

## CHAPTER 29

### EDUCATION

The international movement towards Education for All (EFA) encompasses six goals of early childhood care and education, universal elementary education, adult literacy, adolescent and life skill education, gender equality and all aspects of quality education. These goals are designed to enable children and young adults to realize their right to learn. The Government of India is committed to the Education for All (EFA) goals, which encompass early childhood care and education, primary education, girls' education, as also adult education. Government of India implements a number of programmes for the achievement of the EFA goals, including, inter alia, Sarva Shiksha Abhiyan (SSA), Mid Day Meal Scheme (MDM) and National Literacy Mission (NLM). The National Policy on Education (1986) and its Programme of Action (1992) has made direct reference to the promotion of International Cooperation as an important objective of education. The Ministry of Human Resource Development has been initiating independent agreements in the form of Educational Exchange Programme (EEP) with various countries to give a more focused attention to meaningful cooperation for sharing best practices in the field of education for mutual benefit. The EEP signed by the Ministry is of an over-arching nature within which the apex bodies/institutions under the Ministry can go for specific arrangements with their counterparts in different countries. For inclusive education, emphasis has been given for educationally backward areas like J&K, North Eastern Region (NER) States i.e. establishment new NITs in NER states, opening of new Central Universities, Polytechnics, Model Degree College, and Community Polytechnics, etc. In order to promote women education, women hostels, women Polytechnics, Equal Opportunity Cells (EOC), etc. have been established. The National Literacy Mission has been modified and renamed SAAKSHAR BHARAT, which was launched on 8.9.2009. To ensure equity and inclusiveness, achieve the overall objectives of reducing gender gap in literacy levels and minimize social disparities, nearly 60 out of 70 million targeted beneficiaries, that is 85% of the total target, will be women and nearly 50% of the target group will comprise SCs/STs and minorities. District, Block and Gram Panchayats have been given key roles in planning, implementing and monitoring of the programme. The Mission will be implemented through Gram Panchayats at the grassroot level and by other PRIs at the district and sub-district levels.

In accordance with National Curriculum Framework (NCF) -2005, the examination reform includes making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a Board certificate) to undergo internal school assessment instead. In this context, the decisions are (1) there will be no class X board examination w.e.f 2011; (2) the students of class IX and X will be assessed on the basis of CCE (Continuous and Comprehensive Evaluation) to be implemented at the school level. CCE will be applicable to class IX students from the session 2009-10; (3) for students who wish to move out of their schools and for students in schools that have no higher secondary classes, on-demand examination will be offered by CBSE from 2011 onwards. Students continuing in the same school in class XI will have the option to appear for on-demand examination to get themselves assessed; and (4) class X students of the current session 2009-10 will have to appear in the usual Board examination of CBSE in 2010. Besides, it has been decided to replace the present system of awarding marks by grades in all subjects in Class X Board examination to be conducted by CBSE in 2010. Such grading would be continued for on demand examination of 2011 and beyond and also for CCE.

#### A. Elementary Education:

There are broadly four stages of school education in India, namely, primary, upper primary, secondary and higher/senior secondary. In pursuance of the National Policy on Education, there have been attempts to evolve a uniform pattern of 12 years of school education, commonly known as 10+2 pattern. The 'plus two' stage refers to classes XI and XII, which constitute higher/senior secondary stage. Secondary stage consists of classes IX and X. The initial schooling stage up to class V is called primary stage. Upper primary stage which is also known as middle stage, consist of classes VI to VIII. The schooling stage up to classes VIII is generally called 'elementary stage'. The important programmes and organisation promoting elementary education are as under:

