implementation of the proposed National Mission on Teachers.

9.5 Under the **N-List programme of INFLIBNET**, being run under NMEICT, lakhs of e-books and thousands of high quality paid e-journals have been made available to colleges with a view to inculcating research culture in teachers and students. The model needs to be scaled up for maximising the coverage and productive usage of the resources so made available. Similarly, ERP packages have been developed under NMEICT and for their proper impact to be felt on the academic administration of the colleges and universities, their roll out and assistance to colleges and universities for implementing those packages is being sought to be provided.

Section 10

Social Sciences: Review of Councils

10.1 Review of Social Sciences

There are four Research Organizations to take care of research in various branches of Higher Education. A brief overview of the same is given below:

(i) **Indian Council of Historical Research (ICHR):** Indian Council of Historical Research is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The objectives of the Indian Council of Historical Research (hereafter referred to as the 'Council') as laid down in the Memorandum of Association are as follows:

- To bring historians together and provide a forum for exchange of views between them;
- To give a national direction to an objective and scientific writing of history and to have rational presentation and interpretation of history;

- To promote, accelerate and coordinate research in history with special emphasis on areas which have not received adequate attention so far;
- To promote and coordinate a balanced distribution of research effort over different areas; and
- To elicit support and recognition for historical research from all concerned and ensure the necessary dissemination and use of results.

(ii) **Indian Council of Social Sciences Research (ICSSR):** Indian Council of Social Sciences Research (ICSSR) was established in the year of 1969 by the Government of India to promote research in social sciences in the country. The Council was meant to:

- Review the progress of social science research and give advice to its users;
- Sponsor social science research programmes and projects and administer grants to institutions and individuals for research in social sciences;
- Institute and administer scholarships and fellowships for research in social sciences;
- Indicate areas in which social science research is to be promoted and adopt special measures for development of research in neglected or new areas;
- Give financial support to institutions, associations, and journals engaged in social science research;
- Arrange for technical training in research methodology and to provide guidance for research;
- Co-ordinate research activities and encourage programmes for interdisciplinary research;
- Develop and support centre for documentation services and supply of data;
- Organize, sponsor and finance seminars, workshops and study groups;
- Undertake publication and assist publication of journals and books in social sciences;
- Advise the Government of India on all matters pertaining to social science research as may be referred to it from time to time; and
- Take such measures generally as may be necessary from time to time to promote social science research and its utilization.

(iii) Indian Council of Philosophical Research (ICPR): The Indian Council of Philosophical Research was registered as a society in March 1977 under the Societies Act, 1860, but it actually started functioning in July 1981 under the Chairmanship of Professor D.P. Chattopadhyaya. The Council has been set up by the Government of

India to achieve the following aims and objectives:

- To review the progress of research in Philosophy from time to time;
- To sponsor or assist projects or programmes of research in Philosophy;
- To give financial support to institutions and organizations engaged in the conduct of research in Philosophy;
- To provide technical assistance or guidance for the formulation of research projects and programmes in Philosophy, by individuals or institutions, and/or organize and support institutional or other arrangements for training in research methodology;
- To indicate periodically areas in and topics on which research in Philosophy should be promoted and to adopt special measures for the development of research in neglected or developing areas in Philosophy;
- To co-ordinate research activities in Philosophy and to encourage programme of inter-disciplinary research;
- To organize, sponsor and assist seminars, special courses, study circles, working groups/parties, and conferences for promoting research in Philosophy, and to establish institutes for the same purpose;
- To give grants for publication of digests, journals, periodicals and scholarly works devoted to research in Philosophy and also to undertake their publication;
- To institute and administer fellowships, scholarships and awards for research in Philosophy by students, teachers and others;
- To develop and support documentation services, including maintenance and supply of data, preparation of an inventory of current research in Philosophy and compilation of a national register of philosophers;

- To promote collaboration in research between Indian philosophers and philosophical institutions and those from other countries;
- To take special steps to develop a group of talented young philosophers and to encourage research by young philosophers working in universities and other institutions;
- To advise the Government of India on all such matters pertaining to teaching and research in philosophy as may be referred to it by the Government of India from time to time;
- To enter into collaboration on mutually agreed terms, with other institutions, organizations and agencies for the promotion of research in Philosophy;
- To promote teaching and research in Philosophy; Generally to take all such measures as may be found necessary from time to time to promote research in Philosophy; and
- To create academic, administrative, technical, ministerial and other posts in the Council and to make appointments, thereto in accordance with the provisions of the Rules and Regulations.

