

**OUTCOME BUDGET**

**2007-2008**

**DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT**

**GOVERNMENT OF INDIA**

**NEW DELHI**

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## **Executive Summary**

The essence of human resource development is that education must play a significant and interventionist role in remedying imbalances in the socio-economic fabric of the country. Basic education has also greatly contributed to the quality of human life, particularly with regard to life expectancy, infant mortality, learning levels and nutritional status of children etc. Several new initiatives have been taken by the government placing emphasis on decentralization of the process of educational change with the participation of people at the grass root level. Consequently, universal basic education has vastly contributed to social justice and equity, and participative economic growth.

The National Common Minimum Programme is committed to raising the investment in education to at least 6% of GDP with almost half of this amount being spent on school education. A major initiative in this direction was the introduction of a Cess on all central taxes to finance the commitment to universalize access to quality basic education. The Ministry has set up a Prarambhik Siksha Kosh (PSK) to receive the Cess collection that would be utilized for the two Flagship programmes being run by the Ministry in the Elementary Sector viz. Sarva Shiksha Abhiyan and the Mid Day Meals Scheme.

The constitutional commitment to ensure free and compulsory education to all children (6-14 years) and provision of Universal Elementary Education has been incorporated in the National Policy on Education 1986 (as modified in 1992), and various schemes launched by the Ministry. Education policy emphasizes universal access and equity, and enrolment and universal retention of children from the age of 6 up to 14 years and marked improvement in the quality of education.

The Department of School Education and Literacy is fully committed to providing free and compulsory education of satisfactory quality to all children in the relevant age group by 2010, especially girls, SC/ST, OBCs and Minorities. New initiatives have been taken in this direction under the two flagship programmes viz. Sarva Shiksha Abhiyan including the National Programme for Education of Girls at Elementary Level and Kasturba Gandhi Balika Vidyalaya schemes and the Mid Day Meals Scheme.

### **Sarva Shiksha Abhiyan and Mid-Day Meal Scheme**

Sarva Shiksha Abhiyan (SSA) which is a major flagship programme of the Government addresses the needs of 195 million children in the age group of 6-14 years. Under SSA, special focus

is on girls, children belonging to SC/ST communities; minorities, urban slum dwellers and low female literacy blocks. Under SSA up to 31<sup>st</sup> December, 2006 a total of 149683 school buildings, 579586 classrooms and 152302 drinking water facilities have been constructed, 7.38 lac teachers have been appointed and 181169 new schools (up to November 2006) have been opened.

About 12 crore children studying at the primary stage in over 9.50 lakh Government and government-aided schools including EGS and AIE Centres are being covered under the Mid-Day Meal Programme. The norms under the scheme has been revised in September, 2006 to upgrade the nutrition norms. In the year 2007-08, provision has been made in the Union Budget to extend the scheme to the upper primary level in educationally backward blocks in the country.

Although impressive achievements have been made in the field of elementary education, raising the levels of enrolment, learning achievement and increased participation of girls, SC/STs and other disadvantaged groups will continue to be a high priority area for the Ministry for achieving universalisation of elementary education.

## **Secondary Education**

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 for entry into higher education or work situations. The population of children in this age group has been estimated to be 88.5 million as per Census, 2001. Enrolment figures show that only 31 million of these children were attending schools in 2001-02, which means that two-third of the population remained out of school. Given the liberalization and globalization of the Indian economy, the rapid changes witnessed in the scientific and technological world and the general need to improve the quality of life, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education. The average earnings of secondary school certificate holders are significantly higher than those with primary school education.

The following statistics would give an overview of the present status of Secondary and Higher Secondary Education in the country as on 30.9.2004

1.	No. of secondary Schools	1,01,777
2.	No. of Hr. secondary schools	50,272
3.	No. of Students at secondary level (IX-X)	2.43 crore
4.	No. of Students at Hr. secondary level (XI-XII)	1.27 crore

5.	Population of 14-16 age group (as on 30.9.2004)	4.71 crore
6.	Population of 16-18 age group (as on 30.9.2004)	4.58 crore
7.	Pupil Teacher Ratio (IX-X)	32
8.	Pupil Teacher Ratio (XI-XII)	33

Source: Selected Educational Statistics (2004-05)- provisional data, population projections are based on census data compiled by Registrar General of India.

The Table given below shows the status of enrolment and drop-out rates in classes IX-XII as on 30.9.2004

#### Enrolment and Dropout Rates

S. No.	Indicators	Boys	Girls	Total
1.	Enrolment (IX-X)	1.46 crore	1.01 crore	2.43 crore
2.	Enrolment (XI-XII)	0.74 crore	0.53 crore	1.27 crore
3.	Gross Enrolment Ratio (IX-X)	57.39	45.28	51.65
4.	Gross Enrolment Ratio (XI-XII)	30.82	24.46	27.82
5.	Dropout rate (Class I – X)	60.41	63.88	61.92

Source: Selected Educational Statistics (2004-05)- provisional data.

#### **Present Role of the Central Government**

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

In addition, the Central Government operates four Centrally Sponsored Schemes i.e. (i) ICT@ schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools, (ii) Integrated Education for Disabled Children (IEDC) for assisting State Governments and NGOs in mainstreaming the disabled children in school education, (iii) Access and Equity for providing assistance to NGOs to run Girls' Hostels in the rural areas, and (iv) Quality improvement in schools which included provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting Science Olympiads.

### **Challenges in Secondary Education**

Successful implementation of Sarva Shiksha Abhiyan for provision of universal elementary education to almost 100% of the relevant age group by 2010 is likely to create a surge in demand in secondary schools. It is, therefore, essential to remain prepared to meet this rise in demand through advance action to provide universal access to quality secondary education preferably within a distance of 5 to 7 Km. from any habitation as per norm.

Besides, since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. At the same time, it may not be possible to fully universalize the education at the secondary stage as the drop out rates even at primary and upper primary level hover around 28.49% from classes I-V and 50.39% from classes I-VIII. But, the State has to take up the responsibility for providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, girls and the disabled, children residing in rural areas and other marginalized categories like SC, ST, OBC and minorities. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be a priority.

### **National Literacy Mission**

The National Literacy Mission aims to impart functional literacy to adult illiterates in the 15-35 age-group. The main programmes of the Mission include Total Literacy Campaign for imparting basic literacy to adult illiterates, Post Literacy Programme for reinforcement of literacy skills of the neo-literates and Continuing Education Programme to provide lifelong educational opportunities. At present, 597 districts in the country have been covered by the literacy programmes, out of which 101

are in the TLC stage, 171 in the PLP stage and 325 in the CE stage. The provision of Vocational Training to neo-literates under the Jan Shikshan Sangathan (JSS) programme is also a critical intervention. There are at present 196 JSSs in the country. Literacy programmes in educationally backward districts are structured in a more integrated way, the provisioning of more JSS's so as to cover more districts in a planned manner and the broadening of AE so as to include all people in the 15 plus age group will be the future road map during the 11<sup>th</sup> plan.

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## **Chapter- I**

### **Mandate, Goals and Policy Framework**

#### **Sarva Shiksha Abhiyan**

Building upon the success of the District Primary Education Programme (DPEP), begun in 1994, the Sarva Shiksha Abhiyan (SSA) or “Education for All Programme” was launched in 2001-02. As an umbrella programme whose avowed objective is universalisation of elementary education, the SSA continued to support and build upon other primary and elementary education projects of Government of India like the District Primary Education Programme (DPEP), Lok Jumbish, Janshala, etc while at the same time extended the coverage of the initiative upto Class-VIII, i.e. the elementary level, beyond the primary classes which were targeted under the DPEP. The SSA covers all districts in the country in order to ensure access, retention and quality improvement in elementary education.

The goals of SSA are as follows: -

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

The assistance under the programme of Sarva Shiksha Abhiyan was on an 85:15 sharing arrangement during the IXth Plan. The sharing arrangement during Xth Plan was on 75:25 basis and 50:50 sharing thereafter between the Central Government and State Governments is envisaged in XIth Plan.

The programme covers the entire country and addresses the needs of 19.5 crore children in 12 lakh habitations. 11.24 lakh existing primary and upper primary schools and 46.90 lakh existing teachers are being covered under the scheme. The programme seeks to open new schools in



habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teacher strength are being provided additional teachers under the programme. The capacity of existing teachers would be built up by extensive training, provision of grant for developing teaching-learning material and development of academic support structure. SSA has a special focus on girls and children of weaker sections. A number of incentives, including free textbooks, target these children under the programme. SSA also seeks to provide computer education even in rural areas and regular teacher training to promote quality education.

### **Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme.**

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the enrolment for girls from SC, ST, OBC or minority communities. For the remaining 25%, priority is accorded to girls from families below poverty line. The pattern of financing is 75:25 ratio of sharing between the Centre and the States during the Tenth Five Year Plan.

2. The scheme is being implemented in 24 States and 1 Union Territory namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Dadar & Nagar Haveli, Jharkhand, Gujrat, Haryana, Himachal Pradesh, Karnataka, Jammu and Kashmir, Madhya Pradesh, Chhattisgarh, Manipur, Maharashtra, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttaranchal and West Bengal.

3. 1180 KGBVs had been sanctioned by Government of India till February 2006, of which 1039 KGBVs (88.5%) have been operationalized with an enrollment of 62,816 girls. 27% of these girls belong to SC community, 30.43% to ST category and 27.32% to OBC category. 14 States have achieved 100% target by opening all the KGBV schools allotted to them.

4        1000 new KGBVs have been sanctioned by the Government of India in September 2006. The Department of School Education & Literacy has in meetings held on 6.12.2006 and 22.2.2007, approved 897 KGBVs and the allocation of the remaining KGBVs will be made on receipt of the State proposals within one month.

5.        A total of 2180 EBBs will get covered with residential facilities for girls at upper primary level, as a direct measure to help girls to continue and to complete their elementary education up to class VIII.

6. The Scheme will be merged with SSA in the XIth Plan.

### **MID DAY MEAL PROGRAMME**

1.        It is an indisputable fact that the mid day meal programme exerts a positive influence on enrolment and attendance in schools. A hungry child is less likely to attend school regularly. Hunger drains children of their will and ability to learn. Poor or insufficient nutrition over time means that children are too small for their age, and susceptible to diseases like measles or dysentery. Malnutrition adversely affects Universalisation of Elementary Education. Even if a malnourished child does attend school, she finds it difficult to participate in teaching-learning activities. The Mid-Day Meal Programme has therefore been initiated to promote school enrolment and participation, foster social and gender equality and facilitate the healthy growth of children.
2.        The Mid-Day Meal Scheme was originally launched as a Centrally Sponsored programme in August, 1995 to give a boost to universalization of primary education and to improve the nutritional status of children at primary stage. In the light of certain directives of Supreme Court as also the policy pronouncements contained in the National Common Minimum Programme of the Government, the programme was revised in September, 2004 to ensure provision of cooked mid-day meal of minimum 300 calories and 8-12 grams of protein for children studying at primary level in government, local body and government-aided schools as also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) Centres. To achieve this, an important component of assistance to States towards cooking cost was introduced.

### **3. Main components of Central Assistance as revised in September 2006:**

- (i) Free foodgrains (wheat/rice) @ 100 grams per child per school day through Food Corporation of India.
- (ii) Assistance for cooking cost @ Rs. 1.50 per child per school day with mandatory contribution of 50 paise by States to arrive at overall cost norm of Rs. 2. In the case of NER States, minimum contribution is 20 paise, and Central Assistance is Rs 1.80 per child per school day.
- (iii) Reimbursement of transportation charges up to a maximum of Rs. 100 per Quintal for special-category States and up to Rs. 75 per Quintal for other States & UTs.
- (iv) Assistance for Management, Monitoring & Evaluation of the programme.
- (v) Assistance for kitchen-cum-store @Rs. 60,000 per unit; simultaneously stressing on the need to ensure convergence with other development programmes for construction.
- (vi) Assistance for cooking/kitchen devices @ Rs. 5,000 per school.
- (vii) Assistance for implementation of MDM Scheme during summer vacation in drought-affected areas.

### **TEACHER EDUCATION**

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

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

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

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

3. In order to review the implementation of the Teacher Education Scheme during 10<sup>th</sup> Plan, a Teacher Education Resource Group (TERG) was constituted on 18-8-2005 under the Chairpersonship of Chairman, National Council for Teacher Education.

4. After the recent constitutional amendment to make education a fundamental right, there is an urgent need to focus on teacher education. Teachers are at the heart of the education system. Teacher shortages, para teachers, single teacher schools, multi-age grade schools which characterize the existing school system reveals several systemic gaps. Teacher Education programmes need to be upgraded in terms of its academic organization, relevance and professional skills. Convergence between school curriculum and education of teachers as indicated in revised draft Curriculum Framework for Teacher's Education should be emphasized. Xth Five Year Plan recognized the importance of teacher education and proposed an interrelated strategy which was revised version of earlier centrally sponsored scheme of Restructuring and Reorganisation of Teacher Education. There is an urgent need for States to intervene to support and enrich existing State supported institutions for teacher education and increase their number in remote and backward locations. Simultaneously, efforts have to be made to upgrade elementary teacher education programme by enhancing its status in academic hierarchy and create appropriate linkages with higher education system. NGOs can also make substantive contribution in the area.

5. In view of the above, it is proposed that in addition to providing Central assistance for existing components of the scheme, following new components may also be added in the scheme for which Central assistance has been proposed:-

(i) Professional Development of In-Service Elementary and Secondary Teachers through following schemes:-

- Scheme for training of untrained teachers and para-teachers
- Scheme for In-Service Training of Secondary Teachers
- Scheme for subject knowledge up-gradation of practicing teachers
- Centres for Language and Communication
- Substitute/Stipend Scheme for Enhancing Academic Qualification
- Pre-Service and In-Service Linkages

(ii) Involvement of NGOs in conducting innovative field based programme of teacher education.

(iii) Scheme of Training of Education Administrators including Head Teachers.

(iv) Professional Development of Teacher Educators through:-

- (i) Refresher Courses
- (ii) Fellowships

(v) Teacher Training Facilities in SC, ST and Minority Concentration Areas (Establishment of Block Institutes of Teacher Education).

(vi) Special programmes for North East, which include:-

- ❑ Enhancing and strengthening the programme of distance teacher education
- ❑ Special Scheme of Scholarships to teacher trainees
- ❑ Opening of Teacher Training Institutions

(vii) Technology in Teacher Education.

### **MAHILA SAMAKHYA**

Pursuant to the objectives of the NPE, 1986, the Mahila Samakhya scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups. The MS scheme recognized the centrality of education in empowering women to achieve

equality. The Mahila Sanghas or women's collectives at the village level provide the women a space to meet, be together, reflect, ask questions and articulate their thoughts and needs and make informed choices. The objectives of the Scheme are: - (i) To enhance the self-image and self-confidence of women, (ii) to create an environment where women can seek knowledge and information which empowers them to play a positive role in society, (iii) to establish a decentralized and participative mode of management, (iv) to enable Mahila Sanghas to actively assess and monitor educational activities in the villages, (v) to provide opportunities for education for women and adolescent girls and (vi) to bring about greater participation of women and girls in both formal and non-formal education programmes.

The MS scheme has been able to lay the foundation for empowerment at the grassroots level through these Mahila Sanghas. The Sanghas in the States have taken initiatives to address issues and problems ranging from those of daily minimum needs, drinking water, improving civic amenities, health and nutrition to ensuring educational opportunities for their children especially girls, entering the political sphere, actively accessing and controlling resources and articulating their concerns and tackling social issues such as violence against women, child marriage, dowry etc.

The Mahila Samakhyas scheme is currently being implemented in nine States viz. Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Karnataka, Kerala, Uttar Pradesh & Uttaranchal spread over 83 districts and covering more than 20,380 villages. The 10<sup>th</sup> Plan budgetary outlay for the scheme is Rs.98.48 crores. The budgetary allocation for the current financial year i.e. 2006-07 was Rs.30.00 crores at the B.E. stage, which was reduced to Rs.26.00 crores at the RE 2006-07 stage. The proposed budgetary outlay for the MS Scheme for the first year of the 11<sup>th</sup> Plan viz. 2007-08 is Rs.34.00 crores.

### **District Primary Education Programme (DPEP)**

Background about launching of DPEP: The Centrally Sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalisation of primary education.

DPEP adopts a holistic approach to universalise access, retention and improve learning achievement and to reduce disparities among social groups. Adopting an 'area – specific approach' with district as the unit of planning, the key strategies of the programme have been to retain the contextuality and sensitivity to local conditions and ensuring full participation of the community. It

also seeks to strengthen the capacity of national, state and district institutions and organisations for planning, management and professional support in the field of primary education.