**Free and Compulsory Education:** The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) provides the legislative framework for Universalisation of Elementary Education (UEE). The salient features of the Act are: (1) It confirms the right of children to free and compulsory education till completion of elementary education in a neighbourhood school; (2) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education; (3) It makes provisions for a non-admitted child to be admitted to an age appropriate class; (4) It specifies the duties and

responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments; (5) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher working hours; (6) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief; (7) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications; (8) It prohibits (i) physical punishment and mental harassment, (ii) screening procedures for admission of children, (iii) capitation fees, (iv) private tuition by teachers, (v) running of schools without recognition; (9) It provides for the following penalties: (a) for charging capitation fee : fine upto 10 times the capitation fee charged, (b) for resorting to screening during admission : ` 25000 for first contravention; ` 50000 for each subsequent contravention, and (c) for running a school without recognition : fine upto ` one lakh, and in case of continuing contravention ` 10000 for each day during which the contravention continues; (10) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning; and (11) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court. Ministry of HRD has set up a Committee to identify SSA norms that require to be brought in conformity with RTE norms and standards, including for example, pupil teacher ratio, teacher classroom ratio, etc.

**Sarva Shiksha Abhiyan (SSA):** The SSA is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country. The programme seeks to open new schools in those 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 grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide. Some main features of SSA as under:

- **Promotion of girls' education:** SSA promotes girls' education to equalize educational opportunities and eliminate gender disparities. A two pronged strategy is adopted for the promotion of girls education, namely to make the education system responsive to the needs of girls, and simultaneously to generate a community demand for girls' education. Special effort is also made to bring out-of-school girls, especially girls from the disadvantaged sections, to school. Girls' education has received primacy through two special interventions subsumed under SSA, namely the National Programme for Girls Education at Elementary Level (NPEGEL) and Kasturba Gandhi Balika Vidyalaya (KGBV). Concern for education of socially disadvantaged groups is interwoven in SSA.
- **Special Focus Groups:** SSA lays a special focus on the children of disadvantaged social groups (SC, ST, OBC & Minority communities). SSA targets geographical areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of allocation of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far. 399 such districts have been identified as special focus districts for targeted interventions under SSA, which include 61 districts with high SC population, 109 districts with high ST population, 88 districts with high Muslim population and over 3000 blocks with low female literacy and highest gender gap called educationally backward blocks (EBB) have also been identified to focus on girls' education.
- **Inclusive Education:** The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education.
- **Improving Quality:** The program aims to bring a broad shift towards schools and systems that are child-friendly and inclusive, responsive to each child's needs and able to ensure their learning. Across the country, States are being supported to design and implement comprehensive Quality Improvement Programs, to bring about overall changes in their teachers, curricula, learning materials, learning processes, learning outcomes, assessment and monitoring systems, in order to ensure that the quality of students' learning is improved.

- **Distance Education Programmes for Teachers:** The programme provides technical and academic support in designing, developing, producing and delivering distance learning inputs and materials training of untrained teachers, thus facilitating training of professionally untrained teachers in the states. More than one lakh untrained teachers have been registered for the distance mode training so far.

**National Programme for Girls Education at Elementary Level (NPEGEL):** NPEGL is a holistic effort to address obstacles to girls' education at the micro level through flexible, decentralised processes and decision making. NPEGEL is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly. Children become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/peers in class. The scheme emphasizes the responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out. Recognizing the need for support services to help girls with responsibilities with regard to fuel, fodder, water, sibling care and paid and unpaid work, provisions have been made for incentives that are decided locally based on needs, and through the provision of ECCE, as child care for the two and three year old children. Gender sensitive teaching learning materials as also additional subjects like self-defense, life skills, legal rights, gender have been provided in the scheme.

**Kasturba Gandhi Balika Vidyalaya Scheme:** Kasturba Gandhi Balika Vidyalaya (KGBV) scheme provides for setting up of residential upper primary schools for girls from SC, ST, OBC and Muslim communities. This scheme targets areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls.

**Mid Day Meal in Schools:** With a view to enhance enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, in 2,408 blocks in the country as a dry ration scheme. Under this programme, foodgrains @ 3 kgs per student /per month was provided to all the children of classes' I-V in all Government, Local body and Government aided schools in all the States and UTs subject to a minimum of 80% attendance of such children. By the year 1997-98 the NP-NSPE was extended to all blocks of the country. Later, this became a cooked Mid Day Meal Scheme. The National Programme of Mid Day Meal in Schools (NPMDDMS) presently covers all children studying in Classes I-VIII in Government, Government Aided and Local Body Schools, Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) centres including Madarsas and Maqtabas supported under SSA. The overall responsibility for providing cooked and nutritious mid day meal to the eligible children lies with the State Governments and Union Territory Administrations.