During the year, the Review Committees to review the functioning of Indian Council of Historical Research (ICHR), Indian Council of Philosophical Research (ICPR) and Indian Council of Social Sciences Research (ICSSR) submitted their reports. The Department of Higher Education aims to give more focus and emphasis on social sciences research and strengthen it.

Section 11

Skills and Employability

Introduction

It is pointed out that a number of educated university graduates lack requisite skills for employment in India or in global market. At the same time, there are secondary graduates who are in search of employable skills rather than joining degree programmes in the colleges. To promote skill based education in the post-secondary phase, there is need for integration of the vocational education and training and general education in all types of education and training.

11.1 The National Vocational Education Qualifications Framework

NVEQF will provide a common reference framework for linking various qualifications and setting common principles and guidelines for a nationally recognized qualifications system and to address the issue of skill shortage in various sectors. It will be a unified system of national qualifications covering

Schools, Vocational Education and Training Institutions as well as the Higher Education sector and would be useful in integrating education and training systems encouraging life-long and continuing learning.

11.2 Public Private Partnership to Promote Vocational Education

To address the increasing skill challenges of the Indian IT industry, the Government has approved setting up of twenty new IIITs on a PPP basis. The partners in setting up the IIITs would be the HRD Ministry, Governments of the respective States where each IIIT will be established, and Industry. The project is targeted to be completed in nine years from 2011-12 to 2019-20. In this regard, this Ministry had invited proposals from all the State Governments for setting up of the 20 IIITs.

11.3 Sub-Mission on Polytechnics under Coordinated Action for Skill Development:

In pursuance of Hon'ble Prime Minister's Independence Day speech on 15th August 2007, the Sub-Mission on Polytechnics is continuing. It includes:-

(a) Setting up of New Polytechnics:

Under this component, Government of India provides financial assistance to the State/UT Governments, limited to Rs.12.30 crore per polytechnic to meet the costs of establishing a Polytechnic in the unserved Districts, i.e., which do not have any Government Polytechnic and also under-served districts, subject to the respective State/UT Government's providing land free of cost, meeting 100% recurring expenditure and also non-recurring expenditure beyond Rs.12.30 crore, if any. Out of 300 un-served/under-served districts to be provided financial assistance of Rs.12.30 crore during 11th 5 year Plan, 277 Districts have been provided partial financial assistance of Rs.1503.99 crore till 30.11.2011.

(b) Strengthening of existing Polytechnics:

Under this scheme, financial assistance is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics by (i) providing financial assistance for modern equipment and replacement of obsolete equipments; (ii) providing modern facilities for application of IT in teaching, learning and testing processes; and (iii) introduction of new diploma courses. The Scheme provides financial assistance to 500 polytechnics during XI Plan period subject to a maximum of Rs.2 crore per Polytechnics. 500 Polytechnics have been provided partial financial assistance of Rs.167.50 crore under the Scheme till 30.11.2011.

(c) Construction of Women's Hostels in Polytechnics:

In order to enhance women enrolment in polytechnic education, the Scheme of Construction of Women's Hostels envisages a one-time financial assistance subject to a maximum of Rs.1.00 crore for each polytechnic,

to be provided to 500 existing AICTE approved Government / Government aided Polytechnics during the XI Plan period for the construction of women's hostel in polytechnics. 481 Polytechnics have been provided partial financial assistance of Rs.195.30 crore under the Scheme till 30.11.2011 for construction of Women's Hostels at these Polytechnics.

(d) Scheme of Community Development through Polytechnics (CDTP):

The Scheme of Community Development through Polytechnics

(CDTP), aims at providing non-formal, short-term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized and disadvantaged sections of the society, to enable them to obtain gainful self/wage employment. Duration of training usually ranges from three to six months. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification.

Section 12

Emerging Trends and Challenges in Higher Education

Introduction

Higher education sector in the country has witnessed several initiatives for enhancing and sustaining access, equity and quality in higher education. Despite the fact, many existing and emerging challenges need to be addressed.

12.1 Teacher Recruitment and Faculty Development

Availability of adequate and qualified faculty in colleges and university departments is of utmost necessity to provide quality education to students in all streams. Government has taken initiatives to alleviate faculty crunch in the institutions. Some of these measures are:

- Increase in the number of research fellowships for M. Phil, Ph.D. & Post-doctoral to enhance the workforce pool.
- The number of Fellowships for Teaching and Research has been increased from 600 to 1,200 for Humanities and Social Sciences and from 1,000 to 2,000 for Sciences (Annual Report).
- Around 661 teachers were assisted during 2008-09 under 'Teachers Faculty Improvement Programme' for pursuing their academic/research activities leading to the award of M.Phil/Ph.D. degree.
- Under the scheme 'Research Project for Teachers', 1,304 new Major and 179 Minor research projects were approved in the year 2009-10 and an amount of Rs. 72.95 Crore was released (UGC, 2009-10).
- Capacity building programmes and post-doctoral fellowships for women.
- Creation of two types of positions, i.e., Adjunct Faculty and Scholars-in-residence. A pool of Faculty resources from identified professionals and experts from research

organizations, Central and State Public undertakings, Non-Resident Indians and Persons of Indian Origin working with overseas academic, research and business organizations, etc. would be developed to enhance faculty resources of Universities through the above mentioned positions.