**Coverage:** With the progressive closure of the programme, at present DPEP is in operation in only one State i.e. Orissa covering 8 districts DPEP at its peak was operational in 273 districts in 18 States.

States & Districts covered under DPEP (2007-08):

S.No.	Name of State	No. of districts covered under DPEP	Name of districts
1.	Orissa	8	Boudh, Koraput, Malkangiri, Sonepur, Kandhamal, Nabarangapur, Nuapada, Mayurbhanj

### **Secondary Education**

Secondary Education has largely remain the responsibility of State Governments. At present the intervention of Central Government in Secondary Education is through;

1.1. Apex level national bodies like,

- ❑ Kendriya Vidyalaya Sangathan (KVS),
- ❑ Navodaya Vidyalaya Samiti (NVS),
- ❑ National Council of Educational Research & Training (NCERT),
- ❑ Central Board of Secondary Education (CBSE)
- ❑ National Institute of Open Schooling (NIOS) and
- ❑ Central Tibetan School Administration (CTSA).

1.2. Centrally sponsored scheme such as,

- ❑ Information and Communication Technology @ schools,
- ❑ Integrated Education for Disabled Children (IEDC) and
- ❑ Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access & Equity)
- ❑ Quality Improvement in Schools (QIS)

## **2. Policy Framework**

### **2.1 National Policy on Education, 1986 ( as modified in 1992)**

Paras 5.13 –5.15 of the National Policy on Education (NPE), 1986 (as modified in 1992) deal with Secondary Education. Para 5.13. of the NPE, inter alia states that access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Boards of Secondary Education will be reorganized and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Efforts will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialized institutions or through the refashioning of secondary education will, at this age, provide valuable manpower for economic growth.

It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

Pace setting residential schools, Navodaya Vidyalaya, intended to serve this purpose have been established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim will continue to be to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential, and, most importantly, to become catalysts of a nation-wide programme and school improvement.

### **2.2 Information and Communication Technology at Schools ( ICT @ Schools)**

The Information and Communication Technology@ Schools Scheme has been launched by the Department of School Education and Literacy on 15<sup>th</sup> December, 2004 to promote Computer Literacy in Government and Government aided Secondary and Higher Secondary Schools in the country.



The ICT @Schools Scheme is a comprehensive and well thought-out initiative to open new vistas of learning and to provide a level playing field to school students, whether in rural areas or in the metropolitan cities. The ‘ICT @ Schools’ Scheme is not a stand-alone scheme but actively solicits the partnership of States, Union Territories & other organisations in a mutual endeavor to bridge the heterogeneous proliferation of ICT across different socio-economic and geographic segments in the country. The partnership is manifest in the structure of financing the initiative, in encouraging the development of long-term Computer Education Plans, the setting-up of Smart Schools by KVS/NVS in States as technology demonstrators and in providing for supplementing the States efforts in these areas with no attempt being made to supplant the State Schemes.

In order to ensure social empowerment, it has been ensured that in the Computer Education Plans submitted by the State Governments/UTs at least two schools are selected from each identified Educationally Backward Block for assistance under the Scheme.

In order to ensure greater decentralization under the Scheme the States/UTs shall be free to dovetail this scheme with existing or proposed schemes of the Government.

The Scheme of ICT @ Schools has essentially four components which are as follows :

- ❑ Partnership with State Governments and Union Territories Administrations’ for providing computer-aided education to Secondary and Higher Secondary Government Schools.
- ❑ Establishment of SMART schools which shall be technology demonstrators.
- ❑ Universalisation of Computer Literacy through the network of Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) to impart computer literacy to ten neighbouring schools.
- ❑ Activities of State Institutes of Educational Technology (SIETs).

Under the ICT @ Schools Scheme, financial assistance to SIETs is given in the project mode. SIETs are being funded for producing programmes for school sector telecast/broadcast through Doordarshan and Akashvani.

The Project Monitoring and Evaluation Group (PM & EG) functions as the Monitoring Committee. The SIETs and the State/UT Governments are required to submit Quarterly Progress Report of the Scheme to this Department. Planning Commission is in the process of constituting a Committee for evaluation of the ICT @ Schools Scheme by engaging experts.

Main objectives of the scheme are as under,

- ❑ To establish an enabling environment to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the Internet and promotion of ICT literacy.
- ❑ To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.
- ❑ Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- ❑ To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.
- ❑ To provide an effective learning environment for children with special needs through ICT tools.
- ❑ Promote critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.
- ❑ To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.

### **2.3 Integrated Education for the Disabled Children (IEDC)**

The scheme was launched in 1974 by the then Department of Social Welfare and transferred to Department of Education in 1982. It was revised in 1992 in the light of NPE 1986 and POA 1992. The NPE 1986 recommended integrated education in general schools for children with locomotor handicaps and with other mild disabilities, orientation and pre-service training of general teachers to meet special needs of these children, provision of vocational training, establishment of special schools for severely disabled children and encouragement of voluntary organizations in these tasks. The POA 1992 suggested a pragmatic placement principle. It postulated that a child with disability who can be educated in a general school, should be educated in a general school only and not in a special school.

Even those children who are initially admitted to special schools for training in plus curricular skills should be transferred to general schools once they acquire daily living skills, communication skills and basic academic skills. The scheme has following objectives,

- ❑ To provide educational opportunities for the disabled children in common schools.
- ❑ To facilitate their retention in this school system.
- ❑ Further to also integrate the disabled children placed in special schools once they acquire communication and daily living skills at the functional level.

The scheme is being implemented through the Education Departments of State Governments and UT Administrations as well as through Non-Governmental Organisations. Under the Scheme of IEDC, 100% assistance is being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components include educational aids, assistive equipment, salaries for special teachers and facilities for children with disability.

#### **2.4 Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access & Equity)**

The “Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools”, provides for financial assistance to voluntary organizations for running hostels for girl students of secondary and higher secondary schools. Under this scheme, financial assistance is given to NGOs for managing hostels for girl students of classes 6-12. Recurring grant of Rs.10000 per student per year and a one time nonrecurring grant of Rs.3000 per student is provided. For being eligible for assistance under this scheme, there should be at least 50 girl students in a Hostel studying in Classes VI to XII, out of which at least 25 should be in the secondary classes. Assistance is given for a maximum of 150 inmates in a single hostel. Preference is given to organizations having Hostels in Educationally Backward Districts, particularly those predominantly inhabited by SCs/STs and educationally backward minorities. There is also a

requirement of minimum accommodation of 40 square feet per boarder to ensure a safe and healthy living condition.

This scheme is presently under revision due to various practical difficulties encountered in its implementations. Tata Institute of Social Sciences (TISS), Mumbai has been entrusted with a ground level study in respect of three select States. A committee has also been constituted to review the scheme, inter alia, with the objective to 'to suggest ways to ensure sanction of grant only for genuine organizations and to find ways to weed out unscrupulous and ineligible organizations'.

As of now, only complete applications up to the year 2004-05 for release of grant to organizations assisted in the past are being considered. Rs 5.40 crore was sanctioned during 2005-06 to various NGOs as reimbursement grant for years up to 2004-05 and a sum of Rs. 3.90 crore was actually released during that year. Remaining sanctioned grant is being released during the current year. No grant is being considered at present for 2005-06 and 2006-07.

## **2.5 Joint Indo-Mongolian School at Ulaanbaatar**

The MOU signed between India and Mongolia on 9.7.2002 provides for deputation of up to five postgraduate teachers in a school in Ulaanbaatar named India-Mongolia Joint Higher Secondary School. Three of the teachers on deputation would be from the field of English, Language and Literature and one teacher each from the disciplines of Computer Science and Mathematics. As per the MOU, Government of India is to bear the expenses on salary, allowances, accommodation and international air-fare for the teachers on deputation. Ed CIL is the nodal agency for implementing this MOU. The task of identification and selection of teachers has so far been entrusted to KVS. The first batch of teachers comprising 3 English and 1 Mathematics teachers was sent on deputation in August 2003. Ed CIL is the nodal agency for implementing the project. The basic objective of the project is to strengthen bi-lateral relation in the field of education and to provide for greater educational linkage between the two countries The present MOU is expiring in July 2007. A proposal for its extension is presently under consideration.

## **2.6 National Award to Teachers**

Instituted in 1958, the National Award to Teachers are given away by the President of India on 5<sup>th</sup> September (Teacher's Day) every year to give public recognition to meritorious teachers working in primary, middle and secondary schools. There are 366 awards out of which 20 awards are reserved for Sanskrit, Persian and Arabic teachers. Each State/Union Territory/Organization has an earmarked quota based on the number of teachers. The Scheme also covers teachers of the schools affiliated to CBSE including teachers of independent affiliated schools situated abroad, ICSE, Sainik School, KVS, NVS, CTSA and schools run by the Atomic energy Education Society. The scheme has following objectives,

- ❑ The Scheme of National Awards to Teachers was started in the year 1958-59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools.
- ❑ In 1967-68 the scope of the scheme was enlarged to cover the teachers of Sanskrit Pathshalas, Tolls etc. run on traditional lines.
- ❑ From the award year 1993, the scheme has further been enlarged to cover teachers from Sainik Schools, Navodaya Vidyalayas and schools run by Atomic Energy Education Society

The expenditure for organizing awards etc. is met out of the non- plan allocation.

## **VOCATIONALISATION OF SECONDARY EDUCATION AT + 2 LEVEL.**

Secondary and higher secondary education are important terminal stages in the system of general education because it is at these points that options are exercised by the youth to enter the world of employment or to go for technical training or pursue higher education. Educationists and experts have consistently recommended that education at these stages should be given a vocational bias to link it with the world of work. The Kothari Commission (1964-66) was of the view that for a majority of occupations, university degrees were not necessary; and these jobs could be competently performed by trained higher secondary students. This Commission felt that it should be possible to divert at least 50 per cent of students completing 10-year education to the vocational stream, reducing the pressure on the universities and also preparing students for gainful employment.

The need for decisive Central role in promoting vocationalisation has been emphasized by the Working Group of Secondary Education for the VII Plan set up by the Planning Commission. The

Programme of vocationalisation of education has been accorded very high priority in the National Policy on Education, 1986. The Programme of Action, 1992 had visualized Vocational Education Programme as Work Experience, Pre-Vocational Education at lower secondary stage, Generic Vocational Course at + 2 level for academic stream students, vocational education programmes for special groups and out of school population, girls and for special areas, besides, separate vocational stream at + 2 level.

The main objectives of the scheme of Vocationalisation of Secondary Education are to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education.

### **Adult Education**

The National Literacy Mission (NLM) was launched on May 5, 1988 as a Technology Mission to impart functional literacy to non-literates in the age group of 15-35, which has been the focus of attention as this is the productive period of life. NLM seeks to achieve a sustainable threshold level of 75% literacy by 2007. Apart from pre-determined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Literacy, as enunciated in NLM, is not an end in itself but has to be an active and potent instrument of change ensuring achievement of these social objectives and creation of a learning society.

### **Literacy Campaigns & Operation Restoration**

The Total Literacy Campaign (TLC) has been the principal strategy of National Literacy Mission for eradication of illiteracy in the target group. The TLCs have certain positive features, which make them unique. These campaigns are area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented. The Campaigns are implemented through Zilla Saksharata Samities (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society. No targets are fixed from the top. The targets emanate from the grass-root level on the basis of a survey, which also serve as a tool of planning, mobilization and environment building. Though the TLC is meant to impart functional literacy, it also disseminates a 'basket' of other socially relevant messages such as enrolment and retention of children in schools, immunization,

propagation of small family norms, women's equality and empowerment, peace and communal harmony etc.

On conclusion of TLC, Post Literacy Programme (PLP) is taken up specifically aiming at consolidation of literacy skills and integration of skill development programmes to enable the neo-literates to acquire skills for their economic self-reliance. 'Mopping-up' operation is also taken up at this stage to mobilize and motivate those learners who dropped-out or could not achieve the desired level of literacy norms. This is also a preparatory stage for launching of Continuing Education Programme in the district. The management information system in a campaign is based on the twin principles of participation and correction. It has to be accountable and credible. The normal time-span for TLC and PLC is 18 and 12 months, respectively.

The funding pattern is in the ratio of 2:1 and 4:1 between Centre and State Governments for normal and tribal districts respectively. The per learner cost for TLC and PLP is Rs. 90-180 and Rs. 90-130, respectively.

In cases where TLCs have stagnated, area-specific strategies are formulated for restoration of these campaigns.

### **Focus on Priority Areas**

As almost all the districts have been covered under the literacy programmes, priority would be given to cover the districts having female literacy rate below 30%. Focus has to be on women and those belonging to disadvantaged groups. Regional disparities and special problems of low literacy States like U.P., Bihar, Rajasthan, Madhya Pradesh, Andhra Pradesh, J&K, Jharkhand, Chattisgarh along with North Eastern Region and Sikkim would continue to be given greater attention.

### **Special Literacy Drive in 150 districts**

The Council of the National Literacy Mission Authority in its meeting held in April, 2005 took stock of the progress made in promoting literacy in the country and was of the view that a renewed focus and revitalization of the National Literacy Mission was needed to reach the target of 75% literacy by 2007. The Council, based on 2001 census literacy data, decided to take up a special literacy drive in 150 districts, which have the lowest literacy rates in the country. These 150 districts are mainly in the States of Uttar Pradesh, Bihar, Jharkhand, Rajasthan, Madhya Pradesh, Chattisgarh and Orissa. The special drive for reduction of residual illiteracy aims to cover nearly 36 million illiterates between 2005-07.

### **Projects for Residual Illiteracy (PRI)**

There are large pools of illiteracy in various States even after completion of Total Literacy Campaigns and Post Literacy Programmes. Projects of Residual Illiteracy (PRI) have been taken up to address the requirements of these residual illiterates in geographically remote regions and segments of population requiring special focus (SC/ST/women).

### **Continuing Education Programme (CEP)**

The Scheme of Continuing Education was launched in December 1995. It provides a learning continuum to the efforts of the Total Literacy/Post Literacy Programmes after these have been completed in the district.

Under the scheme, the main thrust is given to setting up of Continuing Education Centres which function as a focal point for providing learning opportunities such as library, reading room, learning centres, sport centres, cultural centres, information centre and charcha mandal. Continuing Education Centres are set up to serve a population of 2000 to 2500 with a relaxation in the population criteria in sparsely populated areas. One Nodal Continuing Education Centre (NCEC) is set up for cluster of 8-10 Continuing Education Centres (CECs) to oversee and monitor the activities of CECs. The Scheme of Continuing Education also provides the opportunity to undertake other diverse activities such as equivalency programmes, quality of life improvement programmes, income generating programmes and individual interest promotion programmes involving alternatives and innovative approaches to cater to the need of the learners besides providing facilities for basic literacy for the dropouts as well as new entrants. The programme of Continuing Education is being implemented under the aegis of Zilla Saksharata Samiti (ZSS).

In the first year of the implementation of a CE programme, priority is given to the identification and setting up of CECs/NCECs, identification and training of Preraks, establishment of reading rooms and libraries, acquisition of audio-visual material and other infrastructure and organization of various extension and developmental activities. Major Innovative Programmes (IPs) are taken up when the requisite infrastructure and manpower becomes available to sustain these programmes.

The implementation of CE is therefore a gradual process owing to the time taken for setting up the requisite infrastructure. At present, the Central Government is providing 100% funding for the



first three years of the project and cost sharing between State and Centre is on a 50:50 basis for the remaining two years.

The Scheme of Continuing Education has been sanctioned in 325 districts in 21 States and 3 Union Territories till 31.1.2007. 171 Districts are still under the Post Literacy Programme (PLP) and a large number of them would be ripe for being sanctioned a CE Project.

The annual grant under the project is generally released in two installments. A district under Continuing Education has, on an average, 1000 centres with 900 CECs and 100 NCECs. On the basis of existing financial norms, the annual expenditure per district is around 2.50 crores.

### **Support to Non-Governmental Organizations**

The National Literacy Mission (NLM) fully recognizes the vast potential of NGOs in furthering its programmes and schemes. Ever since its inception, NLM has taken measures to strengthen its partnership with NGOs and has given voluntary organizations an active promotional role in the literacy movement. These NGOs are provided 100% financial assistance for imparting literacy to adult non-literates in the age group of 15-35; organizing vocational and technical education programmes for neo-literates; provision of academic and technical resource support; promoting innovation, experimentation; conducting evaluation and impact studies; organization of workshops, seminars, etc.

With more and more districts having completed the post-literacy programmes, the NGOs have to diversify the scope of their activities and are expected to take up area-specific continuing education programmes for life-long learning.

