Tribal Development Plan for the Technical Education Quality Improvement Programme Government of India

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1.O BACKGROUND

Since Independence the technical education has grown into a fairly large-sized system, offering opportunities for education and training in a wide variety of trades and disciplines at certificate, diploma, degree, postgraduate and doctoral levels in institutions located throughout the country. Even though the system boasts of institutions comparable to the best in the world, quality of education offered in the majority of institutions leaves much to be desired.

In the year 1947-48, the country had 38-degree level institutions with intake capacity of 2500; and 53 diploma level institutions with intake capacity of 3670. The intake for postgraduates was 70.

There was rapid expansion of the system in the next 20 years. By 1967-68, the number of degree level institutions had increased to 137 with intake capacity of 25,000; and for diploma to 284 institutions with intake capacity of 47,000.

In the next 10 years (in 1977), the system capacity increased only marginally to admit 30,000 students for degree courses, 60,000 for diploma courses and 6,000 for postgraduate courses.

The system capacity increased very rapidly in the next 20 years, with the major role being played by the private sector. The system by 1997 had 547 degree institutions with admission capacity of about 131,000; and 1100 diploma institutions with admission capacity of about 184,000. Admission capacity for postgraduate courses had been increased to 16,900. Out turn of doctorates was about 370 annually.

In the year 2000, the total size of the system had increased to 4146 institutions with approved intake capacity of 544,660. These include 838 engineering degree institutions with admission capacity of 232,000 students; and 1224 engineering diploma institutions with admission capacity of 188,000. Approximately, two-thirds of these institutions were in the private sector. Postgraduate education was offered in 246 institutions with admission capacity of 21,460.

1.1 INSTITUTIONS OF IMPORTANCE

GOI and the State/UT Governments have played an important role in the development of technical education by establishing a large number of fully funded and aided technical institutions and by providing adequate policy support.

At the apex of the technical education system in India are the seven Indian Institutes of Technology (IITs) located at Mumbai, Delhi, Kanpur, Kharagpur, Chennai, Guwahati and Roorkee, established with the objective of imparting world-class education. These have been established by the Bureau of Technical Education (BTE) of GOI and are directly funded by it.

The IISc Bangalore was established to offer postgraduate education and to conduct research in various areas of basic sciences, engineering and technology. It is yet another world-class institution and is directly funded by the BTE.

The Indian Institutes of Management (IIMs) located in six cities (Ahmedabad, Bangalore, Calicut, Kolkata, Indore and Lucknow) are institutions of excellence established by the BTE with the objective of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy.

In the second tier are the 17 Regional Engineering Colleges (RECs). These have been established, one each in the major States, to meet the growing requirement of trained technical manpower for various developmental Programmes. On the basis of the recommendations of a High Powered Review Committee, GOI has renamed 7 RECs (Allahabad, Bhopal, Calicut, Jaipur, Nagpur, Rourkela and Silchar) as National Institutes of Technology (NIT) and declared them as deemed universities for ensuring high standards of education and research in these colleges on the pattern of IITs.

Over the years, the BTE has also established several other institutes for imparting quality education and conducting research in specialised areas. These include the Indian Institute of Information Technology (IIIT) at Allahabad; Indian Institute of Information Technology & Management (IIITM) at Gwalior; National Institute for Training in Industrial Engineering (NITIE) at Mumbai; National Institute of Foundry & Forge Technology (NIFFT) at Ranchi; Indian School of Mines at Dhanbad; Sant Longowal Institute of Engineering & Technology (SLIET) at Longowal; North-Eastern Institute of Science & Technology (NERIST) at Itanagar; School of Planning &

Architecture (SPA) at New Delhi; and 4 Technical Teachers' Training Institutes (TTTIs) at Kolkata, Chennai, Bhopal and Chandigarh.

In addition to the above, there are a number of universities and deemed universities that have earned a name for themselves. These include Anna University in Chennai; Jadavpur University in Kolkata; Bengal Engineering College at Sibpur; Birla Institute of Technology at Pilani; Birla Institute of Technology & Science at Ranchi; Thapar Institute of Engineering & Technology, Patalia; Institute of Technology of BHU at Varanasi; Punjab Engineering College at Chandigarh; and Pune Engineering College at Pune.

1.2 MAJOR ISSUES IN TECHNICAL EDUCATION

Despite the efforts of the MHRD in implementing the National Policy on Education-1986 (revised 1992) and of the AICTE in regulating the technical education system and ensuring quality, several weaknesses have occurred in the system. Some of these are:

a) Due to multiple controls on the system, most institutions lack authority in matters of faculty appointments, student admissions, structure and content of programmes, student evaluation, and financial management;
b) Resource constraint combined with low resources utilization efficiency;
c) Wastage of available resources in the form of high dropout and failure rates;
d) Poor quality and relevance of programme offerings due to infrequent revision of curricula; delays in the conduct of examinations and declaration of results; and
e) Low quality of teachers and severe teacher shortages in areas critical for enhancing economic competitiveness (an AICTE estimate puts the total teacher shortage at 4500 during the year 2000, and this figure is likely to increase to 5000 unless schemes are devised to induct industry personnel for teaching and a larger number of postgraduates join the teaching profession).

The informal sector forms an important component of Indian economy. Selected polytechnics are being provided with central assistance by the BTE to develop trained manpower in the informal sector of the economy and the local community. Since the inception of the scheme about 10 lac persons have been trained. The scheme is being implemented in 641 polytechnics. According to a recent tracer study 43% of the trained persons are women, 18% SC, 4% ST and 13% belong to minority groups. The training imparted through community polytechnics is competency based and

employment of the trained persons ranges from 30% to 50%. However, the ongoing efforts are not adequate to meet the requirements of the informal sector and the community.

1.3 PROGRAMME RATIONALE

It has been recognized that only by competing successfully in the globally interdependent world economy, can aspiration of Indians be met. For this to occur, production of technical manpower of international standards is a precondition.