**Mahila Samakhya Programme:** Mahila Samakhya (MS) initiated in 1989, is an ongoing scheme for women's empowerment. The critical focus within MS is the centrality of education in empowering women to achieve equality. MS is GoI's main scheme targeted at addressing the barriers that prevent rural women and girls from accessing education, such as problems of their relative isolation, struggle for livelihoods, lack of self confidence, oppressive social customs etc. MS aims to create a collective awareness and understanding of women's subordinate contexts and build their capacities to challenge it.

## **B. Secondary Education:**

Secondary Education serves as a link between the elementary and higher education, and plays a very important role in this respect. A child's future can depend a lot on the type of education she/he receives at the secondary level. The Secondary level of education includes children between the age group of 14-18 years, studying in classes 9-10 leading to higher secondary classes of 11 and 12. A host of programmes and organisations that support Secondary Education under the administrative control of the Union Department of Education are:

**Rashtria Madhyamik Shiksha Abhiyan:** This scheme was launched in March 2009 with objective to enhance access to secondary education and improve its quality. It envisaged achieving an enrolment rate of 75% from 52.26% in 2005-06 at secondary satge within 5 years by providing a secondary school within a reasonable distance of any inhabitation. The other objectives include improving quality of education imparted at secondary level, removing gender, socio-economic and disability, providing universal access to secondary level education by 2017 and achieving universal retention by 2020.

**Setting up Model Schools at Block level:** The Scheme for setting up model schools at block level was launched in 2008-09 to provide education to talented rural children through setting up 6000 model schools as benchmark of excellence at block level at the rate one school per block. The scheme would be implemented in two modes, one for 3500 educationally backward blocks (EBB) in Government sector and another for remaining 2500 blocks.

**Construction and running of Girls' hostel:** A scheme for Construction and running of girls' hostel for students of secondary and higher secondary schools has been launched in 2008-09 with objectives to retain girl child in secondary school. The girl student in the age group 14-18 years studying in class IX to XII belonging to SC, ST, OBC, minority communities and BPL families are target group and at least 50% of the girls would be from SC, ST, OBC, minority communities.

**Inclusive Education for disabled:** A scheme 'Inclusive Education for disabled at secondary education (IEDSE) launched in 2009 covering the children studying in class IX to XII and having the disability of blindness, low vision, leprosy cured, hearing impairment, locomotors disabilities, mental retardation, mental illness, autism and cerebral palsy. A lump sum amount of ₹ 30000 per child per annum have prescribed under this scheme.

**National Means-cum Merit Scholarship:** The scheme National Means-cum Merit Scholarship was launched in 2009 to award scholarships meritorious students of economic weaker sections to arrest their drop-out at class VIII and encourage them to continue in the secondary stage that is upto class XII. An amount of ₹ 500 per student per month would be awarded to the selected students of government, local bodies and government-aided schools, having annual parental income from all sources not more than 1.5 lakh.

**Incentive to Girls for secondary education:** The scheme 'Incentive to Girls for secondary education' was launched in 2009. A ₹ 3000 would be deposited as fixed deposit to (i) all girls belonging to SC/ST communities, who pass class VII and (ii) all girls who pass VIII examination from Kasturba Gandhi Vidyalaya and enroll in Class IX in government, local bodies and government-aided schools. She is entitled to withdraw it along with interest thereon on reaching 18 years of age and she would have already passed 10<sup>th</sup> class examination.

**Kendiya Vidyalaya Sangathan:** The Scheme Kendiya Vidyalaya Sangathan was launched in 1962 to provide uninterrupted education to the wards of the transferable Central Government employees. It has 18 regional offices and 4 zonal institute of educational training.

**Novodaya Vidyalaya Samiti:** As envisaged in National policy on Education, 1986, envisaged for setting up residential Novodaya Vidyalayas with aim of providing excellence coupled with equality and social justice and accordingly, Novodaya Vidyalaya Samiti was registered for this purpose.