### **State Resource Centre**

The State Resource Centre (SRCs), managed by NGOs and University sector provide academic and technical resource support in the form of training material preparation, extension activities, innovative projects, research studies and evaluation, etc. At present, there are 26 SRCs. The State Resource Centres have been strengthened and have been divided into two categories 'A' & 'B'. The pattern of assistance is as follows:-

(Rs. in Lakhs)		
<u>Category</u>	<u>Recurring</u>	<u>Non-Recurring</u> One Time Grant

A	60	50
B	40	40

### **Special Focus on Low Female Literacy Districts**

As per Census, 2001, 47 districts in the country have a female literacy rate below 30%. Hence, promoting low female literacy continues to be a source of immense concern of National Literacy Mission and it was decided to target the 47 low female literacy districts for improvement of female literacy. As most of these districts are concentrated in the State of Uttar Pradesh, Bihar, Orissa and Jharkhand, special innovative programmes were taken up in these districts for promoting female literacy.

### **Jan Shikshan Sansthan**

The scheme aims to provide polyvalent or multi-faceted adult education programme by improving the vocational skills and quality of life of its beneficiaries. It concentrates on the socio-economically backward and educationally disadvantaged groups of urban/ rural population, such as neo-literates, semi literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc. The activities of some of the better performing Jan Shikshan Sansthan have been extended to cover the neighbouring districts. Under the Scheme, Central Government provides 100% financial assistance for setting up of Jan Shikshan Sansthan. So far, 194 JSS have been sanctioned in the country. The Jan Shikshan Sansthan have expanded their outreach and are also catering to the rural segment by offering different types of vocational training courses.

In brief, the main objectives of the scheme are: -

- i) To improve the occupational skills and technical knowledge of the neo-literates and other disadvantaged groups.
- ii) To provide academic and technical resource support to Zilla Saksharata Samities in Literacy, Post Literacy and Continuing Education Programmes.
- iii) To serve as nodal continuing education centres and to coordinate, supervise and monitor 10-15 continuing education centres/nodal centers.
- iv) To undertake innovative programmes and to organize training and orientation courses for key resource persons, master trainers under the Scheme of Continuing Education.

### **Growth of Literacy**

Over the decades, literacy rates have shown substantial improvement. The total literacy rate was only 18.33 percent in 1951, which rose to 52.21 percent in 1991 and has further increased to 64.84 percent in 2001. According to the Census of India, 2001, the literacy rate has gone up to 75.26 percent for males and 53.67 percent for females. For the first time, even with an overall increase in the population, the number of illiterates has decreased in absolute terms by 24.77 million. The number of literates, on the other hand, increased by 201.40 million during the last decade

At present, over three-fourth of male population and over half of female population are literate. During the last decade, female literacy rate has shown much higher growth, increasing by 14.38 percentage points as against 11.13 for males thus reducing the male-female differential in literacy rates from 24.84 in 1991 to 21.59 in 2001. All States have registered an increase in literacy rates and 60% male literacy has been achieved in all States, except Bihar. However, disparities between and within States continue, although the gap between the educationally advanced and backward States has been diminishing over the years.



## Chapter II

### Outlays and projected outcomes

2007-08

S.No.	Name of Scheme/ Programme	Objective/ Outcome	Outlay 2007-08			Quantifiable Deliverables /physical outputs	Projected outcomes	Processes/ Timeline	Remarks/Risk Factors
1	2	3	4			5	6	7	8
			4(i) Non- Plan Budget	4(ii) Plan Budget	4(iii) Complemen tary Extra- Budgetary Resources				
1.	<b>Sarva Shiksha Abhiyan (SSA)</b>	Enrolling all children of 6-14 years in El. Schools/ EGS, AIE Centres.		<b>10671 crore</b>		(i) Reduction of dropout rate at elementary level by 5 percentage point per annum.  (ii) Reduce gender gap in Gross Enrolment Ratio (GER) by 2 percentage points per annum at elementary level.	Reduction/ stabilization in number of out of school children.	<b>Annual</b>	Working Children;  Migrating Children;  Street Children;  Reliability of information generated.
		Improving access, enrolment, retention and quality of elementary education.				(i) 5 lakh additional classrooms to be constructed.  (ii) 2 lakh additional teachers to be appointed.  (iii) Approximately 34 lakh teachers to undergo annual in-service traing	Reduction in drop out rate by 5 percent point.  Increased retention in schools.	<b>Annual</b>	(Same as above)

**\*Kasturba Gandhi Balika Vidyalaya (KGBV) scheme is merging with SSA in 2007-08**

### Mid-Day Meal Scheme

2.	<b>Mid-Day Meal Scheme</b>	<p>Implementation of the programme for children of Primary Classes studying in Govt., local bodies &amp; Govt. aided schools and EGS/AIE Centres and also children in Upper Primary classes in EBBs with the following objectives: -</p> <p>(i) To improve nutritional status of children.</p> <p>(ii) To encourage poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.</p> <p>(iii) To provide nutritional support to children of primary stage in drought-affected areas during summer vacation.</p>	Nil	Rs. 7324 crore	Nil	<p>i) Allocation and release of foodgrains to States.</p> <p>ii) Timely release of Central assistance towards cooking cost, construction of kitchen sheds, cooking devices &amp; for Management, monitoring &amp; Evaluation component, and reimbursement of transport subsidy.</p> <p>iii) Construction of 14,853 kitchen-cum-stores in Primary schools in States/UTs.</p> <p>In addition, Govt. will also monitor construction of 1,90,956 kitchen sheds sanctioned during 2006-07.</p>	<p>Regular provision of mid-day meal to about 10 Crore children in Classes I-V in Govt. and Govt. aided Primary Schools and EGS/AIE centres. In addition, approximately 2.30 crore children in Classes VI-VIII of 3427 Educationally Backward Blocks will be covered under the programme.</p>	<p>i) Release of allocation orders of foodgrains in the first quarter.</p> <p>ii) Biannual Release of Central assistance.</p> <p>iii) Nutritional status of children - annual</p>	<p>i) Logistic training</p> <p>ii) Non-compliance of health and hygiene in preparation of food</p> <p>iii) Quality of food</p> <p>iv) Leakages</p> <p>iv) Inadequate involvement of community</p>
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### Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education

Sl. No.	Name of Scheme . Programme	Objective/Outcome	Outlay 2007-08			Quantifiable Deliverables/Physical Outputs	Projected Outcomes 2007-08	Processes/ Timelines	Remarks/ Risk Factors
1	2	3		4		5	6	7	8
			4(i)	4(ii)	4(iii)				
1	Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education	<p>To create a sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers through:-</p> <p>i) Establishment of District Institute of Education Trainings(DIETs) in every district.</p> <p>(ii) upgradation of selected Secondary Teacher Education Institutions into College of Teacher Education(CTE)/Institutes of Advanced Study in Education(IASEs)</p> <p>(iii) Strengthening of State Council of Educational</p>	Non-Plan Budget          NIL	Plan Budget      Rs. 500 Crores including N.E. Region	Complementary Extra-Budgetary Resources      NIL	<p>1. Receipt of Perspective Plan &amp; State Budget from States /UTs &amp; release of timely assistance to them.</p> <p>2. Receipt of annual proposals for recurring assistance &amp; timely release of assistance to States/UTs.</p> <p>3. Establishment of DIET/DRC in every district &amp; upgradation of CTEs/IASE as per norms &amp; actual needs of States/UTs.</p> <p>4. Strengthening of SCERT/SIEs based on proposals received from them.</p> <p>5. Training of untrained</p>	<p>(1) To cover every eligible district with DIET/DRC.</p> <p>(2) To upgrade selected CTEs/IASEs as per norms &amp; actual needs of States/UTs.</p> <p>(3) To further strengthen SCERTs/SIEs.</p> <p>(4) Establishment of DIET/DRC in every district &amp; upgradation of CTEs/IASE as per norms &amp; actual needs of States/UTs.</p> <p>5. Strengthening of SCERT/SIEs based</p>	Biannual release of recurring and non-recurring assistance.	Timely receipt of proposals from the States/UTs

<b>Sl. No.</b>	<b>Name of Scheme . Programme</b>	<b>Objective/Outcome</b>	<b>Outlay 2007-08</b>			<b>Quantifiable Deliverables/Physical Outputs</b>	<b>Projected Outcomes 2007-08</b>	<b>Processes/ Timelines</b>	<b>Remarks/ Risk Factors</b>
		<p>Research &amp; Trainings (SCERTs)</p> <p>iv) Professional Development of In-service Teachers</p> <p>(v) Scheme of Training of Education Administrators including Head Teachers</p> <p>(vi) Professional Development of Teacher Educators</p> <p>(vii) Establishment of Block Institutes of Teacher Education in SC/ST and Minority Concentration areas.</p> <p>(viii) Grants-in-aid scheme for NGOs</p> <p>(ix) Introduction of Technology in Teacher Educations.</p>				<p>teachers and para-teachers and subject knowledge upgradation of practicing teachers .</p> <p>6. Training of untrained teachers</p> <p>6. Involvement of NGOs and para-teachers and in conducting innovative subject knowledge field based programme upgradation of practicing teachers .</p> <p>7. Training of Education Administrators including Head Teachers</p> <p>7. Involvement of NGOs in conducting innovative field based programme of teacher education.</p> <p>8. Professional Development of Teacher Educators</p> <p>8. Training of Education Administrators including Head Teachers</p> <p>9. Teacher Training facilities in SC/ST and Minority concentration areas by establishment of 100 BITEs</p> <p>9. Professional Development of Teacher Educators</p> <p>10. Special Programme of North East States.</p> <p>10. Teacher Training facilities in SC/ST and Minority concentration areas by establishment of 100 BITEs</p>	<p>on proposals received from them.</p> <p>6. Training of untrained teachers and para-teachers and in conducting innovative subject knowledge field based programme upgradation of practicing teachers .</p> <p>7. Involvement of NGOs in conducting innovative field based programme of teacher education.</p> <p>8. Training of Education Administrators including Head Teachers</p> <p>9. Professional Development of Teacher Educators</p> <p>10. Teacher Training facilities in SC/ST and Minority concentration areas by establishment of 100 BITEs</p>		



<b><i>Sl. No.</i></b>	<b><i>Name of Scheme . Programme</i></b>	<b><i>Objective/Outcome</i></b>	<b><i>Outlay 2007-08</i></b>			<b><i>Quantifiable Deliverables/Physical Outputs</i></b>	<b><i>Projected Outcomes 2007-08</i></b>	<b><i>Processes/ Timelines</i></b>	<b><i>Remarks/ Risk Factors</i></b>
		(x) Special Training programmes for North East					11. Special Programme of North East States.		

## MAHILA SAMAKHYA

(Rs. in crore)

Sl. No.	Name of Scheme/ Programme	Objective/Outcome	Outlay 2007-08			Quantifiable Deliverables/ Physical outputs	Projected Outcomes	Processes/ Timelines	Remarks/ Risk Factors
1	2	3	4			5	6	7	8
			4(i)	4(ii)	4(iii)				
			Non-Plan Budget	Plan-Budget (Proposed)	Complementary Extra-Budgetary Resources				
1.	Mahila Samakhya	<p>Education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. The main objective are: -</p> <p>To facilitate empowerment of rural women through education</p> <p>To enhance self image, self confidence of women</p> <p>To create an environment where women can seek knowledge and</p>	Nil	34.00	Nil	Starting of the MS programme in 5 Districts of 2 new States of Madhya Pradesh and Chhatisgarh.	The MS programme works for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The Sanghas provide the women a space to meet, discuss issues & problems, seek knowledge and information and	Education and empowerment through the MS Programme is an ongoing and continuous process.	State level implementation

		<p>information to play a proactive role in society</p> <p>To provide opportunities for education for women and adolescent girls</p> <p>To bring about greater participation of women and girls in formal &amp; non-formal education programmes.</p>					<p>make informed choices.</p>		
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**District Primary Education Programme (DPEP)**

S. No.	Name of Scheme/ Programme	Objective / Outcome	Outlay 2006-07	Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes / Timeliness	Remarks / Risk Factors																
1.	District Primary Education Programme (DPEP)	Development of Primary Education in selected educational backward districts in Orissa in 8 Districts	80.00 crores	1) To provide, according to national norms, access for all children, to primary education classes (I-V) i.e. primary schooling wherever possible, or its equivalent.		To be reported annually	Time over-runs due to delayed releases by the State Governments.																
				2) Infrastructure <table border="1"><tr><td>Schools to be opened</td><td>120</td></tr><tr><td>Total No. of Teachers to be appointed</td><td>240</td></tr><tr><td>Total No. of children to be admitted in AIE centers</td><td>35,164</td></tr><tr><td>No. of toilets to be constructed</td><td>3,563</td></tr><tr><td>No. of Drinking water facility to be provided</td><td>3,563</td></tr><tr><td>No. of additional classrooms to be constructed</td><td>3,563</td></tr><tr><td>No. of School buildings to be constructed</td><td>543</td></tr><tr><td></td><td></td></tr></table>		Schools to be opened	120	Total No. of Teachers to be appointed	240	Total No. of children to be admitted in AIE centers	35,164	No. of toilets to be constructed	3,563	No. of Drinking water facility to be provided	3,563	No. of additional classrooms to be constructed	3,563	No. of School buildings to be constructed	543				
Schools to be opened	120																						
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No. of Drinking water facility to be provided	3,563																						
No. of additional classrooms to be constructed	3,563																						
No. of School buildings to be constructed	543																						
				3) Quality Education <ul style="list-style-type: none"><li>a) Supply of Text Books.</li><li>b) Appointment of Teachers.</li><li>c) Annual In-Service Training of Teachers</li></ul>																			

## National Merit Scholarship Scheme (OSC)

### FORMAT OF TABLES IN CHAPTER II OF OUTCOME BUDGET 2007-08

Name of Scheme/ Programme	Objective/ Outcome	Outlay 2007-2008 (Rs. In crores)			Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes/ Timelines	Remarks/Risk Factors
		Non- Plan	Plan	Complement ary Extra Budgetary Resources				
1.	2.	3.	4.	5.	6.	7.	8.	9.
<b>National Merit Scholarship Scheme (OSC)</b>  <b>Means-Cum-Merit Scholarship (as announced by the FM in Budget Speech)</b>	The Sarva Shiksha Abhiyan has improved the enrolment ratio in schools to 96 %, the drop out ratio continues to be high. The critical year appears to be transition from class VII to IX.. Therefore, main objective of the scheme is to arrest the drop out ratio and encourage students to continue their education beyond class VIII.	-	120.00	---	Scholarships to meritorious students passing out of class VIII.	100,000 scholarships to the students studying in classes IX, X, XI & XII selected through a National Test from among students who have passed out from class VIII.	The scheme has been announced by the FM in his Budget Speech for the year 2007-08. The detailed scheme and modalities would need to be worked out.	The detailed scheme is yet to be formulated. Hence, Risk factors, if any would need to be considered while finalizing the scheme.

**Note:** The Finance Minister, in para 20 of the Budget Speech for 2007-08, has announced that, “while the SSA has improved the enrolment ratio in schools to 96 %, the drop out ratio continues to be high. The critical year appears to be transition from class VII to IX.. In order to arrest the drop out ratio and encourage students to continue their education beyond class VIII, I propose to introduce a National Means –cum-Merit Scholarship Scheme. Selection will be made through a national test from among students who have passed class VIII. Each student will be given Rs. 6000.00 per year for study in classes IX, X, XI & XII. I propose that 100,000 scholarships may be awarded every year. In order to fund this programme, I intend to create a corpus fund of Rs.750.00 crore this year, and add a like amount to the fund every year over the next three years. Accordingly, a sum of Rs.750 crore will be placed with the State Bank of India, and the yield from the fund will be used for awarding the scholarship”.

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## KVS

Name of Scheme/ Program me	Objective/ Outcome	Outlay 2007-2008 (Rs. In crores)			Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes/ Timelines	Remarks/Risk Factors
		Non-Plan	Plan	Complementary Extra Budgetary Resources				
10.	11.	12.	13.	14.	15.	16.	17.	18.
<b>KENDRIYA VIDYALAYA SANGATHAN (KVS)</b>	To cater the educational needs of the children of transferable Central Govt. employees including Defence Personnel by providing common programme of education.	692.30	300.00	KVS generates internal resources from fee, fines etc.  Sponsoring project authorities provide funds for running of project Vidyalayas which cater to educational needs of children of employees of the project.	At present there are 919 KVs functioning  RESULTS IN 2006 Class X 90.63% Class XII 92.89%  No. of students as on 30.9.2006 – 954224  No. of Permanent buildings – 613  Construction work in Progress – 36  Building plans under process – 13  Efforts to obtain suitable land - 93	Cabinet Committee on Economic Affairs (CCEA) has given approval on 16-6-2006 for opening of 50 new KVs in special focus districts in 2006-07.  All the KVs will be provided with basic infrastructure by 2012	Operationalising of 50 new KVs from 1.4.2007. Construction of permanent buildings for 50 new KVs to be completed by 2009-10  Construction activity for all the KVs will be completed by 2012.	Availability of temporary accommodation for running of Vidyalayas by sponsoring agencies and transferring of land by sponsoring agencies to KVS  Delay in coconstruction.