- National Eligibility Test for Teaching and Research– The number of candidates who qualified for Lecturership and Junior Research Fellowship are:

Table 9
Number of NET Qualified

UGC NET		Number Qualified
June 2009	For Lecturership including JRF	9528
	Junior Research Fellowship	2140
December 2009	For Lecturership including JRF	3190
	Junior Research Fellowship	2117

Source: Annual Report 2009-10 UGC

Government has also recognized the need of providing challenging academic and intellectual environment to the faculty. A 'Faculty Improvement Programme' was initiated with an aim to provide

faculty members with enough opportunities to pursue research leading to M.Phil, Ph.D. degree and also to participate in seminars/ conferences/ workshops for updating their research and pedagogic skills. The programme also provides an opportunity to young faculty members to spend a short period of two weeks to two months at institutions of their choice, for a better academic exposure. The teacher fellowships range from a period of three years to one and a half years.

Opportunities for professional development for faculty are also being provided by 66 Academic Staff Colleges and 15 universities and specialized institutions identified as Refresher Course Centres (RCC). During 2009-10, 230 Orientation Programmes, 77 workshops, 710 Refresher Courses were conducted which benefitted 2.28 lakh teachers.

12.2 Promoting Research and Doctoral fellowships

Government recognizes that research forms the backbone of universities' mandate and is the

significant contributor in national growth and development. Therefore, the initiatives for promotion of research activities have always received priority. Some such initiatives undertaken in recent times are:

- In order to promote research and protect researchers' Intellectual Property Rights (IPRs), UGC has recognized the need for creating awareness, putting in place an enabling policy environment, proper structures and processes and also provide financial support to enable researchers to promote their IPRs.
- A Scheme for Major and Minor Research projects for teachers to promote excellence in research in higher education by supporting research programmes of University and College teachers in various disciplines is on-going.
- Research awards to teachers to provide an opportunity to permanent teachers in UGC recognized institutions to pursue research in their areas of specialization for a period of two

years without undertaking any research guidance- around 100 slots have been created; expenditure incurred in 2009-10 was Rs. 6.30 crore.

Table 10
Number of Projects Approved
(2009-10)

S. No	Faculty	Projects approved	No. of female investigators
1.	Sciences, Engineering including Pharmacy and Medical	Major-804 Minor-110	229
2.	Humanities, Social Sciences and Languages	Major-500 Minor-69	229

- Junior Research Fellowships/ scholarships are given to the teachers of universities and colleges – Science, humanities and social sciences (1,600) and Engineering and Technology (50).
- Emeritus Fellowships provide opportunities to highly qualified, experienced and superannuated teachers of the universities, colleges and other higher education institutions approved under Sections 2(f) and 12(b) of the UGC Act.

- Assistance is given by Government for organization of Research Workshops, Seminars and Conferences for 34 proposals and paid for organizing Indian Science Congress and Indian Social Science Congress.
- Rajiv Gandhi National Fellowships for SC/ST are funded by the Ministry of Social Justice and empowerment and the Ministry of Tribal Affairs for 1,333 SC category students and 667 for ST category students respectively. Post-doctoral fellowships and post-graduate scholarship for professional courses are also given to SC/ST students.
- 1,200 scholarships were provided to for single girl child in order to promote post-graduate education for girls in 2008.

12.3 Strengthening Under-graduate and Postgraduate Education in Colleges and Quality Infusion

Several measures have been taken to support the development of undergraduate and post-graduate education. A Development

Assistance Programme has been initiated for colleges recognized under Section 2(f) and 12(b) of the UGC Act, 1956. The basic objectives of the programme are: to strengthen basic infrastructure and meet their basic needs like books and journals, scientific equipment etc., to provide special assistance to colleges catering to the needs of marginalized groups, backward/rural/hilly area colleges and to support hitherto uncovered state colleges.

Under the scheme 'Colleges with Potential for Excellence', UGC has identified 149 colleges. These colleges were provided financial support to improve their academic/physical infrastructure, adopt innovation in teaching and enhance the quality of the learning and teaching process by introducing a flexible credit-based evaluation system. To be eligible for this status, a college should be ten-year old or more and is accredited by NAAC.