**National Council of Educational Research and Training (NCERT):** In 1961, the Government of India established the NCERT as an autonomous organization to assist and advise the governments at the Centre and in States in the implementation of their policies for education, especially to bring about qualitative changes in school education and teacher preparation. Over the years, the Council has evolved into a unique organization, with its increasing range of activities that has influenced school education in India.

**National Institute of Open Schooling (NIOS):** The National Institute of Open Schooling formally National Open School (NOS) has emerged as the largest Schooling organisation in the world. NIOS, with international recognition and presence, provides access to sustainable and learner-centric quality school education, skill up gradation and training through open and distance learning.

**Central Board of Secondary Education (CBSE):** The CBSE set up in 1929 is an autonomous body and second oldest board working under aegis of Ministry Human Resource Development. The main objectives are (1) affiliating institutions in and outside the country; conducting annual examinations at the end of Class X and XII; conducting of entrance examinations to professional courses for admission into medical and engineering colleges; updating and designing curriculum; and empowering the teachers and heads of institutions.

**Central Tibetan Schools Administration (CTSA):** The CTSA is an autonomous organization under Ministry Human Resource Development with its main objectives is to run, manage, and assist education institutions set up for the education of Tibetan children living in India while preserving and promoting their culture and heritage.

### **C. Higher Education:**

Higher education consist, education after schooling i.e. after completion of at least twelve years of school education e.g. diploma after completion of 12 year of schooling, graduate, post graduate diploma and degree, M. Phil/ Ph.D. etc. in any stream like Arts, Commerce, Science, Engineering, Architecture, Medicine, Agriculture, Fisheries, Laws, Teaching etc. the important programmes and organizations involved in higher education are as under:

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

**Deemed to be Universities:** An institution of higher education other than a university, of high standards in specific area of study, can be declared by the Central Government on the advice of the UGC as an Institution "Deemed to be university". Institutions deemed to be universities enjoy the academic status and privileges of universities.

**Women in Higher Education:** Women constitute 48% of the total population of India. The principle of gender equity is enshrined in Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles and also reducing the gender gap in higher education is a focus area. UGC has also undertaken several schemes for the benefit of girls and women which include:

- Indira Gandhi Scholarship amounting to ₹ 2000 per month up to the age of 30 years at the time of admission of Postgraduate courses for such Girls who happen to be single child of their parents.
- UGC has been providing assistance for construction of women hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society at large, as also to bring about gender equity and equal representation of women.
- Development of Women's Studies in Universities and Colleges.
- Increasing the participation of women in higher education management including in faculty, administration and staff for better gender balance.

**Social Group Equity In Higher Education:** The following provisions for SC/ST/ OBC/Minorities getting higher education have been made:

- **Equal Opportunity Cells (EOC) for SC/ST/ OBC/Minorities:** To make institutions more responsive to the needs and constraints of the disadvantaged social groups, the UGC has assisted institutions to establish "Equal Opportunity Cells" to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counseling in academic, financial, social and other matters.
- **Residential Coaching Academy for SC/ST/ Minorities and Women:** The main objective is to establish residential coaching academics in Universities and Colleges, to run schemes of 'Coaching for students at UG/PG level', 'Coaching for students to prepare for National Eligibility Test (NET)', 'Coaching for students for entry in services covered under Central and State Governments'. The aim of these schemes is to prepare students for NET and all India & State Civil Services examinations and UG/PG level examinations.
- **Post-Doctoral Fellowship for SC/ST:** The scheme was initiated with the purpose of enhancing human resources of SC/ST candidates by providing Post-Doctoral Fellowships exclusively for such candidates who have obtained a doctoral degree and have published research work to their credit.
- **Post-Graduate Scholarships for SC/ST students:** Keeping in view the social background of the students from deprived sections of the society, the scholarship scheme is initiated. The objective of the scheme is to provide financial assistance for upto 1000 SC/ST candidates for pursuing Postgraduate level studies in professional subjects at recognized Indian Universities and Colleges.

