

Report of the
Working Group on
**SECONDARY AND VOCATIONAL
EDUCATION**
For
11th Five Year Plan (2007-2012)



**Government of India
Planning Commission**

New Delhi

REPORT OF THE WORKING GROUP ON SECONDARY AND VOCATIONAL EDUCATION FOR THE ELEVENTH FIVE YEAR PLAN

1. INTRODUCTION AND OVERVIEW:

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigour of the secondary and higher secondary stage, enables Indian students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

1.1 The population of the age group 14-18 was 8.55 crore in 2001 as per census data. The estimated population of this age group as on 1.3.2004 was 9.29 crore, which is likely to increase to 9.69 crore as on 1.3.2007 i.e, at the beginning of the 11th Five Year Plan. This is likely to stabilize at around 9.70 crore in 2011. The Gross Enrolment Ratio for classes IX-XII in 2004-05 was 39.91%. The figure for classes IX and X was 51.65% whereas that for classes XI and XII was 27.82%.

1.2 With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

2. STATISTICS:

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

1.	NO. OF SECONDARY SCHOOLS	1,01,777
2.	NO. OF HR. SECONDARY SCHOOLS	50,272
3.	NO. OF STUDENTS AT SECONDARY LEVEL (IX-X)	2.43 CRORE
4.	NO. OF STUDENTS AT HR. SECONDARY LEVEL (XI-XII)	1.27 CRORE
5.	POPULATION OF 14-16 AGE GROUP (AS ON 30.9.2004)	4.71 CRORE
6.	POPULATION OF 16-18 AGE GROUP (AS ON 30.9.2004)	4.58 CRORE
7.	PUPIL TEACHER RATIO (IX-X)	32
8.	PUPIL TEACHER RATIO (XI-XII)	33

SOURCE: SELECTED EDUCATIONAL STATISTICS (2004-05)- PROVISIONAL DATA, POPULATION PROJECTIONS ARE BASED ON CENSUS DATA COMPILED BY REGISTRAR GENERAL OF INDIA.

THE TABLE GIVEN BELOW SHOWS THE STATUS OF ENROLMENT AND DROP-OUT RATES IN CLASSES IX-XII AS ON 30.9.2004

Enrolment and Dropout Rates

S. No.	INDICATORS	BOYS	GIRLS	TOTAL
1.	ENROLMENT (IX-X)	1.46 CRORE	1.01 CRORE	2.43 CRORE
2.	ENROLMENT (XI-XII)	0.74 CRORE	0.53 CRORE	1.27 CRORE
3.	GROSS ENROLMENT RATIO (IX-X)	57.39	45.28	51.65

4.	GROSS ENROLMENT RATIO (XI-XII)	30.82	24.46	27.82
5.	DROPOUT RATE (CLASS I – X)	60.41	63.88	61.92

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

3. VISION AND OBJECTIVES:

Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. At the same time, it may not be possible to fully universalize education at the secondary stage during the next Five Year Plan as the drop out rates are as high as 28.49% from classes I-V and 50.39% from classes I-VIII. Therefore, the target during the 11th Five Year Plan is to provide a secondary school within 5 kilometers of any habitation and to provide a higher secondary school within a distance of 7-8 kilometers of any habitation. This will be part of the vision to ensure universal secondary education by 2017, i.e. the end of the 12th Five Year Plan, whereas the target for GER by the end of the 11th Plan could be fixed at 75% for secondary stage (it was 51.65% in 2004-05) and a GER of 50% for secondary classes (it was 27.82% in 2004-05). The other vision is to ensure 100% enrolment and retention even up to higher secondary stage (including vocational education and other streams) by 2020. The CABE Committee on Universal Education has also suggested that secondary education should be universal but not compulsory. The State has to take up the responsibility for providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled, children residing in rural areas and other marginalized categories like SC, ST, OBC and minorities. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be a priority.

4. CHALLENGES:

Secondary Education suffers from lack of access, low participation, and from equity and quality issues. The All India average of the number of secondary and higher secondary schools per 100 sq. kilometer area is only 4 and several large States like Bihar, Uttar Pradesh, Rajasthan Madhya Pradesh, Chhattisgarh and Jharkhand are much below even this low national average. Similarly, the average number of schools per one lakh population is as low as 14 with big and populous States such as Bihar, UP, West Bengal, Jharkhand and Chhattisgarh being below this national average. Similarly, the Gross Enrolment Ratio of 39.91% itself is very low as compared to most of the Asian countries which have a Gross Enrolment Ratio of greater than 60%. Large and major States like Bihar, UP, Madhya Pradesh, West Bengal, Orissa, Chhattisgarh and Jharkhand are having lower GER than the national average.

4.1 As far as equity is concerned, there is a gap between boys and girls, the GER of boys being 44.26% as against 35.05% for girls with a difference of 9.2 percentage points, as on 30.9.2004. The GER for students belonging to SC is 34.55% and that belonging to STs is even lower at 27.68%, the lowest GER being for ST girls at 21.95%. There would similarly be geographical variations within the States.

4.2 The Goal-3 of the Millennium Development Goal (MDG) requires elimination of gender disparities in primary and secondary education preferably by 2005 and in all levels of education not later than 2015. So there is a challenge in reducing the disparity between the boys and the girls.

4.3 Another challenge that would be faced by the country is to provide infrastructure for additional students that would be enrolling in the secondary stage because of the surge in demand due to success of Sarva Shiksha Abhiyan (SSA) through full enrolment and retention at the elementary stage by 2010. Funds need to be provided to meet this eventuality.

5. INVESTMENT REQUIREMENT:

As per the Report of the "Committee on National Common Minimum Programme's commitment of 6% GDP to Education" under the Chairmanship of Professor Tapas Majumdar (November, 2005), secondary education received 0.88% of GDP in 2004-05, whereas it has been recommended by the CAFE Committee on Financing Education that out of 6% GDP which should be devoted to education, 1.5% should be towards secondary education. Thus, there is a difference of 0.62% of GDP to the extent of which secondary education can be said to be under-funded. For the year 2004-05, this should have amounted to an under-funding of Rs.17,600 crore. If secondary education has to be provided universal access, the major initiative has to be from the Central Government and hence a large share of additional funding required may have to be provided to by the Central Government. Since it is a highly productive investment for the future, and the quantum of additional investment is only a small fraction of the total Budget of Government of India, it would be in the interest of the future of the Indian economy and society to adequately fund this sector.

6. STATUS DURING THE TENTH PLAN:

There were 1,01,777 high schools and 50,272 higher secondary schools/institutions in the country as on 30.9.2004. Out of this 41.05 % belong to government and local bodies, 29.35 % are private schools receiver government aid and 29.60 % are private unaided. There are 41 Examination Boards out of which only two are of All India character i.e. Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE) with 8,300 (approx.) and 1500 (approx) number of schools affiliated to them respectively.

6.1 AUTONOMOUS ORGANIZATIONS:

Central Government supports autonomous organizations like NCERT, KVS and NVS and CTSA, the first one for providing research and policy support to the Central and State Governments and the remaining three for their own school systems. There are 929 Kendriya Vidyalayas and 507 Navodaya Vidyalayas, and 21 Central schools for Tibetans, which are all affiliated to CBSE. Details about the Eleventh Plan proposal are given in the relevant sections.

6.2 CENTRALLY SPONSORED SCHEMES:

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

6.2.1 ICT @ Schools: The main objective of the scheme is to establish an enabling environment to promote the usage of ICT, especially, in Secondary and Higher Secondary Government and Government – aided Schools in the rural areas. The present scheme has essentially four components. The first one is the partnership with the State Governments and Union Territories for providing Computer education and computer-aided education to Secondary & Higher Secondary Government and Government aided Schools. The second is the establishment of SMART schools, which shall be the technology demonstrators. Universalisation of Computer Literacy through the networking of Kendriya Vidyalayas and Navodaya Vidyalayas with neighboring schools is the third component. The fourth components relates to the activities of State Institutes of Educational Training (SIETs) which are mandated to produce educational content in the form of films, videos, audios, etc. It is suggested that during the 11th Plan, the scope of the present scheme should be enlarged to target all the Government and Government-

aided schools for providing ICT infrastructure. Further, special emphasis has to be given to incorporate teaching-learning methodologies for computer literacy.

6.2.2 Integrated Education for the Disabled Children (IEDC): The main objectives of the scheme are to provide educational opportunities for the disabled children in common schools, to facilitate their retention in this school system and to integrate the disabled children placed in special schools once they acquire communication and daily living skills at the functional level. The scheme is being implemented through the Education Departments of State Governments and UT Administrations as well as through Non-Governmental Organizations. Under the Scheme of IEDC, 100% assistance is being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components include educational aids, assistive equipment, salaries for special teachers and facilities for children with disability. The present scheme is largely NGO driven. Over 250 NGOs were implementing the Scheme during 2005-06. Most of the States / UTs were, at some time or the other, implementing the Scheme. However during the Xth plan only fifteen States / UTs have been implementing the scheme. There is need to shift the focus of the Scheme now from NGO driven to the government and society driven and from integration to inclusion. The Minister of Human Resource Development made an important policy statement in the Rajya Sabha on 21.3.2005, committing the Government towards inclusion of children and youth with disabilities in mainstream education. Considering the above, Department of School Education & Literacy has proposed a new Scheme of Inclusive Education of the Disabled at Secondary Stage (IEDSS) which when launched will replace the existing IEDC Scheme. As the Scheme of Sarva Shiksha Abhiyan supports the inclusion of children with special needs at the early childhood education stage and elementary education stage, it has been decided to launch the proposed new scheme of IEDSS to cover the secondary stage only.

6.2.3 Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools (Access & Equity): Under the scheme, financial assistance is provided to the societies and NGOs to provide boarding and hostel facilities to the girls pursuing education at Secondary and Secondary stage predominantly belonging to the rural, desert and hilly areas, particularly those belonging to scheduled castes, scheduled tribes and educationally backward minorities. No grant is being released for the year 2005-06 onwards due to various practical difficulties in implementation. The scheme is presently under review. Besides regional disparity as well as intra-regional disparity, as most of the NGOs receiving grants are located in a few pockets within the states in distribution of grants has also been noted. However, the objective of the scheme being improvement of enrolment and retention of girls at the secondary stage, the scheme needs continuation and strengthening while ensuring adequate safeguards against any possible misutilisation.

6.2.4 Quality Improvements in Schools (QIS): The composite scheme covered the following areas:

- ❑ Improvement of Science Education in Schools
- ❑ Promotion of Yoga in Schools
- ❑ Environmental Orientation to School Education
- ❑ National Population Education Project
- ❑ International Science Olympiads

Improvement of Science Education in Schools has since been transferred to the State Governments as State Sector Scheme and remaining four components are being implemented by the NCERT.

6.3 The Tenth Plan allocation and expenditure up to 31.3.2006 are given below for these schemes are given below:

(Rs. in crore)

S. No.	Scheme	10 th Plan outlay	2002-03		2003-04		2004-05		2005-06		2006-07	
			BE	Actual Exp.	BE	Actual Exp.	BE	Actual Exp.	BE	Actual Exp.	BE	Actual Exp.*
1.	KVS	420	76.5	85	85	103.57	85	112	183	183	235	170.37
2.	NVS	2000	324	360	360	439.56	392	449	550	571	650	487.50
3.	NCERT	60	12.6	15.4	14	17.9	19	17.75	19	19	35	7.98
4.	CTSA	15	2.7	2.45	3	2.93	3	3	3.99	3.6	4.5	3.24
5.	NIOS	65	13.5	5.33	15	9	7	5.4	4	3.6	4.5	3.03
6.	IEDC	200	31.5	33.77	35	38.46	39	36.56	45	41.47	60	14.39
7.	ICT @ Schools	800	99.9	24.5	111	9	97	19.38	50	45.1	67	3.57
8.	Access & Equity	305	18	17.82	20	5.91	30	3.72	10	3.9	10	2.35
9.	QIS	110	20.7	18.43	26	11.13	20	5.13	10	3.72	0	----
10.	Indo-Mongolian	**	0	0	0	0.52	1	0.4	0.01	0.5	1	0.00
11.	Vocationalization of Secondary Education	350	50	14.87	50	7.1	50	28.14	20	10.94	20	2.66
Total		4325	649.4	577.57	719	645.08	743	680.48	895	885.83	1087	695.09

* Actual expenditure as on 31.12.2006

** This scheme came in to existence subsequent to the commencement of the 10th Five Year Plan.

7. STRATEGIES DURING THE ELEVENTH FIVE YEAR PLAN:

7.1 SCHEME FOR UNIVERSALISATION OF ACCESS TO AND IMPROVEMENT OF QUALITY OF SECONDARY EDUCATION

To attain the general objective of Universalisation of access to education at the secondary stage and also of improvement of quality of education, a centrally sponsored scheme under mission mode similar to SSA, needs to be launched to cover the secondary and higher secondary stage. Such a course of action has been recommended by the CABE Committee on Universalisation of Secondary Education (June 2005) and also in the mid-term review of the Tenth Plan by the Planning Commission. The Target should be to provide a Secondary school within five kilometer distance from any habitation and a higher secondary school within 7-10 kilometers besides provision of required physical infrastructure, trained teachers and teaching-learning resources to maintain quality. While the target for enrolment for classes 9-12 can be fixed at 65%, up from 39.9% in 2004-05, an enrolment target of above 75% shall be targeted for classes 9-10. Special effort would have to be put to address the equity issues involving rural-urban, rich-poor, gender divide with additional attention on SC/ST/OBC, minorities and the disabled. Public private partnership at the state government level must be fully harnessed to achieve the maximum impact.

7.1.1 SECONDARY EDUCATION (CLASSES IX-X):

7.1.1.1 CONCEPTUAL DESIGN OF SECONDARY EDUCATION

IN ORDER TO MEET THIS CHALLENGE OF EDUCATION, THERE IS A NEED FOR A PARADIGM SHIFT IN THE CONCEPTUAL DESIGN OF SECONDARY EDUCATION. THE GUIDING PRINCIPLES IN THIS REGARD ARE; UNIVERSAL ACCESS, EQUALITY AND SOCIAL JUSTICE, RELEVANCE AND DEVELOPMENT AND CURRICULAR AND STRUCTURAL ASPECTS.

Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' need to be encouraged. If these values are to be established in the system, all types of schools, including the Kendriya Vidyalaya (KVs) and unaided private schools should contribute toward USE by ensuring adequate enrolments for the children from under privileged society and the children belonging to the families Below Poverty Line (BPL)

7.1.1.2 SECONDARY EDUCATION: INPUTS AND QUALITY IMPROVEMENT

IN THE CONTEXT OF UNIVERSALISATION OF SECONDARY EDUCATION (USE), LARGE-SCALE INPUTS IN TERMS OF ADDITIONAL SCHOOLS, TEACHERS AND OTHER FACILITIES ARE TO BE PROVIDED TO MEET THE CHALLENGE OF NUMBERS, CREDIBILITY AND QUALITY. IT INTER-ALIA REQUIRES ASSESSMENT/ PROVISION OF EDUCATIONAL NEEDS, PHYSICAL INFRASTRUCTURE, HUMAN RESOURCE, ACADEMIC INPUTS AND EFFECTIVE MONITORING OF IMPLEMENTATION OF THE PROGRAMMES. THE FOLLOWING STEPS ARE REQUIRED TO BE TAKEN IN THIS REGARD:

- MAPPING OF SECONDARY SCHOOLING PROVISIONS;
- ASSESSMENT OF ENROLMENT AND PHYSICAL INFRASTRUCTURE;
- REQUIREMENT OF SCHOOLING FACILITIES AND LEARNING RESOURCE; AND
- TRAINING OF IN-SERVICE TEACHERS

AN OVERVIEW OF THE INPUTS REQUIRED FOR UNIVERSALISATION OF SECONDARY EDUCATION DURING THE XI PLAN PERIOD IS GIVEN BELOW.

7.1.1.3 MAPPING OF SECONDARY SCHOOLING PROVISIONS

IN ORDER TO INITIATE A COMPREHENSIVE SCHOOL MAPPING EXERCISE AT SECONDARY AND SECONDARY LEVEL, IT IS NECESSARY TO DEVELOP A RELIABLE DATA BASE, I.E., CREATION OF SECONDARY EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS) WITH DISAGGREGATED DATA AT THE STATE, DISTRICT, BLOCK AND SCHOOL LEVELS. IT IS, THEREFORE, ESSENTIAL TO DEVELOP THE CAPACITY OF THE STATE AND DISTRICT LEVEL OFFICERS ENGAGED IN THE PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION IN THE STATES IN THIS REGARD AND TO PREPARE BASE LINE DATA. THEREAFTER, IT IS ALSO NECESSARY TO COLLECT PERIODIC DATA WITH PREDETERMINED REGULARITY FOR EVERY SECONDARY OR HIGHER SECONDARY SCHOOLS IN THE COUNTRY THROUGH SYSTEM SIMILAR TO DISTRICT INFORMATION SYSTEM FOR EDUCATION (DISE) BEING USED FOR CAPTURING INFORMATION AT THE ELEMENTARY LEVEL. UNIFORM NORMS FOR SCHOOL MAPPING CANNOT BE VALID THROUGHOUT THE COUNTRY. KEEPING THE GOAL OF UNIVERSAL SECONDARY EDUCATION, STATE AND LOCALE-SPECIFIC NORMS SHOULD BE DEVELOPED IN CONSULTATION WITH THE STATES AND LOCAL AUTHORITIES.