## NVS

(Rs. in Crore)

S.No.	NAME OF SCHEME/ PROGRA MME	OBJECTIVE/ OUTCOME	OUTLAY 2007-08 (proposed)			QUANTIFIABLE DELIVERABLES	PROCESSES/ TIMELINES	REMARKS
	2	3	4			5	7	8
			4(i)	4(ii)	4(iii)			
			Non-Plan Budget	Plan Budget	Complimentary extra budgetary resources			
1.	Setting up of Model Schools (Navodaya Vidyalayas)	<p>1. To provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.</p> <p>2. To provide facilities, at a suitable stage, for instruction through a common medium, viz., Hindi and English, all over the country.</p> <p>3. Offer a common core-curriculum for ensuring comparability in standards and to facilitate and understanding of the common and composite heritage of our people.</p>	173.40	710.00	-	<p>1. Opening of JNVs - 15</p> <p>2. Making sanctioned JNVs functional – 25</p> <p>3. Enrolments of students 39400</p> <p>4. Sanction of new Buildings Works Phase A - 20 Phase B - 40</p> <p>5. Completion of Sanctioned Building Works Phase A - 37 Phase B - 40</p>	<b>Opening of JNVs depends on the proposal submitted by the State Governments in the prescribed proforma.</b>	

	<p>4. To progressively bring students from one part of the country to another in each school to promote national integration and enrich the social content.</p> <p>5. To serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experience and facilities.</p> <p>6. To establish, develop, maintain and manage Hostels for the residence of students of Navodaya Vidyalayas;</p> <p>7. To aid, establish and conduct other institutions as may be required for the furtherance of the Society's objects in any part of India;</p> <p>8. To do all such things as may be considered necessary, incidental, or conducive to the attainment of all or any of the objects of the Society.</p>						
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			4(i)	4(ii)	4(iii)				
							Coordinators of AIs and new AIs		5.00 lakhs
							Orientation of Academic Facilitators (old and new)		5.00 lakhs
							Meeting of Regional Directors		2.00 lakhs
						NIOS Building	Construction of NIOS Building at NOIDA		400.00 lahs
						Miscellaneous Prog of NIOS	To maintain the existing computer facilities and its timely up-gradation and net conferences etc.  Setting up of libraries at Regional Centres  Research Studies		Rs.25.00 lakhs  Rs.2.00 lakhs  Rs.3.00 lakhs
						Advertisement & Publicity	Advertisement of examination & admission of NIOS through print media		Rs.50.00 lakhs

						Development Projects	On line processing of applications  Quality upgradation on thhe basis of the quality indicators  Review & upgradation of Standard Operation Procedure (SOPs) for TMA, PCP, TOC etc.  Development and finalisation of manual for PCP  Development of training materials for various field functionaries associated with NIOS		Rs.1.20 lakhs  Rs.2.00 lakhs  Rs.0.10 lakhs  Rs.0.50 lakhs  COL funded
						Monitoring	Monitoring of PCPs through RCs and Afs  Monitoring evaluation of TMAs		Rs.32.00 lakhs  Rs.24.00 lakhs
						Advisory meetings	DAB meetings-2  RCAC meetings at different Regional Centres-2		Rs.2.00 lakhs Rs.1.50 lakhs
						Research Projects	Follow up study of NIOS of passed out NIOS learners		Rs.0.50 lakhs

	<b>Vocational Education</b>						Development of new courses		
							Translation of new courses		Rs.10.00 lakhs
							Performance monitoring of AVI		
							Finalisation of curriculum frame work for OVE Coordinators meetings		

### **ICT @ Schools**

Sl. No	Name of Scheme / Programme	Objective / Outcomes	Outlay 2007-08 (Rs. in crore)			Quantifiable Deliverables /Physical Outputs (As on 31-12-2006)	Projected Outcomes	Processes/ Timeliness	Remarks / Risk factors
1	2	3	4			5	6	7	8
			4(i)	4(ii)	4(iii)				
			Non Plan Budget	Plan Budget	Complementary Extra-Budgetary Resources				
1.	Information and Communication Technology @ Schools Scheme	<b><u>OBJECTIVES</u></b> 1) To establish an enabling environment to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the Internet and	NIL	250.00	75 % of financial assistance is provided to States/UTs. The balance 25 % of funds are to be contributed by	20,000 computer teachers would be appointed to cover 20,000 schools under the scheme.  40,000 teachers would be given in service training .  600 SMART Schools would be established in the 600 districts in the country. 150 SMART Schools would be established @ 2 schools, per KVS	(i) All students in 20,000 Government and Government-aided secondary and higher secondary schools will have proficiency in computer usages and application.  (ii) The existing	One Year	Implementation of the scheme depends largely on :  (i) A pro-active role on the part of the State/UT Governments as the number of schools covered and the students benefited is based on the Computer Education Plan prepared by the States/UTs

	<p>promotion of ICT literacy.</p> <p>2) To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.</p> <p>3) Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.</p> <p>4) To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.</p> <p>5) To provide an effective learning environment for children with special needs through ICT tools.</p> <p>6) Promote</p>		<p>the State Government /UTs.</p> <p>The scheme also provides for contribution of 25 % of funds from the MPLAD scheme in addition or as an alternative to State Government contribution.</p> <p>Assistance is provided to special</p>	<p>and NVS in each State and 1 schools per KVS and NVS in each UT.</p> <p>873 Teachers Training Colleges (TTC) would be given Rs. 10 lakh each institute to create necessary infrastructure for providing pre service training of teachers in TTC.</p>	<p>curriculum and its transactions will be enriched with the help of computers as tools for learning and teaching.</p> <p>(iii) Students will be enabled to acquire further skills for operating computers and internet by opting for electives in higher secondary stage, which may help them in further pursuing studies in this area and get employment.</p>	<p>(ii) The utilization of unspent balance under the ET and erstwhile CLASS and revised CLASS Scheme lying with the States/UTs, which is insisted upon before releasing further funds.</p> <p>(iii) Non-receipt of Utilisation Certificate from the State/UT Government despite repeated reminders.</p> <p>(iv) Non-availability of budget provisions by the State/UT Government towards the Scheme, resulting in delay in release.</p> <p>(v) Adjustment</p>
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		critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.			category states in the ratio 90:10.		(iv) SMART school will become models for ICT-based delivery of education, an emerging scenario in future.		of unspent balance of erstwhile schemes namely ET & CLASS
		7) To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.							
		8) To promote computer education in all secondary and higher secondary classes and to introduce computer-related elective subjects in the higher secondary classes.							

# IEDC

(Rs. in crore or in lakhs, as prescribed)

Sl. No.	Name of Scheme/ Programme	Objective /Outcome	Outlay 2007-08			Quantifiable Deliveries/ Physical Outputs	Projected Outcomes	Processes/ Timeliness	Remarks/ Risk Factors
1	2	3	4(i)	4(ii)	4(iii)	5	6	7	8
1.	Integrated Education for the Disabled Children	Purports to provide educational opportunities for the disabled children in common schools to facilitate their retention in the school system	Non-Plan Budget	Plan Budget*	Complimentary Extra-Budgetary Resources	1.No. of children covered. 2. No. of schools covered. 3. No. of resource teachers appointed.	1. 2.20 lakhs disabled children (approximate)  2&3. Subject to Proposals projection.		The Centrally Sponsored Scheme of Integrated Education for the Disabled Children is under revision and being revamped for disabled children in the secondary stage. (Class IX to XII). The revised scheme is expected to be launched in 2007-08 and will replace the present IEDC scheme.
			Not Applicable	Rs. 12000.00 Lakh	Not Applicable				

### ACCESS & EQUITY

<i>(Rs. in crore)</i>									
S.No.	Name of Scheme	Objective/ Outcomes	Outlay 2007-08 (in Rs. Crores)			Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes/ Timelines	Remarks/Risk Factors
			Non-Plan Budget	Plan Budget	Complementary Extra – Budgetary Resources				
1.	Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary School  (Access with Equity)	Strengthening of boarding and lodging of girls students (girls hostel) at Secondary and Higher Secondary level to increase access to secondary education and increase the enrolment of girls	N/A	10.00	The funds generated by voluntary organisations	<ul style="list-style-type: none"> <li>○ The No. of girls' hostels assisted under the scheme- (State-wise)</li> <li>○ Number of beneficiaries/ girls availing of the hostel facilities.</li> </ul>	Around 10,000 girl students and 150 hostels. *	<ul style="list-style-type: none"> <li>○ 100% Centrally Sponsored Scheme to provide grant to NGOs for running girls' hostels.</li> <li>○ On approval of the project/proposal the Central government releases grants to NGOs in two installments.</li> <li>○ The first installment of 50% of the total grant is released</li> </ul>	<ul style="list-style-type: none"> <li>○ Difficult to monitor NGO based schemes as there is no separate machinery.</li> <li>○ Risk of inefficient non-existent NGOs, submission of fake documents regarding their activities.</li> <li>○ MHRD is releasing grants pertaining to 2002-03, 2003-04 &amp; 2004-05 only due to</li> </ul>



								<p>immediately after the issue of the sanction.</p> <ul style="list-style-type: none"> <li>○ After the concerned agency utilizes the first installment, submits its progress report and requests for subsequent installment, the second and final installment is released.</li> <li>○ The grant payable to an agency is sent to it directly by a DD/Cheque drawn in its favour.</li> </ul>	<p>practical difficulties in ensuring that funds are used for the purpose for which it is given.</p> <ul style="list-style-type: none"> <li>○ The NGOs are concentrated in few states.</li> <li>○ The targets are not quantifiable to reflect actual number of beneficiaries and extent of its benefit.</li> <li>○ The scheme is under review.</li> </ul>
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**Joint-Indo Mongolian School**

*(Rs. in crore)*

S.No.	Name of Scheme	Objective/ Outcomes	Outlay 2007-08 ( <i>in Rs. Crore</i> )			Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes/ Timelines	Remarks/ Risk Factors
			Non-Plan Budget	Plan Budget	Complementary Extra – Budgetary Resources				
1.	Joint-Indo Mongolian School	To strengthen bi-lateral relation in the field of education and to provide for greater educational linkage between the two countries	N/A	1.00	-----	Deputation of Indian teachers to the Indo-Mongolian Joint school in Ulaanbaatar including expenses on salary, allowances, accommodation and airfare.	Deputation of three English teachers and one Mathematics and computer teacher each.	The MOU between the Government of India and Government of Mongolia inter-alia provides that Government of India shall depute five post-graduate teachers (three in English and one each in Comp. Science and Mathematics). These teachers are selected by KVS for deputation and their services are placed at the disposal of ED.CIL which acts as the nodal agency in this regard.	The MOU is expiring in July, 2007. This is likely to be extended.

### National Award to Teachers

Sl. No	Name of Scheme / Programme	Objective Outcomes	Outlay 2007-08 (Rs. in crore)			Quantifiable Deliverables /Physical Outputs	Projected Outcomes	Processes/ Timeliness	Remarks/ Risk Factors
1	2	3	4			5	6	7	8.
			4(i)	4(ii)	4(iii)				
			Non Plan Budget	Plan Budget	Complementary Extra-Budgetary Resources				
1.	National Award to Teachers(NAT)	To give public recognition to meritorious teachers working in primary, middle and secondary schools	2.15	NIL	NIL	309 teachers were awarded for NAT-2005	315 teachers	The recommendations from the State/UT/ Organizations are called for by 31 <sup>st</sup> Dec. of the respective Award Year.	The number of teachers for the Award depends upon the recommendations received from the State/UT/Organizations and as per the numbers of teachers allocated under the scheme of National Awards to Teachers.

(Rs. In crores)

1	2	3	4			5	6	7	8
			4 (i)	4 (ii)	4 (iii)				
			Non-Plan Budget	Plan Budget	Complementary Extra-Budgetary Resources				
1	Centrally Sponsored Scheme of Vocationalisation of Secondary Education at +2 level.	Diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. The target of coverage of Higher Secondary students envisaged in the Programme of Action "92 was 10% by 1995 and 25% by 2000.	Nil	20.00 (including 2.00 crores NE component)	State Govt's share of expenditure in the approved sharing pattern	No specific quantifiable deliverables targeted under the Scheme.	Outcome depends on the proposals of the State Govt's. received and approved by the Ministry.  Physical Outcome depends upon the actual implementation by the State Govt.  No projections are being made.	Not been laid down	The existing Scheme is under revision to formulate a revised Scheme of Vocational Education & Training (VET) The revised scheme will start its implementation during 11 <sup>th</sup> Plan period.

## Outcome Budget 2007-2008

### Adult Education

(Rs. in crores)

S. No.	Name of Scheme/ Programme	Objective/Outcome	Outlay 2007-08			Quantifiable Deliverables	Projected Outcomes	Processes/ Timelines	Remarks/Risk Factors
1	2	3	4			5	6	7	8
			Non-Plan Budget	Plan Budget	Complementary Extra-Budgetary Resources				
1.	Adult Education and Skill Development Scheme[merged Schemes of Literacy Campaigns & Operation Restoration (TLC/PLP) and Continuing Education]	To impart functional literacy to adult illiterates in the 15-35 age group during the TLC phase, re-enforcement of literacy skills of the neo-literates during the post literacy stage and provide life long learning opportunities to neo-literates who complete functional literacy/post literacy courses under TLC, PLP.	--	322.00	15.00 (1/3 <sup>rd</sup> Matching share of the State Govts. for TLC/PLP).	Enrollment of targeted illiterates/ neo-literates.  Number of NCECs/ CECs to be established.  Number of beneficiaries taking advantage of the centers -	50 lakhs  1500/15000  375.00 lakh	Annual reporting.	Projects may be delayed due to administrative factors, law and order problems, natural calamities etc.  Availability of the volunteer instructors of the required number and quality in the local area.  Delayed implementation by State Governments.  Frequent changes of District Collectors.  Delay in settlement of accounts and submission of utilization certificates.
2.	Support to Non-	Providing academic and	--	73.00	--	Number of NGOs	25	Annual	Most of the

	Govt. Organization /Institutions/ SRCs for Adult Education and Skill Development (merged schemes of NGOs/Jan Shikshan Sansthan/ SRCs	technical resource support for literacy programmes/ implementing literacy programmes and to improve the occupational skills and technical knowledge of the neo-literates and to raise their efficiency and increase productive ability.				GIAC meetings Setting up of new SRCs Setting up of new JSS Number of beneficiaries in vocational and skill upgradation programmes.	4 5 40 18 lakh	reporting.  -do-	conventional programmes TLC/PLP /CEP/PRI etc. have already been undertaken by Zilla Saksharata Samities  Delay in submission of Utilization Certificates.  Efficiency of NGOs.
3	National Literacy Mission Authority	To formulate policies and programmes of NLM through its Council, Executive Committee and Project Approval Committee.	-	6.00	-	To organize International Conference on Literacy  To organize meetings of : Council Executive Committee Project Approval Committee	2  1 2 4		
5.	Directorate of Adult Education	To provide academic and technical resource support to NLM and the various literacy and Adult Education Programmes in the country	1.86	-	--	To organize seminars/workshops on various aspects and components of the literacy programmes for the benefit of the implementers, key resource persons, personnel of State Literacy Mission Authority, State Directorates of Adult Education, State Resource Centers, Jan Shikshan Sansthan and other agencies engaged in literacy activities.	--	Annual Reporting.	Programmes are conducting in collaboration with Jan Shikshan Sansthans, State Resource Centres and State Governments.

						To population development programme.			
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## **Chapter – III**

### **NEW INITIATIVE, REFORMS MEASURES AND ACHIEVEMENTS**

#### **SARVA SHIKSHA ABHIYAN (SSA)**

SSA is being implemented throughout the country. This programme among others emphasizes bridging the gender and social gaps and encourage public private partnership.

The gender gap in elementary level is coming down as indicated in the statement below.

	2002-03	2003-04	2004-05	2005-06
Primary	5.5	5.1	5.1	4.2
Upper Primary	10.7	9.4	8.9	8.8
Elementary	6.8	6.2	6.1	5.4

The SSA framework for implementation emphasizes decentralization and delegation to the grass-root level in order to ensure community based implementation and ownership of schools.

Under SSA, this process has been further reinforced, as funds for the programme flow through local community based bodies for all school related expenditures, which in fact constitute more than 50% funds of SSA.

The Framework for Implementation of the Sarva Shiksha Abhiyan has been amended to provide for supervision and monitoring by Panchayat Raj Institutions over its implementation.

#### **Mid-Day Meal Scheme**

Mid-Day Meal Scheme revised in June, 2006 and in September, 2006:

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



scheme was revised in June, 2006 to provide mid-day meal with enhanced nutritional content of 450 calories and 12 grams of protein.

