Planning

The National Policy on Education, 1986, as modified in 1992 envisages the improvement and expansion of education in all sectors, elimination of disparities in access and laying greater stress on improvement in the quality and relevance of education at all levels, including technical and professional education. It also emphasises that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women and in securing a rightful place for the disadvantaged and the Minorities.

The nation is firmly committed to providing Education for All, the priority areas being free and compulsory primary education, covering children with special needs, eradication of illiteracy, vocationalisation, education for women's equality, and special focus on the education of SCs/STs and the Minorities.

The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State governments in the field of education, was established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and the tenure of the last constituted Central Advisory Board of Education (CABE) expired in March 1994. Despite the fact that in the past important decisions had been taken on the advice of CABE and it had provided a forum for widespread consultation and examination of issues relating to educational and cultural development, CABE was unfortunately not reconstituted after the expiry of its extended tenure in March 1994.

Considering that CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country, and that the Central and State Governments, educationists and people representing all interests should increase their interaction and evolve a participative process of decision-making in education, CABE has since been reconstituted by the Government in July 2004. The Board consists of nominated members representing various interests in addition to representatives of the Government of India, State Governments and UT administrations, elected members from the Lok Sabha and the Rajya Sabha, etc. The first meeting of the reconstituted CABE was held on August 10-11, 2004, and seven CABE Committees have been set up on the subjects of:

i) Free and Compulsory Education Bill and other issues related to Elementary Education
ii) Girls Education and the Common School System
iii) Universalisation of Secondary Education
iv) Autonomy of Higher Education Institutions
v) Integration of Culture Education in the School Curriculum
vi) Regulatory Mechanism for Text Books and Parallel Text Books Taught in Schools Outside the Government system
vii) Financing of Higher and Technical Education

A meeting of the Education Ministers of all States/UTs dealing with school education was held on October 28, 2004, at Vigyan Bhawan under the chairmanship of the Minister of Human Resource Development.

In order to facilitate donations, including smaller amounts, both from India and abroad, for implementing projects/programmes connected with the education sector, the Government had constituted the “Bharat Shiksha Kosh” to receive donations/contributions/endowments, from individuals and corporates, Central and State Governments, non-resident Indians and people of Indian origin for various activities across all sectors of education.

An Ordinance was promulgated on November 11, 2004, to enable setting up of a National Commission for Minority Educational Institutions to advise the Central Government or any State Government on any question regarding the education of Minorities, to look into complaints regarding violation of the rights of the Minorities, to establish and administer educational institutions of their choice and to permit a Minority educational institution to seek direct affiliation with a scheduled Central University. The Commission has started functioning with a Chairman and two Members.
It is expected that the Commission will give a greater focus to the issue of Minority education as also make the implementation of the constitutional provisions in these regard more effective. The Commission will also decide disputes regarding affiliation that may arise between a university and Minority education institutions. The National Commission for Minority Educational Institutions Act, 2004 (No. 2 of 2005) to replace the ordinance has since been enacted.

The National Institute of Educational Planning and Administration (NIEPA) is an autonomous body under the Department of Secondary and Higher Education, which undertakes, promotes and coordinates research in educational planning and administration to provide training and consultancy services in the field of education.

An Area Officer Scheme was introduced in the Department in 1999 as a mechanism for regular and effective review, monitoring and coordination of various Central and Centrally Sponsored Schemes. In its present form, an officer of the rank of Director and above has been assigned the responsibility of a particular State/UT.

The national annual educational statistics brought out by the Ministry of Human Resource Development are collected from institutions ranging from pre-primary to higher level, numbering over 10 lakh, through mailed questionnaires in collaboration with the State Education Departments. There is a scheme to strengthen the machinery for collection of educational statistics at State/field levels also.

In pursuance of the Government’s policy, the Department of Secondary and Higher Education has been able to incur the prescribed level of expenditure, i.e. 10 per cent of its budget for the North-East Region, during the last five financial years, under its various schemes and through its institutions in the NE Region. The Department of Elementary Education and Literacy is also striving to increase its expenditure in the NE Region.

A High-Level Group under the Chairmanship of Union Minister of Human Resource Development and comprising Chief Ministers and Education Ministers of the North Eastern States was set up on November 19, 2004, for considering specific issues relating to all sectors of education and women and child development.

Major programmes of the Department viz., DPEP, SSA, Lok Jumbish, Shiksha Karmi, Education Guarantee Scheme and Alternative and Innovative Education (EGS&AIE), and National Programme of Nutritional Support to Primary Education (NPNSPE) accord priority to areas of concentration of Scheduled Castes and Scheduled Tribes. Some other schemes are also being implemented for the upliftment of SCs, STs and girl students.

Special focus districts have been identified on a cross matching basis, consisting of areas of Minority concentration blocks/tehsils, ITDP blocks, Schedule V and Schedule VI areas, and districts with SC female literacy less than 10 per cent. In pursuance of the Government’s National Common Minimum Programme, new institutions like polytechnics, Kendriya Vidyalayas and Navodaya Vidyalayas are proposed to be set up in selected locations in these districts.

India is among the founding members of UNESCO, a constituent body of the United Nations, which came into existence in 1946. Building the “Defences of Peace in the Minds of Men” is the primary goal of UNESCO, for which education is its main tool. India has been playing an active role in promoting UNESCO’s ideals and objectives.

Auroville, founded by the ‘Mother’, a disciple of Sri Aurobindo, in 1968, is an international cultural township designed to bring together the values of different cultures with integrated living standards which correspond to man’s physical and spiritual needs.