7.1.1.4 COURSE MAPPING

ANOTHER IMPORTANT MAPPING EXERCISE HAS TO BE DONE WITH RESPECT TO COURSES AT THE SECONDARY AND HIGHER SECONDARY LEVEL. THE AVAILABILITY OF THE FACILITIES FOR ALL SCIENCE SUBJECTS, E.G., PHYSICS, CHEMISTRY, BIOLOGY AND MATHS AND COMPUTER COURSES AND ALL SUBJECTS IN OTHER ACADEMIC COURSES (COMMERCE AND HUMANITIES COURSES) SHOULD BE MADE AVAILABLE IN ALL THE SCHOOLS LOCATED IN RURAL AND URBAN AREAS.

7.1.1.5 Curriculum

Curriculum designing and formulation has a special place among the diverse responsibilities envisaged for national and state level bodies working in the field of education. The National Policy on Education (NPE), 1986 (as modified in 1992) and Programme of Action (POA), 1992 view such a framework as a means of establishing a national system of education, characterized by certain core values and transformative goals, consistent with the constitutional vision of India. NPE also points out that implications of the Constitutional Amendment of 1976, which includes Education in the Concurrent List, require a new sharing of responsibility between the Union Government and the States in respect to this vital area of national life.

Approved by Central Advisory Board of Education, National Curriculum Framework-2005 has been brought out by NCERT through a wide-ranging process of deliberations and

consultations. Similar structures will have to be created in all the States/UTs to prepare new syllabi and textbooks at the State level.

Budgetary provision of **Rs. 15 crore** may be made for the creation of new structures and strengthening of existing structure.

7.1.1.6 ASSESSMENT OF PHYSICAL INFRASTRUCTURE

AS A FOLLOW-UP TO THE MAPPING OF SCHOOLS AND COURSES, AND THE PROJECTION OF DEMAND, THE NEXT STAGE OF PLANNING IS ASSESSMENT OF PHYSICAL INFRASTRUCTURE AND EDUCATIONAL FACILITIES. SUCH EXERCISES HAVE TO BE DONE NECESSARILY AT THE SCHOOL LEVEL. BESIDES EXTRA CLASSROOMS AND TEACHERS THIS IS TRUE FOR THE EXISTING SCHOOLS AS WELL AS THE NEW ONES TO BE ESTABLISHED. SUCH FACILITIES AT THE MINIMUM WILL INCLUDE PROVISION FOR LABORATORIES, LIBRARY AND LEARNING RESOURCES, INFORMATION TECHNOLOGY RESOURCES, AUDIO-VISUAL FACILITIES INCLUDING SATELLITE INTERACTIVE TERMINALS (SIT) SUPPORTED EDUCATION THROUGH EDUCATIONAL SATELLITE (EDUSAT), TELECONFERENCING, FACILITIES FOR SPORTS AND GAMES, YOGA, AND WORK CENTRED EDUCATION AND CULTURAL ACTIVITIES.

7.1.1.7 PROJECTION OF ENROLMENT, CLASSROOM AND TEACHERS

7.1.1.7.1 ENROLMENT PROJECTION AT SECONDARY LEVEL (IX-X)

DUE TO THE THRUST ON UNIVERSAL ELEMENTARY EDUCATION THROUGH SSA, THERE IS EVERY POSSIBILITY OF SIGNIFICANT INCREASE IN DEMAND FOR SECONDARY EDUCATION BY 2010. PROJECTIONS MADE HERE ARE BASED ON 75% SUCCESS OF SSA AT THE ELEMENTARY LEVEL, THOUGH THE SSA ENVISAGES ACHIEVING THE GOAL OF UEE BY 2010. PROJECTED ENROLMENT OF BOYS, GIRLS AND TOTAL ENROLMENT WAS 127.6, 90.3 AND 217.9 LAKH RESPECTIVELY WITH ADDITIONAL ENROLMENT AS PROJECTED BY THE CABE COMMITTEE ON UNIVERSALISATION OF SECONDARY EDUCATION (JUNE, 2005).

7.1.1.7.2 PROJECTION OF SECONDARY CLASS ROOMS AND TEACHERS

IT IS IMPERATIVE TO HAVE PROJECTION OF NUMBER OF SECONDARY CLASSROOMS, TEACHERS AND INFRASTRUCTURE FACILITIES BASED ON THE PROJECTED YEAR WISE ADDITIONAL ENROLMENT. THE PROJECTION OF NUMBER OF CLASSROOMS IS BASED ON (A) ADDITIONAL ENROLMENT;& (B) PUPIL TEACHER RATIO OF 30:1 (PUPIL CLASS ROOM RATIO OF 30:1) AND THE PROJECTION OF TEACHERS IS BASED ON 1.5 TEACHERS PER CLASS ROOM.

THERE ARE THREE POSSIBILITIES OF ACCOMMODATING THE ADDITIONAL ENROLMENT; (I) BY **OPENING NEW SECONDARY SCHOOLS**, (II) BY **UPGRADING SOME OF THE EXISTING ELEMENTARY SCHOOLS** BY OPENING SECONDARY SECTIONS; AND (III) BY **OPENING ADDITIONAL SECTIONS** IN THE EXISTING HIGH SCHOOLS. SINCE OPENING OF NEW SECONDARY SCHOOLS WILL BE COSTLIER, THE REMAINING TWO OPTIONS ARE RECOMMENDED. IT IS ALSO RECOMMENDED THAT ALL THE EXISTING 90760 SECONDARY SCHOOLS AND THE SAME NUMBER (90760) OF ELEMENTARY SCHOOLS (OUT OF 2,45,274 ELEMENTARY SCHOOLS IN 2002-03) MAY BE PROVIDED ONE SCIENCE LAB AND ANOTHER ART AND CRAFT LAB AND OTHER REQUIRED FACILITIES IN EACH SCHOOL.

IN VIEW OF THE PROJECTED ENROLMENT IN GRADES IX-X, THE TOTAL NUMBER OF ADDITIONAL CLASSROOMS REQUIRED FOR FIVE YEARS IS 2.39 LAKH AND TOTAL NUMBER OF ADDITIONAL TEACHERS REQUIRED IS 3.58 LAKH.

Table -1
Projected Enrolment in Grades IX – X,
Number of Class Rooms and Teachers Required during XI Plan from 2007-08 to 2011-12
(Based on 75% Success of SSA upto 2009 – 10)

Years	ENROLMENT (GRADES IX – X) (IN LAKH)			ADDITIONAL ENROLMENT (IN LAKH)			CUMULATIVE ADDITIONAL ENROLMENT (IN LAKH)	ADDL CLASS ROOMS REQ.	ADDITIONAL TEACHERS REQ.	CUMULATIVE ADDITIONAL NO. OF TEACHERS REQ.	
	1	2	3	4	5	6					7
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL					
2002-03*	127.6	90.3	217.9	12.1	12.7	25.0					
2003-04	139.7	103.0	242.9	03.2	05.5	08.8					
2006-07	149.6	120.4	270.2	03.3	05.8	09.1					
2007-08	153.0	126.9	280.0	03.4	06.4	09.8	09.8	32607	48910	48910	
2008-09	156.5	133.7	290.1	03.5	06.8	10.1	19.9	33787	50680	99590	
2009-10	160.1	140.8	300.6	03.6	07.1	10.5	30.4	35010	52515	152105	
2010-11	163.8	148.3	311.5	03.7	07.5	10.9	41.3	36277	54416	206521	
2011-12	179.8	162.2	342.0	16.0	13.9	30.5	71.8	101608	152412	358933	

Note: In the above calculation, if the additional enrolments shown against 2002-03, 03-04 & 04-05 are considered in the cumulative additional enrolment, it will be **124.1 Lakh (1.24 crore)**.

7.1.1.8 FINANCIAL PROJECTIONS ESTIMATING ADDITIONAL FINANCIAL REQUIREMENT

THE ADDITIONAL FINANCIAL REQUIREMENT TO MEET THE DEMAND AT SECONDARY LEVEL ON ACCOUNT OF 75 PER CENT SUCCESS OF SSA HAS BEEN ESTIMATED BASED ON CERTAIN COST NORMS AND ASSUMPTIONS. THE ADDITIONAL FINANCIAL REQUIREMENT HAS BEEN ESTIMATED CONSIDERING A FEW IMPORTANT COMPONENTS, VIZ, TEACHERS SALARY, OTHER RECURRING COST; AND COST OF INSPECTION & SUPERVISION AND CAPITAL COST . CAPITAL EXPENDITURE INCLUDES THE COST OF CONSTRUCTION OF ADDITIONAL CLASSROOMS AND TOILETS FOR BOYS AND GIRLS SEPARATELY AT THE RATE Rs. 1,50,000 FOR EVERY ADDITIONAL CLASS-ROOM.

Table -2
ESTIMATION OF FINANCIAL REQUIREMENT FOR ADDITIONAL ENROLMENT FROM 2007-08 TO 2011-12
(BASED ON 75% SUCCESS OF SSA).

(RS. IN CRORE)

YEARS	AVERAGE SALARY OF TEACHER PER MONTH (IN RS.)	EXP. ON SALARY RS	OTHER RECURRING EXP. RS	SALARY + OTHER RECURRING EXP. RS.	INSP. & SUP. EXP. RS	TOTAL RECURRING EXP. RS	CAPITAL EXP. RS	TOTAL RECURRING + CAPITAL EXP. RS

	12	13	14	15	16	17	18	19
2007-08	13500	792.3	198.1	990.4	19.8	1010.2	489.1	1499.3
2008-09	14000	1673.1	418.3	2091.4	41.8	2133.2	506.8	2640.0
2009-10	14500	2646.6	661.7	3308.3	66.2	3374.5	525.1	3899.6
2010-11	15000	3717.4	929.3	4646.7	92.9	4739.7	544.2	5283.8
2011-12	15500	6676.2	1669.0	8345.2	166.9	8512.1	1524.1	10036.2
TOTAL		15,505.6	3,876.4	19,382.0	387.6	19,769.7	3,589.3	23,359.0

7.1.1.9 SCHOOLING FACILITIES:

Disparities in Schooling Facilities: There is a lot disparity in schooling facilities in various regions of the country. There are disparities among the private schools and between private and government schools. For providing universal and free access to quality secondary education, it is imperative that specially designed norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the Block. The norms for secondary schools should be generally equivalent to those of Kendriya Vidyalayas.

THE SCHOOL FACILITIES ARE USED FOR NOT MORE THAN FOUR TO FIVE HOURS A DAY. EFFORT SHOULD BE MADE TO MAKE BETTER USE OF THE SCHOOLING FACILITY BY RUNNING IT IN MORE THAN ONE SHIFT WHEREVER FEASIBLE. THE SECOND IMPORTANT CHOICE IS TO CREATE LARGE SCHOOLS AS PROPOSED IN PURA (PROVIDING URBAN FACILITIES IN RURAL AREAS) BY THE PRESIDENT OF INDIA WHEREVER POSSIBLE PARTICULARLY IN THICKLY POPULATED RURAL AND URBAN AREAS, TO ACHIEVE ECONOMY OF SCALE, WHILE ENSURING THAT THE CONCERNS WITH RESPECT TO GENDER ISSUES, CASTE HIERARCHY, DISABILITY, GIRLS ENGAGED IN SIBLING CARE, CHILDREN SUPPORTING THEIR FAMILIES BY GATHERING FUEL AND FODDER OR FETCHING WATER BEFORE OR AFTER SCHOOL HOURS AND AVAILABILITY OF EFFECTIVE AND FREE TRANSPORT HAVE BEEN LOOKED INTO WITH THE SENSITIVITY SUCH ISSUES DESERVE.

7.1.1.10 LEARNING RESOURCES

7.1.1.10.1 Laboratories and Equipments

The main reasons for failure in exams of a large number of students are their limited understanding of concepts in Mathematics & Science and their weakness in English. NCF-2005 addresses this issue. The National Focus Group on “Teaching of Science”, suggested prevention of marginalisation of experiments in school science curriculum. Investment in this regard is required for improving school Libraries, Laboratories and Workshops to promote experimental culture while **reducing the importance of external examinations**. There is also need to have Computer –Interfaced Experiments and Projects utilizing database from public domain.

The younger generation should be sensitized to the potential of Health and Physical Education, Art Education and Crafts. This further requires a pool of trained personnel/teachers to impart basic knowledge and skills along with Craft Laboratories with space facilities and raw

materials in all schools. For Health, Yoga and Physical Education, certain minimum outdoor and indoor facilities coupled with proper ventilation and sanitation in the classroom and school premises is needed. Further, in view of inclusion of all children, the schools should also be equipped with the resource support needed in the form of Special Educators, assistive devices and teaching-learning material for children with special needs.

FOR QUALITATIVE IMPROVEMENT OF SOCIAL SCIENCE TEACHING IN SECONDARY SCHOOLS AND MAKING IT LIVELY AND RELEVANT FOR THE YOUNG LEARNERS, REQUIRED INFRASTRUCTURAL FACILITIES IN TERMS OF PHYSICAL SPACE AND RESOURCE MATERIALS NEED TO BE PROVIDED IN EVERY SCHOOL. THE SPIRIT OF INQUIRY AND CREATIVITY AMONG CHILDREN AS WELL AS TEACHERS CAN BE PROMOTED IN AN INTERACTIVE ENVIRONMENT. HENCE EVERY SCHOOL SHOULD HAVE A SOCIAL SCIENCE ROOM FOR PERFORMING VARIOUS GROUP ACTIVITIES/PROJECT WORK, EXPERIMENTING/DEMONSTRATING AND DISPLAYING THEIR CREATIVITY AND STORING BEST CREATIONS FOR FURTHER USE AS RESOURCE MATERIAL.

The National Focus Group on Work and Education, constituted as part of the exercise for revision of National Curriculum Framework (NCF)-2005, expressed its concern about the exclusionary character of education in general and secondary education in particular. This is founded on the artificially instituted dichotomy between work and knowledge (also reflected in the widening gap between school and society). Those who work with their hands and produce significant wealth are denied access to formal education, while those who have access to formal education not only denigrate productive manual work but also lack necessary skills for the same. A common core curriculum incorporating work-centered pedagogy initially united class x and within the foreseeable future upto class XII for all children should be the objective. A detailed framework of "Work and education" for School Education needs to be developed by NCERT for operationalisation during the XI Plan.

In view of the above, a Science Laboratory and an Art and Crafts laboratory need to be set up in each secondary school.

Table 8

Estimated Expenditure for Science Laboratory and Art and Craft Laboratory

(Rs. in crore)

Year	Non- recurring expenditure			Recurring expenditure		
	No. of Schools	Construction of Laboratories @ Rs. 1.5 lakh per lab. *	Equipments, Furniture etc. in Labs. @ Rs. 2.0 lakh per school	Chemicals, Materials & other items (Cumulative Total) @ Rs. 1.0 lakh per school	Salary to two Lab. Attendants @ Rs. 0.84 lakh per year per Lab. Attendant (Cumulative Total)	Salary of two Teachers @ 1.75 lakh per year per teacher (Cumulative Total)
2007-08	18152 (New)	544.56 (2 Labs)	363.00	181.52	304.95	635.32
2008-09	27228 (New)	816.84 (2 Labs)	554.50	453.80	762.38	1588.30
2009-10	45380 (New)	1361.40 (2 Labs)	907.60	907.60	1524.76	3176.60
2010-11	45380 (Existing)	680.70 (1 Labs)	907.60	1361.40	1905.95	4764.90

2011-12	45380 (Existing)	680.70 (1 Labs)	907.60	1815.20	2287.15	6353.20
Total	181520	4084.20	3640.30	4719.52	6785.20	16518.30
Grand Total		7724.50			2823.02	

- It is proposed that 90760 Elementary Schools may be upgraded to Secondary Schools. In each of these schools, two Labs (Science Lab and Arts and Craft Lab) may be provided. It will be done in three phases. During first year 20%, second year 30% and third year 50% of the Elementary Schools will be provided two Labs.
- It is understood that one Science Lab is available in each of the existing 90760 Secondary Schools. Therefore, in these Secondary Schools, one Arts and Craft Laboratory may be set up during XI Plan in two years (2010-11 and 2011-12). The Arts and Crafts Lab will be used for carrying out the activities related to:
 - Social Sciences
 - Arts and Heritage Craft,
 - Health and Physical Education
 - Work Education

7.1.1.10.2 LEARNING RESOURCE CENTRE (LRC)

I. GENERAL

About 1,81,520 Secondary Schools are required during the XI Plan to meet the challenge of making provision of Secondary Education for accommodating VIII pass outs as a result of success of the Sarva Shiksha Abhiyan (SSA). In order to ensure quality in Secondary Education, these Secondary Schools (existing secondary schools plus upgraded schools) should be equipped with a Learning Resource Centre (LRC) with following inputs.