### ***Teacher Education***

Under Teacher Education Scheme, it has been proposed that during 11<sup>th</sup> Plan period, the following new components are added in addition to existing components in order to upgrade the programme in terms of its academic organization, relevance and professional skills:-

(i) Professional Development of In-Service Elementary and Secondary Teachers through following schemes:-

- Scheme for training of untrained teachers and para-teachers
- Scheme for In-Service Training of Secondary Teachers
- Scheme for subject knowledge up-gradation of practicing teachers
- Centres for Language and Communication
- Substitute/Stipend Scheme for Enhancing Academic Qualification
- Pre-Service and In-Service Linkages

(ii) Involvement of NGOs in conducting innovative field based programme of teacher education.

(iii) Scheme of Training of Education Administrators including Head Teachers.

(iv) Professional Development of Teacher Educators through:-

- Refresher Courses
- Fellowships

(v) Establishment of 100 Block Institutes of Teacher Education(BITEs) in SC, ST and Minority Concentration Areas.

(vi) Special programmes for North East, which include:-

- a) Enhancing and strengthening the programme of distance teacher education
- b) Special Scheme of Scholarships to teacher trainees
- c) Opening of Teacher Training Institutions

(vii) Technology in Teacher Education.

2. Out of 599 districts existed on 1-4-2002, 568 DIETs have been sanctioned till date. In addition 135 CTEs /IASEs have also been sanctioned .

### **Mahila Samakhya**

Mahila Samakhya is a Scheme for the empowerment of women through education. The scheme is basically process oriented, wherein awareness generation, information dissemination and capacity building form the thrust of the programme. MS, as a programme, is not itself directly involved in the provision of services. It assists and enables the Mahila Sanghas to effectively access, harness and utilize available resources and work towards enforcing accountability of other public service providers.

### **Secondary Education**

#### **1. Improving access to secondary education**

Steps have been taken in the last few years to universalize elementary education. Towards that end Sarva Siksha Abhiyan (SSA) is being implemented all over the country in collaboration with the State Governments. Mid-day Meal Scheme is a part of this programme. As a result of these steps, the number of “out of school” children (6-14 years) has come down to less than 5% of the total population in that age group. The Sarva Shiksha Abhiyan at the elementary level to universalize elementary education for the age group 6-14 has already set the stage for an exponential growth of demand for secondary education. While the growth of enrolment in the secondary school, had increased at an annual rate of 2.83 per cent during 1990s, it increased at 7.4 per cent, per annum between 2000 and 2003. The full impact of SSA is likely to be reflected during the terminal years of the Eleventh Plan. If the goal of universal retention at the elementary level is achieved by 2010, steps will have to be taken to expand facilities for secondary education in a big way.

#### **2. CABE Committees**

##### **2.1. Universalization of Secondary Education**

A committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on Education in the country, was therefore constituted in September 2004 with the following term of reference:

“To prepare a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education”.

The committee submitted its recommendations in June, 2005. Their major recommendations are as follows:

- ❑ The guiding principles of Universal Secondary Education should be universal Access, Equality and Social Justice, Relevance and Development, and Structural and Curricular Considerations.
- ❑ There has to be a norm for schooling. Such norms should be developed for each state with common national parameters as well as state specific parameters.
- ❑ Each state should develop a perspective plan for universal secondary education. Decentralized micro-level planning should be the main approach to planning and implementation of Universal Secondary Education.
- ❑ Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 percent of the GDP. Hence the immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalisation of secondary education.
- ❑ The pressure on secondary education is already being perceived. It will not be wise to wait till 2010 when the pressure may become unbearable.
- ❑ Besides the Committee on Universalisation of Secondary Education, another Committee of the Central Advisory Board on Education (CABE) was also constituted in September 2004 to examine the following issues:

## **2.2. Another committee of CABE was constituted to look into the following issues:**

- ❑ Girls' Education
- ❑ Common School System
- ❑ Inclusive Education including Education for Children with Disabilities/Special Needs.

The report of the Committee was received in June 2005. The Committee has inter-alia recommended that “there is no alternative acceptable to regular schooling of good quality to all the girls”. The Committee also felt that “incentives offered for promotion of girls education need to be revisited and measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles posed by factors such as poverty, domestic/sibling responsibilities, girl child labour, low preference to girl's education, preference to marriage over the education of girl child, etc.”

**The Committee, inter-alia, recommended the following,**

- ❑ Making good quality education available to all students in all schools at affordable fees is a primary commitment of the Common School System
- ❑ State should invest in public schools system with standards, norms, building, etc., of the same standards as that of Kendriya Vidyalayas.

**3. Scheme for Universal Access and Quality at Secondary Stage (SUCCESS)**

The Government has prepared a concept note on universalization of access to and improvement of quality of secondary education. Formulation of a centrally funded programme in mission mode, tentatively called SUCCESS, with this objective is under consideration.

**4. Incentive to Girls for Secondary Education**

**4.1** A scheme is being proposed in pursuance to Para 38 of Finance Minister's Budget announcement, which reads as under:

"I propose to provide a further incentive to the girl child who passes the VIII Standard Examination and enrolls in a secondary school. A sum of Rs.3,000 will be deposited in her name, and she would be entitled to withdraw it on reaching 18 years of age."

**4.2** The objectives of the proposed scheme are as under:

- ❑ To encourage girls to pursue and complete secondary (up to class X) and higher secondary (up to class XII) education.
- ❑ To motivate parents to send girls to secondary and higher secondary schools.
- ❑ To empower the girl students.
- ❑ To reduce disparity between girls and boys in secondary education and to reduce drop out rate for the girls.

**4.3.** The proposed scheme is expected to benefit around 60 lakh girl students during 2007-08 and have a significant effect on girls enrolment in secondary stage.

## **5. Expansion of Kendriya Vidyalayas**

At present, there are 979 KVs out of which 919 are functional. The existing norms for opening of KVs in places, except in special Focus District, where there should be a concentration of at least 1000 employees of Defence services or Civil services and at least 200 children of the employees for enrolment. The admission policy of KVS stipulates that a child must be 5 years old as on 30<sup>th</sup> September in the academic year in which admission is being sought in class I. There is an order of priority for admission to class I to different category of children. Due to heavy demands for admission in KVs, a proposal is under way for opening of 1000 new KVs in the 11<sup>th</sup> Plan period. It is also proposed to set up 12 new Regional Offices, 6 new Zonal Offices and 6 ZITs and creating some new posts at KVS Headquarters to have an effective command and control over the Vidyalayas and also impart training to teaching and non-teaching staff of the Vidyalayas.

## **6. Expansion of Jawahar Navodaya Vidyalayas**

At present, there are 560 JNVs out of which 539 are operational. The existing mandate of NVS is to open a JNV, on an average, in each district of the country. However, the size of district varies from State to State and even within the State. The admission policy of NVS stipulates that 75% of the students should be from rural background. At present, approximately 60% of the total population of the country belongs to the rural areas. In view of this, the demand for admission in JNVs has increased tremendously and it has become difficult to meet this demand. A population of 5 lakh in rural area requires at least one JNV. Thus, it is proposed to open 700 more JNVs during the 11<sup>th</sup> Plan period. It is also proposed to set up 12 new Regional Offices, 05 new Zonal Offices, 05 Training Centres and creating some new posts at NVS Headquarters to have an effective command and control over the Vidyalayas and also impart training to teaching and non-teaching staff of the Vidyalayas

## **7. Policy Initiatives by National Council for Educational Research and Training (NCERT)**

NCERT is premier Central Government Institute engaged in school education, research and training. During the 11<sup>th</sup> Plan, NCERT proposes a number of programmes/activities besides construction of permanent building for PSSCIVE at Bhopal and NE Regional Institute of Education, Shillong.

## **8. Examination Reforms by the Central Board of Secondary Education (CBSE)**

CBSE is the larger of the two All India level Boards of Examinations at 10<sup>th</sup> and 12<sup>th</sup> level with 8500 schools affiliated to it. It has also got 140 schools abroad, which are affiliated to it. It is a financially self-reliant body and may not require Plan assistance during the 11<sup>th</sup> Five Year Plan. However, it will be taking the lead in Examination and Curriculum Reforms, which can be disseminated to State Boards.

## **9. Expansion of National Institute of Open Schooling (NIOS)**

Despite massive expansion of educational facilities in Secondary Schooling, a large number of the adolescent and the youth in the concerned age groups will not be able to take advantage of formal schooling during stipulated school hours that often coincide with the productive labour required in rural areas for agriculture and in urban areas for a variety of income generating activities particularly for lower middle class and poor families. It is necessary to design, create and establish alternative educational provisions for such prospective learners. As a result of experimentation and initiatives in Open and Distance Learning (ODL) the Open Schooling system has emerged as an effective and potential alternative school education system.

**9.2** The Open Schooling programmes up to pre-degree level are being offered by the National Institute of Open Schooling (NIOS) and 10 State Open Schools (SOSs). The States that have set up SOSs are West Bengal, Andhra Pradesh, Tamilnadu, Karnataka, Kerala, Madhya Pradesh, Rajasthan, Haryana, Punjab, and Jammu and Kashmir. The CABE Committee on Universalisation of Secondary Education has suggested that the Open Schools network when fully developed should be able to cater to at least 15% students in Secondary Education. It is a great challenge before the Open Schooling System which needs to be met by making perspective plans meticulously. The Open Schooling network needs to be expanded to ensure that every state provides Open Schooling facility through its regional language.

**9.3** During the XI Plan, the thrust of the Open Schooling system should be on (i) developing NIOS as a potential Resource Organisation in Open Schooling at national and international level, besides offering open schooling courses of study (ii) up scaling of the programmes of the existing 10 State Open Schools, and (iii) setting up SOSs in the remaining 19 States, including NCT of Delhi.

The educational needs of the six Union Territories may be looked after mainly by the concerned neighboring States and NIOS.

#### **10. Central Tibetan Schools Administration (CTSA)**

This organization runs Central Schools for children of Tibetans refugees. In view of the stabilization of the population of children, there may not be need for the future expansion except for maintenance and replacement of infrastructure wherever necessary. As per the recommendations of the 5<sup>th</sup> Report of the Expenditure Reforms Committee (ERC) that the autonomous bodies should be periodically reviewed. Accordingly, a PEER GROUP was set up to review the functions/activities of the CTSA. The Peer Group submitted its recommendations as per the directions of Economic Reforms Committee in May, 2004. In this regard, the final decision is yet to be taken.

#### **11. Strengthening of Joint Indo-Mongolian School**

The MOU signed between India and Mongolia on 9.7.2002 provides for deputation of up to five postgraduate teachers in a school in Ulaanbaatar named India-Mongolia Joint Secondary School. Three of the teachers on deputation would be from the field of English Language and Literature and one teacher each from the disciplines of Computer Science and Mathematics. As per the MOU, Government of India is to bear the expenses on salary, allowances, accommodation and international air-fare for the teachers on deputation. Ed.Cil is the nodal agency for implementing this MOU. As the scheme has had a positive impact with a satisfactory feedback from the Mongolian side, this may be continued during the Eleventh five year plan with the possibility of further strengthening the same.

#### **12. Revision of ICT @ Schools:**

It is suggested that during the 11<sup>th</sup> Plan, the scope of the present scheme should be enlarged to target all the Government and Government-aided schools for providing ICT infrastructure. Further, special emphasis has to be given to incorporate teaching-learning methodologies for computer literacy.

#### **13. Revision of Integrated Education for the Disabled Children (IEDC):**

There is n

eed to shift the focus of the Scheme now from NGO driven to the government and society driven and from integration to inclusion. The Minister of Human Resource Development made an important policy statement in the Rajya Sabha on 21.3.2005, committing the Government towards inclusion of children and youth with disabilities in mainstream education. Considering the above, Department of School Education & Literacy has proposed a new Scheme of Inclusive Education of the Disabled at Secondary Stage (IEDSS) which when launched will replace the existing IEDC Scheme. As the Scheme of Sarva Shiksha Abhiyan supports the inclusion of children with special needs at the early childhood education stage and elementary education stage, it has been decided to launch the proposed new scheme of IEDSS to cover the secondary stage only.

#### **14. Review of Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools (Access & Equity):**

No grant is being released for the year 2005-06 onwards due to various practical difficulties in implementation. Besides, r

egional disparity as well as intra-regional disparity, as most of the NGOs receiving grants are located in a few pockets within the states in distribution of grants has also been noted. The scheme is presently under review. However, the objective of the scheme being improvement of enrolment and retention of girls at the secondary stage, the scheme needs continuation and strengthening while ensuring adequate safeguards against any possible misutilisation.

#### **15. National Award to Teachers (NAT)**

From the award year 2001, 33 'Special Awards' have been earmarked to teachers promoting integrated inclusive education in schools and promote the education of children with disabilities in regular schools by States/UTs and other school system. The teachers of following categories will be considered for award:

- ❑ Teachers with disabilities working in regular schools.
- ❑ Special teacher or trained general teachers who may have done outstanding work for Inclusive Education.

The selection is made by a State level Selection Committee/Central Award Committee presided over by Director (Education)/Head of the Organization with a nominee of the Union Government as a member. The names of the teachers as recommended by the Committee are forwarded by the State



Government / Organizations in order of merit. The Government of India makes the final selection on the basis of merit. The award carries a medal, certificate, and Rs. 25,000/- as award money.

The Government, from the Award Year 2004 has approved that one family member of the awardee teacher would also be treated as State Guests during their stay in Delhi for the function and their expenses would be borne by the Department.

For the award year 2005, 309 teachers were awarded Award by Hon'ble President under the scheme. This includes 81 female teachers, 8 teachers from Sanskrit, 3 teachers from Arabic/Persian schools and 14 teachers who have been selected for special award.

### **Vocationalisation of Secondary Education**

Based on the recommendations of various Committees/Review Groups, the existing Scheme is under revision to formulate a new scheme of Vocational Education and Training (VET). The economic reforms process, increased application of scientific and technological advances in production process, competitive market mechanisms requiring continuous quality improvement of products and services and the increased investments being made for improving the quality of life, have been additional significant factors needing modifications in the present scheme. The revised Scheme will be finalised on the basis of the recommendations of the Working Group on Secondary and Vocational Education.

### **Adult Education**

The present goal of the National Literacy Mission is to achieve a sustainable threshold level of literacy of 75% by 2007. In order to achieve this target, it is essential that literacy efforts be focused in those areas where overall literacy rate, and in particular female literacy rate, is substantially lower than the national average. These areas would invariably have a large illiterate adult population. Accordingly, 150 districts in the country that have the lowest overall literacy rates and low female literacy rates have been identified for focused interventions. These 150 districts are mainly in the States of Uttar Pradesh, Bihar, Jharkhand, Rajasthan, Madhya Pradesh, Chattisgarh and Orissa. The special drive for reduction of the residual illiteracy aims to cover nearly 36 million illiterates between 2005-07. So far, 134 districts in the States of Arunachal Pradesh (7), Andhra Pradesh (8), Bihar (31), Chhattisgarh (2), Jammu & Kashmir (8), Rajasthan (10), Jharkhand (12), Karnataka (2), Madhya Pradesh (9), Meghalaya (3) Nagaland (2), Orissa (8), Punjab (1), Uttar Pradesh (27) & West Bengal (4) have been covered under the Special Literacy drive.

■

Another important initiative, which is under consideration, is the steps required to be taken to revamp the National Literacy Mission. This involve restructuring the Zilla Saksharata Samiti by integrating them with the Panchayati Raj System on the one hand and for broad basing the existing Continuing Education Programme as a Continuing and Life Long Education Programme which will bring under its ambit the existing Total Literacy, Post Literacy and Continuing Education Programme, and more importantly try to integrate issues relating to information, livelihood and Governance with Literacy Programmes.