The International Cooperation Cell has been entrusted to formulate independent Educational Exchange Programmes (EEP) with various countries. While EEPs with China, Israel, Guyana, Mongolia, Armenia, Hungary, Myanmar, Tanzania, Syria and Australia have been signed, proposals for EEPs with various other countries are under consideration.
Elementary Education

Policy Perspective
- Universal Access and Enrolment,
- Universal Retention of Children up to 14 Years of Age, and
- Substantial Improvement in the Quality of Education to Enable All Children to Achieve Essential Levels of Learning.

The Policy also emphasises that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women and in securing a rightful place for the disadvantaged and the Minorities.

The nation is firmly committed to providing Education for All, the priority areas being free and compulsory elementary education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of SCs/STs and Minorities.

Progress of Elementary Education
Gross Enrolment Ratio (GER), which indicates the number of children actually enrolled in elementary schools as a proportion of child population in the 6-14 years age group, has increased progressively since 1950-51, rising from 32.1 in that year to 82.5 in 2002-03. The rate of increase in GER of girls has been higher than that of boys, as a result of which gender gap in enrolment is declining (See Table 1.1.)

Dropout Rate at the Primary level (Classes I-V) declined from 39 per cent in 2001-02 to 34.9 per cent in 2002-03, i.e. by 4.1 percentage points.

Major Schemes
Allocation for Elementary Education for the Tenth Five-Year Plan period (2002-07) is Rs. 28,750 crore, which is 75 per cent higher than the allocation for the Ninth Plan. Major Schemes of the Department of Elementary Education and Literacy during the Tenth Plan are:
- Sarva Shiksha Abhiyan (SSA), including:
  - National Programme for Education of Girls at Elementary Level (NPEGEL), and
  - Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE)
- District Primary Education Programme (DPEP)
- National Programme of Nutritional Support to Primary Education (NP-NSPE) [commonly known as the Mid-Day Meal Scheme]
- Teacher Education
- Kasturba Gandhi Balika Vidyalaya (KGBV)
- Mahila Samakhya

Sarva Shiksha Abhiyan (SSA)
The main vehicle at present for providing elementary education to all children is a comprehensive programme called Sarva Shiksha Abhiyan (SSA), which was launched in 2001-02. SSA has been built upon the

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary (I-V)</th>
<th>Upper Primary (VI-VIII)</th>
<th>Elementary (I-VIII)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1950-51</td>
<td>60.6</td>
<td>24.8</td>
<td>42.6</td>
</tr>
<tr>
<td>2002-03*</td>
<td>97.5</td>
<td>93.1</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Source: Selected Educational Statistics 2002-03, Ministry of HRD, *Provisional
experience of several primary education programmes
that preceded it, including the District Primary
Education Programme (DPEP), Shiksha Karmi Project
(SKP) and the Lok Jumbish Project (LJP). It is a
partnership programme between the Central and State
Governments, which seeks to improve the performance
of the school system through a community-owned
approach, with specific focus on the provision of quality
education. SSA is a time-bound mission, with the
objectives of ensuring Universalisation of Elementary
Education and bridging of gender and social gaps by the
year 2010. States have established independent
implementation societies for SSA under the
chairmanship of their respective Chief Ministers/ Education Ministers.

During 2004-05, the Department of Elementary
Education and Literacy has considered and approved
District Plans of 598 districts in 34 States/UTs. (Goa is
the only State which is yet to avail of SSA). Allocation
of Central funds for elementary education has been
enhanced significantly and an additional amount of Rs.
2,000 crore beyond the original budget estimate of Rs.
3,057.00 crore has been provided for Sarva Shiksha
Abhiyan during 2004-05. Of the Budget Estimates for
2004-05, 99 per cent had been released up to December
2004. States are participating enthusiastically in the
programme.

National Programme for Education of Girls at
Elementary Level (NPEGEL) is an important
component of SSA and it provides additional support
for girls’ education in educationally backward blocks by
way of girl-child friendly schools, stationery, uniforms,
etc., for elementary education of under privileged/
disadvantaged girls. In the Tenth Five-Year Plan, an
amount of Rs. 1,064.80 crore has been earmarked for
this programme. During 2004-05, Rs. 654.42 crore has
been approved for implementation of NPEGEL.

Another important component of SSA is the
Education Guarantee Scheme and Alternative and
Innovative Education (EGS & AIE), which is specially
designed to provide children in school-less habitations
and out-of-school children access to elementary
education. The scheme supports flexible strategies for

Major indicators of the cumulative progress achieved under SSA

- 66,147 elementary schools opened
- 17,454 new elementary school buildings and 33,777 additional classrooms constructed
- 3,10,506 additional teachers appointed
- About 6.15 crore girls and children belonging to SCs and STs studying in elementary schools, given free textbooks, in 2004-05.

out-of-school children through bridge courses, residential camps, drop-in centres, summer camps, remedial coaching, etc. During 2004-05, this component helped provide elementary education to 85.67 lakh children. The number of out-of-school children, as reported by States/UTs, has declined from 320 lakh in 2001 to 81 lakh in September 2004.

The Government had notified a decision to set up a
National Mission for SSA way back in January 2001, but the Mission could not be constituted for nearly four
years. Now, the Governing Council and Executive
Committee of the National Mission have been constituted under the Chairmanship of the Prime
Minister and the Minister of HRD, respectively, through
Notifications dt. December 3, 2004, and January 19,
2005, (Annexure-I). This will greatly facilitate the
effective implementation of SSA.

District Primary Education Programme (DPEP)

DPEP was launched as a Centrally Sponsored Scheme
in 1994 in 42 districts of seven states, with the aim
of providing access to primary education for all children, reducing primary dropout rates to less than 10 per cent, increasing learning achievements of primary school students by at least 25 per cent and reducing gender and
social gaps to less than 5 per cent. At its peak, the programme was being implemented in 272 districts of 18 States and it is now continuing in 129 districts of nine States. It has been funded jointly by the World Bank, European Commission (EC), UK Department of International Development (DFID), Government of Netherlands and UNICEF. The total external assistance tied up for DPEP is Rs. 6,938 crore approximately.