For overall development of each state and the country as a whole, investment in technical education is a must. GOI and states have been investing to produce quality manpower. Private initiative has also come but only in those areas where substantial demand has arisen. Because of lack of investment from private providers in areas that are crucial for nation's development (but may not have easy returns, e.g., new and emerging technologies, research etc.), public funding of technical education is necessary to develop manpower in the crucial areas of market demand.

Indian policy framework (NPE-1986 and revised in 1992) and planned investment for the last 50 years has resulted in production of internationally acceptable manpower through such institutions as the Indian Institutes of Technology, the Indian Institutes of Management, etc. However, because policies have not been implemented in the right spirit in all other institutions in the country, the overall picture considering all engineering and polytechnic institutions in the country is not encouraging. Efforts are needed to bring all these institutions to a high standard and improve the quality and responsiveness of the system as a whole.

Recognizing the importance of technical education for national development, the country has committed itself to the development of quality technical manpower, and already taken several policy initiatives. These are:

a) National Technology Policy Statement (1983)
b) National Policy on Education-1986 (revised 1992)
c) Technology Policy Vision for India 2020 (1996)
d) National Policy Initiative for Technician Education (1998)
e) Information Technology Policy (2000)
f) India as Knowledge Superpower: Strategy for Transformation (2001)

Strategies for implementation of policy directions through transformation of the technical education system have been developed through the work of several committees. These include:

a) Mashelkar Committee Report on Regional Engineering Colleges (1998)
b) Rama Rao Committee Report on Post Graduate Education in Engineering and Technology (1999)
c) Indiresan Committee Report on Technical Teachers' Training Institutes (2000)
d) Draft Policy Guidelines for Training Teachers of Polytechnics and Engineering Colleges (2000)
e) IT Manpower Advisory Committee (2000)
f) Raju Committee Report on Networking of Engineering Institutions (2001)
g) Swaminadhan Committee Report on Mobilization of Additional Resources for Technical Education

There are several other initiatives planned. These are:

a) Mission on management of technical education
b) Upgrading Regional Engineering Colleges to National Institutes of Technology, and granting Deemed University status to some of them
c) Conducting national level competitive examination for admission to engineering colleges (this has already been initiated)
d) Expanding the role of Technical Teachers' Training Institutes to include staff development for engineering colleges
e) Encouraging private sector institutions to attain very high standards

Because of shortcomings in the system restricting production of quality manpower, the GOI has decided to reform and enable the system through systemic transformation supported by reforms in policies governing the functioning the technical education sub-sector. This is to be achieved through intensive drive for excellence in well-performing engineering colleges and some selected polytechnics to make the system much more demand driven, quality conscious and responsive to rapid economic and technological change occurring both at national and international levels. The system is planned to be reformed to not only address the needs of the organized sector of the economy but to also cover the needs of unorganized and rural sectors.

Through the well established policies, planned strategies, and GOI's and state's vision of development for technical education system, the ground has been thoroughly prepared for the take-off stage which should bring in far reaching quality improvement in the technical education system. The Technical Education Quality Improvement Programme of the GOI would support ongoing efforts of the Central Government/UTs and State Governments in this direction.

1.4 THE TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME OF GOVERNMENT OF INDIA (TEQIP)

1.4.1 PROGRAMME GOAL: The Technical Education Quality Improvement Programme of Government of India (TEQIP) of the GOI aims at improvement of quality of engineering education through systemic transformation of the technical education sub-sector into a dynamic, demand-driven, quality conscious, efficient and forward looking system, responsive to rapid economic and technological developments occurring both at national and international levels.

1.4.2 PROGRAMME OBJECTIVES : The above strategy is to be implemented through 3 primary objectives:

a) Reforming of policies that govern the engineering education system for creating an environment in which institutions can, with autonomy and accountability, achieve their own set targets for excellence and sustain the same.
b) Supporting development plans of competitively selected institutions for achieving higher standards.
c) Improving the overall technical education management system at central, state and institutional levels for improved planning and decision making through policy research, quality assurance mechanisms and educational management information system.

The Programme aims to support production of high quality technical professionals through reforms in the engineering education system for fostering and propagating excellence. This is to be achieved by (a) developing competitively selected institutions as lead centers, (b) synergistic networking of neighboring institutions, (c) promoting active linkages with industry and community, and (d) enhancing system management capacity.

1.5 SUMMARY OF PROGRAMME DESCRIPTION

The Programme has 2 principal Components: (a) Institutional Development and (b) System Management Capacity Improvement. Qualifying applicant institutions, based on their capabilities, will be selected either as Lead or Network institutions. Educational institutions will be required to compete through specific proposals for Institutional Development funds. All proposals related to System Management Capacity Improvement (at the central and state levels) would be funded in the investment mode.

1.5.1 Programme Component - I: Institutional Development

Institutional Development would be achieved through 3 sub-components: (i) Promotion of academic excellence, (ii) Networking of institutions for quality enhancement and resource sharing; and (iii) Enhancing quality and reach of services community and economy. These are briefly described below:

a)   Promotion of Academic Excellence

Excellence, being a multifaceted ideal, would involve aspects of relevance, quality, efficiency and equity in differing mixes as suited to different circumstances, and hence excellence is expected to take many different forms. Institutions are likely to have differing visions of excellence and hence differing resource requirements for the attainment of their decided goals. Institutions would be free to focus their plan for excellence either at the whole institution or a Department or even a programme. The selected institutions would be financially supported and suitably empowered by their respective sponsoring governments to implement their proposed plans for achieving excellence including implementation of various reforms.

Plans for excellence are expected to cover, among others, such activities as: (i) improvements in institutional governance, and management and administrative practices; (ii) improvements in teaching, training and learning facilities; and curricular practices; (iii) faculty and staff development; (iv) enhancement in postgraduate education and research; and (v) intensive interaction with industry.

b) Networking of Institutions for Quality Enhancement and Resource Sharing

Though excellence is sought for the entire engineering education sub-sector, but in view of the large number of institutions and the constraints on human, physical and financial resources, the chosen

strategy is to develop a critical mass of Lead Institutions and to diffuse benefits of their excellence throughout the system by developing synergistic networks between them and neighboring institutions.