## **Chapter- IV**

### **Review of Past Performance**

#### **Sarva Shiksha Abhiyan**

#### **(a) Cumulative Targets and Achievements 2005-2006**

<b><u>Sl. No</u></b>	<b><u>Items</u></b>	<b>Cumulative Targets including 2005-06</b>	<b>Achievements (up to march'2006)</b>	
1.	Opening of New Schools	173799	Completed and in Progress	129893 (75%)
2.	Construction of school buildings	120629	Completed and in Progress	109699 (91%)
3.	Construction of additional classrooms	329700	Completed and in Progress	331283 (100.4%)
4.	Drinking water facilities	161764	Completed and in Progress	132613 (82%)
5.	Construction of Toilets	222071	Completed and in Progress	190752 (86%)
6.	Supply of Free Textbooks	6.12 crore	Supplied	5.02 cr.
7.	Teacher appointment	776018	Completed and in Progress	592218 (76%)

#### **(b) Cumulative Targets and Achievements 2006-2007**

<b><u>Sl. No</u></b>	<b><u>Items</u></b>	<b>Cumulative Targets including 2006-07</b>	<b>Achievements (upto December 2006)</b>	
1.	Opening of New Schools	240072	Completed and in Progress	181169 (75.46%)
2.	Construction of school buildings	183461	Completed and in Progress	149683 (81.58%)
3.	Construction of additional classrooms	692678	Completed and in Progress	579586 (83.6%)
4.	Drinking water facilities	170267	Completed and in Progress	152302 (89.44%)
5.	Construction of Toilets	235041	Completed and in Progress	203605 (86.62%)

6.	Supply of Free Textbooks	6.69crore	Supplied	6.22 cr. (92.97%)
7.	Teacher appointment	10.12 lakhs	Completed and in Progress	7.38 lakhs (72.92%)

**Kasturba Gandhi Balika Vidyalaya (KGBV)**

<b>Sl. No.</b>	<b>Item</b>	<b>Cumulative Targets Including 2006-07</b>	<b>Achievements (Upto February, 2007)</b>	
1	Operationalisation of KGBVs	1180	1039	88.05%
2	Sanction of new KGBVs	1000	897	89.7%

### Mid-Day Meal Scheme

#### 2005-06

Scheme	Target Set		Target achieved		Reasons for variation
	Financial (Rs. in crore)	<u>Physical</u>	Financial (Rs. in crore)	Physical	
Mid-Day Meal Scheme	3345.26  (including NER)	No. of enrolled children covered: 11.94 crore	3186.33  (including NER)	100% achieved	Expenditure is less due to the fact that enrolment in NER is about 6% of the total coverage though allocation is mandatorily 10% of total allocation.

#### 2006-07

Scheme	Target Set		Target achieved		Reasons for variation
	Financial (Rs. in crore)	<u>Physical</u>	Financial (Rs. in crore)	Physical	
Mid-Day Meal Scheme	5348.00  (including NER)	No. of enrolled children covered: 11.98 crore	4809.83 [as on 26.2.07] (including NER)	100% achieved	Not Applicable

## **Teacher Education Scheme**

### **2005-06**

<b><i>Scheme</i></b>	<b><i>Target Set</i></b>		<b><i>Target achieved</i></b>		<b><i>Reasons for variation</i></b>
	Financial (Rs. in Crore)	Physical	Financial (Rs. in Crore)	Physical	
Restructuring and Reorganisation of Teacher Education	200.00	To cover all eligible districts with DIETs/CTEs/IASEs	211.19	556 DIETs in a total of 599 districts have been sanctioned. 6 DIETs have been sanctioned in uncovered districts in 2005-06. In addition, 104 CTEs and 31 IASEs contained to function.	-

### **2006-07**

<b><i>Scheme</i></b>	<b><i>Target Set</i></b>		<b><i>Target achieved</i></b>		<b><i>Reasons for variation</i></b>
	Financial (Rs. in Crore)	Physical	Financial (Rs. in Crore)	Physical	
Restructuring and Reorganisation of Teacher Education	180.00	To cover all eligible districts with DIETs/CTEs/IASEs	173.11 (till date)	570 DIETs in a total of 599 districts have been sanctioned. 14 DIETs have been sanctioned in uncovered districts in 2006-07. In addition, 104 CTEs and 31 IASEs contained to function.	-

## Mahila Samakhya

### 2005-06

Scheme	Target Set		Target achieved		Reasons for variation
	Financial (Rs. in Crore)	Physical	Financial (Rs. in Crore)	Physical	
Mahila Samakhya Scheme	30.00 (BE) 24.00 (RE)	To cover 20 districts in existing states approved during 10 <sup>th</sup> Plan and expand the MS activities like coverage of villages, formation of more Sanghas and Kishori Sanghas, Setting up of new Mahila Shikshan Kendras, Nari Adalats etc.	19.00	Mahila Samakhya has been able to lay the foundation for women's empowerment at the grassroots level. Programme has been expanded to 3 new districts, 1332 new villages have been covered, 3057 new Sanghas and 1605 Kishori Sanghas have been formed, 4 new Mahila Shikshan Kendras and 3 Nari Adalats have been established.	---

### 2006-07

Scheme	Target Set		Target achieved		Reasons for variation
	Financial (Rs. in Crore)	Physical	Financial (Rs. in Crore)	Physical	
Mahila Samakhya Scheme	30.00 (BE) 26.00 (RE)	To cover 17 remaining districts in existing states approved during 10 <sup>th</sup> Plan, to expand the MS programme into 2 new States Madhya Pradesh and Chhattisgarh and expand the MS activities like coverage of villages, formation of more Sanghas and Kishori Sanghas, Setting up of new Mahila Shikshan Kendras, Nari Adalats etc.	25.13 (as on 10.1.2007)	The programme has been expanded to 17 new districts in the existing States approved in the 10th Plan, 2198 new villages have been covered, 2278 new Sanghas and 563 Kishori Sanghas have been formed and 4 new Mahila Shikshan Kendras established. During this financial year MS programme in the State of Bihar and Jharkhand have come under direct MS funding. An MS Society has been registered in the State of Chhattisgarh and in the State of Madhya Pradesh the old MS Society has been revived. Funding to these 2 States is expected to start after the 1 <sup>st</sup> EC meeting, which is likely to be convened during March, 2007 in these States.	---



## Secondary Education

### Kendriya Vidyalaya Sangathan (KVS)

**2005-06**

Scheme	Target set		Target achieved		Reasons for variation
	Financial (Rs. In Crore)	Physical	Financial	Physical	
Kendriya Vidyalaya Sangathan	183.00	Planned to sanction 25 school building and 500 units of staff quarters	183.00	School Building sanctioned-7 Staff quarters sanctioned-378	Transfer of land

**2006-07**

Scheme	Target set		Target achieved		Reasons for variation
	Financial (Rs. In Crore)	Physical	Financial	Physical	
Kendriya Vidyalaya Sangathan	235.00	Planned to sanction 30 school building and 500 units of staff quarters	235.00	Building sanctioned-6 Staff quarters sanctioned-241	Transfer of land

### Navodaya Vidyalaya Samiti (NVS)

**2005-06**

Scheme	Target set			Target achieved			Reasons for variation
	Financial (In Rs. Crore)	Physical (No. of JNVs)		Financial (In Rs. crore)	Physical		
		Sanctioned	Functional		Sanctioned	Functional	
Setting up of Model Schools (Navodaya Vidyalayas	550.00	15	22	571.00	38	20	Anticipated JNVs could not be made functional

							for want of suitable temporary sites, shortfall in the enrollment of new students.
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## 2006-07

Scheme	Target set			Target achieved (as on 31.12.2006)			Reasons for variation
	Financial (In Rs. Crore)	Physical		Financial (In Rs. crore)	Physical		
		Sanctioned	Functional		Sanctioned	Functional	
Setting up of Model Schools (Navodaya Vidyalayas)	650.00	10	37	2.35	17	35	It is expected that target will be achieved by the end of the financial year.

**Central Tibetan Schools Administration**

**2005-06**

Scheme	<u>Target Set</u>		Target achieved		Reasons for Variation
	Financial (Rs. in Lakh)	Physical	Financial	Physical	
Central Tibetan Schools Administration	PLAN: 399 NON-PLAN: 1380	To impart free education to the wards of Tibetan Refugee living in India from pre-primary level to class XII.	PLAN: 360 NON-PLAN: 1530	54 new classrooms and 80 staff quarters have already been constructed upto 2005-06.	-----

**2006-07**

Scheme	<u>Target Set</u>		Target achieved		Reasons for Variation
	Financial (Rs. in Lakh)	Physical	Financial	Physical	
Central Tibetan Schools Administration	PLAN: 450 NON-PLAN: 1560	To impart free education to the wards of Tibetan Refugee living in India from pre-primary level to class XII .	PLAN: 350 (upto 31.12.2006)  NON-PLAN: 1124 (upto 31.12.2006)	Organised 10 in-service training courses, refresher courses and workshops etc.	----- --

## ICT @ Schools

### 2005-06

Name of the Scheme	Target Set		Target Achieved		Reasons for variations
	Financial Target Set	Physical target for the year 2005-06	Financial Target achieved	Physical achievements during 2005-06	
ICT @ Schools	Plan: 50.00 crore	To produce 1400 programmes by SIETs.	Plan: 45.10 crore	Financial assistance was released to State Institute of Educational Technology (SIETs) situated at Hyderabad, Kerala, Orissa and Bihar for producing 475 Video and 100 Audio Programmes. SIET, Pune also produced 250 ETV and 10 Audio programmes.	Remaining SIETs do not approach with their proposals.
		Release of grant to States/UTs covering 488 schools.			
		Maintenance grant to States/UTs for 300 schools already covered under the Revised CLASS Scheme.			
		Maintenance Grants to 64 SMART Schools under KVS/NVS.		Financial assistance was granted to 18 States/UTs to cover 2720 schools under the ICT @ Schools Scheme.	More schools were approved for coverage under the scheme.
				No maintenance grant was released to any State/UT.	As the revised CLASS scheme was discontinued and new ICT @ Schools Scheme was launched on 15-12-2004, no State/UT was eligible for maintenance grant.
				No maintenance grant was released to KVS/NVS.	Maintenance grant could not be released to NVS/KVS because IFD rejected their proposals for establishing 2 SMART schools per State.

## **2006-07 upto 31-12-2006**

Name of the Scheme	Target Set		Target Achieved		Reasons for variations
	Financial Target Set	Physical target for the year 2006-07	Financial Target achieved	Physical achievements upto 31-12-2006	
ICT @ Schools	Plan: 67.00 crore	To produce 1400 programmes by SIETs.	Plan: 3.17 crore	No programme could be produced.	Only SIET, Hyderabad has approached this Department for assistance. The proposal of SIET, Hyderabad has been approved for producing 100 Video and 150 Audio programmes.
		Release of grant to States/UTs covering 1500 schools.			
		Maintenance grant to States/UTs for covering schools under the ICT @ Schools Scheme.			
		Maintenance Grants to 64 SMART Schools under KVS/NVS. Establishment of 4 new SMART Schools.		Financial assistance has been granted to 7 States/UTs to cover 701 schools under the ICT @ Schools Scheme.	1272 schools have been approved for coverage under the scheme. More schools would be covered after approval of files pending with IFD.
				No maintenance grant was released to any State/UT.	As no State/UT was eligible for maintenance grant, no grant was released for maintenance.
				No maintenance grant was released to KVS/NVS.	Maintenance grant could not be released to NVS/KVS because IFD rejected their proposals for establishing 2 SMART schools per State. In view of this, ICT @ Schools Scheme is being revised for permitting the NVS/KVS to establish more SMART Schools.

## IEDC

**2005-06**

Scheme	Target Set		Target achieved		Reasons for variation
	Financial (Rs. in crore)	Physical	Financial (Rs. in crore)	Physical	
IEDC	Rs. 41.71 crore (RE)	No Physical target assigned, it is subject to viable proposal received.	Rs. 41.48 crore.	211522 disabled children were covered under the Scheme with the help of 2512 teachers in 90756 Schools.	

**2006-07**

Scheme	Target Set		Target achieved (as on 7.2.2007)		Reasons for variation
	Financial (Rs. in crore)	Physical	Financial (Rs. in crore)	Physical	
	Rs. 60 crore (RE)	No Physical target assigned, it is subject to viable proposal received.	Rs. 38.41 crore	151901 disabled children have been covered so far under the Scheme with the help of 7876 teachers in 37390 Schools.	

## Access & Equity

**2005-06**

Scheme	Target set		Target achieved		Reasons for variation
	Financial (In Rs. Crore)	Physical	Financial (In Rs. crore)	Physical	
Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools	10.00	The Scheme was under revision and no grant was released for 2005-06. The budgeted provision was for reimbursement of expenditure incurred up to 2004-05. No specific target was therefore fixed. Besides in a NGO driven scheme like this, release depends on viable proposals.	3.90	Girls Hostels assisted: 118  No. of beneficiaries: 7019	As the scheme was under revision and no grant was considered for 2005-06, the actual release was below the budgeted amount.

2006-07

Scheme	Target set		Target achieved (as on 31.12.2006)		Reasons for variation
	Financial (In Rs. Crore)	Physical	Financial (In Rs. crore)	Physical	
Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools	10.00	The Scheme was under revision and no grant was released for 2006-07. The budgeted provision was for reimbursement of expenditure incurred up to 2004-05. No specific target was therefore fixed. Besides in a NGO driven scheme like this, release depends on viable proposals.	2.35	Girls Hostels assisted: 32 No. of beneficiaries: 1810	As the scheme was under revision and no grant was considered for 2006-07, the actual release was below the budgeted amount.

### Joint-Indo Mongolian School

2005-06

Scheme	Target set		Target achieved		Reasons for variation
	Financial (In Rs. Crore)	Physical	Financial (In Rs. crore)	Physical	
Joint Indo Mongolian School	0.50 (RE)	Deputation of five Indian teachers to the Indo-Mongolian Joint School in Ulaanbaatar.	0.50	Five Indian teachers were deputed to the Indo-Mongolian Joint School, Ulaanbaatar	Not Applicable

2006-07

Scheme	Target set		Target achieved (as on 31.12.2006)		Reasons for variation
	Financial (In Rs. Crore)	Physical	Financial (In Rs. crore)	Physical	
Joint Indo Mongolian School	1.00	Deputation of five Indian teachers to the Indo-Mongolian Joint School in Ulaanbaatar.	Nil	---	---

### National Award to Teachers

2005-06

Name of the Scheme	Physical target for the year 2005-06	Physical achievements during 2005-06	<u>Reasons for variations</u>
National Award to Teachers	To award 366 Teachers	During the financial year 2005-06, 306 Teachers were awarded for National Award to Teachers-2004, which are given during the financial year 2005-06.	Recommendations were received in respect of only 306 Teachers from the States/UT/Organisations .

2006-07

Name of the Scheme	Physical target for the year 2006-07	Physical achievements during 2006-07	<u>Reasons for variations</u>
National Awards to	To award 366	During the financial year	Recommendations were



Teachers	Teachers	2006-07, 309 Teachers were awarded for National Award to Teachers-2005 which are given during the financial year 2006-07.	received in respect of only 309 Teachers from the States/UT/Organisations .
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## **Adult Education**

### **2005-06**

Scheme	Target set		Target achieved		Reasons for variation
	Financial (Rs. In Crore)	Physical	Financial	Physical	
Literacy Campaigns & Operation Restoration	25.00	Districts to be covered: TLC-4 PLP-40	30.30	597 districts have been covered under literacy campaigns. One new district was covered under  TLC and 32 districts under PLP during 2005- 06.	Non-completion and non-settlement of accounts of TLC and slow movement of districts from TLC to PLP.
Continuing Education	184.45	Districts to be covered: CEP-45	149.09	311 Districts have been covered under CE programme. 27 new districts covered during 2005-06.	Non-receipt of proposals/ commitments from SLMAs and slow movement of districts from PLP to CE.
Jan Shikshan Sansthan (JSSs)	39.55	New JSS to be set up- 20	42.08	14 New JSS were set up during 2005- 06 bringing the total number of JSSs to 172.	Planning Commission approved only 15 new JSSs.
Support to NGOs	25.00	GIAC meetings- 4	14.86	GIAC meetings- 3	GIAC could not be re- constituted.

### **2006-07**

Scheme	Target set		Target achieved (till 28.2.07)		Reasons for variation
	Financial (Rs. In Crore)	Physical	Financial	Physical	
Literacy Campaigns & Operation Restoration	30.00	Districts to be covered: TLC-3 PLP-35	16.85	597 districts have been covered under literacy campaigns. No new district has been covered under TLC during 2006-07 while 6 new districts covered under PLP so far.	Non-completion and non-settlement of accounts of TLC and slow movement of districts from TLC to PLP.

Continuing Education	149.50	Districts to be covered: CEP-35	121.64	325 Districts have been covered under CE programme. 14 new districts covered during 2006-07 so far.	Non-receipt of proposals/ commitments from SLMAs and slow movement of districts from PLP to CE.
Jan Shikshan Sansthan	40.00	New JSS to be set up- Nil	35.03	24 New JSS have been set up during 2006-07 bringing the total number of JSSs to 196.	EFC approval for additional 25 JSS for the year was obtained.
Support to NGOs	7.00	GIAC meetings- 1	12.18	GIAC meetings- 1	

## **Chapter VI**

### **Review of Performance of Autonomous Bodies**

#### **NATIONAL COUNCIL FOR TEACHER EDUCATION**

1. The National Council for Teacher Education (NCTE) was established on 17<sup>th</sup> August, 1995 by an Act of Parliament, namely, the NCTE Act, 1993 (No.73 of 1993). The Council is headed by the Chairperson. The NCTE Act has given a broad mandate to the Council to achieve planned and coordinated development of teacher education and to regulate and maintain norms and standards in the teacher education system. NCTE Act makes provisions for laying down of norms and procedures of regulation, establishment and recognition of courses in teacher education institutions.