Mid-Day Meal

The National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as the Mid-Day Meal (MDM) Scheme, was launched on August 15, 1995, with the objective of giving a boost to Universalisation of Primary Education through improvements in the nutritional status of students in primary classes of Government, local body and Government-aided schools. The programme was extended to children studying in EGS and other alternative learning centres in October 2002. Central support was provided by way of supply of free foodgrains through the Food Corporation of India @ 100 gm per child per school day where cooked meals were served, and @ 3 kg per student per month where foodgrains were distributed.

Though all States were expected to move rapidly towards provision of cooked meals under the programme, many States were facing difficulty in providing cooked meals to children due to financial constraints. To overcome this problem and in pursuance of policy pronouncements made in the President’s Address to Parliament in June 2004 and Finance Minister’s Budget Speech 2004-05, the scheme has been revised with effect from September 2004. Under the revised Scheme, the Central Government is providing assistance to the States to meet the cooking cost also @ Re. 1 per child, per school day. Over and above the Budget provision of Rs. 1,675 crore for the scheme for 2004-05, a sum of Rs. 1,232 crore has been provided through the First Supplementary Estimates of 2004-05 as Additional Central Assistance to States to meet cooking costs. The programme is benefiting about 11 crore primary school children in the country.

A National-level Steering-cum-Monitoring Committee (NSMC) has been constituted to oversee management
and monitoring of the programme at the national level, and State Governments have been requested to constitute similar committees at State, district and block levels to ensure smooth implementation of the programme with good quality.

**Teacher Education**

The Centrally Sponsored Scheme of Teacher Education was launched in 1987-88 to create an institutional infrastructure to provide academic and technical resource support for continuous education and training of school teachers. While District Institutes of Education and Training (DIETs) set up under the Scheme provide academic resource support to formal and non-formal elementary school teachers, Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) have been given the responsibility of organising pre-service and in-service training of secondary school teachers. IASEs are also expected to conduct programmes for the preparation of elementary school teacher educators.

The Scheme has been revised for the Tenth Plan and guidelines of the revised Scheme were issued to States in January 2004, with emphasis on operationalising sanctioned DIETs, CTEs and IASEs in an optimum manner, and on improving the quality of teacher training programmes in them. Since the inception of the Scheme in 1987-88, a total of 550 DIETs/DRCs and 131 CTEs/IASEs have been sanctioned/approved up to December 2004.

**Kasturba Gandhi Balika Vidyalaya (KGBV)**

The KGBV Scheme was launched in August 2004, with the aim of setting up 750 residential schools at elementary level for girls belonging predominantly to SCs, STs, OBCs and Minorities in Educationally Backward Blocks (EBBs), where female literacy was below the national average and gender gap in literacy was more than the national average. A total of 662 KGBVs have been approved during 2004-05 involving an amount of Rs. 137.85 crore.

**Legislation on Free and Compulsory Education**

The Constitution (86th Amendment) Act, 2002, notified on December 13, 2002, seeks, _inter alia_, to insert a new Article 21-A (“Right to Education”) in Part – III (“Fundamental Rights”) of the Constitution. Article 21-A states that “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.” Pursuant to the above, a draft Bill entitled “Free and Compulsory Education Bill, 2004” was prepared and views of the State Governments were sought on it in January 2004.

The subject of the draft Bill was also discussed in the first meeting of the reconstituted Central Advisory Board of Education (CABE) held in August 2004. As decided in that meeting, a Committee of CABE was constituted to consider the matter of the draft legislation, under the Chairmanship of Shri. Kapil Sibal, Minister of State for Science and Technology and Ocean Development, vide Order dated September 8, 2004, and has been asked to give its recommendations within six months.

**Education Cess**

An Education Cess @ 2 per cent on direct and indirect Central taxes has been imposed through Finance (No.2) Act, 2004, “so as to fulfil the commitment of the government to provide and finance universalised quality basic education”. The cess is expected to yield about Rs. 4,000-5,000 crore per annum. Proceeds of the cess will be used for implementation of programmes related to Universal Elementary Education like Sarva Shiksha Abhiyan and Mid-Day Meal.

**Education For All (EFA)**

At a conference of the World Education Forum held in Dakar, Senegal, in April 2004, representatives of 164 countries, including India, adopted the Dakar Framework for Action on Education for All. The Framework identified six goals, which included, _inter alia_,

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_Overview_

Annual Report 2004-05
Progressive Expansion of Early Childhood Care and Education,
Universalisation of Elementary Education by 2015,
50 per cent improvement in adult literacy levels by 2015,
Elimination of Gender Disparities by 2005, and
Achievement of Gender Equality in Education by 2015, and
Improvement in the Quality of Education.

Value of EFA Developed Index (EDI), developed by UNESCO, has improved in the case of India from 0.658 in 2003 to 0.696 in 2004.

Fourth meeting of the High-Level Group constituted by UNESCO to monitor progress towards EFA took place in Brasilia in November 2004, in which the Indian delegation was led by Shri. M.A.A. Fatmi, Minister of State for HRD.

Educational Statistics
In order to strengthen the Educational Management Information System (EMIS) for the Elementary stage, NIEPA, in collaboration with Government of India and UNICEF, has developed a computerised system called District Information System on Education (DISE), which now covers 461 districts in 18 States/UTs. NIEPA brings out detailed volumes based on analysis of DISE data, by way of (i) District Report Cards, and (ii) State-wise Analytical Report. DISE will cover the entire country in the near future.

