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Quarterly report on the 'Sarva Shiksha Abhiyan' & 100-days programme

A. The Union Minister for Human Resource Development, Shri Kapil Sibal, presented a quarterly report on the 'Sarva Shiksha Abhiyan' here today.

B. He also presented a status report regarding the 100-day programme of the HRD Ministry.

Following is the quarterly report on the 'Sarva Shiksha Abhiyan' :

1. Sarva Shiksha Abhiyan (SSA) is one of India's important social sector programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children. SSA reaches to over 19 crore children in 12 lakh schools in the country. A budget allocation of Rs 13,100 crore has been provided for 2009-10, against which an amount of Rs.4919 crore has been released to States/UTs as on 31.8.2009.
 2. Since inception SSA has made the following contribution to universalizing elementary education:
 - Sanctioned 3.04 lakh new primacy schools, of which 2.70 lakh (89%) have already been operationalised
 - Sanctioned construction of 2.48 lakh new school buildings, of which 2.33 lakh (94%) have been completed
 - Sanctioned construction of 9.78 lakh additional classrooms, of which 9.62 lakh (98.36%) have been completed
 - Sanctioned 1.93 lakh drinking water and 2.63 lakh toilets, of which 95% are complete
 - Sanctioned recruitment of 12.27 lakh teachers at primary and upper primary levels, of which 9.86 lakh (80.35%) have been recruited
 - Undertaken annual in service training for 31.61 lakh teachers in 2008-09
 - Sanctioned 2573 KGBVs, of which 2460 (96%) are operational
 3. For the year 2009-10 SSA will undertake the following:
 - Open 21,419 new schools in unserved habitations.
 - Undertake construction of 14,579 new school buildings and 1.26 lakh additional classrooms
 - Provide drinking water facilities to 8425 schools, and toilets in 71,017 schools; this is in addition to the programmes implemented by the Drinking Water Mission and the Total Sanitation Campaign.
 - Undertake recruitment of 52,239 teachers
 - Provide textbooks 9.79 crore children, and provide in-service teacher training to 40 lakh teachers.
 4. There has been significant improvement in educational parameters since the launch of SSA
- Goal 1:** Enrolment of all children in school, Education Guarantee Centres, Alternate schools, 'Back-to-School' camps:
- Gross Enrolment Ratio (GER) at primary level has increased from 96.3 in 2001-02 to 111.24 in 2006-07. At upper primary GER has increased from 60.2 to 73.63 in the same period.

- As per independent sample survey conducted by SRI-IMRB in 2009, there are 80 lakh children out of school

Goal 2: Retention of all children till the upper primary stage by 2010:

- Dropout rate at primary level has decreased from 39.00% in 2001-02 to 25.43% in 2006-07; at elementary level it has decreased from 54.60% in 2001-02 to 46.03% in 2006-07 (SES: 2006-07)
- Dropout rate at primary level for girls has decreased from 39.90% in 2001-02 to 26.56% in 2006-07; at elementary level it has decreased from 56.69% in 2001-02 to 45.335 in 2006-07. (SES: 2006-07)
- The annual average drop-out rate at primary level is 9.36 (DISE: 2007-08)
- The transition rate from primary to upper primary has improved from 74.15% (2003-04) to 81.13% (2007-08).
- Consequent to the provision of 12.27 lakh teachers, Pupil Teacher Ratio (PTR) has improved from 39:1 to 33:1.

Goal 3: Bridging gender and social category gaps in enrolment, retention and learning

- Share of girls at primary level has increased from 47.47% in 2003-04 to 48.22% in 2007-08. At upper primary level, share of girls has increased from 45.02% to 46.99 in the same period.

DISE		2003-04	2007-08	Remarks
Share of girls	Primary	47.47	48.22	0.75 ppt ↑
	Upper Primary	45.02	46.99	1.97 ppt ↑
Share of SC children	Primary	20.84	19.17	16% population ↑
	Upper Primary		20.08	
Share of ST children	Primary	9.71	11.60	8% population
	Upper Primary		9.23	

Goal-4: Ensuring significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

NCERT has conducted two rounds of learner achievement survey, the highlights of which are tabulated below.