#### **Major activities performed by NCTE**

1. **Recognition of teacher education institutions**

Regional Committees are empowered to grant recognition to teacher education institutions. As on 1<sup>st</sup> January, 2007, 7,461 teacher education institutions offering 9,045 courses have been recognized by NCTE with an approved intake of 7,27,155 teacher trainees.

2. **Collaboration with the Distance Education Council (DEC) of IGNOU**

In pursuit of excellence in teacher education through distance mode in the country, the NCTE renewed the MOU on 30<sup>th</sup> April, 2004 with Distance Education Council of IGNOU which was initially entered into in May, 2001, for a further period of three years.

A Joint Committee comprising nominees of both the organizations has been constituted to oversee implementation of the MOU and for studying and drafting regulatory mechanisms for effective usage of distance education as a strategy for preparing skill-oriented qualified teachers to man the school education.

### **3. Peace Education**

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

### **4. Research Scheme in Teacher Education**

With a view to promoting and motivating quality research in teacher education, a Research and Programme Advisory Committee was constituted by the NCTE in June, 2004. A Sub-Committee of this Research and Programme Advisory Committee prepared a Guideline for research in teacher education which was considered by the Committee in its meeting held on 19<sup>th</sup> February, 2005. Subsequently, a Scheme and Guideline of financial support in research and innovation in teacher education was formulated in March, 2005. The scheme was considered by the Council in its meeting held on 2<sup>nd</sup> May, 2006 and was approved for implementation. As desired by the Council, further action is being taken to create a corpus fund out of the funds available with NCTE from its internal sources to make the scheme self-sustaining in the long run.

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

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

## 5. **Initiative towards ICTs in Teacher Education**

The launching of EDUSAT dedicated fully to education has provided a tool for bringing quality education system by opening the possibilities of creating virtual class-rooms in the country wherein each student can have access to the most competent teachers and transactional mechanisms. NCTE's concern is how to make teacher education institutions to prepare the workforce of trained teachers who are fully conversant with the technology in reaching the remote corners of the country through EDUSAT, particularly in a classroom situation. Necessary action is being taken by NCTE towards networking of NCTE Hqrs. and its Regional Committees with institutions like CTEs and IASEs under EDUSAT.

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

## 6. **Review of Regulations**

The NCTE notified on the 13<sup>th</sup> January, 2006 new regulations for matters relating to processing of applications for recognition of various Teacher Training Programmes, namely the "National Council for Teacher Education (Recognition Norms & Procedure) Regulations, 2005."

The NCTE also issued new norms and standards for various teachers training programmes like C.Ed, D.Ed, B.Ed, M.Ed, CPED, DPE.d and MPE.d. These new norms have been introduced with a view to improve the quality of teacher training programmes and also to strengthen the infrastructural and other facilities in the teacher training institutions.

## **National Bal Bhavan**

Bal Bhavan, a creativity resource center for children of age group of 5-16 years was founded by India's First Prime Minister Pt. Jawahar Lal Nehru in 1956 and has been catering to the creative needs of children since then.

The objectives of Bal Bhavan are to enhance the creative potential of children within the age group of 5-16 years and to inculcate in them a scientific temper and spirit to challenge, to experiment, to innovate and to create. These objectives are achieved through myriad activities encompassing a wide spectrum of subjects like science, creative arts, performing arts, photography, games, literary activities, Museum related activities, Home Management related activities, etc.

**The Bal Bhavan Philosophy believes that:-**

- ❑ Every child is gifted with a creative mind and should be provided with opportunities and encouragement for its enhancement.
- ❑ Children should be provided with activity based educational methods i.e. learning by doing and learning in the play way method. All the activities should be child centered.
- ❑ Children should get the freedom to choose the activity of their liking according to their age, aptitude and ability.
- ❑ Children should be set free to learn at their own pace. The Bal Bhavan philosophy advocates individualized learning in a non-competitive way.
- ❑ Children should be provided full freedom of self-expression and a barrier free environment.

In addition to “**3 Rs**” (**Reading, Writing, Arithmetic**), Bal Bhavan Philosophy believes in “**3 Ps**” **Poetry, Painting, Performing** (with regard to dance drama, music, videography, photography scientific innovation and playing) and thereby enhancing another ‘P’ the ‘Personality’.

**Motivating children for innovative experimentation, satisfying their creative urge, enhancing their self-esteem and developing the overall personality of children are some such unique features of Bal Bhavan, whose social importance cannot be denied.**

It is proposed that during the year 2007-2008 more than 35,000 children would be enrolled in 53 Bal Bhavan Kendras situated in Delhi, 10,000 children at Head Quarters at Kotla Road, New Delhi and 2000 in Jawahar Bal Bhavan Mandi at Village Mandi. It is also expected that around 1000 trainees would be trained in the National Training Resource Centre of National Bal Bhavan through Integrated training programme & Visual Arts Workshop.

International community recognized the role of National Bal Bhavan as premier Children’s Organisation working for the all round development of children and appreciated the real essence of Bal Bhavan Philosophy. National Bal Bhavan is being invited by several Countries for cultural exchange programme Bal Bhavan has thus established linkages with Mongolia, Kyrgyz Republic,

Mauritius, China, Kazakhstan, Russia & Sri Lanka. In the ICA of 2006 teams from Russia, Mongolia & Sri Lanka participated. 8 Children & 2 Escorts of National Bal Bhavan and affiliated Bal Bhavans participated for the first time in the 7<sup>th</sup> Asian Physics Olympiad at Almaty Kazakstan.

To reach out to maximum number of children, National Bal Bhavan tries to communicate to the teachers through innovative Teacher Training Programmes. It also installs innovative type of exhibitions in the National Children's Museum of National Bal Bhavan. Permanent exhibitions like **Hamara Bharat, Gaurav Gatha and Surya** are appreciated by children and adults alike.

To meaningfully contribute to the enhancement of creativity, a new scheme, "The Bal Shree" was initiated in 1995. This scheme aims at identifying exceptionally creative children of our country and proposes to nourish, encourage and sustain their creativity. The 'Bal Shree' children are given the greatest honour by H. E. the President of India . The basic presumption underlying the Scheme is that these highly creative children, given due support and encouragement will contribute most meaningfully to the society thereby the Scheme would help in development of human resource.

The Bal Shree Scheme has been recognized by National Council of Educational Research and Training and now children ( 14+ - 16 yrs) participating in the National Level Bal Shree Camps of the National Bal Bhavan and pursuing studies in Classes IX-XII are awarded a scholarship of Rs. 500/- per month for 12 months till they complete class XII. Children in other age categories (9 – 11) & (11+ - 14) who participate in the National Bal Shree Camp are being given one time award of Rs. 5000/- per child. In the year 2007-2008, 20-22 children would be identified for the Bal Shree Honour.

Bal Bhavan is totally committed to those children who are from the deprived sections of the society and children of special needs. National Bal Bhavan encourages them to express their feelings in innovative ways so that their creativity is enhanced and personality is fully developed.

National Bal Bhavan will have following International/National Conferences/Workshops during the year 2007-08.

- International Integration Camp
- National Bal Shree Camp-2007
- 17<sup>th</sup> Conference of Young Environmentalists



- Culture Craft Conservation Convention-2007
- The Education for All Meet-2007
- National Literary Meet-2007
- 26<sup>th</sup> All India Chairpersons and Directors Conference
- Visual Art Workshop

It is proposed to open Bal Bhavans in States where there are none and also Mini Bal Bhavans in North Eastern region. At present one Bal Bhavan affiliated to National Bal Bhavan is functioning at Imphal (Manipur) with two branches at Churachandpur and Senapati. It is proposed to give special attention to open Bal Bhavans in remaining North Eastern States viz. Sikkim, Assam, Meghalaya, Mizoram, Arunachal Pradesh, Nagaland and Tripura. In this regard correspondence with states is going on. In addition, it is also proposed to conduct other activities in North Eastern States during 2006-07/2007-08 to organize workshops and enroll as many children through Bal Bhavan programmes. These states cover mostly tribal (STs) and with Bal Bhavan activities these communities are to be benefited mostly and brought into main stream. Further National Bal Bhavan has already initiated the process of opening Bal Bhavans in States of Uttarakhand, Chhattisgarh and Jharkhand.

Other innovative programmes relating to Documentation of the Project “Children’s Dreams and Aspirations, Symposium on Nation Building, are expected to be accomplished during this period.

### **Kendriya Vidyalaya Sangathan (KVS)**

The Scheme of Kendriya Vidyalayas (Central Schools) was approved in November 1962 by Government of India based on the recommendations of the Second Central Pay Commission with the aim to provide uninterrupted education to the wards of transferable Central Government employees. Consequently, Central Schools Organisation was started as a unit of the ministry of Education (now Ministry of Human Resource Development) of the Government of India. Kendriya Vidyalaya Sangathan (KVS) was registered as a Society in December 1965 to establish and manage the Kendriya Vidyalayas (KVs). The number of KVs has increased from 20 in 1963-64 to 931 in 2005-06.

### **1.2 Organization :**

The Board of Governors is the executive body through which the Sangathan discharges its responsibilities to fulfil the objectives set forth in the Memorandum of Association. The Board is

headed by the Minister of Human Resource Development as Chairman. The Minister of State in the Ministry of Human Resource Development is the Deputy Chairman. The day-to-day affairs are looked after by the Commissioner who is the Chief Executive Officer. He is supported by two Joint Commissioners, five Deputy Commissioners and four Assistant Commissioners. There are three Committees viz – Academic Advisory Committee, Finance Committee and Works Committee which advise the Board of Governors in their respective areas. As on March 31, 2005 each of 18 regional offices was headed by an Assistant Commissioner. These Regional Offices oversee the working of the KVs coming under their jurisdiction. At the Vidyalaya level, a Management Committee assists the Principal in the day to day functioning of the school. The Vidyalaya Management Committee (VMC) has 13 members including the Chairman.

### **1.3 Set up of Kendriya Vidyalayas:**

The sector wise distribution of KVs is as follows:-

<b>Sl. No.</b>	<b>Sector</b>	<b>2005-06</b>
1.	Civil	452
2.	Defence	350
3.	Public Sector Undertakings	111
4.	Institutes of Higher Learning	18
<b>TOTAL:</b>		<b>931</b>

As on 31.03.2006 there were 931 Kendriya Vidyalayas, including 3 Kendriya Vidyalayas abroad at Kathmandu, Moscow & Tehran. Due to the heavy demand for admission in KVs, introduction of second shift in Kendriya Vidyalayas has been increased from 38 schools in the academic year 2004-2005 to 44 schools in the academic year 2005-06.

### **1.4. Hostel Facility :**

KVs are basically day schools. Only in 9 Kendriya Vidyalayas, hostels facilities have been made available.

### **1.5. Admission Policy :**

A child must be 5 years old as on 30<sup>th</sup> September in the academic year in which admission is being sought in class I. There is an order of priority for admission to class I to different category of children. For Class II and above except Class XI, admissions are given in order of merit after an

admission test following the same sequence of priorities. In Class XI - fresh admission is made in the order of merit, on the basis of the board results of class X, in the same sequence of priorities.

#### **1.6. Zonal Institutes of Education And Training (ZIET):**

Kendriya Vidyalaya Sangathan has established three ZIETs at Gwalior, Mumbai and Mysore which started functioning w.e.f., 2002-2003, 2003-2004 and 2004-2005 respectively. Two more ZIETs at Kolkata and Chandigarh are yet to be established.

#### **1.7. Smart Schools & Technology Labs**

31 KVs have been declared as Smart Schools. Each of these schools has been provided Rs.25.00 lakhs to enrich the infrastructure and to enhance the quality of education through optimum use of I.T. and Multimedia. There are computers in 905 KVs, computer labs in 869 KVs, internet connectivity in 854 KVs and 832 KVs are having their own websites.

#### **1.8. Construction Activities :**

During 2005-06, 726 KVs (131 project sector and 595 civil and defence sector KVs) were functioning in permanent buildings. Construction work is going on in 48 KVs. 9 KV buildings and 48 staff quarters were sanctioned for construction during 2005-06.

#### **1.9 Implementation of Official Language Policy :**

Official Language Implementation Committees are functioning in KVS (Hqrs.) and its Regional Offices. Similar Committees have also been functioning at the KV level.

#### **1.10. Budget and Accounts :**

During the year 2005-06, Ministry of Human Resource Development sanctioned Rs.183.00 crore under Plan for construction of school buildings and provision of infrastructural facilities and rs.639.94 crore under Non-Plan.

## 2. Navodaya Vidyalaya Samiti (NVS)

The Navodaya Vidyalaya Samiti, an autonomous organization, under the Ministry of Human Resource Development, Department of School Education and Literacy, runs Navodaya Vidyalayas. These Vidyalayas are fully residential, co-educational institutions, providing education upto senior secondary stage. Education in NVS including boarding and lodging, textbooks, uniform etc., is free for all students. The Samiti has 8 regional offices in different parts of the country for the administration and monitoring of JNVs under their jurisdiction. As on 31-12-2006, 560 JNVs have been sanctioned and 539 JNVs are functional. Tamil Nadu has not so far opted the scheme. JNVs are co-educational residential schools primarily for the children from rural areas. The number of Vidyalayas targeted to sanction and make functional as well as actually sanctioned and made functional upto the end of Ninth Plan, during the first four years of Tenth Plan and anticipated for the year(s) 2006-07 and 2007-08 are as detailed below :

(Number of Vidyalayas)				
Year	Targets		Actuals	
	Sanctioned	Functional	Sanctioned	Functional
<b>Upto IX Plan</b>	468	432	468	432
<b>For X Plan</b>				
2002-03	25	36	25	20
2003-04	25	41	15	22
2004-05	25	19	5	12
2005-06	15	22	38	20
2006-07	10	37	17*	35*
<b>For XI Plan</b>				
2007-08	15	25	15*	25*

\*Anticipated

The percentage coverage of number of States/UTs as on Oct.2006 with reference to total number of districts existed in 34 States/UTs is as under :

Percentage	Number of States/UTs	Number of Districts
100%	25	344
90-99%	5	145
80-89%	2	54
70-79%	1	15
22%	1	2
Total	34	560

The Samiti has been constantly pursuing the matter with the concerned State Governments at appropriate level for sending suitable proposals for the establishment of JNVs in uncovered districts as well.

## 2.2 Admission in Navodaya Vidyalayas:

Admission in Navodaya Vidyalayas is made at the level of Class-VI through a test conducted in the concerned districts in which the children, studies and passed the Vth Class from any of the recognised school of any tehsil/block in the district, are eligible to appear. The yearwise details regarding percentage of Rural, SC, ST & Girl students admitted and total children on rolls for the Tenth Plan Period and anticipated for the year 2007-08 is as under:

Year	Rural	SC	ST	Girls	Total Children on Rolls
For X Plan					
2002-03	77.74	23.87	14.70	34.33	147507
2003-04	77.38	24.02	14.74	34.60	158897
2004-05	77.40	24.07	15.32	34.65	169806
2005-06	76.94	23.87	15.19	35.03	180391
2006-07*	77.00	24.00	15.00	35.00	210453
For XI Plan 2007-08*	77.00	24.00	15.00	35.00	236286

\*Figures for the year(s) 2006-07 and 2007-08 are anticipated.

## 2.3. National Integration:

To promote National Integration, the Scheme provides for migration of 30% students for a period of one year at class-IX level from Vidyalayas in Hindi Speaking States to Vidyalayas in Non-Hindi Speaking States and vice-versa. The number of students migrated between Hindi Speaking to Non-Hindi Speaking districts and vice-versa during IX & X Plan Period is as follows:

Year	Anticipated	Actuals	Percentage
For IX Plan	25915	24186	93.33%
For X Plan			
2002-03	7220	6910	95.71%
2003-04	7394	5819	78.70%
2004-05	7500	7293	97.24%
2005-06	8000	6954	86.93%
2006-07	8500	--	--

## 2.4. Computer Education Programme :

At the beginning of VIII Plan , Computer Education Programme for all the students from class VI onwards was initially introduced in 103 Vidyalayas and this is still going on. Consequently, with a view to provide modern inputs in education and further strengthening the teaching learning process, this programme has been extended in 371 JNVs by the end of IX Plan and it was targeted to extend in 543 JNVs till the end of X Plan Period . Accordingly, 502 JNVs have been covered upto the year 2005-06 and another 41 JNVs are expected to cover during the year 2006-07 bringing the total coverage in 543 Vidyalayas till the end of X Plan Period. For the year 2007-08, this has been proposed to implement in 25 more JNVs.