Another area being promoted by UGC is teaching and research in innovative/emerging areas in university departments and colleges

by developing courses for undergraduate and post graduate level. The programme is supported for five years by UGC.

The XI Five Year Plan envisages granting of Autonomous college status to 10 per cent of eligible colleges. An autonomous college has the freedom to determine and prescribe its own courses of study and syllabi and restructure and redesign the courses to suit local needs. It can prescribe rules for admission in consonance with the reservation policy; evolve methods of assessment of student performances, conduct of examination and declaration of results. There are 337 autonomous colleges spread over 62 universities and 17 States/Union Territories. Autonomous colleges selected during 2009-10 were assisted with a grant amounting to Rs. 46.69 crores.

The scheme for 'Capacity Building of Women Managers in Higher Education' was initiated in the X Plan period. During XI Plan, one Training-of-Trainers (TOT) and 79 sensitization/ awareness/

motivation (SAM) workshops have been organized by various universities and colleges with the financial assistance of Rs.8.33 lakh for each TOT workshop; Rs.10.98 lakh for each residential; and Rs.4.50 lakh for each non-residential SAM workshops.

12.4 Promoting Humanities, Social Sciences and Basic Sciences Discipline

Financial grant was given by UGC to various departments of humanities, social sciences and basic sciences disciplines for promoting excellence in research in two or three identified thrust areas and also to improve the quality of post-graduate teaching programmes of the Departments under the Special Assistance Programme.

Table 11
Research Grants Released

(2009-10)

S. No.	Stream	Budget allocation (Rs. In Crore)	Grant released (Rs. In Crore)
1.	Physical Sciences	14.99	14.99
2.	Bio-sciences/ Engineering-Technology	19.59	19.59
3.	Humanities, Social sciences	10.60	10.60
	Total	45.18	45.18

Source: Annual Report 2009-10, UGC

12.5 Internationalizing Higher Education

Efforts for internationalization of higher education institutions are ongoing. Universities have set up International student cell for facilitating foreign students. Bilateral Exchange programmes among India and foreign countries are on rise. During the year 2009-10, the UGC had Cultural and Educational exchange Programmes with 44 countries. The UGC hosted the visit of 48 foreign scholars/delegates from various countries and deputed 68 Indian scholars abroad.

During 2009-10, 22 foreign language teachers have been working in various universities in India and six research scholars were nominated under various collaborative programmes. MOUs were signed with countries like Germany and UK under Indo-UKIERI for exchange of scholars, teachers and academic programmes between universities. Singh-Obama initiative for knowledge sharing among India and US is under consideration.

'Promotion of Indian Higher Education Abroad' has become an important programme of UGC to attract international students and to promote Indian Institutions abroad. It also organized education fairs in a number of countries and participated in the NAFSA conference, Dubai Educational Fair in April, 2009.

12.6 Strategic Participation of Government and Encouragement to Private Investment

In 2007-08, total enrolment in higher education was estimated at 17 millions of which enrolment in government institutions to account for 51%, government aided institutions for 26% and private institutions for 23% enrolment. In technical and professional courses, Government institutions account for much less per cent enrolment (16%).

- Strategic role of government in creating additional institutions at degree and diploma level programmes to support expansion is warranted.

- Government intervention should be focused on disadvantaged communities, minorities, women and educationally backward regions.
- Substantial role of private sector at diploma/degree programmes must be recognized. Barriers to entry should be overcome with standards and fair and equitable entry policies to be regulated by independent regulators.

12.7 Additional Infrastructure in Existing State Universities and Colleges

The bulk of enrolment in higher education takes place in universities and colleges supported by the state governments. Therefore, an assessment of critical infrastructure and additional infrastructure for capacity creation (including branch campuses) in State universities and government and government aided colleges and support during the coming Plan is absolutely necessary to support expansion.

12.8 Book Promotion and Reading Habits

Books are a perennial source of information, knowledge, wisdom, pleasure and inspiration. That is why, they are considered an essential part of the civilized society. A National Book Promotion Policy is being developed by MHRD with a vision to make our society a knowledge society, imbued with an awareness that comes from reading of books and by imbibing the positive ideas embedded in them.

12.9 Development of Indian Languages

National Translation Mission which is under implementation should be strengthened and initiatives need to be taken for development of Sanskrit, Classical Languages, Tamil and Kannada and other Indian Languages.

12.10 Developing an eco-system of research and innovation through **Design Innovation Centres and Innovation Platforms** in our existing Universities is contemplated in the near future.