- (i) LIBRARY & SEPARATE ROOM -- LIBRARY WILL BE LOOKED AFTER BY AN ANOTHER TEACHER.
- (ii) PROVISION FOR ICT SUPPORT
- (iii) LINK WITH EDUSAT

THIS IS IN CONFORMITY WITH THE ADVOCACY IN THE NATIONAL CURRICULUM FRAMEWORK (NCF-2005) ABOUT CURRICULUM ENRICHMENT FOR OVERALL DEVELOPMENT OF CHILDREN RATHER THAN REMAINING TEXTBOOK CENTRIC, AND ENSURING THAT LEARNING IS SHIFTED FROM ROTE MEMORIZATION.

It is suggested that ICT Resource Room and Library of the school may be housed in one big room (Minimum size- 10mx7.5m), or these may be housed in two adjacent rooms. All Library operations from accession to issue of books may be computerized. The provision of integrated Learning Resource Centre (LRC) will facilitate such activities. These resources will be instrumental in raising the knowledge and achievement levels of students.

ii. Information and Communication Technology (ICT) at Schools

The scheme of ICT in Schools is intended to establish an enabling environment to promote the usage of ICT, especially in Secondary and Secondary Government Schools in rural areas.

RESOURCES REQUIRED

THE TENTATIVE BUDGET ESTIMATES FOR PROVIDING ICT FACILITIES IN ALL 181520 SCHOOLS IS **Rs. 24160 CRORE**. HOWEVER IN THE FIRST PHASE, A PROVISION OF PROVIDING ICT FACILITIES MAY BE MADE IN 50% I.E 90760 SCHOOLS. THE ITEMS OF EXPENDITURE INCLUDE:

- ICT INFRASTRUCTURE (MINIMUM ROOM'S SIZE 10M X 7.5M) AND MAINTENANCE
- LIBRARIAN CUM ICT COORDINATOR'S SALARY

- INFRASTRUCTURE FOR PRE-SERVICE TEACHER'S TRAINING
- TRAINING OF ICT COORDINATORS
- IN-SERVICE TEACHER'S TRAINING IN THE USE OF ICT IN THE SCHOOLS
- DIGITAL CONTENT PROCUREMENT/DEVELOPMENT AND DISTRIBUTION
- ESTABLISHMENT OF RESOURCES IN SCHOOLS BY STATE GOVERNMENTS
- ESTABLISHMENT OF RESOURCES IN SCHOOLS BY KVS/NVS
- MONITORING, EVALUATION, RESEARCH, INNOVATION ETC.
- SUCH FACILITIES CAN ALSO BE PROCURED ON BOOT BASIS THROUGH PRIVATE SECTOR, WHICH CAN PROVIDE MAINTENANCE AND OTHER SUPPORT.

III. EDUSAT FACILITIES IN SCHOOLS

EDUSAT CAN BE USED FOR CONVENTIONAL RADIO AND TV BROADCAST, INTERACTIVE RADIO AND TELEVISION, EXCHANGE OF DATA, VIDEO/TELECONFERENCING AND WEB-BASED EDUCATION.

ESTABLISHMENT OF A NEW HUB FOR THE EDUSAT NETWORKING COSTS ABOUT RS. 1 CRORE. A HUB WOULD SERVE A CLOSE USE GROUP COMPRISING RECEIVE ONLY TERMINALS (ROTS) AND SATELLITE INTERACTIVE TERMINALS (SITs). ESTABLISHMENT OF A RECEIVE ONLY TERMINAL IN A SCHOOL REQUIRES EQUIPMENT INCLUDING A RECEIVING UNIT AND PERIPHERALS THAT COST RS. 80, 000. FOR AN SIT, WITH ADDITIONAL EQUIPMENT, THE TOTAL COST COMES TO RS. 2,50,000. THE EDUSAT FACILITY WILL BE INSTALLED IN THE COMPUTER-CUM-LIBRARY ROOM (LEARNING RESOURCE CENTRE). THE FACILITIES CAN ALSO OUTSOURCED FROM THE PRIVATE SECTOR OR THROUGH A BOOT MECHANISM.

Table 9

**ESTIMATED EXPENDITURE FOR THE LEARNING RESOURCE CENTRE:
Estimated Expenditure for Learning Resource Centre in Schools**

(RS. IN CRORE)

YEAR	NO. OF SCHOOLS	ICT	LIBRARY	EDUSAT

		NON-RECURRING EXP. (CONSTRUCTION OF LRC @ RS. 2.0 LAKH PER SCHOOL)	RECURRING EXPENDITURE (INFRASTRUCTURE, SALARY OF ICT COORDINATOR ETC.)	RECURRING EXP. (PURCHASE OF BOOKS, FILMS, MAGAZINES ETC.)	CUMULATIVE EXP.	SETTING UP SITS AND ROTs AND MAINTENANCE
2007-08	18152 (NEW)	363.04	2053	90.76	90.76	40
2008-09	27228 (NEW)	544.56	3079	136.14	226.90	60
2009-10	45380 (NEW)	907.60	5132	226.90	453.80	100
2010-11	45380 (EXISTING)	907.60	5132	226.90	680.70	50
2011-12	45380 (EXISTING)	907.60	5132	226.90	907.60	50
	TOTAL	3630	20530	907.60	2359.76	300
GRAND TOTAL		24160		2359.76		300

It is proposed that 90760 Elementary Schools may be upgraded to Secondary Schools. In each of these schools, learning resources (ICT, Library, EDUSAT) are to be provided during 2007-08 to 2009-10. It will be done in three phases. During first year 20%, during second year 30% and during third year 50% of the Elementary Schools will be provided Learning Resource Centre alongwith the required ICT, Library and EDUSAT facilities. The rest 90760 Secondary schools will be given the facility of Learning Resource Centre with required infrastructure and related facilities for ICT, EDUSAT and Library during subsequent years (50% of schools in 2010-11 and 50% schools in 2011-12).

There are seven State Institute of Educational Technology (SIETs), which prepare context for use of educational technology in delivery of education. These require strengthening under ICT@ School scheme. Bringing those under respect SCERTs may also be considered.

7.1.2 EDUCATION AT HIGHER SECONDARY LEVEL (CLASSES XI-XII)

7.1.2.1 Projection of Enrolment at Higher Secondary Level

THE PROJECTED ENROLMENT AT HIGHER SECONDARY LEVEL (CLASSES XI-XII) HAS BEEN CALCULATED TAKING INTO ACCOUNT THE PROJECTED ENROLMENT OF THE STUDENTS IN 2007-08 (TOTAL ENROLMENT 28 MILLION).

ASSUMING THAT THE STUDENTS, ADMITTED IN 2007-08 WILL REACH CLASS XI AT THE RATE OF 60 PER CENT AFTER COMPLETING THE SECONDARY EDUCATION IN 2009-10, THE PROJECTED ENROLMENT AND REQUIREMENT OF NUMBER OF CLASSROOMS AND TEACHERS DURING XI PLAN FOR HIGHER SECONDARY CLASSES IS GIVEN BELOW.

TABLE –3

PROJECT ENROLMENT IN GRADES XI AND XII, NUMBER OF CLASS ROOMS AND TEACHERS REQUIRED DURING XI PLAN (2007-08 TO 2011-12)

Year	TOTAL ENROLMENT IN GRADES IX-X (IN LAKH)	ADDL. ENROLMENT (IN LAKH)	ADDL. ENROLMENT IN GRADES XI-XII @ 60% TRANSITION	CUMULATIVE ADDL. ENROLMENT (IN LAKH)	ADDL. ROOMS	ADDL. TEACHERS	CUMULATIVE ADDL. TEACHERS
2007-08	280.0	09.8	---	---	---	---	---

2008-09	290.1	10.1	---	---	---	---	---
2009-10	300.6	10.5	06.3	06.3	21000	31500	31500
2010-11	311.5	10.9	06.54	12.84	21800	32700	64200
2011-12	342.0	30.5	18.3	31.14	61000	91500	155700

7.1.2.2 Projection of Higher Secondary Classrooms and Teachers

THE PROJECTED NUMBER OF CLASSROOMS IS BASED ON (A) ADDITIONAL ENROLMENT, AND (B) PUPIL TEACHER RATIO OF 30:1. THE ADDITIONAL ENROLMENT CAN BE ACCOMMODATED (I) BY **UPGRADING SOME OF THE EXISTING SECONDARY SCHOOLS** BY OPENING HIGHER SECONDARY SECTIONS GIVING THE CHOICE OF A COMBINATION OF SCIENCE, COMMERCE OR HUMANITIES SUBJECTS, (II) **BY OPENING ADDITIONAL HIGHER SECONDARY SECTIONS IN THE EXISTING HIGHER SECONDARY SCHOOLS**. THE NUMBER OF SUCH SCHOOLS IS 43869 AS PER 7TH ALL INDIA SCHOOL EDUCATION SURVEY, 2002, NCERT.

IT IS RECOMMENDED THAT ABOUT ONE THIRD OF THE EXISTING SECONDARY SCHOOLS (90760), I.E., 30,000 SECONDARY SCHOOLS MAY BE UPGRADED DURING XI PLAN TO HIGHER SECONDARY SCHOOLS IN WHICH ALL THE SUBJECTS, SCIENCE, MATHS, COMMERCE AND HUMANITIES, ARE AVAILABLE FOR THE STUDENTS TO OPT. UPGRADATION OF SECONDARY SCHOOLS AFTER SCHOOL MAPPING MAY BE DONE MAINLY IN THE RURAL AREAS WHERE HIGHER SECONDARY SCHOOLS ARE LOCATED AT DISTANT PLACES. IF NEED ARISES, CHOICE (II) CAN ALSO BE CONSIDERED.

Financial requirement for additional classrooms, salary of additional teachers, other recurring expenditure, cost of inspection and supervision etc., is given in the following table

Table 4
ESTIMATION OF FINANCIAL REQUIREMENT FOR ADDITIONAL ENROLMENT
FROM 2007-08 TO 2011-12 AT HIGHER SECONDARY LEVEL

(RS. IN CRORE)								
YEAR	AVERAGE SALARY OF TEACHER PER MONTH	EXP. ON SALARY PER ANNUM	OTHER RECURRING EXP.	SALARY + OTHER RECURRING EXP.	INSPECTION & SUPERVISION	ADDITIONAL RECURRING EXP.	CAPITAL EXP.	ADDITIONAL RECURRING + CAPITAL EXP.
2007-08	---	---	---	---	---	---	---	---
2008-09	---	---	---	---	---	---	---	---
2009-10	16500	623.70	155.9	779.6	15.6	795.2	315.0	1110.2
2010-11	17000	1309.68	327.4	1697.1	32.7	1669.8	327.0	1996.8
2011-12	17500	3269.70	817.4	4087.1	81.7	4168.8	915.0	5083.8
Total		5203.08	1300.7	6503.8	130.0	6633.8	1557.0	8191.8

7.1.2.3 Financial Requirement for Science and Maths Laboratories

ABOUT 30,000 SCHOOLS MAY BE UPGRADED DURING XI PLAN IN THREE PHASES FROM 2009-10 TO 2011-12, (20% IN 2009-10, 30% IN 2010-11 AND 50% IN 2011-12 OF 30,000 HR. SECONDARY

SCHOOLS) BY CONSTRUCTING THREE ADDITIONAL LABORATORIES (FOR PHYSICS & MATHS, CHEMISTRY AND BIOLOGY) AND PROVIDING REQUIRED FACILITIES AND INFRASTRUCTURE FOR **HIGHER SECONDARY CLASSES**.

Table 5
ESTIMATED EXPENDITURE ON SCIENCE AND MATHEMATICS LABORATORIES
FOR HR. SECONDARY CLASSES

No. of existing Secondary Schools = 90,760
 NO. OF SECONDARY SCHOOLS TO BE UPGRADED TO = 30,000 SCHOOLS
 HIGHER SECONDARY (IN THE RATIO OF 1:3)

(RS. IN CRORE)

YEAR	NO. OF SCHOOLS TO BE PROVIDED 3 LABS		NON –RECURRING EXPENDITURE		RECURRING EXPENDITURE		
	IN PER CENT	IN NUMBERS	CONSTRUCTION OF THREE LAB. @ 1.5 LAKH PER LAB. PER SCHOOL = 4.5 LAKH	EQUIPMENTS, FURNITURE @ RS. 1.0 LAKH PER SCHOOL PER YEAR FOR 3 LABS. = 3.0 LAKH	TOTAL	CUMULATIVE TOTAL	SALARY OF THREE LAB. ATTENDANTS @ RS. 0.90 LAKH PER ATTENDANT PER YEAR = RS. 2.70 LAKH FOR 3 LAB. ATTENDANTS (CUMULATIVE TOTAL)
2007-08	---	---	---	---	---	---	---
2008-09	---	---	---	---	---	---	---
2009-10	20%	6000	270.00	180.00	30.00	30.00	162.00
2010-11	30%	9000	405.00	270.00	45.00	75.00	405.00
2011-12	50%	15000	450.00	450.00	75.00	150.00	810.00
TOTAL	100%	30000	1350.00	900.00	150.00	255.00	1377.00

FINANCIAL REQUIREMENT FOR PROJECTED ADDITIONAL ENROLMENT INCLUDING THE CAPITAL EXPENDITURE FOR ADDITIONAL ROOMS, SALARY OF THE ADDITIONAL TEACHERS, OTHER RECURRING EXPENDITURE AND SETTING UP THREE LABORATORIES FOR EACH **HIGHER SECONDARY SCHOOL** IN THE CONTEXT OF UPGRAADING 30,000 SECONDARY SCHOOLS TO HIGHER SECONDARY SCHOOLS IS GIVEN BELOW

Table 6
Estimated Expenditure for Hr. Secondary Schools during XI Plan

(Rs. in crore)

Year	Non-Recurring Expenditure			Recurring Expenditure		
	EXP. FOR ADDITIONAL ROOMS	CONSTRUCTION OF LABS.	EQUIPMENTS, FURNITURE	ADDITIONAL EXP. (SALARY ETC.)	CHEMICALS, MATERIALS ETC.	SALARY OF LAB. ATTENDANTS
2009-10	315.0	270.0	180.0	795.2	30.0	162.0
2010-11	327.0	405.0	270.0	1669.8	75.0	405.0
2011-12	915.0	450.0	450.0	4168.8	150.0	810.0
Total	1557.0	1350.0	900.0	6633.8	255.0	1377.0

NON-RECURRING EXPENDITURE	=	RS. (1557 + 1350 + 900) CRORE	=	RS. 3807 CRORE
Recurring Expenditure	=	Rs. (6638.8 + 255.0 + 1377.0) Crore	=	Rs. 8271.0 CRORE
GRAND TOTAL	=	RS. (3807 + 8271) CRORE	=	RS. 12078 CRORE

7.1.3 SECONDARY & HIGHER SECONDARY EDUCATION

7.1.3.1 Education of Children from Disadvantaged Groups:

7.1.3.1.1 GENERAL:

REALISING THAT SECONDARY EDUCATION CANNOT BE VIEWED IN ISOLATION FOR CHILDREN OF THE DISADVANTAGED GROUP, INCLUSIVENESS IN SELECTING LEARNING TASKS, PEDAGOGIC PRACTICES, BUILDING SELF-CONFIDENCE AND CRITICAL AWARENESS AS WELL AS OPENNESS TO ENGAGING WITH THE COMMUNITY REQUIRE SPECIFIC ATTENTION AND HAS TO BE ADDRESSED THROUGH SPECIFIC FINANCIAL AND NON-FINANCIAL INTERVENTIONS.

7.1.3.1.2 Education of Children from Scheduled Castes, Scheduled Tribes and Minorities

i. The measures such as earmarking a reasonable proportion for sub-categories within each category such as SC girls and SC disabled under SC; ST girls and ST disabled under ST have resulted in enhancement in literacy rates of SCs/STs. However, to reduce further the gap in literacy rates among SCs, STs and Minorities, the following provisions are envisaged in the 11th Five Year Plan for education of children of SCs, STs and Minorities.