Two types of networking are proposed under the Programme. The first type of networking will be a formal network (bi-directional resource and expertise sharing) between Lead and Network educational institutions. The second type of networking (non-formal network) will be between Programme institutions and R&D organizations, specialized laboratories, leading engineering and other educational institutions in India and abroad, industry and community. Both types of networks will be governed by specific Memorandum of Understanding (MOU).

The formal network is expected to include, among others, sharing of curricular improvements and innovations; credit transfer; staff development and exchange of faculty; sharing of teaching and training resources; sharing of expertise; and joint researches, Programmes and consultancy assignments.

c) Enhancing Quality and Reach of Services to Community and Economy

All the faculty and students would participate in institutional programmes for rendering services to the local community and to both the formal and informal segments of the economy (industry, services and agriculture). All such programmes would be demand based and would be identified through interaction with the community and economy. Benefits are expected to accrue not only to the community and the economy (through improved productivity, earnings and quality of life) but also to students and faculty through implementation of studies, Programmes, and researches, and to institutions through mobilization of resources. Services to be rendered will depend upon the location of an institution and its technical capabilities. vary across different classes of institutions.

1.5.2 Programme Component - II: System Management Capacity Improvement

Implementation of reforms of the depth and breadth envisioned in the Programme requires: (a) development of a modern management style in the various agencies responsible for guiding and supporting the reforms, and (b) establishment of structures and facilities for guiding and monitoring implementation of the Programme at the central and state levels. This Component would, among others, support: (i) training of policy planners, managers and administrators from governments, government bodies and

institutions, (ii) carrying out of research studies in engineering education, (iii) establishment of an educational management information system, (iv) strengthening of resource Institutions, and (v) establishment of Programme management structures at the central and state levels.

SECTION -II THE SCHEDULE CASTE AND SCHEDULE TRIBES (SC/STs)

2.0 BACKGROUND

From the time of Independence, the Government has initiated special policies and plans to provide SCs/STs access to education. The Constitution provided for social, economic and political equality. In order to achieve this objective, it was realized that the persons belonging to the SC/ST would require special protection and concessions. It was accepted that if they had to meaningfully enjoy the rights and privileges guaranteed by the Constitution to all its citizens, they had to be provided a special status within the legal framework of the country. Special provisions were, therefore, incorporated in the Constitution to encourage and promote their economic, educational and social development. The strategy therefore, rested on the twin planks of deference against discrimination and exploitation of the SCs and affirmative action for their development. The goal of affirmative action is to ensure that information, opportunities and access in the spheres of education and employment be made available to under-represented groups on the same basis as they are to others.

The SC/STs constitute a sizeable percentage of our population. According to the 1991 Census, 16.73% of our population are SCs and 8.08% are STs. SCs are primarily concentrated in Uttar Pradesh, West Bengal, Bihar, Tamil Nadu and Andhra Pradesh. Together, these States account for more than 50% of the SC population of the country. Uttar Pradesh and West Bengal together have approximately 20% of the population belonging to these communities. The ST population is mainly concentrated in North eastern regions, Madhya Pradesh, Rajasthan, Andhra Pradesh, Gujarat etc.

The Directive Principles of the State Policy of the Constitution cast a special duty on the State to "*promote with special care the educational and economic interests of the weaker sections of the people*," and enjoins the State to "*protect them from social injustice and all forms of exploitation*."

The National Policy on Education (NPE), 1986, and Programme of Action (POA) 1992, envisage improvement and expansion of education in all sectors, elimination of disparities in access and stresses on improvement in the quality and relevance of education at all levels, from primary to higher education, along with technical and professional education. It also emphasis that education must play a positive and interventionist role in correcting social and regional imblances, empowering women and in securing a rightful place for linguistic groups and minorities.

2.1 PROVISIONS FOR EDUCATION OF SCs IN NPE 1986

The central focus in the SCs' educational development is their equalization with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions – rural male, rural female, urban male and urban female.

The measures contemplated for this purpose include :

i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;

ii) Pre-matric Scholarship scheme for children of families engaged in occupations such as scavenging flaying and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, will be covered by this scheme and time-bound programmes targeted on them will be undertaken;

iii) Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.

iv) Recruitment of teachers from SCs;

v) Provision of facilities for SC students in students' hostel at district headquarters, according to a phased programme;

vi) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the SCs;

vii) The utilization of NREP and RLEGP resources so as to make substantial educational facilities available to the SCs; and

viii) Constant innovation in finding new methods to increase the participation of the SCs in the educational process.

2.2 PROVISIONS FOR EDCUCATION OF STs IN NPE 1986

The following measures will be taken urgently to bring the STs on par with others :-

i) Priority will be accorded to opening primary schools ;in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the NREP, RLEGP Tribal Welfare schemes, etc.

ii) The socio-cultural milieu of the STs has its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.

iii) Educated and promising ST youths will be encouraged and trained to take up teaching in tribal areas.

iv) Residential schools, including Ashram Schools, will be established on a large scale.

v) Incentive schemes will be formulated for the STs, keeping in view their special needs and life styles. Scholarships for higher education will emphasize technical, professional and para-professional courses, special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.

vi) Anganwadis, Non-formal and Adult Education Centers will be opened on a priority basis in areas predominantly inhabited by the STs.

vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

2.3   SPECIAL MINISTRIES FOR SC/STs

The Ministry of Welfare was constituted in 1985 by integrating the subjects of (i) Welfare of SCs, STs, Religious and Linguistic Minorities, Socially and Educationally Backward Classes; (ii) Welfare of persons with disability and Programmes of Social Defence relating to the victims of alcoholism, drug addiction, juvenile social maladjustment, welfare of prisoners, children in need of care and protection, welfare of the aged; (iii) matters relating to the Administration of Wakf. As the thrust of majority of this Ministry's programmes was to empower the weaker and socially and economically deprived sections of the society, the Ministry was renamed as of Ministry of Social Justice and Empowerment in May 1989. The work relating to tribal development was taken over by a separate Ministry of Tribal Affairs in October 1999.