Class		Math	Language	EVS	Science	Soc. Sc.
Class - III (29 States/UTs)	1 st Rd.	58.25	63.12	--	--	--
	2 nd Rd.	61.90	67.00	--	--	--
Class - V (31 States/UTs)	1 st Rd.	46.51	58.57	50.30	--	--
	2 nd Rd.	48.50	60.31	52.19	--	--
Class - VII (10 States/UTs)	1 st Rd.	30.50	54.24	--	37.78	34.04
	2 nd Rd.	40.40	57.30	--	42.90	44.40
Class - VIII (17 States/UTs)	1 st Rd.	39.17	53.86	--	41.30	46.19
	2 nd Rd.	42.57	56.50	--	42.70	47.90

5. Future Steps:

The present dialogue with the States is to:

- Strengthen the process of curriculum reform based on NCF 2005, to harmonize curricula, syllabi, textbooks and evaluation systems, and ensure that they provide an education that is free from discrimination and one that empowers children, especially girls, from disadvantaged groups and weaker sections, and including children with special needs, to participate as equals in all spheres.
- Institute reform in recruitment systems to recruit trained teachers and wherever required provide professional training to untrained teachers in a time bound manner
- Rationalize deployment of teachers such that all schools have the two teachers at primary and one teacher for each class at upper primary level. There should be one Science and one Math subject

teacher at every upper primary school, bringing in greater local accountability and improve student and teacher attendance.

- Encourage States to focus on the quality dimension of the spaces being developed under SSA from the pedagogic perspective, especially in the context of an inclusive policy of education

Sl. No.	Items	Cumulative Targets till 31.3.09	Cumulative Achievement till 31.03.09	Total	Targets for 2009-10
1.	Opening new schools	3,04,853	Opened	2,70,590 (88.76%)	21419
2.	Construction of school buildings	2,48,064	Completed & in progress	2,33,874 (94.27%) *(40864)	14579
3.	Construction of additional classrooms	9,78,738	Completed & in progress	9,62,643 (98.36%) *(163069)	126556
4.	Drinking water facilities	1,93,009	Completed & in progress	1,81,715 (94.14%) *(3733)	8425
5.	Construction of Toilets	2,64,650	Completed & in progress	2,55,014 (96.35%) *(12123)	71017
6.	Teacher appointment	12.27 lakh	Completed	9.86 lakh (80.35%)	52239
7.	Teacher training (20 days)	40,69,694 (Annual 2008-09)	Completed	31,61,105 (77.67%)	4059439 (Annual 2009-10)
8.	Supply of Free Textbooks	8.97 crore (Annual 2008-09)	Completed	8.76 (97.65%)	9.79 crore (Annual 2009-10)
9.	KGBV Schools	2,573	Operationalized -	2,460 (95.60%)	

Following is the Report as regards the 100 day programme for the Department of School Education and Literacy.

Legislative

- 1. All steps will be taken to enact the Right of Children to Free and Compulsory Education Bill. This will be followed by notification of the 86th Constitutional Amendment in the official gazette.**

The Right of Children to Free and Compulsory Education Bill 2009 was passed by the Rajya Sabha on 20th July, 2009 and by the Lok Sabha on 4th August, 2009. After obtaining assent of the President to the Bill, "The Right of Children to Free and Compulsory Education Act, 2009" has been published in the Gazette of India on 27th August, 2009.

- 2. Evolve consensus for establishment of an All India Madarsa Board.**

The process of building up consensus on setting up of Madarsa Board among stakeholders is on. In this connection, a meeting with Members of Parliament belonging to Muslim community is scheduled to be held on 3.10.2009.

Policy

- 3. Attempt to formulate a policy framework for PPP in school education evolve a variety of PPP models, and apply them as feasible.**

A concept note on possible models of Public Private Partnership in school education has been prepared and the same has been put on the website of the Ministry inviting suggestions from the stakeholders and the public.