- UPGRADATION OF ELEMENTARY SCHOOLS TO SECONDARY SCHOOLS MAY BE GIVEN PRIORITY IN AREAS WITH HIGH SC, ST AND MINORITY POPULATION AND LOW FEMALE LITERACY RATE. THIS WILL ENCOURAGE THESE COMMUNITIES TO SEND GIRLS TO SCHOOLS AND RETAIN THEM.
- INCLUSIVE EDUCATION WHERE ALL CHILDREN STUDY TOGETHER SHOULD BECOME THE HALLMARK OF EVERY SCHOOL ESPECIALLY THOSE LOCATED IN RURAL AREAS SO AS TO TAKE CARE OF THE CHILDREN OF DISADVANTAGED GROUPS.
- SETTING UP OF ONLY GIRLS' SCHOOLS IN AREAS OF CONCENTRATION OF MINORITIES.
- THE FIRST PRIORITY FOR ESTABLISHMENT OF NEW SCHOOLS OR UPGRADATION OF ELEMENTARY HIGH SCHOOLS SHOULD BE IN THE LOCALITY WITH CONCENTRATION OF SC/ST/OBC/MINORITIES.

ii. EDUCATION OF LEARNERS FROM MINORITY GROUPS

THE CHILDREN AND ADOLESCENTS FROM SOME MINORITY GROUPS, SPECIALLY THE MUSLIMS, NEED MORE ENCOURAGEMENT TO COME AT PAR IN EDUCATIONAL OUTREACH AND ATTAINMENTS WITH THE AVERAGE CHILDREN AND ADOLESCENTS. IN THIS CONTEXT FOLLOWING MEASURES MAY BE TAKEN.

- AN AREA INTENSIVE APPROACH ENSURING CONVERGENCES OF EDUCATIONAL AND DEVELOPMENTAL ACTIVITIES, RESOURCE INPUTS BY VARIOUS AGENCIES AND GOVERNMENT DEPARTMENTS. COMMUNITY PARTICIPATION IN EDUCATIONAL ENDEAVORS.
- REDUCTION OF EDUCATIONAL INEQUITIES BY GIVING PRIORITY TO EDUCATIONALLY BACKWARD AREAS AND POPULATION SECTORS.
- PUBLICITY ABOUT AVAILABILITY OF EDUCATIONAL PROVISION UNDER THE SARVA SHIKSHA ABHIYAN (SSA) THROUGH PRINT AND NON-PRINT MEDIA (AT PRIME TIME).
- ORGANIZING ADVOCACY PROGRAMMES FOR THE FUNCTIONARIES OF MADRASAS; GUIDANCE AND CONSUELLING PROGRAMMES FOR PARENTS OF MADRASA STUDENTS ABOUT EDUCATIONAL AND DEVELOPMENTAL PROGRAMMES
- RESERVATION IN ADMISSION FOR DISADVANTAGED GROUPS SPECIFIC REQUIREMENTS.
- ALL THE **SCHEMES** MEANT FOR CHILDREN FROM **MINORITY GROUPS** FOR SECONDARY AND HIGHER SECONDARY SCHOOLS SHOULD ALSO BE **EXTENDED TO RECOGNIZED MADRASAS** HAVING SECONDARY AND HIGHER SECONDARY CLASSES AND FOLLOWING NATIONAL/STATE CURRICULUM.
- URDU AS A MEDIUM OF INSTRUCTION MAY BE FACILITATED IN SCHOOLS HAVING ADEQUATE DEMAND FOR THE SAME.

7.1.3.1.3 BESIDES, FOLLOWING SCHEMES AND THE RESOURCE SUPPORT REQUIRED FOR DISADVANTAGED (INCLUDING DIFFERENTLY ABLED) STUDENTS ARE RECOMMENDED;

Sl.no	Items for Resource Support	Suggested Provisions	Outlay of Funds Rs. (In crores)
1.	All sarva siksha abhiyan schemes for SC/ST children may be extended up to secondary level to ensure retention of SC/ST/OBC/Minority groups children. (total enrolment of boys in class IX during 2007-2012 = 813,00,000, 50% of total enrolment of sc/st/obc/minorities = 406,55,000)	Free Textbooks, Workbooks, and Stationery etc. Besides, Uniforms, Footwear etc. should also be provided @ Rs.15,00/- per child. (4,06,55,000 X 1,500= Rs. 6,098,25,00,000) = Rs. 6098.25 Crore	6,098.25
2.	Provision of Bicycle/wheelchair for a student from SC/ST/OBC/Minorities (Total enrolment=4,06,55,000 -55000 Hostellers 40105000-550,000	Bicycle @ Rs.1500/- per child (one time) (4,01,0500 X 1,500= Rs. 6015.75 CRORE	6015.75
3.	Boarding and lodging for each child (IX-XII) SC/ST/OBC/Minorities (Total number of blocks 5500 multiplied with capacity of per hostel (100) = 550000	Rs.750/- per child (55000 X 750 X 10 months = Rs. 411.50 Crore per year	(Outlay of girls has been shown elsewhere). Rs. 2075.5 (The budget estimates may be considered by the Ministry of Social Justice and Empowerment , Ministry of Tribal Affairs and Ministry of Minority Affairs).

4.	Stipend for day scholars SC/ST/OBC/ Minorities from Classes IX-XII (Total enrolment 4,06,55,000 minus hostellers 6,37,400 = 4,00,17,600)	Day scholars @ Rs.200/- for per child/per month for 10 months (4,00,17,600 x 200 x 10 months = 8003,52,00,000)	Rs. 8003.52 (The budget estimates may be considered by the Ministry of Social Justice and Empowerment , Ministry of Tribal Affairs and Ministry of Minority Affairs).
5.	Provision of one additional language teacher (tribal languages) at least TGT level (per school). Total number of secondary schools around 1,81,520. Tribals around 8% population. The number of schools in tribal areas around 14,5210	Salary of TGTs (Tribal languages) @ 13,500 per month per teacher with Rs.500/- increment per annum for about 14,521 schools in tribal areas.	Rs. 1300
ESTIMATED EXPENDITURE			Rs. 23493 Crore

7.1.3.1.4 EDUCATION OF GIRLS

I. GENERAL: TAKING NOTE OF THE FACT THAT THERE IS A GROSS SHORTAGE OF SECONDARY SCHOOLS FOR GIRLS (BOTH CO-EDUCATIONAL AND GIRLS SCHOOLS COMBINED), THE DROPOUT OF GIRLS IS EXTREMELY HIGH MAINLY IN NORTHERN STATES. MANY GIRLS IN RURAL AREAS DISCONTINUE THEIR SCHOOLING BECAUSE OF SHORTAGE OF GIRLS' SCHOOLS. THE INCENTIVES FOR GIRLS' EDUCATION NEED TO BE REVISITED. THE MEASURES TAKEN NEED TO BE OF SUCH NATURE, FORCE AND MAGNITUDE THAT THEY ARE ABLE TO OVERCOME THE OBSTACLES SUCH AS POVERTY, DOMESTIC /SIBLING RESPONSIBILITIES, GIRL CHILD LABOUR, LOW PREFERENCE TO GIRLS EDUCATION, PREFERENCE TO MARRIAGE OVER EDUCATION, ETC. THE SUGGESTED INCENTIVES ARE AS FOLLOWS.

II. TRANSPORT FACILITIES:

- A GIRL CHILD ADMITTED IN IX CLASS IN RURAL AREAS BE GIVEN A **LADIES BICYCLE/WHEELCHAIR (FOR DISABLED STUDENT)** WORTH RS. 1500 PER CHILD . SHE MAY USE IT WHILE STUDYING IN SUBSEQUENT CLASSES ALSO. **ESTIMATED EXPENDITURE : Rs. 1050 Crore**
- STATE TRANSPORT/PASS FACILITY MAY BE MADE AVAILABLE TO THE GIRLS FOR GOING TO NEARBY SECONDARY/ SECONDARY SCHOOLS IN RURAL AREAS.

III. RESIDENCE SCHEME FOR WOMEN TEACHERS WORKING IN RURAL AREAS: FOUR RESIDENTIAL QUARTERS IN SECONDARY SCHOOL CAMPUS AT THE BLOCK HEADQUARTERS TO CATER TO WOMEN TEACHERS OF THE BLOCK ARE TO BE CONSTRUCTED COVERING AN AREA OF 700 SQ.FT. THE TOTAL COST OF FOUR QUARTERS PER BLOCK IN RURAL AREAS IS RS. 10.0 LAKH. IN INITIAL PHASE, 225 DISTRICTS WHERE FEMALE LITERACY RATE IS BELOW 50% MAY BE COVERED. THE FACILITY OF QUARTERS MAY BE GIVEN IN 5500. BLOCKS DURING XI PLAN. **THE TOTAL FINANCIAL REQUIREMENTS FOR CONSTRUCTION FOUR QUARTER IN 5500 BLOCKS IS Rs. 550 Crore.**

IV. RURAL ALLOWANCE FOR WOMEN TEACHER IN LOW WOMEN LITERACY DISTRICTS @ Rs. 300/- PER TEACHER PER MONTH IN LOW WOMEN LITERACY DISTRICTS: THIS SCHEME MAY BE OPERATIONALISED FIRST IN THE HIGH GENDER DISPARITY AREAS (BLOCKS, DISTRICTS). THE SCHEME MAY BE REVIEWED BY THE END OF XI PLAN. **ESTIMATED EXPENDITURE = Rs. 150 Crore**

V. IN ORDER TO PROMOTE ENROLMENT OF GIRLS AT SECONDARY LEVEL, A SCHOLARSHIP OF Rs. 200/- PER MONTH MAY BE GIVEN TO GIRLS BELONGING TO FAMILIES BELOW POVERTY LINE (BPL). THE SCHOLARSHIP MAY CONTINUE FROM CLASS IX TO CLASS XII. IT WILL SERVE AS A GOOD INCENTIVE TO RETAIN GIRL STUDENTS IN SCHOOLS, PARTICULARLY IN HIGHER SECONDARY SCHOOLS.

ESTIMATED NUMBER OF BPL GIRLS IN CLASS IX	: 30,00,000
RATE OF SCHOLARSHIP PER MONTH	: Rs. 200.00
TOTAL SCHOLARSHIP PER MONTH	: Rs. 60 CRORE
TOTAL SCHOLARSHIP PER YEAR (10 MONTHS)	: Rs. 600 CRORE
TOTAL SCHOLARSHIP DURING XI PLAN	: Rs. 3000 CRORE

THIS SCHEME MAY NOT BE NECESSARY IF THE SCHEME OF INCENTIVE TO GIRLS FOR SECONDARY EDUCATION AS ANNOUNCED BY THE FINANCE MINISTER VIDE PARA 38 OF HIS BUDGET SPEECH IS IMPLEMENTED.

VI. SCHEME OF INCENTIVE TO GIRLS FOR SECONDARY EDUCATION : TO ENCOURAGE GREATER PARTICIPATION OF GIRLS IN THE SECONDARY AND HR. SECONDARY STAGE, AN INCENTIVE SCHEME HAS ALREADY BEEN ANNOUNCED IN THE BUDGET SPEECH OF 2006. IT ENVISAGES DEPOSITING Rs. 3000/- IN THE NAME OF EVERY GIRL WHO JOINS CLASS IX, AND MAKING AVAILABLE THE MATURED AMOUNT AFTER THE GIRL ATTAINS 18 YEARS OF AGE. THIS WOULD REQUIRE A PROVISION OF Rs. 1800 CRORE IN THE FIRST YEAR OF THE PLAN AND A TOTAL OF Rs. 10,990 CRORE DURING THE 11TH FIVE YEAR PLAN.

vii. Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Secondary Schools: In the present scheme, recurring grant of Rs.10,000/- per annum per girl boarder and non-recurring grant per girl boarder @ Rs.3,000/- is provided to the Societies and NGOs running boarding and hostel facilities for girls pursuing education at Secondary and Higher Secondary stages in rural, desert and hilly areas, particularly those predominantly habited by scheduled castes, scheduled tribes and educationally backward minorities.

THE SCHEME MAY BE REVISED AND REVAMPED IN THE XI PLAN UNDER WHICH A HOSTEL FOR 100 GIRL BOARDERS MAY BE CONSTRUCTED BY THE GOVERNMENT IN EVERY BLOCK ESPECIALLY WHERE FEMALE LITERACY RATE IS BELOW 50%.

ESTIMATED EXPENDITURE (XI PLAN) : Rs. 5523.70 CRORE

ANOTHER OPTION WOULD BE TO ENGAGE ONE VOLUNTARY SOCIETY AND/OR NGO FROM EACH BLOCK ON THE SIMILAR PATTERN OF THE EXISTING SCHEME OF THE GIRLS HOSTEL. GRANTS MAY BE PROVIDED TO THEM TO RUN HOSTEL FACILITIES FOR 100 GIRLS IN THEIR OWN BUILDINGS OR IN THE RENTED BUILDING'S HAVING MINIMUM LIVING AREA OF 40 SQ. FT. PER GIRL BOARDER BESIDES KITCHEN, DINING HALL, COMMON ROOM, INDOOR GAMES FACILITIES. THE SCHEME MAY BE IMPLEMENTED THROUGH THE STATE GOVERNMENTS. STRICTER INSPECTION NORMS INCLUDING INSPECTION BY THIRD PARTIES (POSSIBILITY INVOLVING CAPART) MAY ALSO BE INTRODUCED

ESTIMATED EXPENDITURE : (Rs. 607.50 CRORE)

ANOTHER PARALLEL OPTION WOULD BE TO UPGRADE KGBVs UPTO SECONDARY AND SECONDARY LEVEL IN SC/ST/MINORITIES CONCENTRATION BLOCKS, AND IF THE NUMBER OF CHILDREN IS TOO SMALL TO JUSTIFY A FULL FLEDGED SECONDARY LEVEL RESIDENTIAL SCHOOL, THEN KGBV CAN PROVIDE ONLY RESIDENTIAL FACILITY FOR GIRLS OF CLASSES 9 TO 12 WHILE THEY ATTEND NEARBY SCHOOLS.

7.1.3.1.5 EDUCATION OF CHILDREN WITH DISABILITIES:

I. REALIZING THAT INCLUSION OF CHILDREN AND YOUTH WITH DISABILITIES IS NOT ONLY A HUMAN RIGHT, IT IS ALSO GOOD EDUCATION AND PROMOTES THE DEVELOPMENT OF SOCIAL SKILLS, THE SCHEME OF IEDC IS BEING REVISED BY THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MHRD) AS THE SCHEME OF INCLUSIVE EDUCATION FOR THE DISABLED AT SECONDARY STAGE (IEDSS). THE PROPOSED NEW SCHEME WOULD ENABLE ALL STUDENTS WITH DISABILITIES COMPLETING EIGHT YEARS OF ELEMENTARY SCHOOLING AN OPPORTUNITY TO COMPLETE FOUR YEARS OF SECONDARY SCHOOLING (CLASSES IX-XII), IN AN INCLUSIVE AND ENABLING ENVIRONMENT. THE IEDSS WILL ALSO SUPPORT THE TRAINING PROGRAMMES FOR GENERAL SCHOOL TEACHERS TO MEET THE NEEDS OF CHILDREN WITH DISABILITIES.

Estimated Expenditure: Rs. 7.06 Crore per District per annum as recurring expenditure on the assumption that there are on an average 7170 differently abled children in schools per district.

(i)	Recurring Expenditure for 600 Districts during XI Plan	:	Rs. 21180 Crore
(ii)	Non-Recurring Expenditure for 600 Districts @ Rs. 8.10 Crore	:	Rs. 4 860 Crore
	Total	:	<u>Rs. 26040 Crore</u>

7.1.3.1.6 TALENT SEARCH

I. STATE TALENT SEARCH SCHEME (STS)

A NEW STATE TALENT SEARCH (STS) SCHEME IS REQUIRED TO BE INTRODUCED BY THE STATES ON THE PATTERN OF NATIONAL TALENT SEARCH (NTS) SCHEME OF NCERT. ABOUT 10000 STS SCHOLARSHIPS MAY BE AWARDED EVERY YEAR BY 35 STATES AND UNION TERRITORIES. NCERT MAY TAKE INITIATIVE TO PREPARE A MODEL STS SCHEME FOR ADOPTION/ADAPTION BY THE STATES. THE SELECTION OF STUDENTS MAY BE MADE AT CLASS VIII STAGE. THE SHARING MAY BE ON 50:50 BASIS BETWEEN THE CENTRE AND THE STATES AFTER 5 YEARS.

II. CHACHA NEHRU SCHOOLSHIP FOR ARTISTIC AND INNOVATIVE EXCELLENCE

A NEW SCHEME THAT MAY AIM AT RECOGNIZING AND NURTURING EXCELLENCE IN THE FIELD OF PERFORMING AND VISUAL ARTS, SCIENTIFIC INNOVATIONS AND CREATIVE WRITING IS BEING LAUNCHED BY NCERT. FROM THE FIRST YEAR OF THE XI PLAN, EACH STATE MAY ALSO LAUNCH THE "CHACHA NEHRU SCHOLARSHIP FOR ARTISTIC AND INNOVATIVE EXCELLENCE". NCERT MAY TAKE INITIATIVE TO PREPARE A MODEL SCHEME FOR ADOPTION/ADAPTATION BY THE STATES. THE SELECTION MAY BE MADE AT THE LEVEL OF CLASS VIII. ABOUT 1500 SCHOLARSHIPS MAY BE AWARDED EVERY YEAR BY 35 STATES/UNION TERRITORIES UNDER THIS SCHEME. BOTH THE SCHEMES, STS AND CHACHA NEHRU SCHOLARSHIP FOR ARTISTIC AND INNOVATIVE EXCELLENCE, MAY BE MADE APPLICABLE ONLY TO THE STUDENTS OF STATE GOVT. SCHOOLS, AND STATE FUNDED PRIVATE SCHOOLS IN THE STATES / UTS.