**Academic Staff Colleges (ASC):** As many as 66 Academic Staff Colleges (ASCs) have been set up in the university system for conducting specially designed Orientation Programmes of four weeks duration for newly appointed teachers and Refresher Courses of three weeks duration for in-service teachers. 15 universities and specialized institutions have been identified as UGC-Refresher Course Centres (UGC-RCC). Besides, the other programmes run by the UGC are Financial Assistance to College Teachers, etc., Inter-University Centres, Faculty Improvement Programme (FIP), and Bilateral Exchange Programmes.

**Indian Institute of Advanced Study (IIAS):** IIAS is an advanced residential research centre for free and creative enquiry into the fundamental themes and problems of life and thought. It was established in 1965 in Shimla (H.P.) under the Societies Registration Act 1860 and is housed in Rashtrapati Nivas, Shimla. The objectives of the Institute are to promote creative thought in areas which have deep human significance and to provide an environment suitable for academic research and also to undertake, organize, guide and promote advanced research in Humanities (e.g. Art and Aesthetics; Comparative Study of Literature and Religion; and Philosophy); Social Sciences (e.g. Development Studies, Comparative Study of Political Institutions; Socio-Economic and Socio-Cultural formations in Historical Perspectives); Science, Technology and Development; Methodologies and Techniques.

**Indian Council of Philosophical Research (ICPR):** ICPR set up by the Ministry of Education, Government of India in was registered as a society in March 1977 under the Societies Act, 1860. The aims and objectives of the Council Primarily are to aid and assist research and its publication in the field of Philosophy, and to conduct seminars/workshops/conferences for the promotion and propagation of research activities in the field of Philosophy.

**Indian Council of Social Science Research (ICSSR):** The ICSSR was established in 1969 in New Delhi for promoting social science research, strengthening of different disciplines, improving the quality and quantum of research and its utilization in national policy formulation.

**Association of Indian Universities (AIU):** The AIU is registered under the Societies Registration Act, 1860 at New Delhi with membership of Indian Universities. It provides a forum to administrators and academic of member Universities/Institutions to exchange views and discuss matters of common concern.

**Indian Council of Historical Research (ICHR):** The ICHR was established by the Government of India on 27<sup>th</sup> March 1972 as an Autonomous Organization in New Delhi to encourage objective and scientific research in various aspects of History. The prime aim of the Council is to give proper direction to historical research, encourage and foster of objective and scientific writing of history, not only from the point of view of national integration but also to inculcate respect for our cultural heritage without encouraging a blind acceptance of obscurantism and revivalism in historical writings.

**National Council of Rural Institutes (NCRI):** The National Council of Rural Institutes (NCRI) situated at Hyderabad is an autonomous body with the Department of Higher Education, Ministry of HRD, and promotes rural higher education founded on Gandhian philosophy.

#### **D. Technical Education:**

The technical education system in the country can be broadly classified into three categories - Central Government funded institutions, State Government/State-funded institutions and self financed institutions. The important programmes and organisation promoting the technical education are under:

**All India Council for Technical Education (AICTE):** The AICTE was set-up in 1945 and later on in 1987 given statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions and for introduction of new courses. It also lays down norms and standards for such institutions. It also ensures quality development of technical education through accreditation of technical programmes. In addition to its regulatory role, the AICTE also has a promotional role, which it implements through schemes for promoting technical education for women, handicapped and weaker section of the society, promoting innovations, faculty development & research, giving grants to technical institutions etc.

**Council of Architecture:** The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972 enacted by the Parliament of India, which came into force on 1st September, 1972. The Act provide for registration of Architects and matters connected therewith. The COA is consulted before any architectural qualification is notified as recognized under the Act by the Central Government. The Council has prescribed the minimum standards of architectural education. The Council of Architecture Rules 1973 has recently been amended by notifying the Council of Architecture (Amendment) Rules, 2009 on 1<sup>st</sup> July, 2009.

**Indian Institutes of Technology (IITs):** Indian Institutes of Technology (IITs), Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee were established as 'Institutions of National Importance' under The Institutes of Technology Act, 1961. Their main objective is to impart world-class training in engineering and technology; to conduct research in the relevant fields; advancement of learning and dissemination of knowledge. These Institutes are also contributing significantly to education and research in basic sciences and humanities. The IITs offer undergraduate programmes in various branches of engineering and technology; postgraduate programmes with specialization; and, Ph.D. programmes in various engineering and science disciplines interdisciplinary areas; and conduct basic, applied and sponsored research.