- 4. Further the use of ICT in secondary schools and in open/distance schooling through broadband connectivity.**

Draft Policy on ICT for School Education has been prepared and posted on website and has also been sent to States/UTs, other concerned Ministries and key organizations for feedback. Comments have been received from a wide section of stakeholders and these are being examined before finalizing the policy. The policy has a separate section on ICT for Open and Distance Learning as well as for network and connectivity, with emphasis on broadband connectivity in schools.

- 5. Evolve a National Curriculum Framework for Teacher Education in consultation with all stakeholders and in accordance with NCF, 2005.**

The National Council of Teacher Education (NCTE) has prepared a draft National Curriculum Framework of Teacher Education. This framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education, consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

While articulating the vision of teacher education, the draft framework contains the following important dimensions of the new approach to teacher education:

- (a) Reflective practice to be the central aim of teacher education;
- (b) Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- (c) Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- (d) Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The Framework was discussed in the meeting of the Council held on 4th August, 2009. It was decided to appropriately modify the draft on the basis of the suggestions received from the Members of the Council. The NCTE has placed the amended draft Framework on its website for receiving suggestions/comments from stakeholders and the public. The Framework is also being placed on the MHRD's website.

New Initiatives/Expansion

- 6. Explore possibilities of setting up an independent, accreditation body in the area of school education.** Based on wide consultations, CBSE has proposed to introduce the process of accreditation

of schools affiliated to it. An approach paper has been prepared. CBSE will create a framework for this, so that its affiliation can also be aligned with the accreditation.

- 7. Push the process of examination reform in accordance with NCF-2005.** This will include making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school assessment instead.

After wide consultation held by CBSE with various stakeholders including principals, teachers, parents, student and academicians and the public, following decisions have been taken;

- a. There will be no class X board examination w.e.f 2011.
- b. 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.
- c. For students who wish to move out of their schools and for students in schools which have no higher secondary classes, on-demand examination will be offered by CBSE from 2011 onwards. Though it is not required for students continuing in the same school in class XI, they will have the option to appear for on-demand examination to get themselves assessed.
- d. Class X students of the current session 2009-10 will have to appear in the usual, Board examination of CBSE in 2010.

- 8. Introduce a system for replacement of marks by grades in schools affiliated to the CBSE for the secondary classes i.e. IX and X.**

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.

- 9. Recast the National Literacy Mission to focus on women.**

The government had declared that the National Literacy Mission will be recast as National Female Literacy Mission to impart functional literacy to all non literate women in the next five years. The National Literacy Mission has accordingly been modified and renamed SAAKSHAR BHARAT, which has been launched on 8.9.2009 by the PM.

To ensure equity and inclusiveness, and achieve 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 (Muslims).

Since illiteracy is far more widespread in rural areas, as compared to urban areas, the programme will concentrate on rural areas, especially in the districts that have low (50% and below) female literacy rate. Nearly 1, 70, 000 Gram Panchayats in about 370 districts will be covered in a phased manner. Residual illiteracy in urban areas will be addressed through innovative partnership with NGOs, private sector, convergence, etc.

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 grassroots level and by other PRIs at the district and sub-district levels.

The goals or Saakshar Bharat are:

- (a) Achieve 80% literacy rate (LR),
- (b) Reduce gender gap in literacy to 10%,
- (c) Reduce Regional, Social, and Gender Disparities,
- (d) Extend coverage to 15+ age group.

10. Awareness generation and intensification of efforts in the area of Madarsa/Maktab modernisation and skill development for Muslim children

The Scheme for Providing Quality Education in Madarsa (SPQEM) encourages traditional institutions to voluntarily introduce science, mathematics, social studies, Hindi, English in their curriculum so that children studying in these institutions attain academic proficiency. The Scheme of Infrastructure Development in Minority Institutions (IDMI) aims at facilitating education of minorities by augmenting and strengthening school infrastructure in Minority Institutions.