THE QUOTA OF THE SCHOLARSHIPS UNDER BOTH THE SCHEMES BE FIXED DISTRICT WISE. 50% SCHOLARSHIPS SHOULD BE FIXED FOR CHILDREN STUDYING IN RURAL AREAS. A TOTAL OF 50% SCHOLARSHIPS SHOULD GO TO THE GIRLS.

ESTIMATED EXPENDITURE ON TALENT SEARCH SCHEMES DURING XI PLAN

S. No.	ITEM	ESTIMATED EXPENDITURE
1.	10,000 SCHOLARSHIPS UNDER STS FOR STATES / UTS	Rs. 90 CRORE
2.	1500 CHACHA NEHRU SCHOLARSHIPS FOR ARTISTIC AND INNOVATIVE EXCELLENCE	Rs. 13.5 CRORE
3.	20% OF TOTAL BUDGET FOR 2 WEEKS CONTACT PROGRAMMES PER YEAR FOR ALL THE AWARDEES.	Rs. 21.5 CRORE
	TOTAL = Rs. 125.0 CRORE	

iii. NATIONAL SCIENCE TALENT SEARCH SCHEME:

FOR SEVERAL REASONS INCLUDING LACK OF APPROPRIATE JOBS, NON-AVAILABILITY OF SCIENCE LABORATORIES IN SECONDARY SCHOOLS, SHORTAGE OF GOOD SCIENCE AND MATHEMATICS TEACHERS AT SECONDARY AND HIGHER SECONDARY LEVEL AND LACK OF USE OF GOOD TEACHING METHODS, THERE HAS BEEN A DROP IN THE PROPORTION OF SCIENCE STUDENTS AT THE HIGHER EDUCATION LEVEL. IN THE INTEREST OF A HEALTHY ECONOMY, IT IS NECESSARY TO REVERSE THIS TREND. TO ENCOURAGE BRIGHT STUDENTS TO DO BASIC SCIENCE AT HIGHER EDUCATION LEVEL, LEADING TO

RESEARCH IN PURE SCIENCE, IT IS PROPOSED TO RE-INTRODUCE THE NATIONAL TALENT SEARCH SCHEME WITH ABOUT 1000 SCHOLARSHIPS PER YEAR FOR STUDENTS WHO WOULD BE PURSUING A CAREER IN PURE SCIENCE AND METHODS FURTHER LEADING TO RESEARCH. A SCHOLARSHIP OF RS. 2000 PER MONTH AT THE UNDER GRADUATE LEVEL AND RS. 4000 PER MONTH AT THE POST GRADUATE LEVEL MAY BE PROVIDED SO AS TO ENABLE THE STUDENTS TO JOIN THE BEST OF THE INSTITUTIONS. AN ALLOCATION OF **Rs. 30** CRORE DURING THE 11TH FIVE YEAR PLAN MAY BE PROVIDED.

7.1.3.1.7 Quality Improvement Inputs

I. AT PRESENT, UNDER QUALITY IMPROVEMENT SCHEME (QIS), FUNDS ARE BEING PROVIDED IN THE FOLLOWING AREAS:

- Improvement of Science Education in Schools
- Promotion of Yoga in Schools
- Environmental Orientation to School Education
- National Population Education Project
- International Science Olympiads

While International Science Olympiad Scheme needs to be continued with an **outlay of Rs. 10 crore**, other components may be incorporated into the main scheme for Universalization of secondary education. However, for specific interventions, **an additional amount of Rs. 90 crore may be allocated.**

II. ADOLESCENT EDUCATION PROGRAMME (AEP)

THERE IS A SCHEME ON ADOLESCENCE EDUCATION, PRESENTLY FUNDED BY NACO AND IMPLEMENTED BY MHRD. IT STARTED AS ON HIV/AIDS AWARENESS SCHEME FOR SCHOOL CHILDREN. IT IS SUGGESTED THAT HEALTH RELATED EDUCATION OF ADOLESCENTS, INCLUDING AWARENESS ABOUT AIDS, SHOULD BE TREATED IN THE LARGER CONTEXT OF LIFE SKILL EDUCATION AND HOLISTIC DEVELOPMENT WHICH COVERS HEALTH, PHYSICAL EDUCATION AND SPORTS.

DURING XI PLAN, THE FOCUS OF AEP SHOULD BE ON:

- COMPREHENSIVE OPERATIONALISATION OF AEP IN ALL SCHOOLS IN ALL STATES AND UTs WITH NECESSARY INPUTS LIKE TEACHERS' TRAINING TO ACT AS COUNSELLORS.
- CURRICULAR INTEGRATION OF ADOLESCENCE EDUCATION ELEMENTS IN THE COURSES OF STUDY.
- CURRICULAR INTEGRATION IN THE TEACHER EDUCATION SYSTEM (BOTH PRE-SERVICE AND IN – SERVICE).

THE IMPLEMENTATION STRATEGIES INTER ALIA INCLUDE DEVELOPMENT OF NEED BASED MATERIALS, TRAINING PACKAGE, CAPACITY BUILDING PROGRAMMES FOR TEACHERS' ADVOCACY PROGRAMMES FOR PARENTS AND COMMUNITY LEADERS, INTEGRATION OF ELEMENTS OF ADOLESCENCE EDUCATION IN THE CONTENT AND PROCESS OF SCHOOL EDUCATION, ADULT EDUCATION, ALTERNATIVE INNOVATIVE EDUCATION PROGRAMMES, AND OPEN SCHOOLING/UNIVERSITY SYSTEM. A MONITORING AND EVALUATION SYSTEM WILL BE FORMULATED AND OPERATIONALISED FOR AEP.

ESTIMATED FINANCIAL REQUIREMENT : Rs. 381.50 CRORE

7.1.3.1.8 OPEN SCHOOLING SYSTEM

I. DESPITE MASSIVE EXPANSION OF EDUCATIONAL FACILITIES IN SECONDARY SCHOOLING, A LARGE NUMBER OF THE ADOLESCENT AND THE YOUTH IN THE CONCERNED AGE GROUPS WILL NOT BE ABLE TO TAKE ADVANTAGE OF FORMAL SCHOOLING DURING STIPULATED SCHOOL HOURS THAT OFTEN COINCIDE WITH THE PRODUCTIVE LABOUR REQUIRED IN RURAL AREAS FOR AGRICULTURE AND IN URBAN AREAS FOR A VARIETY OF INCOME GENERATING ACTIVITIES PARTICULARLY FOR LOWER MIDDLE CLASS AND POOR FAMILIES. IT IS NECESSARY TO DESIGN, CREATE AND ESTABLISH ALTERNATIVE EDUCATIONAL PROVISIONS FOR SUCH PROSPECTIVE LEARNERS. AS A RESULT OF EXPERIMENTATION

AND INITIATIVES IN OPEN AND DISTANCE LEARNING (ODL) THE OPEN SCHOOLING SYSTEM HAS EMERGED AS AN EFFECTIVE AND POTENTIAL ALTERNATIVE SCHOOL EDUCATION SYSTEM.

II. THE OPEN SCHOOLING PROGRAMMES UP TO PRE-DEGREE LEVEL ARE BEING OFFERED BY THE NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS) AND 10 STATE OPEN SCHOOLS (SOSS). THE STATES THAT HAVE SET UP SOSS ARE WEST BENGAL, ANDHRA PRADESH, TAMILNADU, KARNATAKA, KERALA, MADHYA PRADESH, RAJASTHAN, HARYANA, PUNJAB, AND JAMMU AND KASHMIR.

III. THE CABE COMMITTEE ON UNVIERSALISATION OF SECONDARY EDUCATION HAS SUGGESTED THAT THE OPEN SCHOOLS NETWORK WHEN FULLY DEVELOPED SHOULD BE ABLE TO CATER TO AT LEAST 15% STUDENTS IN SECONDARY EDUCATION. IT IS A GREAT CHALLENGE BEFORE THE OPEN SCHOOLING SYSTEM WHICH NEEDS TO BE MET BY MAKING PERSPECTIVE PLANS METICULOUSLY. THE OPEN SCHOOLING NETWORK NEEDS TO BE EXPANDED TO ENSURE THAT EVERY STATE PROVIDES OPEN SCHOOLING FACILITY THROUGH ITS REGIONAL LANGUAGE.

IV. DURING THE XI PLAN, THE THRUST OF THE OPEN SCHOOLING SYSTEM SHOULD BE ON (I) DEVELOPING NIOS AS A POTENTIAL RESOURCE ORGANISATION IN OPEN SCHOOLING AT NATIONAL AND INTERNATIONAL LEVEL, BESIDES OFFERING OPEN SCHOOLING COURSES OF STUDY (II) UP SCALING OF THE PROGRAMMES OF THE EXISTING 10 STATE OPEN SCHOOLS, AND (III) SETTING UP SOSS IN THE REMAINING 19 STATES, INCLUDING NCT OF DELHI. THE EDUCATIONAL NEEDS OF THE SIX UNION TERRITORIES MAY BE LOOKED AFTER MAINLY BY THE CONCERNED NEIGHBORING STATES AND NIOS.

V. A CENTRALLY SPONSORED SCHEME (CSS) FOR PROMOTION OF OPEN SCHOOLING IS REQUIRED TO BE FORMUATED AND OPERATIONALISED FROM THE FIRST YEAR OF THE XI PLAN. AMONG OTHER THINGS, THE CSS MAY MAKE PROVISION OF (I) SETTING UP AND OPERATIONALISATION OF 19 NEW SOSS, (II) UP SCALING OF THE PROGRAMMES OF 10 SOSS, AND (III) UP SCALING OF THE PROGRAMMES OF NIOS, INCLUDING INCREASE OF REGIONAL CENTRES OF NIOS FROM 11 TO 29 (MAKING PROVISION OF ONE REGIONAL CENTRES IN EACH STATE).

VI. IN ORDER TO ENSURE QUALITY IN 'OPEN SCHOOLING', A FULL TIME COORDINATOR WITH ANCILLARY STAFF MAY BE PROVIDED IN EACH STUDY CENTRE UNDER THE OPEN SCHOOLING SYSTEM.

SO FAR, THE OPEN SCHOOLING SYSTEM HAS BEEN FOCUSING ON ACADEMIC ACHIEVEMENT OF LEARNERS. IN ORDER TO GIVE A HOLISTIC EDUCATIONAL EXPERIENCE, IT IS EQUALLY NECESSARY TO MAINTAIN A PROFILE OF ALL ASPECTS OF LEARNER'S NEEDS – HEALTH, COUNSELING, ICT, LIBRARY, SPORTS AND PHYSICAL EDUCATION ETC. THEREFORE, RECORD KEEPING OF A COMPREHENSIVE PROFILE OF EACH LEARNER SHOULD BECOME PART AND PARCEL OF THE OPEN SCHOOLING SYSTEM. IT IS SPECIALLY NECESSARY IN CASE OF CHILDREN AND YOUTH FROM THE WEAKER SECTIONS OF THE SOCIETY AS THEY ARE LESS LIKELY TO BE SERVED BY FAMILY AND OTHER SOCIAL INSTITUTIONS ABOUT THESE ASPECTS.

VII. THE OPEN SCHOOLING SYSTEM WILL BE REQUIRED TO CATER TO THE EDUCATIONAL NEEDS OF ABOUT 30 LAKH STUDENTS AT SECONDARY STAGE DURING 2007-08 WITH 10% INCREASE EVERY YEAR.

VIII. ESTIMATED EXPENDITURE FOR RESEARCH DEVELOPMENT, TRAINING, ADMISSION, EXAMINATION AND OTHER ACTIVITIES UNDER OPEN SCHOOLING SYSTEM.

• AT NIOS LEVEL	:	Rs. 300.00 CRORE
• AT SOSS LEVEL (29 SOSS)	:	Rs. 1450.00 CRORE
TOTAL ESTIMATED EXPENDITURE (XI PLAN)	:	<u>Rs. 1750.00 CRORE</u>

ix. **Fee under the Open Schooling System**

The CABE Committee on Universalisation of Secondary Education has recommended for full state support under open schooling to ensure education of equitable quality and non-exploitation of the students.

The students of the open schooling system may be provided fee concession as available in the formal schooling system. Nominal Registration charges and nominal Examination Fee may be charged from disadvantaged students. The education of General category candidates under open schooling system may also be subsidized. NIOS may develop guidelines about Registration Charges, fee concessions etc., for various categories of students in consultation with State Open Schools.

7.1.3.1.9 Out of School Children

Despite the best efforts made by the Government there would still be out of school children in the age group of 14 to 18 after having completed elementary stage of education. There is a need for a scheme to bring them back to the mainstream of formal education by providing bridge courses and alternative education so as to prepare them join the regular schools. **An allocation of about Rs.50 crore** may be required for assistance to State Governments under the **overarching scheme** for Universalisation of Access to Secondary Education in addition to opening of distance learning opportunities for those who cannot join secondary schools.

7.1.3.1.10 Students Assessment and Examination Reforms

There is a crying need for reform of the prevailing examination system to reduce stress on children due to examination and also to bring about quality. The budget to initiate the proposed reforms would include expenditure on **conduct of workshops** by NCERT/SCERT/Boards of Education/IASEs/CTEs/University Department of Education to familiarize teachers and Board personnel with better modes of administering School Based Assessment (SBA), to make teachers familiar with changing typology of questions, multiple choice questions (MCQ) and testing of order thinking and preparation of such items, to train evaluators for judging reflective type answers (multiple answers); external moderation of internal grading under school based assessment; technology for machine-marking of MCQs for Boards; one time subsidy to Examination Boards to develop statistical and software infrastructure for estimation of relative merit (percentile mark relative to other students of the district/block), in addition to absolute mark and preparation of question banks and also to conduct Research studies on various aspects of Examinations.

As suggested by NPE (1986/1992), a National Evaluation Organisation (NEO) will have to be developed :

- as a quality control measure;
- organizing national-wide tests for comparability of performance and for independent tests; and
- developing common admission tests for admission in graduate courses in colleges for de-linking degree from jobs

Estimated Expenditure

(i) Establishment of NEO	: Rs. 100 crore
(ii) Question Bank, Achievement Surveys and Training Centres	: Rs. <u>110</u>
Total	: Rs. <u>210</u> crore

7.1.3.1.11 GUIDANCE AND COUNSELLING

i. Guidance and Counseling, both as an approach and as a service, can be an important strategy for promoting Universalisation of Secondary Education in terms of its pro-active as well as remedial role. Guidance and Counseling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others.

II. CERTAIN IMPERATIVES

- FULL TIME SCHOOL COUNSELLORS MAY BE APPOINTED AT CLUSTER/BLOCK/DISTRICT LEVEL IN EVERY STATE.
- EVERY SCHOOL SHOULD HAVE AT LEAST ONE TEACHER AND PREFERABLY TWO (ONE MALE AND ONE FEMALE) TEACHER TRAINED IN GUIDANCE AND COUNSELLING. TEACHER - COUNSELLORS ALREADY TRAINED SHOULD BE UTILIZED FOR EXTENDING TRAINING FURTHER AT STATE LEVEL. IN ORDER TO MEET THE GROWING DEMAND, THE STATES SHOULD BE GIVEN FUNDS TO START IN-SERVICE TRAINING PROGRAMMES.
- EVERY STATE DEPARTMENT OF EDUCATION/STATE BUREAU OF GUIDANCE SHOULD ENSURE CREATING A CADRE OF TRAINED GUIDANCE PERSONNEL AS GUIDANCE OFFICERS.
- GUIDANCE RESOURCE CENTERS WOULD NEED TO BE CREATED/FURTHER STRENGTHENED FOR PROVIDING GUIDANCE-COUNSELING SERVICES AT CLUSTER/BLOCK/SCHOOL LEVELS.
- SENSITIZATION PROGRAMMES FOR PRINCIPALS/HEADS OF SCHOOLS AT STATE LEVEL AND ENRICHMENT PROGRAMMES FOR TRAINED GUIDANCE PERSONNEL SHOULD BE A REGULAR FEATURE.
- COMPONENT OF GUIDANCE AND COUNSELING IN PRE-SERVICE TEACHER EDUCATION NEEDS TO BE STRENGTHENED.