Adult Education
A socially conscious and literate society has a vital role to play in a democracy. Eradication of illiteracy has been one of the major national concerns of the Government of India since Independence. The need for a literate population was recognised as a crucial input for nation building. Due to a number of significant programmes taken up since Independence to eradicate illiteracy among adults, for the first time the absolute number of literates outnumbered the number of illiterates in the Census 2001. However, gender disparity and regional disparity in literacy still continue to persist.

Growth in Literacy
The literacy rate in 2001 has been recorded at 64.8 per cent as against 52.21 per cent in 1991. The 12.59 percentage points increase in the literacy rate during the period is the highest increase in any decade. There has been significant decline in absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001. This has also been accompanied by a narrowing of the gap in male-female literacy rate from 24.84 per cent in 1991 to 21.6 per cent in 2001 as female literacy recorded an increase of 14.41 percentage points i.e. from 39.29 per cent to 53.7 per cent as compared to male literacy which recorded an increase of 11.17 percentage points i.e. from 64.13 per cent to 75.30 per cent. Besides, urban-rural literacy differential has also decreased during the period. All States have registered an increase in literacy rates and 60 per cent male literacy has been achieved without exception. Inter-State and within State disparities still continue, although the gap between the educationally advanced and backward states has been narrowing over the years.
National Literacy Mission

National Literacy Mission (NLM) was set up in May 1988, following an objective assessment of the strengths and weaknesses of the earlier programmes, and to accord a new sense of urgency, seriousness and emphasis with fixed goals, clear time frame and age specific target groups. Emphasis was laid not on mere enrolment of learners but on attainment of certain predetermined norms and parameters of literacy, numeracy, functionality and awareness along with institutionalisation of Post Literacy and Continuing Education in a big way.

The goal of National Literacy Mission is to attain a sustainable threshold level of 75 per cent by 2007 by imparting functional literacy to non-literates in the age group of 15-35 years, which is the productive and reproductive age group and constitutes a major segment of the work force. Besides this age group, persons outside this age limit are not excluded from the programme; particularly children in the age group of 9-14 years who are also dropouts. Apart from predetermined levels of reading, writing and numeracy with comprehension, functional literacy includes imbibing values of national integration, conservation of environment, women's equality, observance of small family norms, etc. Literacy, as enunciated in NLM is not an end in itself but has to be an active and potent instrument of change ensuring achievement of these social objectives and creation of a learning society. The acquisition of functional literacy results in empowerment and a definite improvement in the quality of life.

The revised parameters and enhanced norms of financial assistance of the schemes under National Literacy Mission have also been extended for implementation during the Tenth Plan. The main features of the revised schemes include an integrated approach to literacy, amalgamating all features of literacy and post literacy phases. Zilla Saksharata Samities (District Literacy Societies) will continue to oversee and run literacy programmes with freedom to synergise their strengths with those of local youth clubs, Mahila Mandalas, voluntary agencies, Panchayati Raj institutions, small-scale industries, cooperative

NLM Achievements

- The literacy rate in 2001 has been recorded at 64.8 per cent as against 52.21 per cent in 1991. The 12.59 percentage points increase in the literacy rate during the period is the highest increase in any decade.
- 118.50 million persons made literate as on 31 March 2004.
- Rate of growth in literacy is more in rural areas than in urban areas.
- The gap in male-female literacy rate has decreased from 24.84 per cent in 1991 to 21.60 per cent in 2001.
- Female literacy increased by 14.41 per cent i.e. from 39.29 per cent to 53.7 per cent whereas male literacy increased by 11.17 per cent i.e. from 64.13 per cent to 75.30 per cent during the last decade.
- Gender equity and women’s empowerment is also visible as about 60 per cent of participants and beneficiaries are women.
- The population in 7+ age group increased by 171.6 millions while 203.6 million additional persons became literate during 1991-2001.
- All the States and union territories without exception have shown increase in literacy rates during 1991-2001.
- In all states and union territories, the male literacy rate is now over 60 per cent. Kerala continues to have the highest literacy rate of 90.92 per cent and Bihar has the lowest literacy rate of 47.53 per cent.
- Significant decline in absolute number of non-literates from 328.88 million in 1991 to 304 million in 2001.
- Out of the total 600 districts in the country, 596 districts have been covered by NLM under literacy programme.
The expansion of the Scheme of Continuing Education, encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., has been given due priority. State Resource Centres and Jan Shikshan Sansthas will provide academic and technical resource support to the Scheme of Continuing Education in their respective spheres of work. The State Resource Centres and NGOs continue to be strengthened, with expanded role of their activities in furthering the objectives of NLM. Similarly, JSS' were strengthened to continue with their activities extending to rural areas also and to function as Repository of Vocational/Skill development programmes in the district. Financial and administrative powers have been delegated to State Literacy Mission authorities within overall NLM norms. With these improvements, the Mission will continue to consolidate the gains of previous years and accelerate the growth of literacy movement.

The Total Literacy Campaign is the principal strategy of NLM for eradication of illiteracy. The TLCs have certain positive features, which make them unique and distinguish them from other government programmes. These campaigns are – area-specific, time-bound, participative, cost-effective and outcome oriented. These are implemented through Zilla Saksharata Samities (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society. The campaign approach to literacy is characterised by large-scale mobilisation through a multifaceted communication strategy. The survey undertaken at the grassroots level also serves as a tool of planning, mobilisation and environment building. The management information system in a campaign is based on the twin principles of participation and correction. Apart from imparting functional literacy, TLC also disseminates a ‘basket’ of other socially relevant messages such as enrolment and retention of children in schools, immunisation, propagation of small family norms, women’s equality and empowerment, peace and communal harmony, etc. These literacy campaigns have generated a demand for
primary education, which is reflected in the rapidly rising enrolment ratio in schools. Consequently, the number of non-literates entering the 15-35 age group has been declining. At this stage it is, therefore, necessary to ensure that neo-literates do not relapse into illiteracy and also acquire vocational skills.