The Ministry of Social Justice and Empowerment continued to implement various schemes aimed at achieving social justice for and empowerment of the disadvantaged and marginalized sections of society such as the SCs, minorities, backward classes, disabled, aged, drug afflicted, juvenile delinquents, street children, abandoned and destitute children etc. and also the schemes related to animal welfare.

While the welfare of the SCs continues to be looked after by the Ministry of Social Justice and Empowerment, that of the STs was shifted to a separate Ministry of tribal Affairs set up in 1999. A national commission for SCs and STs is responsible for protecting the interests of these two groups.

All the central Ministries and the State Governments are together responsible for the promotion of the interest of the SC/STs. In the areas that each Ministry operates, it is their responsibility to formulate and implement special schemes for their upliftment.

SECTION – III   BASELINE INFORMATION ABOUT SC/STs

In this section baseline information, the socio-economic backwardness of SC/STs and their access to higher, especially technical education has been described.

3.O   EDUCATIONAL AND SOCIAL BACKWARDNESS

The SCs have always been a part of village society but their backwardness is due to the some social disabilities they suffered in the caste system.   Problems faced by SC/STs in accessing higher education are due to poverty, lack of education at the school level

as indicated by high dropout rates and lack of information about the plans and policies of the government meant for them.

The proportion of enrolment of SC/ST children continues to be much less than their population proportion except in the case of primary education where the enrolment ratios are comparable to the general enrolment. But this is possibly due to the higher proportion of over-age children amongst these categories.

Table I indicates that though the literacy rate among SC/STs is on the increase over last 4 decades, however it is still lower as compared to general average literacy rate. In 1991, literacy levels were 37.4% for the SCs and 29.6% for the STs. The non SC/STs (general category) show a higher literacy level (52.2 %) in 1991 about 15-percentage point higher than the SCs and almost 23 percentage points higher than the STs (Table – I).

Similarly, the enrolment of SC / ST in Engineering education has improved from 5.3% and 1.0% respectively in 1978–79 to 15.2% and 5.9% in 2001–02. Yet compared to the general category (78.9% in 2001-02) these are still very low.

The overall enrolment of SC / ST in higher education also improved from 7.1% and 1.6% respectively in 1978 – 79 to 23.3% and 4.5% respectively in 1995 – 96. As compared to the general category it is still low (Table – III).

Table - I: Literacy Rate by Category

(All figs in percentages)

	1961	1971	1981	1991
Literacy				
General-All	24.0	29.5	43.7	52.2
SC-All	10.3	14.7	21.4	37.4
ST-All	8.5	11.4	16.4	29.6
General-Males	34.4	39.5	65.5	64.1
SC-Males	17.0	22.4	31.1	49.9
ST-Males	13.8	17.6	24.5	40.7
General-Females	13.0	18.7	29.9	39.3
SC-Females	3.3	6.4	10.9	23.8
ST-Females	3.2	4.9	8.1	18.2

Source: National Commission for Scheduled Castes and Scheduled Tribes, Fourth Report Vol. I, 1996-97 & 1997-98

Table – II indicates that the dropout rate among SC/ST students continues to be very high at all levels of education. The dropout rates for the year 1987-88 amongst SC, ST and general population are given below:

Table - II Dropout Rates (1987-88)

Classes	SC	ST	General
I-V	51.60	65.21	46.97
I-VIII	68.81	80.01	62.29
I-X	81.98	87.62	75.30

Source: National Commission for Scheduled Castes and Scheduled Tribes, Fourth Report Vol. I, 1996-97 & 1997-98

Table - III: Status of Enrollment in Indian Engineering Education -1978-79 to 2001-02

	1978-79 (%)	1988-89 (%)	1995-96 (%)	1998-99 (#)	1998-99 (%)	2001-02 (%)
Engineering Education						
General	93.8	92.8		253634	87.1	78.9
SC	5.3	5.9		30193	10.4	15.2
ST	1.0	1.3		7444	2.6	5.9
Males in Engg. Education		**92.8**			**92.2**	
General		92.8		238012	88.7	
SC		5.9		24021	8.9	
ST		1.3		6381	2.4	
Females in Engg Education		**6.2**			**7.8**	
General		92.8		15622	68.3	
SC		6.3		6172	27.0	
ST		1.0		1063	4.7	
All Higher Education						
General	91.3		72.2			
SC	7.1		23.3			
ST	1.6		4.5			

Sources: Data for the above years has been taken from the following

1. *For years 1978-79 & 1988-99, Table 4.5 & 4.6 from Accessing Higher Education –The Dilemma of Schooling Women, Minorities, Scheduled Castes and Scheduled Tribes in Contemporary India, Karuna Chanana (1993), Higher Education Reform in India – Experience and Perspectives*

2. *For 1995-96, National Commission for Scheduled Castes and Scheduled Tribes, Fourth Report Vol I, 1996-97 & 1997-98*

3. *For 2001-02, Survey of representative set of Regional and State-level Engineering Colleges; for 1998-99, Selected Educational Statistics, MHRD and Statistical Abstract India, 2000*

SECTION – IV INITIATIVES TAKEN BY GOI FOR UPLIFTMENT OF SC/STs

The works of national leaders like Mahatama Gandhi and Ambedkar has gone a long way in rehabilitating the SC/STs into mainstream society. Since Independence the Government of India has adopted several measures for the uplift of these two sections of the population. In pursuance of this, GOI has initiated and implemented a large number of schemes and has made large investment to support these categories.