**Indian Institute of Information Technology:** The Indian institute of Information Technology, Allahabad was established in 1999 and got conferred Deemed-to-be University Status in 2000. The Institute has Undergraduate Programmes (B.Tech in Information Technology and Electronics & Communication), Postgraduate programmes (M.Tech in Bio-Informatics, Intelligent Systems, Wireless Communication & Computing and Software Engineering, Human Computer Interaction, Robotics and Microelectronics), MBA (IT), Master of Science in Cyber Law and Information Security, MS (CUS) and Ph.D. programmes in cutting edge areas.

**Indian Institute of Science, Bangalore (IISc.):** The IISc is engaged in higher learning and advanced research at the cutting edge of science and technology. The Institute has introduced many innovations in teaching and research that have contributed to the growth of science and technology in the country. The traditional programmes are ME, M.Tech., M.Des., MBA, M.Sc. (Engg.) and Ph.D. degrees.

**Indian Institutes of Science Education and Research (IISERs):** The Government of India set up five Indian Institute of Science Education and Research (IISERs) at Pune, Kolkata, Mohali, Bhopal and Thiruvananthapuram. These IISERs are envisaged to carry out research in frontier areas of science and to provide quality science education at the undergraduate and postgraduate level.

**Indian Institutes of Management (IIMs):** The Indian Institutes of Management (IIMs) located at Ahmedabad, Bangalore, Kolkata, Lucknow, Indore, Kozhikode and Shillong are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy. These Institutions are recognized as premier management institutions, comparable to the best in the world for teaching, research and interaction with industries. IIMs conduct Post-graduate Diploma Programmes in Management (equivalent to MBA), fellowship Programmes in Management (equivalent to Ph.D), Short-term Management Development and Organization based programmes as well as carry out Research and Consultancy for the industry.

**Indian School of Mines (ISM):** The ISM, Dhanbad was established in 1926 for providing instructions and research in mining and allied fields. In 1967, ISM was converted into a Deemed University. The School has around 52 major ongoing R&D projects, with an external funding of more than ₹9.58 crores. Indian School of Mines also offers Executive Development programmes catering to the needs of mining, mineral, oil, steel, engineering, manufacturing sectors and emerging science & technology areas.

## **E. Adult Education:**

The main focus of Adult Education in India, so far, has been primarily, on its very bottom tier, which is, 'basic literacy'. Reason being, at the time of Independence, 86% of India's population was illiterate. Since lifelong learning presupposes basic literacy, the obvious priority of the Government, as reiterated in the National Policy on Education, 1968/1986/1992 has been primarily on 'universalisation of literacy'. For the accomplishment of this objective, a series of programmes have been introduced since the First Plan period, the most prominent being the National Literacy Mission (NLM), launched as one of the five technology missions, in 1988 to impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner. 597 districts have been covered under Literacy programmes, 95 under Total Literacy Campaign, 174 under Post-Literacy Programme and 328 Districts under Continuing Education Programme. 26 State Resource Centers have been set up to extend pedagogical support to literacy programmes in the respective states, and 221 Jan Shikshana Sansthan have been established to impart skill development training.

**Saakshar Bharat:** The Saakshar Bharat Programme was launched by the Government of India (GOI) in 2009, which aims to further accentuate Adult Education, especially women in the age group of 15 and above. The objectives of the programme are: (1) imparting functional literacy and numeracy to non-literate and non-numerate adults; (2) enabling the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system; (3) imparting non and neo-literates relevant skill development programmes to improve their earning and living conditions; and (4) promoting a learning society by providing opportunities to neo-literate adults for continuing education.

**Jan Shikshan Sansthan (JSSs):** The JSSs are established to provide vocational training to non-literate, neoliterate, as well as school drop outs by identifying skills as would have a market in the region of their establishment. JSSs impart skill development training in nearly 394 vocational courses in Cutting and Tailoring, Beauty Culture and Health Care, Fashion Design, etc.