The D/SE&L has had a series of workshops to generate awareness on the main parameters of SPQEM and IDMI, including in the State Education Secretaries meeting on 31st July – 1st August 2009. A special meeting was also convened in Hyderabad on 19th August 2009 with Chairpersons/Secretaries of State Madarsa Boards to disseminate information on the schemes. Chief Secretaries of States have also been addressed to spread awareness about the importance of the schemes.

In addition, SSA monitors the implementation of activities in 121 Minority Concentration Districts spread over 25 States/UTs in respect of indicators covering infrastructure development, opening of new schools, KGBVs and teacher recruitment.

Following is the Report as regards the 100 day programme of the Department of Higher Education.

Legislative Initiatives

1) An autonomous overarching authority for Higher Education and Research based on the recommendations of Yash Pal Committee and National Knowledge Commission.

Status: The draft Note proposing a Constitutional Amendment for establishment of a Commission for Higher Education and Research, in all fields of higher learning other than medical education and agricultural education, has been circulated for inter-ministerial consultations and comments of Ministries/Departments are awaited. In the meeting of the Central Advisory Board of Education (CABE), the highest policy advisory body in education, held on 31st August, consensus was arrived at regarding the establishment of an over-arching body for higher education and research with some States indicating that there should be scope for the involvement of States. A Task Force has been constituted for aiding and advising the Government in the establishment of the Commission.

2) A law to prevent, prohibit and punish educational malpractices.

Status: Inter-ministerial consultation process has been completed. In the meeting of the Central Advisory Board of Education (CABE) held on 31st August, the necessity of enacting the law at the earliest was overwhelmingly supported. The draft legislation is undergoing legal vetting, whereafter, the approval of the competent authority would be sought.

3) A law for mandatory assessment and accreditation in higher education through an independent regulatory authority.

Status: Draft Legislation and Concept Note were circulated for inter-ministerial consultations and some comments have been received. In the meeting of the Central Advisory Board of Education (CABE) held on 31st August, the proposal was widely welcomed with some States expressing some concern on the need with regard to the autonomy of the processes of accreditation. The draft legislation is under going legal vetting, whereafter, the approval of the competent authority would be sought.

4) A law to regulate entry and operation of Foreign Educational Providers.

Status: Approval of the competent authority is being sought.

5) A law to establish a Tribunal for fast-track adjudication of disputes concerning stakeholders.

Status: Inter-ministerial consultations have been completed and comments have been received. In the meeting of the Central Advisory Board of Education (CABE) held on 31st August, the members including State Education Ministers supported the establishment of Tribunals at the State and National level to adjudicate disputes in higher education. The draft legislation is undergoing legal vetting, whereafter, the approval of the competent authority would be sought.

6) A law to further amend the National Commission for Minority Educational Institutions Act to strengthen the Commission.

Status: The Amendment Bill was introduced in Lok Sabha in August, 2009.

7) A law to amend the Copyright Act 1957 to address the concerns relating to copyrights of the various stake holders.

Status: A draft Bill along with the draft Note have been circulated for inter- ministerial consultations.

Policy Initiatives

1) Formulation of a “Brain Gain” policy to attract talent from across the world to the existing and new institutions.

Status: A Concept Note was prepared and circulated for comments to prominent academics, researchers, premier research organisations and Ministries/Departments of Government. It has also been placed on the website of the Ministry for eliciting views. A Concept Note on Innovation Universities has also been prepared and circulated. Based on the comments received, a draft Note on the Brain Gain Policy is under preparation and is expected to be circulated shortly.

2) Launching of a new scheme of interest subsidy on educational loans taken for professional courses by the Economically Weaker Students.

Status: The proposal has received the approval of the competent authority and the Scheme has been notified and has also been put on the Ministry’s website.

3) Strengthening and expansion of the scheme for Remedial Coaching for students from SC/ST/Minority communities in higher education.