4.0 GOVERNMENT OF INDIA PLAN OUTLAY FOR SC/STs

A number of Centrally Sponsored Schemes are being implemented from the First Plan onwards for SCs/STs and other backward sections. These are (i) Post-matric scholarships; (ii) Grant-in-aid to voluntary organizations; (iii) Pre-matric scholarships; (iv) Book Banks; (v) Boy's and Girls Hostels; (vi) Coaching and allied schemes etc. In addition to these, two schemes in the central sector, viz, (i) special educational development programme for girls belonging to SCs of very low literacy levels, and (ii) educational complex in low literacy pockets for development of women's literacy in tribal pockets for development of women's literacy in tribal areas. These programme were in addition to the special thrust given to the weaker sections in the general programme for educational development like opening of schools, running of Non-Formal Education (NFGE) centers and adult education centers, schemes of Operation Blackboard, upgradation of merit of SC/ST students, reservation in educational institutions, etc

In 1979-80, the Government introduced a Special Component Plan (SCP) for SCs/STs to make funds available for their development. Under this Central Scheme, Special Central Assistance (SCA) is extended to supplement the efforts of the States/UT for ensuring rapid socio-economic development of the SCs/STs.

Plan allocations since the 8th Plan for the Sc/STs have reached parity with their share in the population. Government allocations for the educational welfare of the Scs/STs and the special reservations for SC/STs in educational institutions have helped them to increase their presence in the college-going population. These have been kept in proportion to their percentage in the population (15 percent for SCs and 7.5 percent for the STs. Given the preferential treatment (a lower cut-off percentage of eligibility marks) the representation of SC/ST students in professional education has been consistently increasing. It may also be the case that the seats allotted for SCs/STs in technical and professional courses may be

more than the number of students adequately prepared for such education.

4.1   THE INITIATIVES BY MHRD

The Department of Elementary Education and Literacy along with the Department of Higher and Secondary Education have taken a large number of new initiatives. These include providing quality elementary education, coverage of children with special needs, vocationalization, education for women's equality and special focus on the education of SCs/STs and minorities.

Sarva Shiksha Abhiyan, which is a holistic and convergent scheme has been launched in a mission mode to achieve the goal of Universal Elementary Education.   The participation of SC/ST parents/guardians in the affairs of the school will be especially monitored to ensure ownership of the Abhiyan by all social groups, especially the most disadvantaged.

Pursuant to the National Policy on Education, the following special provisions for SC/STs have been incorporated in the existing schemes of the Departments of Elementary Education & Literacy and Secondary Education & Higher Education.   The schemes initiated for Secondary and Higher Education are:

- Reservation of seats for SC/STs in Central Government Institutions of higher education, including IITs, IIMs, Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas an d Novadaya Vidyalayas, etc. In universities, colleges and technical institutions, apart from reservation, there is also relaxation in the minimum qualifying cut-off percentages for admission. The UGC has established SC/ST Cells in 103 universities , including Central Universities to ensure proper implementation of the reservation policy. A standing committee has also been set up by the UGC yo review implementation of the reservation policy;

- To improve academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension, remedial and special coaching is provided for SC/ST students. IITs have a scheme which SC/ST students who fail marginally in the entrance examination are provided one year's preparatory course;

- Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 are reserved exclusively for

SC/ST students, while 70 scholarships are reserved exclusively for SC/ST students under the National Talent Search Scheme;

- SC/ST candidates are provided relaxation up to 10 percent of cut-off marks for the Junior Research Fellowship (JRF) test and all the SC/ST candidates qualifying for the JRF are awarded fellowships;

- Fifty Junior Fellowships are awarded every year in Science and Humanities including Social Sciences to SC/ST candidates who appear in National Eligibility Test (NET) and qualify the eligibility test for lectureship;

- University Grants Commission provides a relaxation of, five percent from 55 percent to 50 percent at the Master's level to SC/ST candidates for appointment as lecturer. The Commission has also reduced minimum percentage of marks required for appearing in the NET examination to 50 percent at Master's level fore SC/STs;

- The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages, through research, developing manpower, production of materials in Modern Indian Languages, including tribal languages. The Institute has worked in more than 75 tribal and border languages;

- One hundred and forty six districts have been identified as low female literacy districts to be given focused attention by the Center as well as States/Union Territories for implementation of programmes/schemes; and

- The allocation of Rs. 889.98 crore and Rs 436.54 crore has been made under the Special Component Plan (SCP) and Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively (against total outlay of Rs 5450 crores). This accounts for 16.33 percent and 8.01 percent of the total outlay.

- To remedy the non-fulfilment of the prescribed reservation quota for SC / STs in teaching positions, the University Grant Commission (UGC) has created a Central Pool Database of eligible SC / ST candidates to recommend their candidature for teaching positions in universities and colleges. In order to provide an adequate number of qualified SC / ST candidates for recruitment as lecturers in universities and colleges, the Commission has formulated a scheme of conducting coaching classes to prepare them for the National Eligibility Test (NET).

- As a result of the several measures of the Government of India, literacy among the SC/STs has increased steadily since 1961, and almost doubled since 1981.

4.2   RESERVATION POLICY

Reservations at the State level include a further 25% reservation for the OBC (Other Backward Classes) category. The percentage of reserved seats at the State-level thus totals up to nearly 50% (including reservation for handicapped students and some other categories such as sports and National Cadet Corps students).

There is a Constitutional provision of 'quotas' or seats and jobs in educational institutions for both groups. As a result of this Constitutional provision, 7.5% of the seats in engineering and technical institutions are reserved for the STs and 15% of the seats are reserved for SCs. Seats are reserved in all Central and State Institutions. Seats are also allotted in private engineering colleges in the 'free seats' category (in private colleges 50% of the seats are 'free' (subsidized) while 50% are 'paid' (non-subsidized). 25% of the seats in several Central institutions and all State level institutions are reserved for the OBC (Other Backward Classes) category.