The basic literacy skills acquired by millions of non-literate are at best fragile. There is a greater possibility of neo-literates regressing into partial or total illiteracy unless special efforts are continued to consolidate, sustain and possibly enhance their literacy levels. The first phase of basic literacy instruction and the second phase of consolidation, remediation and skill upgradation are now being treated as one integrated project, to ensure smooth progression from one stage to another to achieve continuity, efficiency and convergence. The National Literacy Mission aims at ensuring that the Total Literacy Campaigns and the Post-literacy Programmes successfully move on to Continuing Education, which provide lifelong learning.

According to the 2001 Census, 45 districts with female literacy rate below 30 per cent are concentrated in Bihar, Jharkhand, Uttar Pradesh and Orissa. Special innovative projects have been taken up to raise the level of female literacy in these areas. Special efforts have been made to target female Panchayati Raj functionaries and make them literate.

Since this problem is most acute in Bihar and Uttar Pradesh, to begin with, eight low female literacy districts in UP have been brought under an accelerated programme of female literacy to cover 25.00 lakh illiterate women in the 15-35 age group. The project was implemented through a network of about 97 NGOs and 17.26 lakh learners achieved NLM norms under the programme. In Bihar, a different model was adopted to cover 13 low female literacy districts, with the involvement of Panchayati Raj functionaries, women volunteer teachers and women Self Help Groups (SHGs). Of the 24.03 lakh non-literate women identified, 19.69 lakh women learners were covered in the first phase of the project. Special projects have also been launched in 9 districts of Orissa to cover 10.43 lakh non-literate women with the help of 122 NGOs. The programme is in the initial stage of implementation. The special female literacy programme is also being implemented in five low female literacy districts of Jharkhand to cover about 5 lakh women illiterates.

Although the Total Literacy Campaigns has taken the form of a mass movement and spread throughout the country, in many cases, a number of campaigns have stagnated due to natural calamities, lack of political will, etc. Despite the success of the literacy phase, there are still pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy. As most of the districts have been covered under the Literacy Programmes, priority will continue to be given to cover districts having female literacy rate below 30 per cent. Regional disparities, including pockets of residual illiteracy and low female literacy.
Overview

(CECs), which provide area-specific, need-based opportunities for basic literacy, upgradation of literacy skills, pursuit of alternative educational programmes, vocational skills and also promote social and occupational development. The scheme also undertakes a number of important programmes such as – Equivalency programme facilitating the participants to acquire or upgrade their vocational skills and take up income-generating activities; Quality of life improvement programme to equip learners and the community with essential knowledge, attitude, values and skills to raise their standards of living; and Individual interest promotion programme providing opportunities for learners to participate and learn about their individually chosen social, health, physical, cultural, and artistic interests.

The National Literacy Mission (NLM) fully recognises the vast potential of NGOs in furthering its objectives and has taken measures to strengthen its partnership with NGOs and has assigned them an active promotional role in the literacy movement. Apart from imparting literacy, the NGOs provide academic and technical resource support through experimental and innovative programmes, and also conduct evaluation and impact studies; organisation of workshops, seminars, etc.

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

The objective of the Jan Shikshan Sansthan Scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population, particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc. At present, there are 157 JSSs in the country and the number is expected to increase in the future. Jan Shikshan Sansthas run a number of vocational programmes with varying duration of different skills. As on date, more than 250 types of courses and activities are offered by these institutions. About two lakh persons are given vocational training annually. Of these, over 75 per cent are women.

The Central Directorate of Adult Education, a subordinate office, also provides academic and technical resource support to the National Literacy Mission. It has been playing an important role in the development of a network of resource support, particularly production of prototype teaching/learning materials/media software and harnessing of all kinds of media for furtherance of the objectives of NLM. Monitoring of literacy programmes, programmes conducted by SRCs and JSS is also an important activity of DAE.

Monitoring and evaluation are essential management tools for identifying the strengths and weaknesses of a system. Their significance has been realised and put into effect by the NLM. Procedures have been designed to make the objectives of adult education programmes operationally more realistic. The monitoring not only provides essential information for financial audit or programme audit, but also ensures transparency so that public accountability is achieved through the wider process of social audit. This information is useful as a feedback for field functionaries and decision-makers in policy formulation.

Social Impact

The dramatic social mobilisation generated by the literacy campaigns has had an enormous impact on other social sectors, most notably women’s empowerment, health and population stabilisation along with environmental awareness. A framework for effective social action has been provided by the Panchayati Raj Institutions. Democratic participation has been enriched by promoting articulation in society, especially of the underprivileged groups. The campaigns have served the cause of promoting equity and social justice in society, and fostering of a scientific temper and a sense of belonging to India’s great composite culture and consciousness of unity in diversity.

Present Status

Out of 600 districts in the country, 596 have since been covered under Adult Education Programmes – 142
under Total Literacy Campaigns, 182 under Post Literacy Programme and 272 under Continuing Education Programme. There are 26 State Resource Centres functioning in various States. At present, there are 157 Jan Shikshan Sansthas in the country and the number is set to increase in the near future. About 118.50 million persons have been made literate as on 31 March 2004. About 60 per cent of the beneficiaries are women, while 22 per cent and 12 per cent belong to Scheduled Castes and Scheduled Tribes, respectively.

Secondary Education

During the year, various schemes were implemented in the secondary education sector in addition to the continued support to major institutions such as the NCERT, NIOS, and CBSE.

There has been a substantial increase in quality and magnitude of the academic activities of the Central Board of Secondary Education. During the year, CBSE introduced a course in Disaster Management in the school curriculum. A new course in Life Skills Education was launched in classes VI and VII. It has also launched a new course in Fashion Studies. In collaboration with Intel India, CBSE organised the first science exhibition to evoke the interest of students in science.