**National Literacy Mission Authority (NLMA):** The NLMA has been set up as an independent and autonomous wing of the Department to promote literacy and adult education and to achieve the goals spelt out in the National Policy on Education and Saakshar Bharat to be an operating and implementing organization at national level for all the activities envisaged in National Literacy Mission and to undertake such other activity for adult education as the Authority may consider appropriate.

The concept and definition of various terms are as under:

**Institution:** means institutions recognized/approved by a competent authority e.g. Central/State Government or other authorized agencies, e.g. Boards of Secondary education, UGC, AICTE, MCI, ICAR, Directorates of Education or other duly empowered authority.

**Recognised Institutions:** are those in which the course (s) of study followed is/are that which is/are prescribed or recognized by the Government (Central or State) or by a University or by a Board of Secondary and or Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, in respect of reasonable standard of efficiency. They are open to inspection and their students are ordinarily eligible for admission to public examinations and tests held by the Government or the University or the Board or by any other authorized agency.

**Local Bodies:** includes District Boards, Municipal Boards, Cantonment Boards, town Area Committee, Panchayat Samities, Zila Parishads, etc.

**Pre-Primary School/Classes:** includes all Nurseries, Kindergarten and other such Schools/classes.

**Higher Secondary Schools (10 + 2 pattern):** All those schools after passing out from which, the students can be admitted in degree classes in colleges/Universities.

**Institutions for Boys and Girls:** An institution for “Boys” stands not only for an institution in which only boys are admitted but also includes co-educational institutions. An institution for girls is one, which is open to girls only.

**Enrolment:** means number of pupils or students enrolled in a given grade/class or level of education on a specific point of time, regardless of age.

**Enrolment by type of Institution:** means the total number of students studying in an educational institution as a whole irrespective of other different levels of courses being taught in that institution.

**Enrolment stage/level course:** means enrolment in different levels/stage of various courses irrespective of the type of institutions in which these courses are being run.

**Higher Education:** includes all institutions of higher, professional and technical education (which involve at least one year of education beyond 12 years of schooling or equivalent, e.g. polytechnics, etc.)

**Grade/Class:** is a stage of instruction usually covered in one academic year. It can further be divided into sections depending on strength, medium of instruction, performance of students etc.

**Government:** means Central and State Governments and Organisations established and/or wholly funded by them (e.g. KVS, NVS, Board of Secondary Education, Central/State Public Sector Undertakings).

**Private Aided:** means an institution managed by an individual, trust, society, or other private organization and receiving regular maintenance grant from Government or local body.

**Private Unaided:** means an institution managed by an individual, trust, society or other private organization and not receiving regular maintenance grant from Government, or local body. An institution which is in receipt of one-time ad-hoc grant for a specific purpose like building construction, strengthening of library or laboratory facilities, one-time subsidy towards teacher salary etc., but not receiving regular maintenance grant, may be treated as an unaided institution.



**School-age Population:** Population of the age group which officially corresponds to the relevant level of education.

**Gross Enrolment Ratio:** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year.

**Gross Drop Out Rates:** It is defined as the percentage of pupil who drop out from a given period or cycle or level of education in a given cycle/school years.

**Gender Parity Index (GPI):** Ratio of the female – to – male values of a given indicator. A GPI of 1 indicates parity between sexes.

**Pupil-Teacher Ratio (PTR):** Average number of pupils (students) per teacher at a specific level of education in a given school-year.

**Literate:** A person aged 7 years and above who can both read and write with understanding in any language has been taken as literate. It is not necessary for a person to have received any formal education or passed any minimum educational standard for being treated as literate. People who were blind and could read in Braille are treated to be literates.

**Illiterate:** A person, who can neither read nor write or can only read but cannot write in any language, is treated as illiterate. All children of age 6 years or less, even if going to school and have picked up reading and writing, are treated as illiterate.

**Literacy rate:** Literacy rate of population is defined as the percentage of literates to the total population age 7 years and above.