4.3 CENTRAL SCHEMES FOR SC/STs

The Government has several special Central schemes for the educational welfare of SC/ST boys and girls. Some of these are:

1. Special Central Schemes aiming at the educational development of Scheduled Caste and Tribe girls belonging to low literacy districts.
2. National Overseas Scholarship Scheme for pursuing higher education abroad in specified fields of Masters level courses, Ph.D. and Post Doctoral programmes in Engineering, Technology and Science.
3. Centrally Sponsored Scheme of Hostels for SC/ST boys and girls.
4. Book Bank for SC/ST students.
5. Central Sector Scheme of upgradation of merit of SC/ST students. Under this scheme 100% Central Assistance is released to States/UTs for arranging remedial and special coaching for students studying in classes IX to XII. Special coaching is provided to prepare students for competitive examinations for entry into professional courses like engineering and medicine.

6. Centrally Sponsored Coaching and Allied Scheme for SC/ST students: Free coaching through Pre-Examination Training Centers to enable them to compete successfully in competitive examinations. NGOs too are being been funded under this scheme. (For the year 2001-2, upto December 2001, 52 organizations had been assisted with an amount of Rs. 1.80 crores benefiting 5080 students (Source: Ministry of Social Justice and Empowerment, 2000-1).

4.4 SPECIAL EDUCATION DEVELOPMENT PROGRAMMEME FOR GIRLS BELONGING TO SCs IN VERY LOW LITERACY LEVEL DISTRICTS

Under this scheme, free residential schools are established for SC girls who are first generation learners and who belonging to families below the poverty line in districts with SC female literacy below 2% (1981 Census). These districts are in the States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. The scheme is implemented through the respective Zilla Parishards/Panchayats, to whom grant-in-aid is provided on per student basis.

4.5 EDUCATIONAL SCHEMES FOR SC/STs IN THE FIVE YEAR PLANS

As described above, the SC/STs have access to several Central and Centrally Sponsored Schemes as well as State Sector schemes for their educational uplift. From the First Five Year Plan itself, various enabling mechanisms such as opening of schools in Tribal areas, setting up of residential schools, hostels, scholarships, grants of books and provision of vocational training were instituted for the SC/STs. Post and pre-matriculation scholarships, assistance in coaching for various competitive examinations (since the 5th Plan), vocational training, supply of text books, stationery, equipment, uniforms, sports material, residential schools, mid-day meals, loans for higher education etc. are other provisions made by the government.

4.6 SPECIAL CENTRAL ASSISTANCE TO SPECIAL COMPONENT PLAN FOR SC

The Special Components Plan (SCP) for SC is designed to channelise the flow of outlays and benefits from the general sectors in the Plans of States/UTs and Central Ministries for the development of SC. The allocations are to be not less than the proportion of the SC population. It is an umbrella programme under which all schemes implemented by State and Central Governments are dovetailed for addressing different needs of the SC. The SCA may now be utilized

for infrastructure development in villages, with 50% or more of SC population, where infrastructure facilities are lacking.

4.7 POST MATRIC SCHOLARSHIP FOR SCs & OBCs, BOOK BANK & OVERSEAS SCHOLARSHIPS

The objective of the Post-matric Scholarship scheme is provide financial assistance to the students belonging to the SC and other backward classes to pursue post matriculation courses in recognized institutions within India. The scheme provides for 100% central assistance to the State Governments and Union Territory Administrations implementing the scheme, over and above their respective committed liability. The committed liability of the North Eastern States has, however, been dispensed with from the commencement of the Ninth Five-Year Plan period. The Ministry also gives Financial assistance for setting up of book banks in institutions running courses in Medicine, Engineering, Agriculture, Veterinary, Law, Chartered Accountancy, MBA and Bio-Sciences to help the students who cannot afford to buy these books. The scheme of National Overseas Scholarships for SC students provides financial assistance to meritorious selected students belonging to SCs for pursuing higher studies abroad in specified fields of Masters level courses, Ph.D. and Post-doctoral research programmes in Engineering, Science and Technology.

4.8 HOSTELS FOR BOYS AND GIRLS BELONGING TO SCs AND OBCs

Under this scheme, central assistance is provided to the State Governments on 50:50 basis, 100% to UT Administrations and 90% to centrally controlled universities and 45% to other universities for construction of hostel buildings for SC and OBC boys and girls studying in middle schools, higher secondary schools, colleges and universities.

4.9 COACHING SCHEMES FOR SCs, OBCs AND MINORITIES

The schemes provide for central assistance on a 50:50 basis providing coaching to students belonging to SCs, OBCs and the minorities through Pre-Examination Coaching centers to enable them to compete in various entrance examinations and also to improve their representation in services under Central and State Governments, Public Sector Undertakings, etc. The coaching is also provided through private institutions of repute for which assistance is provided on 100% basis. The special coaching is provided with a view to prepare students for competitive examinations, for entry into professional courses like engineering, medicine, etc.

4.10 FINANCIAL AND OTHER CONCESSIONS TO RESERVED CATEGORY STUDENTS

Once admitted to engineering or technical institutions, SC/ST students receive considerable financial aid from the Central Government: free tuition, free food and hostel or a stipend of Rs. 300/- pm for needy students (whose parental income is below Rs. one lakh). The amount for day-scholars is half of this. Most students opt for the free messing which is of greater value. This stipend is also made available to other non-reserved category poor students under the merit-cum-means scheme. In the Indian Institutes of Technology, the Central Government supports an entire year of preparatory learning for SC/ST students before they are absorbed into the regular engineering stream.

Students are given a concession at the time of admission – they enter with a lower cut-off of marks in the competitive entrance examinations held for admission to professional courses. During the course of study some other concessions may be given. For example, while General Category students in the IITs need to have completed 25 credits at the end of the first and 55 at the end of the second year, Reserved Category students need to complete only 22 at the end of the first and 52 at the end of the second year (they share this concession with Foreign Students). However, such concessions may vary between institutions.