ESTIMATED EXPENDITURE (XI PLAN) : Rs. 435 CRORE

7.1.3.1.12 CAPACITY BUILDING

I. ORIENTATION OF SECONDARY SCHOOL TEACHERS

SINCE THE TEACHER IS THE MOST IMPORTANT COMPONENT IN SCHOOL EDUCATION IT IS NECESSARY TO CONTINUOUSLY UPGRADE THE QUALITY OF TEACHERS THROUGH IN-SERVICE EDUCATION PROGRAMMES AND A VARIETY OF OTHER MEASURES, APART FROM PRE-SERVICE QUALIFYING PROGRAMME OF TEACHER TRAINING VIZ., B.ED. THERE IS GREAT REGIONAL DISPARITY IN THE PROVISION FOR SECONDARY TEACHER TRAINING INSTITUTIONS IN THE COUNTRY. THERE ARE REGIONS SUCH AS THE NORTH-EASTERN REGION FOR EXAMPLE, THAT DO NOT HAVE ENOUGH TEACHER TRAINING FACILITIES COMPARED TO OTHER STATES. CAREFUL STATE-LEVEL PLANNING WILL BE NECESSARY FOR ENSURING ADEQUATE NUMBER OF TRAINED TEACHERS AND THEIR CONTINUOUS ENRICHMENT. BESIDES THE CONVENTIONAL IN-SERVICE EDUCATION PROGRAMMES, IT WILL BE NECESSARY TO DEVELOP A MECHANISM WHEREBY SECONDARY SCHOOL TEACHERS WILL BE ABLE TO SHARE THEIR EXPERIENCES AND LEARN FROM EACH OTHER, THEREBY DEVELOPING A LEARNING COMMUNITY AND CULTURE.

AN ORIENTATION PROGRAMMES FOR THE TEACHERS TEACHING THE SECONDARY CLASSES NEEDS TO BE PLANNED AND OPERATIONALISED THROUGH NCERT.

II. ORIENTATION OF EDUCATIONAL PLANNERS AND ADMINISTRATORS

TO COVER ALL THE HEADMASTERS OF 181520 SCHOOLS DURING THE ELEVENTH PLAN, NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION (NUEPA) NEEDS TO COLLABORATE WITH AND MAKE A NETWORK OF INSTITUTIONS LIKE IASEs, CTES, UNIVERSITY DEPARTMENTS OF EDUCATION, MANAGEMENT SCHOOLS, REGIONAL INSTITUTES OF EDUCATION, (NCERT), INDIAN INSTITUTES OF MANAGEMENT, ETC. THIS WILL ENABLE NUEPA TO EXPAND ITS RESOURCE BASE AND ALSO GIVE IT A FORM OF NETWORKING ORGANISATION RATHER THAN AN ORGANIZATION WHICH TRAINS HEADS OF SCHOOL ON ITS OWN. AN ORIENTATION PROGRAMMES FOR EDUCATIONAL PLANNERS AND ADMINISTRATORS MAY BE PLANNED AND OPERATIONALISED ON A MASS SCALE. THE TRAINING PROGRAMMES MAY BE BACKED BY APPROPRIATE TRAINING PACKAGES.

III. THE FINANCIAL ESTIMATES FOR THE IN-SERVICE TRAINING OF SECONDARY AND HIGHER SECONDARY TEACHERS FOR THE ELEVENTH FIVE YEAR PLAN CALCULATED BY NUEPA AS PER GUIDELINES OF CENTRALLY SPONSORED SCHEME OF TENTH FIVE YEAR PLAN IS GIVEN AS UNDER. RATE FOR TRAINING PROGRAMME HAS BEEN CALCULATED @ Rs. 175 PER DAY.

SECONDARY TEACHERS	SECONDARY TEACHER	TOTAL NO. OF DAYS	TOTAL COST TO THE
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	EDUCATORS		TRAINING
23.07,948	27,110	4,69,01,160	RS. 821 CRORE

7.1.3.1.13 ENVIRONMENT BUILDING

AN IMPORTANT PARAMETER FOR PLANNING OF UNIVERSAL SECONDARY EDUCATION IS ENVIRONMENT BUILDING AND GENERATING PUBLIC OPINION IN FAVOUR OF UNIVERSALISATION OF SECONDARY EDUCATION. THERE ARE CRITICS WITH MYOPIC VISION WHO QUESTION THE WISDOM OF UNIVERSAL SECONDARY EDUCATION WHEN UNIVERSAL ELEMENTARY EDUCATION HAS NOT BEEN ACHIEVED YET. GIVEN THE EMERGING SCENARIO OF EVER INCREASING GLOBALISATION AND INDIA'S EMERGING ROLE AS AN IMPORTANT GLOBAL PLAYER, **IT IS NECESSARY TO TAKE A QUANTUM JUMP** RATHER THAN PURSUING INCREMENTAL GROWTH THROUGH PIECEMEAL STEPS. ALSO, SECONDARY EDUCATION CAN SUPPLY GOOD TEACHERS FOR THE PRIMARY STAGE. THERE WOULD FURTHER BE A OSMOTIC EFFECT ON THE ELEMENTARY STAGE AND THE QUALITY OF EDUCATION AT THE ELEMENTARY STAGE WILL ALSO IMPROVE. IT IS ONLY THROUGH **ENVIRONMENT BUILDING** THAT THE COMMUNITY CAN BE MOBILIZED. THIS IS PARTICULARLY NECESSARY TO ENSURE **PARTICIPATION OF GIRLS, SCHEDULED CASTES, SCHEDULED TRIBES; OTHER BACKWARD CLASSES, CULTURAL AND LINGUISTIC MINORITIES AND THE DISABLED**. WITHOUT INVOLVING ALL OF THEM, UNIVERSAL SECONDARY EDUCATION WILL REMAIN ANOTHER ELUSIVE DREAM.

7.1.3.1.14 PUBLIC PRIVATE PARTNERSHIP

57.04% of high schools and 62.83% higher secondary schools are run by private sector. Out of these 28.52% of high schools and 31.79% higher secondary schools are classified as private unaided schools. Whereas private aided schools generally receive almost full salary of the teaching staff from the respective state governments and have to only provide for the capital expenditure, private unaided schools do not receive any grant and have to be financially sustainable on their own. Therefore, there is a difference in fee structure though some private unaided schools run on charity. Otherwise unaided schools necessarily have to recover their cost from the school fees. Encouraging such schools would cater only to the population which can pay, unless there is a policy of cross subsidization of fees so that certain percentage of children from the poorer sections of the society can be accommodated free or at subsidized fees.

The public private partnership can be one way of saving public funds by encouraging private sector to be involved in this important human development sector. This can take the following paths:

- Private sector can be encouraged to invest part of its profit towards philanthropic activities in the education sector by adopting Government schools for improvement of infrastructure and resources like, library, science lab., audio-visual and ICT infrastructure, art workshops, sports facilities, drinking water and toilet facilities etc. This can be done through focused organized planning in the indicated areas. The private sector can also be involved as part of management of the school while ensuring that accountability for resource use is ensured by the school in a transparent manner. Private sector should also provide opportunities for students to manage work oriented education in private sector owned factories. This would be particularly relevant for vocational and skill education so as to overcome a major weakness of the current school system where students are kept away from real life situations.
- **Grant – in- aid system:** A large number of schools in the country initially started as private schools local initiative and were later allowed as grant-in-aid schools by the state government and finally taken over as government schools. Such a system encourages local participation and fills the gap that exists in the interior areas. If a good regulatory mechanism is built up to ensure quality, this will be a preferable option than government setting up its own school, as there is greater accountability of teachers to the management of the school. Such system has fallen into disuse in the last few years because of resource constraint by the state government. Another policy incentive which can be given to schools is to provide land at subsidized rate. Local resident association should be given priority for opening such schools. This would reduce the capital investment by the governments to a large extent. If private sectors are

willing to run second shift for the children of the under privileged section, government could encourage them to do so by providing grant-in-aid towards teachers salary only for running the second shift, since capital expenditure is avoided completely.

- **Outsourcing:** Several functions of the government school can be outsourced through private sector involvement. For example, entire computer education can be outsourced from private sector who can provide computer and computer teachers for a fee. Such an arrangement would work well for newly emerging or rapidly changing subjects for which permanent teachers and resources can be avoided in a government set up. Similarly transport arrangements for students particularly for girls can be outsourced.
- **Vocational schools:** In this area, private sector can help greatly as most of the teaching learning can take place profitably in the premises of private sector companies and factories. Private sector should also be involved in designing curriculum and in designing a testing and certification system so that the demand for appropriate skill by the industry can be met.
- **Participation on the school management:** The corporate sector in the neighbourhood of schools may be represented in the school management committee so that they could assist the schools in enhancement of its infrastructure and resources.
- **Regulatory structure:** The key to successful public-private sector participation is a sound regulatory structure so that public and private sector are accountable to each other in a transparent manner.

7.1.3.1.15 STRUCTURE OF SCHOOL EDUCATION

I. THE SECONDARY STAGE CONSISTS OF CLASSES IX – X IN 19 STATES/UTs – ARUNACHAL PRADESH, BIHAR, HARAYANA, HIMACHAL PRADESH, JAMMU & KASHMIR, MADHYA PRADESH, MANIPUR, NAGALAND, PANJAB, RAJASTHAN, SIKKIM, TAMIL NADU, TRIPURA, UTTAR PRADESH, WEST BENGAL, ANDAMAN AND NICOBER ISLANDS, CHANDIGARH, DELHI AND KARAİKAL REGION OF PONDICHERRY. BUT IN 13 STATES/UTs, THE SECONDARY STAGE COVERS FROM CLASSES VIII – X. THEY ARE ANDHRA PRADESH, ASSAM, GOA, GUJARAT, KARNATAKA, KERALA, MAHARASHTRA, MEGHALAYA, MIZORAM, ORISSA, DADRA AND NAGAR HAVELI, DAMAN AND DIU, LAKSHADEEP AND MAHE AND YANAM REGIONS OF PONDICHERRY. THOUGH +2 STAGE SCHOOLING IS AVAILABLE IN ALL THE STATES/UTs, IN CERTAIN STATES/UTs THESE CLASSES ARE ALSO ATTACHED TO UNIVERSALITIES AND COLLEGES. IT IMPLIES THAT THERE EXIST DIFFERENCES IN THE STRUCTURE OF SECONDARY EDUCATION IN THE COUNTRY.

II. IT IS NOW HIGH TIME THAT 8+2+2 SYSTEM OF SCHOOL EDUCATION NEEDS TO BE ADOPTED BY ALL THE STATES AND UNION TERRITORIES. AMONG OTHER THINGS, IT WILL FACILITATE INTER-STATE MOBILITY OF STUDENTS AND SMOOTH OPERATIONALISATION OF CURRICULA AND CAPACITY BUILDING PROGRAMMES FOR TEACHERS, SUPERVISORS ETC.

III. MHRD WOULD HAVE TO CONVINCING THE STATES TO SWITCH OVER TO THIS SYSTEM AT THE EARLIEST. IT MAY BE ONE OF THE CONDITIONS OF GRANTS TO THE STATES UNDER THE CENTRALLY SPONSORED SCHEMES FOR SCHOOL EDUCATION.

7.1.3.1.16 QUALITY ASSURANCES:

I. IN THE WAKE OF GLOBAL COMPETITIVE SCENARIO, QUALITY ASSURANCE IN SCHOOL EDUCATION SHOULD BE THE PRIORITY AGENDA. **THE INDICATORS FOR QUALITY IN VARIOUS ASPECTS OF SCHOOL EDUCATION MAY BE PREPARED BY NCERT FOR FORMAL SCHOOLING AND BY NIOS FOR OPEN SCHOOLING.** THE QUALITY ASSURANCES ARE NEEDED IN ALL ASPECTS OF SCHOOL EDUCATION RIGHT FROM THE CURRICULUM, SYLLABI, TEXTBOOKS, TEACHING-LEARNING STRATEGIES, EVALUATION OF STUDENTS, PLANNING, MONITORING OF IMPLEMENTATION, INFRASTRUCTURE AND OTHER RESOURCES, AND TRAINING OF FUNCTIONARIES.

II. QUALITY IS NOT MERELY A MEASURE OF EFFICIENCY; IT ALSO HAS VALUE DIMENSION. THE ATTEMPT TO IMPROVE THE QUALITY OF EDUCATION WILL SUCCEED ONLY IF IT GOES HAND IN HAND WITH STEPS TO PROMOTE EQUALITY AND SOCIAL JUSTICE

III. IT IS BEING OBSERVED THAT STATE SCHOOLS NOW GENERALLY CATER TO DEPRIVED SECTIONS OF POPULATION. SUCH SEGREGATION OF STUDENTS ALONG CLASS AND CASTE LINES IS AGAINST THE POLICY OF NEIGHBORHOOD SCHOOLS SUGGESTED BY THE EDUCATION COMMISSION (1964-66). **ADEQUATE SOCIAL MIX IN CLASSROOMS WILL ENSURE THAT SOCIETY AS A WHOLE HAS A STAKE IN THE FUTURE OF STATE-RUN SCHOOLS.** QUALITY ASSURANCE IS THEREFORE A COMMON DENOMINATOR FOR SUCCESS OF PLANNING AND IMPLEMENTATION STRATEGIES IN THE EDUCATION SECTOR.

7.1.4 School Sub-Systems of Ministry of Human Resource Development (MHRD)

As a part of the process of Universalisation of Access to Secondary Education and improvement of quality, there is a need for model pace setting schools and this can be met by the existing system of KVs and JNVs. The CABE Committee on Universalisation of Secondary Education (June, 2005) has suggested that the infrastructure requirement for a secondary school should generally conform to the Kendriya Vidyalaya standard.

THE THREE SCHOOL SUB- SYSTEMS OF MHRD ARE:

- KENDRIYA VIDYALAYA SANGATHAN (KVS)
- NAVODAYA VIDYALAYA SAMITI (NVS)
- CENTRAL TIBETAN SCHOOLS ADMINISTRATION (CTSA)

7.1.4.1 KENDRIYA VIDYALAYA SANGATHAN (KVS)

There are 929 functional Kendriya Vidyalayas with an enrolment of 9.12 lakh and a staff strength of about 45,000. Out of these 129 schools still need to have permanent buildings and these are required to be provided during the next Five Year Plan. Kendriya Vidyalaya is like a model school in the country as far as infrastructure, staffing pattern and curriculum transactions are concerned and can act as a pacesetters for other schools in the vicinity.

There is a large unmet demand for admission to KVs because of their quality. The main objective of Kendriya Vidyalaya is to cater to children of Government and public sector employees. More than 200 districts do not have a single Kendriya Vidyalaya. It is therefore, proposed to establish 1000 Kendriya Vidyalayas during the next Five Year Plan so as to cater to all districts and areas of concentration of government and public sector employees. This would also cater to the private sector, particularly children from the disadvantaged section of the society wherever spare capacity is available.

Opening of 1000 new Vidyalayas would require strengthening of administrative infrastructure. Opening should be need based, Kendriya Vidyalayas should be allowed to develop internal resources and the norms for requirement of land should be reviewed as the present requirement appears to be high. Synergy should be evolved in Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, CBSE, NCERT and NUEPA to provide infrastructure and professional support for teachers training.

The financial requirements for thousand new Kendriya Vidyalayas including setting up of 6 Zonal Offices, 12 Regional Offices and 6 Training Centres is estimated to be **Rs. 3555 crore** during the 11th Plan. This would be in addition to **659.85 crore** for construction of buildings in the existing Vidyalayas and opening of 50 new vidyalayas already approved in 2006-07, completion of construction of permanent building of 65 vidyalayas and expenditure on 64 vidyalayas where construction of permanent building is yet to be started. Details of estimates are at **Annexure – I.**

7.1.4.2 Navodaya Vidyalaya Samiti (NVS)

Jawahar Navodaya Vidyalayas cater to the meritorious students predominantly from rural areas. At present, there are 520 functioning Navodaya Vidyalayas . The schools are doing an

excellent job. It is proposed to revise the norms so as to provide one Navodaya Vidyalaya for every 5 lakh rural population so that large districts could have more number of Vidyalayas. This would necessitate opening of 700 more Navodaya Vidyalayas for which **Rs. 6145 crore** would be required during the Plan period, in addition to **Rs. 4280 crore** required for the existing Vidyalayas.

It is suggested to have re-look at the admission test to ensure its appropriateness in identification of rural talents and also to have re-look at the migration policy which may be substituted by short term visits considering the stress and trauma for the children. There is also need to have a re-look at reduction of cost. Details of estimates are at **Annexure – II.**

BOTH KENDRIYA VIDYALAYAS AND JAWAHAR NAVODAYA VIDYALAYAS MAY PREPARE NETWORKING PROGRAMMES WITH STATE SCHOOLS TO ENHANCE THEIR PACE-SETTING ROLE AND FACILITATE USE OF THEIR RESOURCES TO ADVANTAGE BY STATE SCHOOLS.

7.1.4.3 CENTRAL TIBETAN SCHOOLS ADMINISTRATION (CTSA)

This organization runs Central Schools for children of Tibetans refugees. In view of the stabilization of the population of children, there may not be need for the future expansion except for maintenance and replacement of infrastructure wherever necessary. In view of the unutilized capacity to the extent of about 30 per cent, a view needs to be taken as how to utilize the full capacity. The requirement of this has been projected at **Rs. 44 crore** during the 11th Plan. Details of estimates is at **Annexure – III.**

7.1.5 National Council for Educational Research and Training (NCERT)

NCERT is premier Central Government Institute engaged in school education, research and training. The allocation during the Tenth Plan was 60 crore.