The NIOS organised an international conference on promotion of Open Schooling in Goa. Countries like Sri Lanka, New Zealand, Canada and UK participated in it. During 2004-05, several new courses were introduced and many video films on vocational education were completed. The NIOS has also developed audio and video programmes based on the curriculum in science, mathematics, etc.

Support to Sarva Shiksha Abhiyan, Vocational Education, Education of the Disadvantaged groups, Evolution of text books and examination reforms are priority areas of NCERT.

Kendriya Vidyalaya (KVs) aim at providing uninterrupted education to children of Central Government/Defence employees, who are liable to frequent transfers. In 933 KVs, 7.50 lakh students have been enrolled (as on March 31, 2004). KVs have shown steady improvement in the performance of its students in board examinations. This is evident from the increase of pass percentage from 84.69 per cent to 99.44 per cent for Class X and 88.67 per cent to 92.75 per cent for Class XII during 1999 to 2004.

Jawahar Navodaya Vidyalayas aim at providing good quality modern education, including imparting cultural values, environment awareness and physical education to talented children in rural areas, irrespective of their socio-economic conditions. There are now 509 schools in various States/UTs and 168,545 students were on the rolls of the NVs as on December 31, 2004. The pass percentage in Class X and XII in the year 2004 was 91.3 per cent and 87.68 per cent, respectively, when compared with the pass percentage of 88.50 per cent and 85.26 per cent in 2003.

The Integrated Education for Disabled Children (IEDC) scheme, started in 1974, provides 100 per cent funding to State Governments/UTs and NGOs. The scheme is proposed to be revised soon. Under the scheme of Access with Equity, two components - strengthening of existing scheme of girl’s hostels managed by NGOs and one-time assistance to reputed NGOs, Trusts, Societies and State Governments, etc., for setting up Secondary Schools - are proposed. The scheme is therefore, being revised. The two schemes of Computer Literacy and Studies in Schools (CLASS) and Educational Technology have been merged in order to increase the effectiveness of the activities. For the Tenth Plan, five schemes, namely, Environmental Orientation to School Education, Improvement of Science Education in School, National Population Education Project, Promotion of Yoga in School, International Science Olympiad are being merged into a composite scheme of Quality Improvement in Schools.

University and Higher Education

The main thrust of activities in the higher education sector during the year related to the following areas:

- Growth of Higher Education System.
Overview

- General Development of Universities and Colleges.
- Enhancing Access and Equity.
- Promotion of Quality and Excellence.
- Programmes for Differently-Abled Persons.
- Strengthening of Research.

The University Grants Commission (UGC) came into existence in 1953, with the objective of coordinating activities for promotion of higher education in the country. Most of the objectives enumerated above are implemented by UGC. The schemes include accreditation of universities and colleges, promotion of universities of excellence, promotion of centres of area studies, establishment of special cells for SCs and STs, assistance for strengthening infrastructure in science and technology, setting up of inter-university centres, participation in seminars and conferences held within the country and outside, and establishment of computer centres in universities. The UGC has also allocated maintenance and development grants to 17 Central Universities.

The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, promotes Open University and Distance Education System in the country. It widened the access of higher education by providing opportunities to larger segments of the population. IGNOU has adopted integrated multimedia instructions strategy. The reach of IGNOU has increased substantially by the use of Gyan Darshan, an educational TV channel and Gyan Vani, the FM radio channels. IGNOU has established a Women’s Education Unit to develop and conduct programmes that are socially relevant and employment-oriented. During the current financial year, deemed-to-be-university status has been conferred upon four institutes covering a variety of sectors of education like medical, technical, dental science and management.

Significant contributions have also been made by research councils like Indian Council of Social Science Research (ICSSR), Indian Council of Historical Research (ICHR), Indian Institute of Advanced Studies (IIAS), Indian Council of Philosophical Research (ICPR) and National Council of Rural Institutes.
(NCRI). These research councils, which function outside the university system, promote research and creativity in important areas like social science, history, philosophy and interdisciplinary areas.

Bilateral educational relations have been promoted by institutes like the United States Educational Foundation in India (USEFI), Shastri Indo-Canadian Institute (SICI) and American Institute of Indian Studies by offering fellowships for research on different subjects.

- A conference of State Ministers of Higher and Technical Education was held on January 10-11, 2005, at Bangalore to discuss admissions and fixation of tuition fee for professional education through self-financing private institutions, regulation of private universities and entry of foreign universities in India.

- A Committee of CABE has been setup under the chairmanship of Shri Kanti Biswas, Education Minister, West Bengal to suggest measures for enhancing the autonomy of higher education institutions and to institutionalise the regulatory provisions for promoting autonomy and accountability of higher educational institutions. A Committee of CABE has been set up under the Chairmanship of Prof. Bhalchandra Mungekar, Member, Planning Commission, on financing of higher and technical education.

- It has been decided to constitute a Committee by this Ministry under the Chairmanship of Prof. C. N. R. Rao to examine all relevant issues pertaining to the entry of foreign universities in India.

- Academic institutions in India undertake different activities in collaboration with foreign educational institutions and foreign nationals. Ministry of Human Resource Development has streamlined the guidelines/instructions on procedures to be observed by Indian universities for signing of MoUs with foreign universities. The earlier guidelines were issued in 2003. Under these guidelines, Central universities were expected to take permission of the Ministry of Human Resource Development, deemed universities had to take UGC’s permission and State universities had to take the State Government’s permission. The same was considered an unnecessary interference in the autonomy of institutions of higher learning.

- The draft ‘Model universities Act’ circulated by the UGC has been withdrawn. This will remove all apprehensions among the academic community about imposition of uniform norms across the university system.

- Selection procedures, which were stalled for the last few years because of non-appointment of visitor’s nominee, have now been expedited.