4.11 OTHER ENABLING MECHANISMS AFFECTING ENTRY TO PROFESSIONAL COURSES (PETCs)

Since the 5th Plan period the government has set up PETCs for imparting coaching for various competitive examinations. Under this scheme, free coaching facilities are provided to SC/ST candidates belonging to families whose annual income is below Rs.44,500/-.

In these Centers, coaching is provided to candidates for Civil Services, Medical and Engineering Entrance Examinations and other Service Examinations including State Services. Centers run by the Union Territories Administration and by Universities are eligible for 100% assistance. According to the SC/ST Commission's report, in 1998-99, PETCs were being run in 22 States/UTs, 18 Universities and 4 private coaching institutions were receiving assistance.

During 1995-96 Central Assistance of Rs. 0.94 crores was released to the State Governments/Universities and Private Coaching Institutions. During 1996-97 Rs. 1.07 crores has been released out of a total provision of Rs.3.00 crores.

SECTION – V TRIBAL DEVELOPMENT PLAN

5.O   NEED FOR A TRIBAL DEVELOPMENT PLAN

Due to existing national policy and provisions for reservation of seats and teaching positions in educational institutions, the beneficiaries of various programme include 8.08% STs and 16.73% SCs of the total population. The proposed Technical Education Quality Improvement Programme of GOI (TEQIP) fully endorses the policy and existing programmes of GOI and the States and is committed to support the exiting schemes for SC/STs. Therefore; various activities envisaged under the Programme will further boost the cause of SC/ST students and protect the interests of the SC/STs. In addition:

(a) the Programme does not envisage creation of new institutions therefore, the Programme is unlikely to adversely affect land right of STs.

(b) only about 100 well performing institutions are planned to be included in the Phase – I of the Programme to make them world-class institutions therefore, the Programme is unlikely to have any negative impact on SC/ST segments of the country.

Rather, the proposed TEQIP is designed to boost the involvement of SC/ST community in much greater proportions. Through this Programme, benefit of Technical Education would be extended to a larger number of these groups. The quality of Education for SC/STs as for other general category would be enhanced to meet the international standards. However, care would also be taken to popularize technical education among SC/ST community.   All necessary steps would be taken to ensure that stipulated representation of SC / ST students faculty and staff is met.

5.1 IMPACT OF THE PROGRAMME ON SC/STs

The Programme will enable the SC/ST students to benefit from the improvements in technical institutions. More specifically, the Programme through its activities will strengthen ongoing government provisions and benefits to these students.

Land Tenure: Since the Programme will not be establishing any new institutions, the issue of acquisition of tribal land or the displacement of tribal people does not arise and hence is not applicable in this Programme.

SECTION – VI   LEGAL FRAMEWORK

6.0   CONSTITUTIONAL PROVISIONS, LAWS, REGULATIONS AND ADMINISTRATIVE ORDERS AFFECTING SCs AND STs

Article 15(4): Nothing in this article or in clause (2) of Article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes.

Article 46: The state shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of exploitation.

Article 355: The Claims of the members of the Scheduled Castes and Scheduled Tribes shall be taken into consideration, consistently with the maintenance of efficiency of administration, in making appointments to services and posts connected with the affairs of the Union or of a State.

6.1 CONSTITUTIONAL PROVISIONS FOR THE STs

Article 244: enables the State to make special arrangements for the development of STs.

Article 275-I: enables the state (the central government particularly) to set aside financial provisions to be used for tribal development.

Schedule V: empowers the governor of a state to suspend any act of parliament or state legislature if he thinks it is not in the interest of the STs.

Schedule VI: enables an autonomous district level body to be formed where there is a large percentage of tribal groups.

The SC/ST Prevention of Atrocities Act, 1989 Violations against SCs/STs are punishable under this act.
National Commission for SC/STs: The commission is responsible for looking after their welfare.

6.2 GRIEVANCE REDRESSAL MECHANISMS

Discrimination against SC/ST candidates is addressed through the judicial system and by the National Commission for SC/STs.

SECTION – VII   REMEDIAL ACTIONS

7.0   RESERVATION POLICY

The reservation policy for SC/ST will be strictly adhered to as per the provisions made by Central and State Governments. Each State selected under the Programme will provide a written commitment that each institution selected under the Programme will adhere to the reservation policy as well as implement all schemes for the benefit of SC/STs. Each institution selected under the Programme will also give an undertaking that the Central and State Policies for SC/CTs will be implemented during the Programme period and a special mechanism for monitoring their implementation will be devised. All efforts will be made by the participating institutions to ensure that the quality of students from SC/STs improves.

7.1   REMEDIAL TEACHING IN STATE LEVEL INSTITUTIONS

Remedial teaching in the form of a Preparatory Courses may be offered by participating institutions. Special efforts may be made to improve basic knowledge of English, Physics, Chemistry and Mathematics. Supplementary aids in the form of video, and review lectures could also be made available.

7.2   COUNSELING AND ADVISORY SERVICES

The existing Cell for SC/STs in the institutions will have the responsibility to perform the role of counselors to advise the SC/ST students about various aspects related to academics and adjustments in the institutions which is a changed atmosphere for them.   The SC/ST Cells in the institutions will be responsible for distribution of financial aid in the form of scholarships and free ships to the students.

A special mechanism will be created by each institution under the Programme to ensure that delays in reaching financial aid to SC/ST students does not occur and they receive proper guidance and counseling in the matters of academics and their social integration in the institutions.

7.3 MONITORING AND EVALUATION BENCHMARKS

a) As per the existing practice by all States and the institutions, statutory provisions related to SC/STs will continue to be followed under the Programme and monitored at their levels.

b) As is being done by the States currently, the States may sponsor Research and Evaluation Studies in the areas of Social Policy, Social Development and Social Welfare.   The finding of such studies would be used for evolving further intervention at the policy and implementation level.

c) The SC/ST Cells in the Programme institutions may regularly report its activities to the BOG of the institution and an Annual Report of their activities may also be submitted to the Central/State Governments.

d) The SPFUs and NPIU may also compile an Annual Report indicating progress of various schemes for SC/ST under the Programme.