## 2.5 Academic Performance:

The performance of Navodaya Vidyalaya students at All India Secondary School and Senior Secondary School Examinations has been very encouraging. The pass percentage of Navodaya Vidyalayas with that of the overall CBSE percentage during the first four years of X Plan is as follows:-

<u>Year</u>	<u>Class-X</u>		<u>Class-XII</u>	
	<u>NVS</u>	<u>CBSE</u>	<u>NVS</u>	<u>CBSE</u>
2003	88.50%	68.02%	85.26%	73.59%
2004	91.43%	72.22%	87.68%	76.00%
2005	90.82%	74.60%	87.08%	77.80%
2006	91.13%	77.16%	90.24%	79.55%

## 2.6 Pace Setting Activities :

Navodaya Vidyalayas have undertaken several pace-setting activities for establishing better interaction with the society around them and for the education community of district in which they are situated. Some of the pace-setting activities being undertaken by Navodaya Vidyalayas are as under:-

- ❑ Interaction of staff and students of Navodaya Vidyalayas with the teaching staff and students of neighboring schools ;

- ❑ Participation of Navodaya Vidyalayas and local teachers of neighborhood schools in Workshops and Seminars organized by Navodaya Vidyalayas;
- ❑ Use of services of the school nurse for promotion of health & hygiene of the local community.
- ❑ Interaction with SCERT, DIET and other district sports and educational agencies for sharing educational facilities;
- ❑ Celebrating Library Week and promotion of library facilities for the community.
- ❑ Provision and sharing of audio-visual facilities, conduct of adult literacy, population and environmental education, tree plantation, starting of coaching class in some Vidyalayas for entrance examination to professional courses, etc.

## 2.7 Construction Activities :

The year-wise position of building works of Vidyalaya's Complexes sanctioned, works completed and works-in-progress at the end of IX Plan and for the X Plan Period is as detailed below:-

( Number of Building Works)			
Year(s)	Works already Sanctioned/ to be Sanctioned during the year	Works completed / to be completed during the year	Works in progress at the end of the year
<u>Upto IX Plan</u>	407	332	75
<u>For X Plan</u>			
2002-03	9(416)	7(339)	77
2003-04	2(418)	13(352)	66
2004-05	32(450)	18(370)	80
2005-2006	34(484)	18(388)	96
<u>2006-2007*</u>			
Phase 'A'	30(514)	29(417)	97
Phase 'B'	40(383)	40(315)	68
<u>For XI Plan</u>			
<u>2007-08*</u>			
Phase 'A'	20(534)	37(454)	80
Phase 'B'	40(423)	40(355)	68

\*Figures for the year(s) 2006-07 and 2007-08 are anticipated.

As on 31.03.2006, the administrative approval for the construction of 484 Vidyalayas's buildings have been accorded. Phase 'A' building works have been completed for 388 Vidyalayas & these Vidyalayas have also been shifted to permanent buildings. Phase 'B' works in 275 Nos. of buildings have also been completed and another 84 Nos. are in progress.

### **3. National Council of Educational Research and Training (NCERT)**

National Council of Educational Research & Training (NCERT) is an apex resource organization of Govt. of India in the field of school education. NCERT was set up by Government of India in 1961 as an autonomous organisation registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Government of India and Government of States/ UTs in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education.

#### **3.1 Major Activities: for realization of its objectives, the NCERT and its Constituent Units,**

- ❑ Undertake, aid, promote and coordinate research on areas related to school education;
- ❑ Organize pre-service and in-service training of teachers;
- ❑ Organize extension services for institutions that are engaged in educational research, training of teachers or have extension services to schools;
- ❑ Develop and disseminate improved educational techniques, practices and innovations;
- ❑ Collaborate, advise and assist State Education Departments, Universities and other educational institutions;
- ❑ Act as a clearing-house for ideas and information to all matters relating to school education;
- ❑ Undertake the preparation and/or the publication of books, materials, periodicals and other literature to achieve its objectives;
- ❑ Act as a nodal agency for achieving goals of universalisation of elementary education.
- ❑ In addition NCERT also acts as a major agency for implementing the bilateral Cultural Exchange Programmes with other countries in the field of school education.

#### **3.2. Constituent Units :** The main Constituent Units of the NCERT are as under,

- ❑ National Institute of Education (NIE), New Delhi
- ❑ Central Institute of Educational Technology (CIET), New Delhi



- ❑ Pandit Sunderlal Sharma Central Institute of Vocational Education
- ❑ (PSSCIVE), Bhopal
- ❑ Regional Institute of Education (RIE), Ajmer
- ❑ Regional Institute of Education (RIE), Bhopal
- ❑ Regional Institute of Education (RIE), Bhubaneswar
- ❑ Regional Institute of Education (RIE), Mysore
- ❑ North-East Regional Institute of Education (NE-RIE), Shillong

### **3.2.1 National Institute of Education (NIE), New Delhi:**

NIE carries out research and development activities related to pedagogical aspects of curriculum; prepares prototype curricular and supplementary materials; develops school education-related database and undertakes experiments in pre-school, elementary, secondary and higher secondary stages to support all-round development of the learner. NIE also organizes in - service training of key resource persons and teacher educators associated with implementation of centrally sponsored school improvement schemes. It consists of the following Departments,

- ❑ Department of Elementary Education (DEE)
- ❑ Department of Education of Groups with Special Needs (DEGSN)
- ❑ Department of Women's Studies (DWS)
- ❑ Department of Education in Science and Mathematics (DESM)
- ❑ Department of Teacher Education and Extension (DTEE)
- ❑ Department of Education in Social Sciences and Humanities (DESSH)
- ❑ Department of Educational Psychology and Foundations of Education (DEPFE)
- ❑ Department of Educational Measurement and Evaluation (DEME)
- ❑ Department of Educational Surveys and Data Processing (DES&DP)
- ❑ Department of Educational Research and Policy Perspectives (DERPP)
- ❑ Department of Computer Education and Technological Aids (DCETA)
- ❑ Publication Department (PD)
- ❑ Planning Programming Monitoring and Evaluation Division (PPMED)
- ❑ International Relations Division (IRD)
- ❑ Division of Library, Documentation and Information (DLDI)

**3.2.2 Central Institute of Educational Technology (CIET), New Delhi:** CIET is concerned with development of educational technology, especially mass communication media, to extend educational

opportunities and improve the quality of educational processes, practices and outcome. Activities of CIET also include design and production of media software viz. radio and television programmes. CIET also holds programmes to build competencies of media personnel from State Institutes of Educational Technology in the development and utilization of such software.

### **3.2.3 Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal:**

PSSCIVE organizes research, development, training and extension activities related to work education and vocational education, both at formal and non-formal levels.

**3.2.4 Regional Institutes of Education (RIEs):** The Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar and Mysore cater to educational needs (pre-service and in-service education) of teachers in the States and UTs under their jurisdiction. A new RIE (NE-RIE) has been set up at Shillong. When it becomes operational, it would cater to the educational needs of North-Eastern States i.e., Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura.

**3.3. Organizational Structure :** the Union Minister of Human Resource Development is the President (*ex-officio*) of the General Body of the NCERT. The members of the General Body include the Education Ministers of all States and Union Territories. Other members of the General Body include the Chairperson of the University Grants Commission (UGC); the Secretary to the Government of India, Ministry of Human Resource Development (Department of School Education & Literacy); four Vice-Chancellors of Universities (one from each region); the Chairman of the Central Board of Secondary Education; the Commissioner of the Kendriya Vidyalaya Sangathan and others. The main governing body of the NCERT is the Executive Committee. The Union Minister of Human Resource Development is its President (*ex officio*) and the Union Minister of State in the Ministry of Human Resource Development is the *ex officio* Vice-President. The members of the Executive Committee include the Secretary to the Government of India, Ministry of Human Resource Development (Department of School Education & Literacy); the Director, NCERT; the Chairperson of the University Grants Commission and others. The Executive Committee is assisted in its work by the various Standing Committees including Finance Committee and Establishment Committee.

**3.4. National Curriculum Framework – 2005 :** during 2004-05, NCERT prepared National Curriculum Framework (NCF) – 2005 which is being implemented from the academic session 2006-07. New textbooks based on NCF-2005 is being introduced in phased manner. New textbooks for classes – I, III, VI, IX & XI have already been introduced from the academic session 2006-07. New

textbooks for classes II, IV, X & XII will be introduced from the academic session 2007-08 and new textbooks for the remaining classes will be introduced from the academic session 2008-09.

**3.5. Budget And Accounts:** during the year 2005-06, Ministry of Human Resource Development sanctioned Rs 19.00 crores under plan for complete various plan activities and Rs 56.13 crores under non-plan.

#### **4. National Institute of Open Schooling (NIOS)**

**Followings were the highlights of performance of Academic Department of NIOS 2006-07**

##### **4 Development of Curricula and Self-Instructional Material (SIM) :**

Senior Secondary-work continued in review and revision of SIM in 25 subjects. The translation of 8 subjects at Secondary level initiated in Oriya Medium. A one-day orientation programme was organized at Bhuvaneshwar. Language courses in Kannada and Tamil at Secondary level initiated-Curriculum. Committee members and lesson writers oriented in Mysore, Karnataka, Thanjavur, Tamil Nadu and Kochi, Kerala- Taxtual Material Selected and lesson writing initiated in Kannada.

**4.2 Development of Support Material :** The Question Pool for On Demand Examination System for Senior Secondary level developed in all subjects. Tutor Marked Assignments for 23 subjects at Secondary level and 16 subjects at Senior Secondary level were developed and forwarded for printing. Development of curriculum Framework for Open Schooling System. The work of preparing a curriculum Framework for Open Schooling initiated by Academic Department.

**4.3. Open Basic Education Programme :** 60,497 students certified so far at different level of OBE Stage. Four vocational books prepared for the State of Rajasthan developed and reviewed. 49 agencies were accredited for running OBE programmes. 2 agencies were disaccredited.

**4.4. Networking :** Annual Meeting of State Open Schools to be held in January, 2007. A centrally sponsored scheme for Promotion of Open Schooling Programmes in various states of India prepared and submitted for review of MHRD. The reports of the “National Conference of State of Education and Open Schools in India” organized in collaboration with COBSE held in October, 2005, prepared and disseminated. NIOS continued bringing out its quarterly News Bulletin Open Schooling.

**4.5 Vocational Education :** Vocational Education Department of NIOS offers wide variety of courses under the major areas of Agriculture, Technology, Health and Paramedical, Business and Commerce, Home Science, Computer Science, Teacher-Training and other Service sectors. Courses presently being offered are varying from 6 months to 2 years duration. During the year 2007-08, new courses that are likely to be introduced are Certificate in Bee Keeping, Certificate in Mushroom Production, Certificate in Jeevan Vigyan, Diploma in Homeopathic Dispensing, Hindi version of Certificate in Rural Health for Women (Gram Sakhi) and Certificate in Two-Three Wheeler Mechanism.

- ❑ The emphasis has been laid on collaborative ventures in vocational education. NIOS has signed an MOU with Indian Medical Association (IMA) for Health and Paramedical Courses and Rehabilitation Council of India (RCI) for developing manpower for visually handicapped and hearing impaired in the form of two courses in the field of Sign language and Braille.
- ❑ In order to widen the reach of vocational education programme, the courses are being translated into Hindi medium. In order to cater to the needs of rural youth, short-term (six months) need based courses are being identified and developed.
- ❑ Integration of Open Vocational Education with GOI scheme of NHRM.
- ❑ The developmental activities in the year 2007-08 include curriculum development as well as self-learning material in 6-7 courses. Some of them are Certificate course in Batik, Computer and IT related courses in collaboration with CISCO and other courses in collaboration with IFFICO.
- ❑ The Vocational Education Department is in the process of organizing a series of regional and National level workshops for finalization of ‘Curriculum Framework for Open Vocational Education’ for which the draft is already prepared.
- ❑ Vocational Education Department is also in the process of streamline and strengthening the accreditation process through enforcement of rigorous and transparent screening norms for quality improvement in the Accredited Vocational Institutes.
- ❑ VED is also developing a performance monitoring mechanism for the AVI by appointing VE facilitators.

#### **4.6 Student Support Service :**

- ❑ Extension – The SSS Dept. of NIOS is expanding its activities by opening new study centres in unreached Districts/Areas. At present there are about 1911 study centres (AIs) out of which 27

AIs are in foreign countries. 140 Study Centres (AIs) were established in the current academic session. Publicity/awareness campaigns were undertaken by Regional Centres.

- ❑ The 11 Regional Centres of NIOS and two newly established sub-centres at Dehradun and Bhubneshwar oversaw the admission process and monitored NIOS Programmes and activities in their respective areas.
- ❑ Orientation Programmes for Coordinators of AIs and Academic Facilitators were organized by Regional Centres.
- ❑ Meetings of RCAC were organized by all Regional Centres in which the programmes of the RCs for 2006-07 were received and plan of action for 2007-08 was discussed.
- ❑ Following learner-friendly schemes continued during 2006-07
  - Two examinations in the year
  - Credit accumulation
  - Transfer of credits from other Examining Boards
  - On demand examination system
- ❑ Redressal of students problems and grievances was done by the PG&R cell of the SSS Dept.
- ❑ Interaction with other State Boards and Universities regarding equivalence and recognition.
- ❑ Interaction with Education Depts. Of States regarding the opening of State Open Schools.
- ❑ Distribution of study material to AIs for different Regions were arranged.
- ❑ Cluster level orientation of Science teachers in connection with the DST funded project – National Open Science Congress.
- ❑ Meeting of Department Advisory Board.

#### **4.7 Future Vision**

- ❑ On line processing of applications for accreditation.
- ❑ Setting up a Learning Resource Centre having facilities of counseling / guidance at RC Delhi.
- ❑ Mutual interaction between learners, Study Centres/RCs and HQ through EDUSAT.
- ❑ Training of field functionaries associated with NIOS.
- ❑ Application of ICT to support learners.

**4.8 Media :** One of the major activities of the NIOS is to explore the facilities of Educational Technology to the maximum extent possible to make distance learning a successful and rewarding effort. Audio and Video programmes are the most important component of the multi-channel package offered by NIOS. These audio/video programmes supplement and complement the other channel of learning i.e. printed self learning materials and personal contact programmes (PCPs). NIOS has developed Audio and Video programmes for use in PCPs and for Broadcast and Telecast purposes.

NIOS is planning to utilize EDUSAT for live interactive sessions, for which, the studio of NIOS will be connected with the 11 Regional Centres to facilitate face to face interaction with Regional Directors, coordinators, teachers and learners in the first phase. In second phase, NIOS studio will be connected to 100 study centres all over the country so that learners can directly interact with the subject expert sitting in studio.

NIOS would continue to produce Multimedia programmes for uploading on the Educational Portal of MHRD and on CDs as well. NIOS is aiming to set up a State of the Art Audio and Video production Studio at its office building at NOIDA. The projected cost of the studio setup may come to Rs. 1 crore and 8 lakh approx

## **5. Central Tibetan School Administration (CTSA)**

The Central Tibetan Schools Administration was set up as an Autonomous Organization by a resolution of Govt. of India, Ministry of Education (Now Ministry of Human Resource Development, Department of Secondary & Higher Education) on 31<sup>st</sup> July, 1961 and Registered under the Societies registrations Act XXI of 1860) The GOI provides 100% financial assistance to CTSA.

5.1 The following initiatives have been taken in the field of academic improvement,

**5.1.1** Academic Activities like organizing 10 in-service training courses, refresher courses and workshops for various cadres of teaching and non-teaching staff of Central Tibetan Schools Administration. The Central Tibetan Schools Administration has established its own Training Wing at its Headquarters Office, Delhi. Training in Art and Craft is a prominent feature of CTSA.

**5.1.2** Pre-Primary Education: 40 Pre-Primary schools are presently functioning in the vicinity of various Tibetan Settlements situated in different parts of the country. These schools have been provided with adequate infrastructural facilities and trained teachers.

**5.1.3** Computer Science as an Elective Subject at +2 level :In order to make the children aware of the latest trends in Information Technology, sufficient numbers of computers, useful CDs and LCDs have been provided to the schools. At least two teachers of each school have been trained in Computer Applications who are imparting Computer Education to children. Informatics Practices has also been introduced as an Elective subject at +2 level in 5 Senior Secondary schools. Strengthening of Computer Education and use of Multimedia in teaching-learning process will be the priority of the Administration. All Senior Secondary, Secondary and Middle schools have been provided the Internet facility to enable the children to acquire more knowledge and share their views with their counterparts globally by browsing on the net. Generator sets have also been made available so that the academic activities of the schools should not suffer while load shedding. In order to give online training to teachers and to give exposure to the students, the Administration in collaborated with ISRO and NCERT has established SITs at its Headquarters Office, Delhi and 21 schools under the Project “EDUSAT”.

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