- The Government had decided to restore the Central University status of the University of Allahabad and conversion of Manipur University into a Central University.

- An additional amount of Rs. 153 crore has been allocated under NCMP for infrastructural development in the universities located in backward as well as in the North-East Region.

- Shri S. Sathyam, Former Secretary, Government of India, is enquiring into the circumstances leading to the current state of affairs in the Gandhian Institute of Studies (GIS), Varanasi, one of the 27 institutes supported by the Indian Council for Social Science Research (ICSSR), New Delhi.

## Technical Education

The Technical Education system in the country covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts. The Ministry of Human Resource Development caters to programmes at undergraduate, postgraduate and research levels.

The technical education at the Central level comprises the All India Council for Technical Education (AICTE), which is the statutory body for proper planning and coordinated development of the technical education system; seven Indian Institutes of Technology (IITs) which are Institutions of National Importance; six Indian Institutes of Management (IIMs), five deemed-to-be-universities, namely Indian Institute of Science (IISc), Bangalore, Indian School of Mines (ISM),...
The technical education system in the country covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts. The Ministry of Human Resource Development caters to programmes at undergraduate, postgraduate and research levels.

Dhanbad, School of Planning and Architecture (SPA), New Delhi, Indian Institute of Information Technology and Management (IIITM), Gwalior, and Indian Institute of Information Technology (IIIT), Allahabad; 18 National Institutes of Technology (NITs); other technical institutes in the Central sector, such as the National Institute of Foundry and Forge Technology (NIFFT), Ranchi; the National Institute of Industrial Engineering (NITIE), Mumbai; Sant Longowal Institute of Engineering and Technology (SLIET), Longowal; North Eastern Regional Institute of Science and Technology (NERIST), Itanagar; 4 National Institute of Technical Teachers Training and Research (NITTTRs); and 4 Boards of Apprenticeship Training (BOATs). Other schemes at the Central level include Programme for Apprenticeship Training (Scholarships and Stipends); Assistance to universities for Technical Education; Community Polytechnics; World Bank Project for Improvement of Polytechnic Education, Technical Education Quality Improvement Programme of Government of India (TEQIP), Polytechnic for disabled Persons; Payment for Professional and Special Services; Direct Central Assistance to the Central Institutions, namely, Research and Development, Modernisation and Removal of Obsolescence of Engineering Laboratories and Workshops and Thrust Areas of Technical Education; Human Resource Development in Information Technology; Support to distance and web-based education; National Programme for Earthquake Engineering Education (NPEEE), Indian National Digital Library for Science and Technology (INDEST) Consortium; Asian Institute of Technology, Bangkok; Expenditure on Foreign Delegations and Foreign Experts; Technology Development Missions. There also exists one public sector undertaking, namely, Educational Consultants India Ltd. (Ed.CIL) under the Technical Education system of the Ministry.

To leverage new information and communication technologies (ICTs) to enhance learning effectiveness and expand access to high quality education, a National Programme on Technology Enhanced Learning (NP-TEL) is being implemented. This provides content support in the form of digital video-based courses/enrichment programmes to technology channels on a sustained basis. This also help to create web-based courses/programmes for enhancing learning effectiveness in the entire technical education system.

Policy Framework for Promotion of Post-Graduate Education and Research in Engineering and Technology was laid down to give special thrust to postgraduate education and to engineering and technology. Apex bodies, UGC, AICTE and education institutions have taken steps towards implementation of strategies laid down in the policy framework.

To meet the emerging need for quality manpower in IT and related areas, necessary initiatives have been taken. Based on the recommendations of a National Task Force, a National Programme of HRD in IT has been drawn.

The Government has taken a number of steps by improving the academic environment in the country. As part of the Government’s commitment to respect the autonomy of all technical institutes of learning, in particular those which have attained excellence, such
Institutes, as a measure towards enhancement of their autonomy, are being empowered to take all relevant decisions and are being allowed to develop further. A number of measures have been initiated to strengthen the autonomy of the institutions like IITs and IIMs, Indian School of Mines, Sant Longowal Institute of Engineering and Technology, etc.

It has been decided that all admissions to the undergraduate programmes in engineering, architecture and planning in all the National Institutes of Technology (NITs), Indian Institute of Information technology (IITs), Allahabad and Gwalior, National Institute of Forge and Foundry Technology (NIFFT), Ranchi, School of Planning (SPA), New Delhi, and other Institutes of Central Government as specified shall be made through All India Entrance Examination (AIEEE) conducted by the Central Board of Secondary Education. All the other deemed and Central Universities will have the option to participate in the AIEEE or conduct their own entrance examination and admit students in a fair and transparent manner. The State Governments shall continue to hold their own common entrance tests for admission in institutions within their States as before. However, States willing to participate in the AIEEE for all or a part of the total seats in the State can participate in AIEEE by giving the option to the CBSE. A similar decision has also been taken in regard to admissions in MBA/PGDM (or equivalent) programmes in the country. The All India Master of Computer Application Test (AIMCAT) has been dispensed with.

It is proposed to provide enhanced funding to the IITs for introducing certain new Integrated Programmes with multi-disciplinary orientation and for strengthening of the infrastructure. Dual Degree Programmes in Engineering Physics, with specialisation in Nano Science, five-year integrated B.Tech. and MBA, M.Tech. in Financial Engineering are some of the courses at advanced stages of finalisation. Proposals are also underway to revive the Block Grant Scheme of Non-Plan funding to IITs and IIMs. This is intended to bring about greater autonomy in these institutions and also to develop a certain degree of resilience in these institutions. Taking 2003-04 as the base year, it is proposed to provide matching grants from Non-Plan grants against net savings. Special grant is also proposed to be provided under force majeure in order to take care of the circumstance beyond the control of these institutions.