During the 11th Plan, NCERT proposes a number of programmes/activities besides construction of permanent building for PSSCIVE at Bhopal and NE Regional Institute of Education, Shillong. In addition, NCERT would also have to conduct Eighth All India Education Survey, which is a major activity and will have to conduct Talent Search Examination. The requirement projected is **about Rs. 500 crores for the Plan period.**

7.1.6 Central Board of Secondary Education (CBSE)

CBSE is the larger of the two All India level Boards of Examinations at 10th and 12th level with 8300 schools affiliated to it. It has also got 140 schools abroad, which are affiliated to it. It is a financially self-reliant body and may not require Plan assistance during the 11th Five Year Plan. However, it will be taking the lead in Examination Reforms, which can be disseminated to State Boards through the Council of Boards of Secondary Education (COBSE).

7.1.7 JOINT INDO-MONGOLIAN SCHOOL

THE MOU SIGNED BETWEEN INDIA AND MONGOLIA ON 9.7.2002 PROVIDES FOR DEPUTATION OF UP TO FIVE POSTGRADUATE TEACHERS IN A SCHOOL IN ULAANBAATAR NAMED INDIA-MONGOLIA JOINT SECONDARY SCHOOL. THREE OF THE TEACHERS ON DEPUTATION WOULD BE FROM THE FIELD OF ENGLISH LANGUAGE AND LITERATURE AND ONE TEACHER EACH FROM THE DISCIPLINES OF COMPUTER SCIENCE AND MATHEMATICS. AS PER THE MOU, GOVERNMENT OF INDIA IS TO BEAR THE EXPENSES ON SALARY, ALLOWANCES, ACCOMMODATION AND INTERNATIONAL AIR-FARE FOR THE TEACHERS ON DEPUTATION. ED.CIL IS THE NODAL AGENCY FOR IMPLEMENTING THIS MOU. AS THE SCHEME HAS HAD A POSITIVE IMPACT WITH A SATISFACTORY FEEDBACK FROM THE MONGOLION SIDE, THIS MAY BE CONTINUED DURING THE ELEVENTH FIVE YEAR PLAN WITH THE POSSIBILITY OF FURTHER STRENGTHENING THE SAME. **THE REQUIREMENT DURING THE ELEVENTH PLAN PERIOD IS RS. 5 CORE.**

7.2 VOCATIONAL EDUCATION

7.2.1 The Kothari Commission on Educational Reforms, 1966 had visualized that 25% of the students at the secondary stage would go for the vocational stream. The Kulandaiswamy Committee Report had pitched this number at 15% to be achieved by the year 2000. However, at present only about 5% of the children of the 16 to 18 age group are in the vocational stream. According to the recent NSSO data, only 5% of the population of the 19 to 24 age group in India have learnt skills through the vocational education stream.

7.2.2 The corresponding figure for Korea is as high as 96% and there are several countries, which have figures above 60%. Therefore, it is imperative to impart sound vocational and skill education to those who require it to enable them to be part of the productive force in the interest of the growth of the Indian economy.

7.2.3 The Prime Minister in his Independence Day address on 2006 has talked of setting up a Vocational Education Mission and a Task Force has already been constituted by the Planning Commission. It is in this context that vocational and skill education has to be taken earnestly during the 11th Five Year Plan if we have to maintain high economic growth through increased productivity, which in turn will be possible through acquisition of necessary skills.

7.2.4 During the 10th Plan there was an allocation of Rs. 350 crore to introduce vocational courses and streams at the +2 stage. The outcome has not been very satisfactory with a total utilization of only Rs. 61 crore. There is a need to design courses so as to reduce the mismatch between demand and supply. While Government can act as a facilitator, involvement of the corporate sector with intimate linkages between vocational institutions and industries would be a must.

7.2.5 Background of Vocational Education

7.2.5.1 Education and Training are powerful instruments for bringing changes required to achieve the key objectives of economic development i.e., to create more employment and thereby increasing income.

7.2.5.2 MILLIONS OF YOUNG WOMEN AND MEN IN THE AGE GROUP 15 TO 24 JOIN THE LABOR FORCE EVERY YEAR. OF THESE, MANY ARE UNEMPLOYED, OR UNDEREMPLOYED, AND NOT EARNING SUFFICIENT INCOME TO MEET THEIR FAMILY EXPENSES. A VAST MAJORITY OF THEM ARE IN THE INFORMAL SECTOR (FORMAL SECTOR PROVIDES EMPLOYMENT HARDLY TO 7% OF THE LABOUR FORCE). THEY LACK REQUISITE SKILL, KNOWLEDGE, ATTITUDES, SOCIAL PROTECTION, SECURITY ETC.

7.2.5.3 THE PATHWAYS FROM SCHOOL TO WORK ARE NOT WELL ESTABLISHED, LEAVING MANY YOUNG WOMEN AND MEN SEARCHING FOR SUITABLE JOBS. FACILITATING AN IMPROVED SCHOOL-TO-WORK TRANSITION MAY OVERCOME THE UNEMPLOYMENT SITUATION IN THE COUNTRY TO A GREAT EXTENT.

7.2.5.4 A large number of students are not able to pursue education due to socio-economic constraints. For example, out of 100 students enrolled in class I, hardly 20 complete their school education and the remaining drop out at different stages. The education they receive may not be useful for a sustainable livelihood with quality. They try to enter the world of work without required skills and competencies to face the labour market competition. As a result, they remain unemployed, marginalized and poor.

7.2.5.5 Secondary and Higher Secondary Education are important terminal stages in the system of general education. At this stage, the youth decide whether to pursue education, opt for technical training or join the workforce. Educationists and experts have recommended that vocational education and training (VET) is suitable to specific target groups who want to enter into the world of work VET (Vocational Education & Training) will help in solving the unemployment problem to a considerable extent by equipping the youth with Tradeable skills.

7.2.5.5.1 In India, the vocational education programme at secondary school level was introduced in the year in 1976-77 as a state scheme. Due to financial constraints, the programme

was introduced initially only in a few states. These states could not achieve the objective of the programme as expected. Many States/UTs felt the need for central assistance to run the programme. Accordingly, a Centrally Sponsored Scheme of Vocationalisation of Secondary Education was introduced during 1987- 88. This gave new impetus to the programme. Since then around 6000 institutions at plus two stage of education have introduced the programme. Around 150 vocational courses are offered in these schools with an intake capacity of around ten lakh students per year. This is the largest single vocational education and training programme followed by ITIs and Polytechnics in India. The programme covers all major career areas like Agriculture, Engineering and Technology, Business and Commerce, Home Science, Health and Paramedical, and Humanities, Science and Education.

7.2.5.6 Changes in technology and financial markets, emergence of global markets for products and services, international competition, new forms of business organization, and new business strategies and management practices are transforming the **world of work**.

7.2.5.7 Globalization offers both opportunities and **challenges for Vocational Education and Training (VET)** to meet the need of skilled manpower for increased pace of **national development**.

7.2.5.8 The National Curriculum Framework (2005) has suggested that Vocational Education and Training should be implemented in Mission Mode, involving establishment of separate VET Institutions and Centres from the level of village clusters and blocks to sub-divisional/ districts, towns and metropolitan areas.

7.2.6 VET Framework suggested for XI Plan

7.2.6.1 During the XI Five Year Plan, Vocational Education and Training (VET) should be provided to those who need skills for sustainable livelihood and to meet the challenges of the world of work. The concept of **Vocational Education and Training to All** should be promoted through **the formal education system and non-formal education system**. It should cater to the needs of different target groups, with special provisions for disadvantaged groups viz., girls/women, scheduled castes, scheduled tribes, persons with disabilities, and persons living in difficult circumstances.

7.2.6.2 VET may be implemented as a Central Sector Scheme, (with 100 % Central Government Funding) with an outlay of Rs. 7070 crore.

7.2.6.3 It is estimated that 1.5 crore youth need initial vocational training every year. During XI FYP, capacity for about 0.5 crore persons should be created for providing initial training through strengthening of existing VET Institutions and by setting up new VET Institutions. The remaining **1.0 crore** people should be trained through non-formal/informal mode.

7.2.6.4 In India, about 4.21 crore persons are working in the informal sector. Only 5 % of this population could receive skill training through the formal system. The remaining about 4.0 crore unskilled and semi-skilled persons, who are already in the world of work, should be given continuous or further training for upgradation of their skills through a variety of delivery systems, including part-time, sandwich system, day release system, block release system, open and distance learning system, etc.

7.2.6.5 The emphasis in VET would be on development of generic, specific, personal and multiple skills so that persons may respond to changes due to technologies and market demands. Generic skills that cut across a number of occupations would enable an individual to transfer from one field to another during his/her working life.

7.2.6.6 VET programmes preparing for occupations in Farming, Artisan Trades, Crafts, Small and Medium Enterprises, particularly for self-employment, should include entrepreneurship development and elementary training in information and communication technology to enable

persons to take responsibility for production, marketing, management and rational organization of enterprise.

7.2.6.7 VET should be offered in flexible mode through modular courses of varying durations, with credit transfer facility. Strategies for encouraging access to VET for marginalized groups, including SCs, STs, OBCs, Minorities, girls, street children, working children and differently-abled children, should be adopted.

7.2.6.8 Skill development in organizational planning, **entrepreneurship**, safe and environmentally sound procedures related to materials and equipment, importance of safe working conditions, first aid training, etc., as an integral part of all VET programmes should be promoted.

7.2.6.9 Competency based curricula should be reviewed and updated from time to time so that the courses do not become moribund and irrelevant to the vocations and livelihoods in a given area or region. Also competency based teaching-learning materials should be developed to suit the requirements of competency based training and assessment.

7.2.6.10 Professional training of all teachers and trainers, focused on implementation of flexible teaching-learning practices in VET, should be organized.

7.2.6.11 Career Guidance and Counselling as a critical development tool to enable children to systematically plan their movement towards their future vocations or livelihoods, and also guide the institutional leadership in curriculum planning and evaluation should be introduced in VET Institutions.

7.2.6.12 An umbrella body with nomenclature “National Vocational Education and Training Commission (National VET Commission)”, involving all stakeholders, may be set up for providing overall vision and coordination in planning and delivery of VET by different agencies. Among other things, it should undertake key systemic tasks, lay down guidelines and broad approaches and will mobilize support and cooperation from different stakeholders.

7.2.6.13 In order to execute the policies and strategic decisions of the Council, the Division dealing with Vocational Education and Training in MHRD, Govt. of India needs to be strengthened. A separate bureau for vocational education needs to be set up also along the lines of the Ministry of Labour (DGET).

7.2.6.14 A National Institute for Vocational Education Planning and Development (NIVEPD) may be established as a public-private academia partnership. It should be adequately represented by Government, Industry, Academia, Labour Unions, NGOs and other social community organizations. This autonomous body should work in close cooperation with the concerned Ministries and Agencies, such as the Directorate General of Employment and Training, the National Council of Vocational Training, the Labour Bureau, the Bureau of Vocational Education, and the Ministry of Human Resource Development.

7.2.6.15 **Quality research and dissemination** to increase understanding in pedagogical, technical and managerial aspects of flexible VET and learning should be promoted. A wide range of pedagogical innovative and developmental projects should be carried out to emphasize the importance of finding new ways of organizing the students' learning possibilities in VET.

7.2.6.16 **A Labour Market Information System** should be established to collect necessary information on the skill requirements and skilled manpower needs for different sectors of economy.

7.2.6.17 **VET in informal sector should also be strengthened** by using available facilities and mobilizing community resources for upgradation of skills of workers. Many skilled workers, working in unorganized sector, need some certification for their competencies and skills. Such certification is needed to give them some status and respectability by way of recognition of their competencies and skills.

7.2.6.18 (i) A National Vocational Qualification (NVQ) system in which public and private system of VET collaboratively meets the needs of Industry and Individuals should be developed. Under this, modular competency based vocational courses will be offered along with a mechanism of testing skills under the NVQ system. Bridge courses to facilitate people without any formal education to get enrolled in the regular system of courses should be developed through NVQ system.

(ii) Major vocational clusters in areas like transportation, manufacturing, consumer and home industries, public services, hospitality and recreation, personal services, marketing and distribution, health, business and office, agro business and natural resources, communications, marine science, construction, fine arts and humanities should be taken up for identifying skill requirements at different levels of competencies. Guidelines for training, assessment and reporting under the National Vocational Qualification system should be developed in all major vocational clusters.

7.2.6.19 A system of life-long learning for acquiring skills through VET Institutions, colleges and universities should be developed. Access, through Open and Distance Learning (ODL) mode to those who live in rural, tribal and remote areas and those who could not avail the benefit of VET, will be enhanced. Educational Satellite (EDUSAT) should also be utilized for popularization of VET programmes and providing necessary soft skills to the target groups.

7.2.6.20 Participation of private sector and NGOs in improving facilities and resources of VET Institutions/Centres, developing skills/standards, training packages, and competency based curricula and instructional materials, conducting tests, and providing joint certification should be encouraged. Accreditation of private VET providers (schools, colleges, universities, industry and community organizations) for quality assurance and uniformity in skills development should be taken up. On an average, an expenditure of Rs 5000/- per person could be incurred for imparting training and certification through the private sector.

7.2.6.21 A National Board of Vocational Education and Training (NBVET) should be established for competency based assessment and certification.

(i) A national approach to VET, based on Skill Standards and Competency Based Assessment and Certification should be developed. Skill standards that will guide the direction for entry-level training should be identified in collaboration with the Industry and Professional Associations. Delivery of VET through a new partnership between the government, employers, professional associations, industry, employee's trade unions, local community and Ngos would be done. VET programmes responsive to the needs of the business, industry and stakeholder's and their advice on issues impacting on the national VET system, such as skills forecasting, labour market survey, skill standards, etc., should be developed.

(ii) Strategies for involvement of civil society institutions, NGOs, communities/ public and private sector industries in VET should be evolved. The apex industry associations like Confederation of Indian Industry (CII), Federation of Indian Chambers of Commerce and Industry (FICCI), Associated Chambers of Commerce and Industry (ASSOCHAM), etc., should be involved to a greater extent in implementation of VET. Based on labour market analysis, skill requirements in different sectors of economy should be identified, and accordingly vocational courses will be offered through separate VET Institutions to enhance the relevance of VET provision for the economy.

7.2.6.22 A view of the statement in the report of the High Level Strategic Group (HLSG) constituted by the All India Management Association (AIMA) that about 40 million jobs would be generated to meet the international demand of skilled manpower in the areas such as telemedicine, plumbing, auto repairs, tax advisory services, e-learning etc, study of at least one foreign language of international use for meeting the requirements of skill passports and employment in multicultural work environments should become part of the vocational curriculum.

Further, to capture job opportunities available in the international job market, VET on international standards should be facilitated through setting up of International Skill Training Hub.

7.2.6.23 Industry-Institution collaboration should be established for identification of manpower, development of sector-wise skill profiles, identification of courses, development of modular competency based curricula and learning materials, experts for providing training, workplace training/in-plant training (practical training, on-the-job training and apprenticeship training), competency based assessment of trainees by the assessors, competency based joint certification, sharing of resources and placement of students.

7.2.6.24 (i) New learning technologies such as modularization, combining modules fit together horizontally and vertically to deliver flexible and learner-centred VET programmes should be introduced.

(ii) Lateral and horizontal mobility should be provided through multiple VET delivery systems in the following modes:

- FULL-TIME PROGRAMMES INCLUDING GENERAL EDUCATION AND PRACTICAL TRAINING, PROVIDED IN AN EDUCATIONAL ESTABLISHMENT;
- PART-TIME PROGRAMMES IN INSTITUTIONS AND/OR INDUSTRIES;
- DAY-RELEASE SYSTEM, PROVIDING FOR WORKERS AND APPRENTICES TO ATTEND AN EDUCATIONAL ESTABLISHMENT ONE OR TWO DAYS A WEEK;
- SANDWICH SYSTEM UNDER WHICH PERIODS IN AN EDUCATIONAL INSTITUTION ALTERNATE WITH TRAINING PERIODS IN A FACTORY, FARM, BUSINESS ESTABLISHMENT OR OTHER UNDERTAKING;
- BLOCK-RELEASE SYSTEM, WHEREBY WORKERS ARE RELEASED TO ATTEND COURSES OF 10 TO 15 WEEKS PER YEAR;
- open and distance learning system provided through correspondence, radio and television broadcast, and Internet and other computer-based media.

(iii) The concept of personal education plan and the educational portfolio or "log-book" should be introduced to place the students' learning at the centre of the teaching carried out by the training Institutes and business enterprises/industries.