Status: The existing scheme has been reviewed by UGC with representatives of the 4 Central Universities and centrally funded Deemed Universities. Four universities namely, Aligarh Muslim University, Maulana Azad National Urdu University, Jamia Hamdard and Babasaheb Bhim Rao Ambedkar University have been identified for assistance. Aligarh Muslim University, Jamia Hamdard, Babasaheb Bhim Rao Ambedkar University have started the said Remedial Coaching Centers. An amount of Rs 5 crore has been sanctioned to each of the above four Universities.

4) “Equal Opportunity Offices” (EOCs) to be created in all Universities for effective implementation of schemes for disadvantaged sections of society.

Status: Decision has been taken by UGC to create EOCs in all universities which have been declared fit to receive grants under section 12-B of the UGC Act, 1956. An amount of Rs 3 lakhs per university has been sanctioned to each of the 167 eligible universities.

5) A new policy on Distance Learning would be formulated.

Status: The policy on Distance Learning has been finalized and has been displayed on Departmental website and was also circulated to the Members of CAGE for wider consultations.

6) Regional Centre of the Indira Gandhi National Tribal University, (IGNTU) Amarkantak to be started in the state of Manipur.

Status: The State Government has since identified land to the extent of 300 acres for the establishment of a Regional Centre of the University in the North-Eastern side of Makhn Village (Kehulubeg area) of Senapati Hill District. The Regional Centre has been inaugurated on 9th September, 2009 by the Chief Minister, Manipur with the launch of M.Phil programme in Political Science by IGNTU.

7) Model degree colleges would be established in 100 districts with significant population of weaker sections and the minorities;

Status: Based on the clearance by the Expenditure Finance Committee a draft Note has been referred to the Ministry of Finance for seeking their approval, prior to placing it before the competent authority for its approval. Proposals have been received by the UGC from 7 States.

8) 100 women’s hostels would be sanctioned in higher educational institutions located in districts with significant population of weaker sections and minorities.

Status: 150 women's hostels in higher educational institutions located in districts with significant population of weaker sections and minorities, have been sanctioned by the UGC and the first instalment of the grants amounting to Rs 45 crore have been released.

Administrative and Other Initiatives

1) Review of the functioning of the existing Deemed Universities.

Status: The Review Committee was constituted by the Government on the 6th July 2009 and it comprised the following members –

1. Prof. P N Tandon
2. Prof. Goverdhan Mehta
3. Prof. M Anandkrishnan
4. Prof. Mrinal Miri and
5. Joint Secretary (HE) MHRD as Convener.

A questionnaire was electronically dispatched to the 92 privately funded institutions “deemed to be universities” and information was gathered. The Review Committee has discussed the modalities of the review process and information received was analysed. It was decided that the institutions “deemed to be universities” would be given an opportunity to make presentations before the Committee on areas like system of governance, transparency in the process of admission and fees, research and academic accomplishments, expansion and growth of the institution over time.

The Committee has gone through the presentations of 81 out of 92 private deemed universities and the review of the functioning of balance 11 private and 38 publicly funded deemed universities is expected to be completed in the next fortnight.

2) Operationalizing newly established 12 Central Universities and 2 new IITs;

Status Consequent on the enactment of Central Universities Act, 2009, 15 new Central Universities have been established with effect from 15.1.2009 in hitherto uncovered States. With the appointments of the first Vice-Chancellors of all these Central Universities, except in Himachal Pradesh where appointment is yet to be made, the Universities have started their activities in right earnest. Most of the concerned State Governments have since identified and offered land for these Universities and the location in respect of five Central Universities in Tamil Nadu, Orissa, Punjab, Haryana and Karnataka have been finalised so far. The proposed sites in Rajasthan and Kerala will be inspected shortly by the Site Selection Team. Since it will take time to build necessary physical infrastructure, even in cases where the land has been identified, the Universities have started their administrative and academic activities from temporary premises, either hired or made available by the State Government. The first Executive Council and the Academic Council of these Universities have been constituted and the Universities have gone ahead with the process of appointment of their first Registrars and Finance Officers, besides making short-term/ contract appointment of minimum non-teaching staff.