The issue of fees to be charged by the Indian Institute of Managements (IIMs) has been resolved, as also the provision of freeships for meritorious students. It has been decided that all students, whose annual gross family income is Rs. 2 lakh and below, will be eligible for receiving financial assistance amounting up to full tuition fee waiver. All the six IIMs have provided Need-Based Financial Assistance of Rs. 2.34 crore during the Academic Year 2004-05 to 373 students having parental income below Rs. 2 lakh per annum. Three Indian Institutes of Management (IIMs) at Lucknow, Indore and Kozhikode have been provided with additional funding for infrastructure development.

Under NCMP, 58 new Polytechnics are being established in special focus districts at a cost of Rs. 9 crore per Polytechnic. Also, 185 existing Polytechnics in the special focus districts will be sanctioned Rs 25 lakh each
to strengthen their infrastructural capabilities (laboratory equipment / machinery). Setting up of new polytechnics and infrastructural development in existing polytechnics in identified special focus districts, comprising areas of concentration of educationally backward minorities, Schedule V and VI areas, and areas with SC female literacy of less than 10 per cent, is expected to lead to increased participation and enrolment from these sections of society. The Community Polytechnics Scheme run through 669 existing Polytechnics is being revised to increase its scope of coverage, expansion, improvement in quality of training (competency based), skill development of the trainees, etc.

An Indian Institute of Information Technology, Design and Manufacturing has been set up at Jabalpur in MP. The Institute was inaugurated on February 7, 2005. This institute is expected to meet the ever increasing demand of information technology professionals in the country.

As regards special attention to the North-Eastern States, action for opening an IIM in the North-Eastern Region is being taken. A proposal for setting up faculties of engineering and management in selected institutions in each State of the N-E Region is being considered. Also, there is proposal for setting up of Central Institute of Technology at Kokrajhar in Assam at an estimated project cost of Rs. 25 crore. The Institute is expected to start functioning from 2005-06 and will offer diploma and vocational level courses.

A Committee of CABE has been set up on the subject of “Financing of Higher and Technical Education” under the Chairmanship of Prof. Bhalchandra Mungekar, Member, Planning Commission. It, *inter alia*, expects to address the commitment of the Government in the National Common Minimum Programme that nobody will be denied professional education because he or she is poor.

**Book Promotion**

In order to encourage book promotional activities, the Government engages NGOs to supplement its effort. A scheme of ‘Book Promotional Activities and Voluntary Agencies’ is operated directly by the Ministry. Under the scheme, the Ministry gives grant-in-aid to voluntary organisations and associations of publishers and authors for organising seminars, training courses, workshops and annual conventions connected with book promotional activities. Grants are also given to the reputed Voluntary Organisations for organising the Delhi Book Fair and National Book Fairs, etc. Care is taken to ensure that organisations from all over the country are provided financial assistance. It is the endeavour of the Government to give special emphasis to organisations belonging to North-East Region. Grants are released up to a maximum of 75 per cent of the total expenditure approved.

**National Book Trust**

The National Book Trust was set up by the Government of India in 1957, with the objective of encouraging production of reading material at moderate price and fostering book mindedness among people. The NBT
provides financial assistance to authors and illustrators for bringing out reasonably priced textbooks and reference books for students of all levels and for publication of books for children and neo-literates. It also promotes book reading habit all over the country by (a) providing financial assistance for organising book fairs, festivals and exhibitions, (b) organising symposia and workshops, (c) sponsoring celebrations of National Book Week and (d) setting up of reading clubs in schools. To promote Indian books and Indian authorship abroad, it participates in various international book fairs. The annual Frankfurt Book Fair and Tokyo International Book Fair are two premier international events in which the NBT participates regularly.

Copyright Office

The Copyright Office was established in 1958 in pursuance of Section 9 of the Copyright Act, 1957. Copyright comes into existence as soon as a work is created and its acquisition does not require any legal formality. Though registration is optional, the Copyright Act, 1957, as amended from time to time, provides for registration of Copyright of an original literary, dramatic, musical and artistic works; Cinematograph Films and Sound Recordings.

In addition, the Copyright Office also registers the changes in the particulars of Copyright entered in the registers of Copyright in accordance with Rule 16 of the Copyright Rules, 1958. Moreover, Copyright Office also issues certified copies of extracts from the Register of Copyrights. Inspection of the Register of Copyright is also open to the interested persons at all reasonable times.

The Copyright Office has been computerised and all particulars of works are entered into the computer. The Copyright Office will be modernised very soon and the draft plan for this is under preparation.
Language

Some of the important programmes that continued during the year include Promotion and development of Sanskrit language through different Sanskrit institutions; development of Hindi and training of Hindi teachers from non-Hindi States; promotion of all Indian languages of VIII Schedule by making extensive use of information technology; appointment of Indian languages teachers; Area Intensive and Madarsa Modernisation Programme for educationally backward minorities; Scholarship Scheme for meritorious children as well as scholarship for students of non-Hindi States for study of Hindi; Book and workshops on Intellectual Property Rights, management of Copyright Act through educational institutions and other institutions and strengthening of cultural and human values in education in schools and non-formal educational centres with the help of reputed organisations.

All these schemes will be continued in the next financial year. The scheme for Education in Culture and Human Values has been strengthened for wider coverage and the scholarship scheme is being modified to enable meritorious children to avail of the scholarship. Similarly, the scheme for development of Sanskrit language is also being modified and strengthened.

Scholarships

The National Scholarship Scheme and Scheme of Scholarship at the Secondary Stage for Talented Children from Rural Areas have been merged into a new scheme entitled 'National Merit Scholarship Scheme' for implementation with revised provisions from the Tenth Five Year Plan. These schemes and the Scheme of Scholarship to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi are being implemented through State Governments and UT administrations.