SECTION – VIII POLICIES/SCHEMES/PROGRAMME TASKS RELATED TO SC/ST AND ITS IMPLEMENTATION UNDER THE PROGRAMME

S. NO.	POLICY/ SCHEME/ PROGRAMME TASK	IMPLEMENTATION PLAN	IMPLEMENTATION SCHEDULE	MONITORING ARRANGEMENT	FUNDING ARRANGEMENT
1.	Reservation of seats for SC/ST in Technical Education institutions under Central and State Governments	The current policy on reservation of seats for SC/STs (as practiced by the Central and State Governments) for the students entering Technical Education in the institutions fully funded by Government, aided and private self-financing institutions will be supported by the Programme both at State and Central levels. As a part of criteria for selection of the institutions and the States commitment is being taken from the States and institutions that under the Programme, the reservation of seats for students as per the policy framework will be continued.	The policy for the SC/STs is already in place and is being implemented by the Central and State Governments. Under the Programme a commitment is being taken from the selected States as part of the selection criteria to implement the policy right from the commencement of the Programme From the institutions also an undertaking will be taken to implement the policy of reservation right from the date of commencement of the Programme. From the Private self-financing institutions that get selected under the Programme the same undertaking will be taken.	At the national level NPIU will monitor the implementation. At the State level SIFU will monitor the implementation. At the Institutional level LIPMU/NIPMU will monitor the implementation.	No funding required

S. NO.	POLICY/ SCHEME/ PROGRAMME TASK	IMPLEMENTATION PLAN	IMPLEMENTATION SCHEDULE	MONITORING ARRANGEMENT	FUNDING ARRANGEMENT
2.	Implementation of Programmes and Policies for the benefit of SC/ST community	The schemes relevant to Technical Education such as : a) Special coaching of SC/ST students for entrance test b) Orientation to the institutions and its various programmes and facilities, entitlement of SC/ST students c) Guidance and counseling d) Hostel facilities e) Remedial teaching f) Self-learning packages g) Book Bank h) Attending to grievances i) Others	These schemes will be implemented as a part of the Programme and all institutions will indicate relevant mechanisms for implementation of these schemes in their Project Reports.	Special cell for SC/ST (SC/ST Cell) will be created as part of the Programme in each Programme institution which will have the responsibility to monitor all the schemes and ensure that the benefit of the schemes reaches each SC/ST student	All Programme institutions will project the funds for these schemes under their individual Project Proposal

S. NO.	POLICY/ SCHEME/ PROGRAMME TASK	IMPLEMENTATION PLAN	IMPLEMENTATION SCHEDULE	MONITORING ARRANGEMENT	FUNDING ARRANGEMENT
3.	Improve academic skills and linguistic proficiency of SC/ST students in various subjects and raising their level of comprehension remedial and special coaching is provided	The Programme institutions selected will use the facilities being upgraded under the Programme for learning resources development. The packages (software based) will be developed or procured by the institutions. These learning packages will cater to the linguistic needs of the SC/ST students.	These aids will be made available to the students by the institution selected under the Programme within 6 months of starting of the Programme	SC/ST Cell will monitor the progress of the benefit	All Programme institutions will project the funds for this benefit under their individual Project Proposal
4.	Special drive for women SC/ST students.	The programmes institution will initiated special educational development programmes for girls belong to SC/ST. Facilities such as hostels local commuting facilities, special coaching and remedial courses will be offered by programme institutions. Special promotional activities will be initiated to encourage women from these sections to participate in engineering education.	To be implemented immediately by institutions upon selection under the Programme	SC/ST Cell will monitor the progress of the benefit	All Programme institutions will project the funds for this benefit under their individual Project Proposal

S. NO.	POLICY/ SCHEME/ PROGRAMME TASK	IMPLEMENTATION PLAN	IMPLEMENTATION SCHEDULE	MONITORING ARRANGEMENT	FUNDING ARRANGEMENT
5.	Setting of PETCs for SC/ST students	Selected lead institutions may undertake the responsibility of setting of PETCs under the Programme and extend the benefit to all network and other institutions. The PETCs in lead institution will be limited to offer coaching for entering Engineering Education Programmes by SC/ST students.	To be implemented immediately by institutions upon selection under the Programme	SC/ST Cell will monitor the progress of the benefit	All Programme institutions will project the funds for this benefit under their individual Project Proposal
6.	Promoting employment of SC/ST students	Each Programme institution through its placement cell offer special services to promote employment of SC/ST students. The TPO in the placement cell in collaboration with the Head of SC/ST cell will make special efforts to attract private industries to employ SC/ST students through campus interview. If any specialized pre-employment training is needed the same will be carried out by the placement cell.	To be implemented immediately by institutions upon selection under the Programme	SC/ST Cell will monitor the progress of the benefit	All Programme institutions will project the funds for this benefit under their individual Project Proposal

S. NO.	POLICY/ SCHEME/ PROGRAMME TASK	IMPLEMENTATION PLAN	IMPLEMENTATION SCHEDULE	MONITORING ARRANGEMENT	FUNDING ARRANGEMENT
7.	Decreasing dropout rate and increasing retention of SC/ST students in Engineering institutions	The Programme institution will make all efforts to retain the SC/ST students from dropping out of any course. The institutions may pay individual attention to SC/ST students through : a) Guidance and counseling b) Hostel facilities c) Remedial teaching d) Self-learning packages e) Book Bank f) Attending to grievances g) Flexible learning and evaluation system to enable the student to learn at his/her own pace h) Others	To be implemented immediately by institutions upon selection under the Programme	SC/ST Cell will monitor the progress of the benefit	All Programme institutions will project the funds for this benefit under their individual Project Proposal