As educational data are concerned, entire education systems in the country right from the pre-primary level to the doctorate level of education. There is no classification for dissemination of data at national level, whereas, International standard Classification Education (ISCED) is used for sending the data to International Agency i.e. Unesco Institute of Statistics (UIS). The periodicity of the data is annual and the reference period is 30th September for numerical data and financial year for financial data. All Statistics relate to recognised institutions only. The main sources of this numerical data are the education Departments of the State Governments/ U.T. Administrations. State Government collect this data directly from the institutions imparting education in the country on census basis. For higher education, the University Grants Commission (UGC) also collects data directly from universities for all their faculties and from constituent and affiliated colleges, with the same date of reference. However, data on the public expenditure on education is compiled annually from the budget documents of the Centre as well as States. Some other sources are National Council of Educational Research & Training (NCERT), Population Census, National Sample Surveys conducted by NSSO, District Information System for Education (DISE), Secondary Education Management Information System (SEMIS), All India Council of Technical Education (AICTE), etc.

### Highlights:

- The number Schools increased from 0.97 million in 2000-01 to 1.35 million in 2007-08, whereas, number of scholars in schools increased from 184.20 million to 243.73 million during the same period. The number universities/colleges increased from 13062 to 23612, the number scholars therein increased from 8.40 million to 12.98 million from 2000-01 to 2007-08.
- The participation of women both in schools and universities/colleges shows increasing trend. The percentage of woman scholars in total scholars studying in schools increased from 42.35% in 2000-01 to 46.33% in 2007-08 and the percentage of woman scholars in total scholars studying in universities/colleges increased from 39.40% to 41.53% during the same period.
- The public expenditure on education increased from ₹ 824.86 billion in 2000-01 to ₹ 1864.99 billion in 2007-08.
- The number universities/deemed to be universities/research institutions increased from 351 in 2001-02 to 508 in 2006-07 and the number of colleges/polytechnics increased from 14232 to 21111, whereas, the number of boards of Sr. secondary/secondary education increased from 39 to 47 and the number of schools for general education increased from 1.08 million to 1.35 million during the same period.

- While the number of enrolments in higher education increased from 1.5 million in 2001-02 to 2.9 in 2007-08, the percentage of women enrolments to total enrolments increased from 27.8% to 33.9% during the same period.
- The number of enrolments in school education (pre-primary to XII) increased from 193.84 million in 2001-02 to 243.73 million in 2007-08, whereas, the number of enrolments in technical/industrial/arts & craft schools increased from 581174 in 2001-02 to 742330 in 2006-07 and the number of enrolments in teacher training schools increased from 107519 to 198010 during the same period.
- The number of teachers in school education increased from 5.17 million in 2001-02 to 6.29 million in 2006-07, and percentage of women teachers increased from 36.38% to 39.09% during the same period, whereas, the number of teachers in colleges and universities increased from 431493 in 2001-02 to 652665 in 2007-08.
- While the overall literacy rate in India was 65%, the male literacy rate was 75% and female literacy rate was 54% in 2001. The overall rural literacy rate increased from 60% in 2003 to 65% in 2007, whereas, the urban literacy rate increased from 81% to 84% during the same period.

**This chapter contains the following tables:**

**Table 29.1:** presents the year-wise institutions and scholars categorized by universities/colleges and schools and public expenditure on education categorized by various heads since 2000-01.

**Table 29.2:** presents the year-wise number of recognized educational institutions categorized by various heads since 2001-02 and State-wise break-up thereof for higher education for 2006-07 and for school education for 2007-08.

**Table 29.3:** presents the year-wise enrolment in higher education according to faculty since 2001-02 and State-wise break-up thereof for 2007-08.

**Table 29.4:** presents the year-wise enrolment in school education by course and stages in recognized institution since 2001-02 and State-wise break-up thereof for 2007-08.

**Table 29.5:** presents the year-wise number of teachers in school education by stages of education in recognized institution since 2001-02 and State-wise break-up thereof for 2007-08.

**Table 29.6:** presents the state-wise literacy rate in India since 1991 to 2001 categorized by person, male and female; and literacy rate in India categorized by rural and urban and further sub-categorized by male, female, person since 2003 and State-wise break-up thereof 2007.