7.2.6.25 The PSS Central Institute of Vocational Education (NCERT), Bhopal can serve as a **National Resource Institution** for policy planning, implementation and monitoring of VET programme and for developing a National Vocational Qualification in the country. Presently, the PSS Central Institute of Vocational Education has six divisions, viz., Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science, and Humanities, Science and Education. In order to develop curricula and learning materials in more than 1500 vocations, the Institute may be expanded to include 17 more Departments such as Department of Animal Husbandry, Department of Research, Policy, Manpower Planning and Department of Information and Communication Technology etc.

7.2.6.26 A separate institutional mechanism and sound management structure for effective implementation of VET, with quality checks at the State, district and block levels may be established. Establishment of a **State Institute of Vocational Education and Training (SIVET)** in all the States or conversion of State Institute of Vocational Education (SIVE) as SIVET may be taken up for effective implementation and monitoring of VET programme in mission mode in all the States/UTs. Initially arrangement for establishing **600 District Vocational Education and Training Institutes (DIVETs)** in the States/UTs may be made. It should be followed by establishment of separate VET institutions at the block or village cluster level.

7.2.6.27 VET Institutions/Centres in collaboration with the existing institutions/ organizations like Industrial Training Institutes, Polytechnics, Technical Schools, *Krishi Vigyan Kendras*, rural development agencies, primary health centres (and their auxiliary services), S & T Laboratories, cooperatives, and engineering, agricultural and medical colleges may also be established.

7.2.6.28 Greater autonomy may be given to VET Institutions to design their own programmes using flexible delivery modes, with involvement of business and industry.

7.2.6.29 About 7,000 existing Vocational Education Institutes/Schools under the Centrally Sponsored Scheme on Vocationalisation of Education, which cater to the needs of about 10 lakh secondary students, may be strengthened and restructured keeping in mind local/ regional market demands, generic and specific vocational skills.

7.2.6.30 Professional training of Teachers/Trainers is required for providing the basic skills needed by a new teacher/trainer, teaching the principles of learning, developing practical skills in delivering effective training. Guidelines for competency based training of teachers/trainers may be developed. Based on the guidelines, training programmes for teacher/trainers may be organized with the help of professional institutions/organizations and industries. It may be necessary to have a separate stream of Vocational Teachers imbued with the right attitude and a penchant for practical work.

7.2.6.31 (i) A scheme of scholarships to meritorious trainees, particularly those belonging to SCs/STs/OBCs/BPL and girls, may be introduced. Catering to about 10 lakh trainees,

(ii) Free boarding and lodging to about 10 lakh VET trainees may be provided as an incentive for joining vocational courses, especially in rural areas.

7.2.6.32 (i) For effective monitoring of VET programmes, a comprehensive **Vocational Management Information System (VMIS)** may be set up to provide to decision makers accurate, usable, and timely data and information concerning input, output, and impact of VET. Searching of vocational education pass outs would be necessary & a constant feedback provided to schools.

(ii) The monitoring will be done at the following levels:

- Institutional level
- District level
- State level
- National level (PSS Central Institute of Vocational Education, Bhopal will maintain the data base and will submit periodical reports to the MHRD).

(iii) A network may be established to link various institutions and agencies involved in implementation of the VET programme. At the State level, all the institutions may be linked with the State Directorate of Vocational Education/ SIVET. At the national level, the PSS Central Institute of Vocational Education, Bhopal may serve as a clearinghouse for exchange of information.

(iv) Physical monitoring of the performance of VET Programme at the field level may also be done from time to time.

7.2.6.33 Collaboration with other countries: Pilot projects may be set up in collaboration with countries like Germany which have successful dual mode VET programmes. Multilateral/ bilateral assistance for this purpose may be availed for this purpose.

7.2.7 Budget Estimate for Implementation of VET Programme

A summary of cost estimates and the total budget required for implementing a quality VET programme through establishment of new Institutions and strengthening existing Institutions amounting to Rs. 6876.30 crore is given at **Annexure –IV.**

8. Total financial requirements

The total estimated financial requirement for the Eleventh Five Year Plan is **Rs. 1,66, 584.61 crore**, details of which are at **Annexure – V.**

Annexure - I

FINANCIAL REQUIREMENTS (XI PLAN) FOR KENDRIYA VIDYALAYAS
(Rupees in Crore)

(A) REQUIREMENTS OF FUNDS (RECURRING AND NON RECURRING EXPENDITURE)							
S. No.	ITEMS OF EXPENDITURE	ESTIMATED EXPENDITURE 2007-08 TO 2011-12					
		2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
	Recurring Expenditure						
1.	A) COMPUTERIZATION IN KVS	5.00	5.00	5.00	5.00	5.00	25.00
2.	B) TRAINING OF TEACHERS & OTHER ACADEMIC ACTIVITIES	1.65	1.95	2.25	2.40	2.60	10.00
	NON-RECURRING EXPENDITURE						
1.	LAND & BUILDINGS (CONSTRUCTION)	115.00	116.00	123.00	135.00	135.00	624.00
2.	ESTABLISHMENT OF SCHOOLS **						
	TOTAL (A)	121.65	122.95	130.25	142.40	142.60	659.85
(B) ESTIMATED EXPENDITURE FOR OPENING OF 1000 KVS, 12 REGIONAL OFFICE 6 ZONAL OFFICES AND 3 ZONAL INSTITUTE OF TRAINING (UNDER CONSIDERATION)							
S. No.	ITEMS OF EXPENDITURE	ESTIMATED EXPENDITURE DURING 2007-08 TO 2011-12					
		2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
1.	CONSTRUCTION	108.96	318.72	520.32	504.00	504.00	1956.00
2.	EQUIPMENT	20.01	11.40	10.00	10.00	11.60	63.01
3.	OTHER RECURRING EXPENDITURE	5.94	9.54	14.34	19.50	25.20	74.52
4.	ESTABLISHMENT (PAY & ALLOWANCES)	77.10	177.46	277.86	378.26	550.95	1461.63
	TOTAL B	212.01	517.12	822.52	911.76	1091.75	3555.16
	TOTAL (A) + (B)	333.66	640.07	952.77	1054.16	1234.35	4215.01

NOTE ** DURING TENTH FYP 95 NEW KVS WERE OPENED AND SECOND SHIFT WAS STARTED IN 44 EXISTING KVS. THE EXPENDITURE ON SALARIES OF THESE KVS IS BORNE OUT OF THE PLAN BUDGET. THIS EXPENDITURE IS TO BE TRANSFERRED TO NON-PLAN BUDGET FROM 2007 ONWARDS. THE ANNUAL EXPENDITURE IN RESPECT OF THESE REGULARIZED 95 SCHOOLS AND 44 SCHOOLS IN THE SECOND SHIFT IS RS. 54 CRORE. FURTHER, 50 NEW KVS ARE SANCTIONED DURING 2007-08 AND AN AMOUNT OF RS. 20 CRORE IS ALSO TO BE SHIFTED UNDER NON-PLAN.

ANNEXURE - II

Financial Requirement (XI Plan) for Jawahar Navodaya Vidyalayas

(RS. IN CRORE)

Sl. No	Activity/ Program me	XIth Plan Perio d	Operational Expenditure						Capit al Expe nditu re	Grand Total		
			(Recurring)			(NON-RECURRING)				(Plan)	Non- Plan	Plan
			Non Plan	Plan	Total	No n Pla n	Plan	Tota l				
I.	Continuati on of existing units establis hed upto 10 th Plan	2007- 08	201.5 5	456.8 5	658.4 0	0.5 0	52.1 5	52.6 5	440.0 0	202.0 5	949.00	1151 .05
		2008- 09	221.7 0	495.8 2	717.5 2	0.5 0	49.6 8	50.1 8	345.0 0	222.2 0	890.50	1112 .70
		2009- 10	248.5 0	529.2 7	777.7 7	0.5 0	46.9 3	47.4 3	221.0 0	249.0 0	797.20	1046 .20
		2010- 11	277.5 0	566.1 1	843.6 1	0.5 0	45.0 9	45.5 9	210.0 0	278.0 0	821.20	1099 .20
		2011- 12	307.5 0	607.4 4	914.9 4	0.5 0	44.9 6	45.4 6	170.0 0	308.0 0	822.40	1130 .40
	TOTAL		1256. 75	2655. 49	3912. 24	2.5 0	238. 81	241. 31	1386. 00	1259. 25	4280.3 0	5539 .55
II	For Expansion and New Initiatives of the Scheme	2007- 08	0.00	75.17	75.17	0.0 0	32.5 5	32.5 5	151.5 0	0.00	259.22	259. 22
		2008- 09	0.00	145.1 7	145.1 7	0.0 0	53.5 5	53.5 5	687.0 0	0.00	885.75	885. 75
		2009- 10	0.00	234.7 7	234.7 7	0.0 0	82.9 5	82.9 5	1190. 00	0.00	1507.7 2	1507 .72
		2010- 11	0.00	366.3 7	366.3 7	0.0 0	102. 55	102. 55	1190. 00	0.00	1658.9 2	1658 .92
		2011- 12	0.00	521.7 7	521.7 7	0.0 0	122. 15	122. 15	1190. 00	0.00	1833.9 2	1833 .92
		TOTA L	0.00	1343. 25	1343. 25	0.0 0	393. 75	393. 75	4408. 50	0.00	6145.5 0	6145 .50
III	Total Requirem ent (I&II)	2007- 08	201.5 5	532.0 2	733.5 7	0.5 0	84.7 0	85.2 0	591.5 0	202.0 5	1208.2 2	1410 .27
		2008- 09	221.7 0	640.9 9	862.6 9	0.5 0	103. 23	103. 73	1032. 00	222.2 0	1776.2 2	1998 .42
		2009- 10	248.5 0	764.0 4	1012. 54	0.5 0	129. 88	130. 38	1411. 00	249.0 0	2304.9 2	2553 .92
		2010- 11	277.5 0	932.4 8	1209. 98	0.5 0	147. 64	148. 14	1400. 00	278.0 0	2480.1 2	2758 .12

		2011-12	307.50	1129.21	1436.71	0.50	167.11	167.61	1360.00	308.00	2656.32	2964.32
TOTAL			1256.75	3998.74	5255.49	2.50	632.56	635.06	5794.50	1259.25	10425.80	11685.05

FINANCIAL REQUIREMENT (XI PLAN) FOR CENTRAL TIBETAN SCHOOLS ADMINISTRATION

(RUPEES IN CRORE)

S. No.	YEAR	ESTIMATED EXPENDITURE		TOTAL
		PLAN	NON-PLAN	
1	2007-08	8.00	19.37	27.37
2	2008-09	8.40	21.50	29.90
3	2009-10	8.80	23.00	31.80
4	2010-11	9.20	25.50	34.70
5	2011-12	9.60	28.00	37.60
TOTAL		44.00	117.37	161.37

Annexure - IV**TOTAL FINANCIAL REQUIREMENTS FOR VOCATIONAL EDUCATION**

S.No.	Particulars	Non-Recurring (Rs in crore)	Recurring (Rs in crore)	Total (Rs in crore)
1.	Cost estimate for National Council of Vocational Education and Training (NCVET)	0.10	2.60	2.70
2.	Cost estimate for establishment of flexible delivery system in VET, development of Competency based Curricula and teaching-learning materials and promotion of Career Guidance and Counselling.	--	5.0	5.0
3.	Cost estimate for Researches in Pedagogy of Training	-	1.0	1.0
4.	Cost estimate for establishing Labour Market Information System (LMIS)	-	1.3	1.3
5.	Cost estimate for establishment of National Vocational Qualification (NVQ) System	-	200.0	200.0
6.	Cost estimate for training of target groups in Informal sector	-	100.0	100.0
7.	Cost estimate for Establishment of International Skill Training Hub	30.0	70.0	100.0
8.	Cost estimate for promotion of Open and Distance learning	50.0	150.0	200.0
9.	Cost estimate for promotion of Public-Private Partnership in VET (1 lakh per year @ Rs 5000/- per trainee)	--	250.0	250.00
10.	Cost estimate for establishment of Flexible mode of delivery	--	50.0	50.0
11.	Cost estimate for National Board of Vocational Education and Training (NBVET)	0.20	7.40	7.60
12.	Cost estimate for Expansion of PSS Central Institute of Vocational Education (PSSCIVE)	0.30	17.9	18.25
13.	Cost estimate for State Institute of Vocational Education and Training (SIVET)	113.05 (3.23X35)	22.4 (0.64 X 35)	135.45 (3.87 X 35)
14.	Cost estimate for 600 District Institutes of VET (DIVETs) (Cost for establishing one DIVET is Rs 3.87crores).	384 (0.64 X600)	1938 (3.23 X 600)	2322.0 (3.87 X 600)
15.	Cost estimate for strengthening of existing Vocational Education and Training Institutes	450.0	2340.0	2790.0
16.	Cost estimate for Training of Teachers/Trainers	--	50.0	50.0

17.	Cost estimate for motivational schemes i) Scholarship for meritorious vocational students (Rs 100 X 10 lacs students X 24 months). ii) Free boarding & lodging to 10 lakh VET trainees (Rs 1000 X 10 lacs students X 4 semester)	--	240	240
		--	400	400
18.	Cost estimate for establishment of Vocational Management Information System (VMIS)	--	3.0	3.0
Total =				
6876.30				
Rounded off to Rupees Six thousand nine hundred crores				

Note: It is an approximate budgetary requirement for initiating the proposed activities and for establishing the required structures for planning, implementation and monitoring of VET. A more detailed cost estimate will be done later.

ANNEXURE - V**Summary of financial requirements during 11th Five Year Plan****(Rs. in crore)**

S.No.	Items of Expenditure	Projected requirement
1.	SECONDARY EDUCATION	
1.1	Curriculum – Creation of new structures and strengthening of existing structure	15.00
1.2	Total capital expenditure on expansion of Secondary Education	3589.30
1.3	Total recurring expenditure on teachers & inspection/supervision charges	19769.70
1.4	Learning Resources – recurring and non-recurring expenditure on Science lab. and Art & Craft lab.	10547.52
1.5	Learning Resource Center	-
1.5.1	ICT @ Schools	24160.0
1.5.2	EDUSAT facilities	300.00
1.5.3	Library facilities	2359.76
2.	HIGHER SECONDARY EDUCATION	12078.00
3.	SECONDARY & HIGHER SECONDARY EDUCATION	
3.1	Incentives to the students belonging to SC/ST/OBC/Minority communities similar to Sarva Shiksha Abhiyan like free textbooks, uniforms, footwear, stationeries etc.	6098.25
3.2	Provision of bicycles for students belonging to SC/ST/OBC/Minority communities	6015.75
3.3	Boarding & lodging facilities for students belonging to SC/ST/OBC/Minority communities (for boys)	*(2075.50)
3.4	Stipend for day scholars belonging to SC/ST/OBC/Minority communities	*(8003.52)
3.5	One additional language teacher (Tribal Language)	1300.00
3.6	Transport facilities for girl students	1050.00
3.7	Residence scheme for Women teachers in rural areas	550.00
3.8	Rural allowance for Women teachers	150.00
3.9	Scheme for incentives to girls for Secondary Education	10990.0
3.10	Construction and running of Girls' Hostel	5523.70
3.11	Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS)	26040.00
3.12	State Talent Search Scheme and Chacha Nehru Scholarship for Artistic & Innovative excellence	125.00
3.13	National Science Talent Search Scheme	30.00
3.14	International Science Olympiad	10.00
3.15	QIS (As a component of Universalization of Secondary Education) excluding International Science Olympiad	90.00
3.16	Adolescent Education Programme	381.50
3.17	Open Schooling System	1750.00
3.18	Scheme for out of school children (Over arching scheme)	50.00
3.19	Student assessment and examination reforms	210.00
3.20	Guidance & Counselling	435.00
3.21	Capacity building (In-service training of teachers)	821.00
4.	SCHOOL SUB-SYSTEM	-
4.1	Kendriya Vidyalaya Sangthan (KVS)	4215.01
4.2	Navodaya Vidyalaya Samiti (NVS)	10425.80
4.3	Central Tibetan School Administration (CTSA)	44.00
5.	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (NCERT)	500.00
6.	JOINT INDO-MONGOLIAN SCHOOL	5.00
7.	VOCATIONAL EDUCATION	6876.30
	GRAND TOTAL	166584.61

* May be considered in the budget provisions for Ministry of Social Justice & Empowerment/ Ministry of Tribal Affairs/ Ministry of Minority Affairs.

Break up of the expenditure

S.No.	Items of Expenditure	Projected requirement
1.	SECONDARY EDUCATION	60741.28
2.	HIGHER SECONDARY EDUCATION	12078.00
3.	SECONDARY & HR. SECONDARY EDUCATION	71699.22
4.	SCHOOL SUB-SYSTEM	14684.81
5.	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (NCERT)	500.00
6.	JOINT INDO-MONGOLIAN SCHOOL	5.00
7.	VOCATIONAL EDUCATION	6876.30
	GRAND TOTAL	166584.61