Most of these Central Universities have decided to start Post-Graduate and M.Phil/ Ph.D programmes in select branches of learning and five Universities located in Rajasthan, Karnataka, Jharkhand, Bihar and Gujarat have started their academic programmes with the help of short-term contract/ guest faculty after going through regular admission process. The remaining Central Universities, except Jammu and Kashmir and Himachal Pradesh, are also likely to commence their academic activities by end-September/ mid-October, 2009.

While the IIT at Indore has started its first batch of B. Tech. Courses for about 125 students through a temporary campus at Indore, the IIT of Himachal Pradesh has started its first batch of its B.Tech. course for about 125 students, in the campus of its mentoring IIT at Roorkee.

3) Academic reforms (semester system, choice-based credit system, regular revision of syllabi, impetus to research, etc. which are already mandated under the Central Universities Act, 2009) to be introduced in other Central Educational Institutions;

Status: This Ministry has taken up the matter with 24 older Central Universities to place the reform agenda before their Statutory authorities at an early date so that the changes, if any, in the University

statutes could be adopted (with the approval of the Visitor) for facilitating academic reforms. The reform has been welcomed by older established universities. Based on the feedback received so far, the position emerges as under:-

Academic Reform

Sl. No.	Academic Reform Agenda	Central Universities - Proposal initiated/ implemented
1.	Semester System	Hyderabad Univ. JNU, English & Foreign Languages Univ., Pondicherry Univ., BHU, Ambedkar Univ., Rajiv Gandhi Univ., Allahabad Univ.
2.	Choice-Based Credit System	Hyderabad Univ., JNU, Pondicherry Univ., English & Foreign Languages Univ.
3.	Credit Transfer	Hyderabad Univ., JNU, Pondicherry Univ.
4.	Faculty Mobility	JNU
5.	Teacher Evaluation	Hyderabad Univ.
6.	Joint Degree Programme	Hyderabad Univ., JNU, Pondicherry Univ.

The rest of the central universities also are in the process of introducing the various academic reforms. Various State universities and Deemed universities have also informed about their having taken up the Reforms. In July 09 meeting of State Secretaries of Education as well as the CABE meeting held on 31.8.09, there was a consensus on the need to expedite the educational reform process.

4) Modernisation of Copyright Offices.

Status: Under the Phase- I of the modernisation of the Copyright Office, a new web-portal of the Copyright office along with online registration facility, has been launched on 9th September 2009.

5) 5000 colleges/university departments to be provided with broadband internet connectivity under the “National Mission on Education through ICT”.

Status: BSNL has already been entrusted with the responsibility of ensuring broadband virtual private network and internet connectivity with unlimited download facilities to all the universities and over 20,000 Colleges. BSNL has been connecting them at war footing all over the country and as per the information received till now, over 3000 institutions have already been provided with the broad band connectivity. All these institutions will be provided e-learning material free of cost.

6) Assistance would be provided to States to establish at least 100 new polytechnics (over and above assistance already provided for 50 polytechnics in the last financial year) in districts without any polytechnic at present. States would also be assisted for the construction of 100 women’s hostels in the existing polytechnics and for upgrading 50 existing polytechnics.

Status: Financial assistance has already been released to the State Governments for starting 115 new Polytechnics in the hitherto uncovered districts, for strengthening the infrastructure of 55 existing Polytechnics, and for the construction of 120 women hostels in 120 Polytechnics.

7) Approvals would be obtained for establishing 10 new NITs in the un-served States so that every State has one earmarked NIT.

Status: The matter has been placed before the Competent Authority for its approval.

8) Operationalising 700 revamped Community Polytechnics for skill development of rural youth.

Status: 700 Community Polytechnics have been sanctioned.

9 Direct credit of scholarship into the bank accounts of 41,000 boys and 41,000 girls every year, under the new Merit Scholarship Scheme for students in the universities and colleges.

Status: Arrangements have been made for the direct credit of merit scholarships into the Bank account of students beneficiaries.